

School No.: 326011

Quality Review Report (Translated Version)

Yiu Tung Baptist Kindergarten

**Wings B & C, G/F., Yiu Fu House, Yiu Tung Estate, Shaukiwan,
Hong Kong**

27, 28 & 30 May 2025

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 27, 28 & 30 May 2025

- ☒ **School met the standards of Quality Review**
- ☐ **School did not meet the standards of Quality Review**

School Performance

1. Promoting Continuous Development of School

- 1.1 Upholding the school motto of “Love others as yourself”, the school strives to provide children with education and care services to foster their balanced growth. The leadership team cares about and supports the school. It regularly attends meetings, participates in large-scale activities, visits the school and so forth to give appropriate supervision and suggestions on development directions, home-school co-operation and support for children. In tandem, the leadership team forms social groups to understand the needs of the teaching staff and build a harmonious and stable team. The experienced management has served the school for years and is passionate about education. It pays attention to the situation of children and their families to render necessary assistance. Teachers’ manual and various guidelines are in place in the school. Documents are clearly and orderly recorded, and roles and responsibilities for the teaching staff are explicitly defined, resulting in smooth daily operation. The school arranges for teachers to take part in school-based and joint-school training as well as study tours outside Hong Kong, leading teachers to keep up with the times and enhancing their professional capacity. The school has established a proper appraisal system of which self-evaluation and assessment by the management are included, helping teachers review their personal strengths and areas for improvement. Teachers are also encouraged to make suggestions on the school management and work effectiveness, hence promoting the school to raise the teaching quality continuously. Team members have a sense of belonging to the

school. They work as one and put a great effort into safeguarding the well-being of children.

1.2 The school implements the rationale of school self-evaluation (SSE) by collective discussion. The management guides teachers to gather stakeholders' views on the work of school in all domains through different channels such as curriculum reflection, activity reviews and questionnaires, thereby devising the major concerns of each school year. According to the kindergarten education trends and teachers' needs, the school has regarded promoting Chinese culture and enhancing teachers' skills in leading physical activities and gymnastics as its priority tasks over the past two years. Instructors are invited to school to conduct collaborative lesson planning, lesson observation and evaluation with teachers to strengthen teachers' teaching abilities. Moreover, the school holds related parent-child activities to keep parents informed of the direction of the curriculum development and has obtained parents' recognition. The major concerns have been implemented in a step-by-step manner and the effectiveness is seen gradually.

1.3 The school formulates an explicit mechanism for identifying and arranging referral services to children with special needs while providing emotional, behavioural, social and other guidance. The school cares about non-Chinese speaking (NCS) children. It visits their homes to understand their culture and custom so as to offer corresponding support. Furthermore, Chinese learning groups are formed to increase children's opportunities and confidence in using Chinese. Parent-child community tours are organised to deepen their understanding of the environment they live in. The school regards parents as important partners. It holds lesson observation, seminars and interviews to let parents better grasp the school-based curriculum, child development and parenting skills. Both local and NCS parents are willing to serve as volunteers to assist teachers in implementing activities. The

parent-teacher association was established in the last school year. Committee members are enthusiastic to serve and act as a bridge of communication between school and parents. The school listens attentively and responds to the opinions of various stakeholders. The school is imbued with care and inclusivity. It joins hands with parents to nurture children's healthy growth.

2. Learning and Teaching

2.1 With reference to the teaching packages, the school develops an integrated curriculum of which the content covers all learning areas. Teachers plan project learning and visits to help children build positive values, acquire skills and construct knowledge. The school attaches importance to children's moral development. It leads children to practise good behaviour of treasuring resources and caring for others through morning assemblies and news sharing. The daily schedule is balanced as children are given sufficient time to participate in music, physical, art and free choice activities every day. However, the school must reduce the amount of copying in some of the K3 language homework and remove the excessively difficult learning content and homework in the learning areas of Language and Early Childhood Mathematics for K3 children with a view to meeting children's abilities and developmental needs.

2.2 The school has set up a system for the assessment of child learning experiences. Teachers adopt continuous observation to assess children's performance. They develop learning portfolios to maintain various types of assessment forms, anecdotal observation and artworks, serving as evidence of the learning progress of children. Teachers invite parents to observe children's living habits and attitudes at home, which helps both teachers and parents understand children's needs from multiple perspectives. Teachers regularly meet with parents as well to share the suggestions

for supporting children's growth, promoting children's physical and psychological development. The school is required to follow up on the recommendation of the previous Quality Review to steer the team to collate and analyse the child assessment information, thereby reviewing and revising the design of the curriculum.

