

School No.: 564826

Quality Review Report (Translated Version)

ELCHK Chung On Nursery School

**Wing A & B, G/F, Kam Lan House, Kam Fung Court,
Ma On Shan, New Territories**

22, 23 & 30 October 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: 22, 23 & 30 October 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 The school maintains close communication with the leadership team through regular meetings. With the support and supervision of the leadership team, the school upholds its child-centredness philosophy and continuously refines its school-based curriculum to promote children's learning through exploration and experience. The school shares practical experience in curriculum design, administrative management and child support with affiliated schools of the organisation, drawing on each other's good practices to enhance overall effectiveness. The management focuses on the school's major tasks and strategically plans teacher training activities, including Mainland exchange, literature review, expert guidance and peer sharing, with a view to encouraging teachers to explore and flexibly adopt diversified teaching strategies to strengthen their professional capacity. The school arranges induction for newly recruited teachers while providing timely support during lessons, helping them identify and extend children's learning interests. Team members are dedicated to kindergarten education, actively put what they have learnt into practice, and collaborate to drive the school forward steadily.

1.2 The school has established a school self-evaluation mechanism, under which the management leads teachers in integrating curriculum reviews and stakeholder feedback to examine the school context and collectively map out the annual development direction and work plans. In recent years, the school has focused on refining its implementation strategies for project learning, with an emphasis on

optimising activity experiences and enriching reading resources to stimulate children's active exploration of their surroundings. This school year, the school further promotes outdoor learning, arousing children's curiosity to explore nature, and using it as a source of inquiry. At the same time, the school encourages children to keep records of their discoveries and review their learning journeys, thereby developing expression and thinking ability. The school formulates appropriate strategies across the areas of teacher professional development, curriculum planning and parents' participation to ensure the effective implementation of the major tasks.

- 1.3 The school embraces learner diversity and has put in place a proper mechanism to identify children with special needs and make referrals as appropriate, while also discussing support methods with the inter-disciplinary team. In response to children's developmental needs, the school meticulously designs activities for each grade level, covering self-care, cooperative games and group tasks, so as to gradually foster children's self-care abilities and team spirit. This enhances their confidence in managing daily tasks and their interpersonal skills, progressively laying a foundation for their transition to primary school. The school also arranges sharing sessions by graduates and visits to primary schools for K3 children, helping them understand the learning modes and campus life of primary schools and develop positive expectations. Parents are key partners of the school. The school readily accepts and follows up on their views, and keeps them informed of the curriculum features through parent-child activities, sharing sessions and lesson observations. Besides, the school organises seminars and workshops to deepen parents' understanding of positive parenting and child development, thereby strengthening home-school cooperation.

2. Learning and Teaching

- 2.1 The school designs its school-based curriculum in accordance with children's interests and experiences. Through project learning and the practice of skills, children are offered diverse learning opportunities that foster their attitude of inquisitiveness and thinking ability. The curriculum adopts project learning as a key approach to extend children's curiosity. In the process of selecting topics, conducting on-site visits, gathering information and conceiving practical plans, teachers guide children to discuss and negotiate with their peers so that they can attempt different exploratory methods and construct knowledge according to their own preferences. The school values children's acquisition of everyday knowledge through daily teaching and the learning environment. Children are provided with opportunities to use simple tools, master life skills and develop good self-care habits. Seasonal and festive elements are integrated into the learning experience, with activities such as tasting floral tea, making seasonal food and learning about customs, thereby naturally connecting cultural heritage with learning. The daily schedule is well-balanced, covering physical, music and art activities. Both inquiry-based learning and free choice activities accommodate children's individual exploration and group interaction, facilitating their whole-person development.
- 2.2 The school develops learning portfolios for children to systematically document their learning and growth. Teachers carefully observe and analyse children's performance in inquiry activities to compile records that capture each child's thinking processes, skills development and changes in interests, as well as their cooperation and interaction in group work. Teachers conduct ongoing assessment of children's performance across different learning areas. In this regard, it would be advisable to establish appropriate assessment criteria to gain a full understanding of and reflect children's learning progress, and to make effective use of the assessment information

to inform curriculum planning.

- 2.3 The school has established a mechanism for curriculum coordination, monitoring and review. Teachers engage in regular teaching reflection, reviewing and adjusting their strategies based on children's performance in the project activities and the support they need. The management provides concrete and feasible advice on the provision of teaching aids and the enrichment of reading materials, thereby creating favourable conditions for children's active exploration. Additionally, the management monitors the implementation of teaching through meetings and routine classroom walkthroughs, and encourages teachers to share their insights during school-based training and curriculum meetings, fostering professional exchange and team growth. The school has developed effective means of reviewing its practices in promoting children's active learning and cultivating their exploratory spirit. Nevertheless, there is room for strengthening discussions on teaching strategies for physical and music activities, so as to enhance the overall effectiveness of curriculum evaluation.
- 2.4 This school year, the school has nurtured children's curiosity about nature by increasing outdoor learning opportunities and growing plants on campus, making the school environment vibrant and lively. Teachers have arranged visits to eco-parks, parks and the countryside, discussing with children what they have observed and how they feel, and initiating inquiries on topics that interest them. Children draw on nature and other life experiences as sources for learning, and everything from insects, plants or facilities can all serve as starting points for exploration. Teachers respond to children's questions and curiosity by flexibly organising extended activities, such as inviting ecology experts to interact with the children or visiting different natural landscapes and park facilities. The forms of inquiry are diverse. Some children observe the growth and metamorphosis of butterflies from caterpillars, searching for

the traces of insects outdoors, while others create ball-rolling game devices, daring to attempt new things and have great fun in the process. Teachers summarise learning with children in a timely manner. Children are engaged, eager to share and able to express their thoughts clearly; they also take the initiative to ask their peers questions, showing a spirit of exploration. The school also encourages children to record memorable discoveries through drawing, writing and collage. Children have drawn butterflies hiding among flowers, and some have sketched simple illustrations of their self-designed games. With teachers' guidance, some children's booklets have begun to show emerging skills to compare and solve problems, for example, using stickers and symbols to mark key observations, comparing different approaches, or indicating areas for improvement, thereby revealing children's thinking process.

- 2.5 The school makes good use of classrooms and common areas to set up different learning zones, designing engaging activities equipped with a variety of tools, real objects and teaching aids. Children may choose to engage in project learning or select free-choice activities based on their interests, gaining rich sensory experiences through hands-on practices while exploring things and solving problems. In the life skills learning zone, children help prepare ingredients such as picking grapes, stirring eggs and scooping out pumpkin seeds, using tools flexibly to develop fine motor skills and eye-hand coordination. During the process, they count quantities of food, recognise food names and describe their characteristics. Teachers integrate knowledge into daily activities, making learning enjoyable and meaningful. Children also learn to wash, handle and simply cook ingredients, gradually acquiring practical life skills. In art and creative activities, children use sponges, paint brushes and their palms to smear, dab and make prints, feeling different textures and observing colour changes. They also use plastic sheets, chenille yarn and paints to

make butterfly artworks and help decorate the garden, adding a touch of beauty to the campus. The reading corner is well-stocked with a rich collection of books. Art books and pictorial guides are also placed in the learning zones. When children have questions, teachers encourage them to refer to these materials to search for answers, nurturing their ability to learn actively. Children enjoy reading in pairs or small groups, or engage in shared reading with teachers to discuss story content, showing their interest in reading.

2.6 Teachers trust children and listen attentively to their thoughts and needs. They help children discover problems arising from daily experiences and think of ways to explore them. They also provide children with opportunities to express their creativity and use questioning to invite them to talk about their creations. Whenever children think of new approaches, they show greater eagerness to try them out, gaining a sense of achievement and experiencing the genuine enjoyment of exploration. Teachers guide children in concluding what they have learnt. Some teachers are particularly skilful at seizing teachable moments for children to refine their work, encouraging them to review prior experiences, engage in reflection and connect existing knowledge with new understanding. In physical activities, teachers design games for basic skills and also allow children to choose their preferred activities. Children can select equipment freely by themselves. Through activities such as throwing discs, riding scooters and bouncing balls, children stretch their bodies through the movements of jumping, balancing and throwing, promoting their gross motor development in a cheerful and lively atmosphere. Besides, children beat time to songs, manipulate musical instruments and move rhythmically through music games, enjoying the happiness brought by rhythms and melodies.

2.7 Children actively take part in activities and demonstrate a positive attitude towards

learning. They plant flowers and herbs attentively in the small garden, and take care of fish and tortoises. By observing these small creatures grow day by day, children develop patience, a sense of responsibility and respect for life. They have also developed good habits, such as deciding on their own food portions during meals and learning to cherish what they have. When moving between activity zones, children can put on and take off their shoes and socks by themselves. After activities, they use cloths, brooms and vacuum cleaners to tidy up, and put items away properly to keep the environment tidy and clean.

3. Recommendations for Enhancing Self-improvement of School

The school meticulously designs rich and diverse learning experiences to promote children's active exploration and learning, while fostering in them a positive learning attitude and a willingness to try new things. The management could further lead teachers to explore the effectiveness of other learning activities in greater depth beyond project learning, and make effective use of child assessment information to inform curriculum planning, thereby continuously enhancing the practice of learning and teaching and collectively nurturing the holistic development of children.