- 2.3 The school plans, implements and evaluates the curriculum in an orderly manner. The management leads teachers to jointly draw up teaching plans, use of teaching aids, etc. It monitors the curriculum implementation by scrutinising documents and observing lessons while giving timely guidance and support to teachers to foster their professional growth. Teachers reflect on their teaching. They evaluate the effectiveness of learning and teaching and make specific suggestions about activity design based on children's performance, hence informing the curriculum.
- 2.4 The school endeavours to promote national education. It holds the national flag raising ceremony on important days to help children understand the symbolic meaning of the national flag and the national anthem, learn the warranted etiquette and cultivate their respect for the country. The school also organises festive activities to let children taste festival foods while simulating dragon boat racing with their peers to experience the traditional custom. In respect of the curriculum, the school systematically incorporates the transportation, currency and moral stories in ancient times into the curriculum, linking up with children's daily learning naturally. Drawing on the past experiences, the school has regarded promoting Chinese culture as its major concern in the previous two years. In the last school year, teachers learnt ink painting to lead K2 and K3 children to draw paintings with themes of fruit and flowers. The school employed parent education as well to increase parents' appreciation of art through a series of workshops. In this school year, the teaching team visits kindergartens in the Mainland for teachers to equip themselves with the skills in singing ancient poems and conducting gymnastics through observation and

exchanges. As observed, children performed rhythmic movements along background music while singing ancient poems in Putonghua, thoroughly enjoying themselves. Additionally, children did gymnastics during the physical activity sessions. They sat on chairs to lift their legs and stamp their feet to the song rhythms, demonstrating good gross motor coordination abilities. Children sometimes clenched their fists and sometimes clapped their hands, showing their lively side. Teachers are advised to have explicit plans and records for the teaching arrangements of the implementation of the above-mentioned activities so as to accumulate experiences and evaluate the effectiveness. On the whole, the school actively assists children in experiencing Chinese culture and gradually developing their sense of national identity.

- 2.5 Artworks created by children, parents and teachers are displayed around the school. These artworks are colourful and beautifully arranged, embellishing the campus with an artistic touch. Teachers set up interactive games on the walls to consolidate children's language learning. Children unleash their imagination to engage in imaginative play of the process of riding a bus in a simulated bus compartment. They use building blocks to construct a beach and roads which are full of childlike fun. Children explore the texture of materials and animal shadows, and test different wind speeds to nurture their curiosity. Teachers join children's play to grasp their pace of learning and give them guidance accordingly. Nevertheless, teachers are required to increase children's opportunities for free exploration, relax the restrictions on play and provide adequate space and materials for children and their peers to carry out construction activities. After free choice activities, teachers invite children to introduce their favourite interest corners, but it is necessary for teachers to ask multi-level questions and set aside enough time to guide children to share their play process and discoveries, hence extending children's learning.

- 2.6 Teachers care for children. They are conscientious in teaching and well-prepared as they adopt tactics, including mysterious bags and role-play, to introduce the thematic teaching content and boost children's interest in learning. During music activities, children sing, perform rhythmic movements and play musical instruments, developing their aesthetic sense. Teachers apply what they have learnt from the external support programme to let children design the ways of physical play on their own, enhancing children's creativity. Teachers facilitate children's grasp of climbing, balancing and throwing abilities during circuit games. Children have an adequate amount of exercises.
- 2.7 Children observe rules and are courteous. They play with peers of different cultural backgrounds and are friendly and helpful to one another, getting along in harmony. Children are familiar with the activity procedures. They are eager to respond to teachers' questions and learn proactively. Children take turns to serve as group leaders, assist in leading warm-up exercises and take the initiative to put away teaching aids, showing their willingness to serve others.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school recognises the SSE rationale and devises annual major concerns in response to the school context and the needs of the stakeholders. However, the school should formulate clear work objectives, deploy feasible strategies in different aspects, carefully plan the implementation schedule and set specific success criteria, as well as using children's performance as evidence. In this way, the school can evaluate the work results in an effective manner and strive for advancement.
- 3.2 The school is required to actively follow up on the recommendations of the previous Quality Review to reduce the amount of copying in some of the K3 language homework while removing the excessively difficult learning content and homework

in the learning areas of Language and Early Childhood Mathematics of K3 so as to meet children's abilities and developmental needs. To enhance the effectiveness of learning and teaching, the management is required to lead the team to collate and analyse the child assessment information for reviewing and revising the design of the curriculum. During free choice activity sessions, it should increase children's opportunities for free exploration, relax the restrictions on play and provide adequate space and materials for children and their peers to carry out construction activities.