

School No.: 152498

Quality Review Report (Translated Version)

Fuk Loy Chuen Kam Chuen Kindergarten

Wing Hong Building, G/F, Fuk Loi Estate, Tsuen Wan, New Territories

19, 20 & 22 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: 19, 20 & 22 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 The leadership team cares about the overall development of the school and monitors its administrative affairs through regular meetings. The leadership team also values the communication with different stakeholders, and reaches out to parents and teachers through school visits and attending joint-school activities. In tandem, it observes lessons to keep track of learning and teaching, and provides timely suggestions for improvement. The school devises explicit guidelines at work and allocates tasks according to teachers' experiences and expertise. Roles and responsibilities are well delineated, and staff members discharge their duties properly, contributing to the smooth daily operation of school affairs. The management uploads the annual school report to the school website to uphold transparency. It organises training in alignment with the professional development needs of teachers, including holding non-local exchanges and experience sharing sessions, to broaden teachers' horizons. The teaching team is stable and works closely together. Under management's guidance, they drive the school's continuous advancement through concerted efforts.

1.2 The school takes reference from the results of stakeholder surveys, teaching reviews, child assessment information, etc., to evaluate the work effectiveness in different domains. It then devises the major concerns of the next school year through collective discussion, taking into account the school context and children's needs. To keep pace with the kindergarten education development trends, the school has

been actively promoting national education over the past two years and has regarded this as a priority task. Concurrently, the school considers nurturing children's exploratory spirit as another major concern of this school year. It deploys appropriate strategies at different levels and monitors the progress of the plans to take follow-up action aptly, implementing the cyclical school self-evaluation (SSE) process.

- 1.3 The school accepts and caters for children's diverse needs. It has a robust identification and referral mechanism, and connects with interdisciplinary professionals to provide proper assistance for children with special needs. The school employs multiple support measures, including arranging for non-Chinese speaking (NCS) teachers to converse with their peers to deepen other teachers' understanding of children with different cultural backgrounds, and forming language groups to enhance NCS children's interest in learning Chinese, thereby facilitating their adaptation and learning. Besides, the school plans parent education programmes and community visits to help NCS parents learn basic Cantonese and know about the community resources. Regular handicraft classes and food sharing sessions are held for parents of Chinese speaking and NCS children to jointly experience traditional art and hometown foods as well as understand the culture and custom of each other, promoting inclusivity on campus. The school has been considering strengthening parent education and fostering home-school cooperation as its development foci over the past three school years. Through seminars of different topics, the school improves parents' understanding of the all-round development of children and parenting skills. It encourages parents to apply what they have learnt to enhance their parenting competence. The parent-teacher association was formed last year to pool the efforts of parents to plan parent-child picnic and festival booths, embodying the spirit of home-school cooperation.

2. Learning and Teaching

- 2.1 According to the *Kindergarten Education Curriculum Guide*, the school applies teaching packages and selects picture books to draw up an integrated curriculum using themes. The curriculum content ties in with children's interests and life experiences, and covers different learning areas. To foster children's moral development, the team makes good use of the daily morning and afternoon assemblies to read stories with children and encourage them to share experiences in helping others, with a view to cultivating positive values of caring and helpfulness. Children have opportunities to participate in music, physical, art and free choice activities every day. However, K2 whole-day class has rather insufficient time for physical activities on some days and the school must arrange a balanced daily schedule. In addition, the school has been improving its homework design in recent years, but the language homework for K3 children in the second school term remains rather difficult and must be revised to meet children's developmental needs.
- 2.2 The school has a policy on the assessment of child learning experiences. Teachers devise assessment content that aligns with the curriculum objectives to effectively present children's performance in different learning areas. When formulating assessment criteria, teachers take into consideration the diverse language proficiency levels of both Chinese speaking and NCS children thoughtfully and make appropriate adjustments to clearly reflect children's language development specifically. At the end of a school term, teachers introduce the information in the children's learning portfolios to parents, including thematic assessments, observation records and analysis of artworks to keep parents informed of their children's overall learning performance. Furthermore, teachers render follow-up advice based on the individual needs of children to help parents support their children's growth and development. That being said, starting from this school year, the school calculates

the mean value of children's performance in each learning area upon completion of a theme. Such practice fails to reflect children's development accurately and must be revised to improve the assessment efficacy.

2.3 The mechanism for curriculum coordination, monitoring and evaluation is running smoothly. The management attends meetings, observes lessons, conducts classroom walkthroughs, and scrutinises lesson plans and thematic reviews to understand the curriculum arrangement and activity design as well as monitoring the curriculum implementation and teaching. Team members communicate professionally in meetings, including sharing and discussing the good experiences of other schools in curriculum planning and in promoting national education. While mapping out work plans to promote national education, the management leads the team to examine the curriculum and set the learning objectives and content of Chinese culture for each grade level. For instance, it adds understanding of ancient tools like scales and compass to the learning content and lets children experience folk games to gain access to traditional items. The team has built a habit of reflection. It reviews the effectiveness of the activities by observing children's performance daily, and makes suggestions for improvement from the perspectives of teaching skills, teaching materials and so forth, which is conducive to increasing the effectiveness of learning and teaching.

2.4 Another major concern of the school in this school year is nurturing children's exploratory spirit. Teachers participate in training to strengthen their skills in designing exploratory activities. They also further review and revise the learning content of Nature and Living in the curriculum outline. By setting up interest corners, designing simple learning tasks and organising outdoor visits, teachers provide children with more opportunities for sensory learning. For example, teachers put mirrors and picture cards in exploratory corners for children to explore

on their own. Children then discover the phenomenon of reflection and use a mirror to make symmetric patterns. The school organised a visit to the Hong Kong Science Museum as well to extend children's learning. Teachers guide children to observe the interesting images formed by different types of mirrors, arousing children's curiosity to explore daily-life items. On the whole, the work plans have been implemented in an orderly manner and the major concern has delivered considerable results.

2.5 Teachers utilise the lobby and corridors to display the works of all classes, encouraging children to appreciate one another. Meanwhile, they set up theme-matching interest corners in classrooms to let children play games according to their preferences during free-choice activity sessions. To align with children's life experiences, teachers put up a simulated snack bar and a bus compartment in the imaginative play corner. They invite children to make food props together to motivate them to take part in games. NCS children simulate buying and selling food. They take the initiative to describe the characteristics of Hong Kong local snacks. They also play the role of a passenger taking public transport to learn and follow the etiquette, fostering their language and social development. Teachers provide a variety of materials and tools in the art and craft corner to inspire children to select freely and create. Teachers meticulously prepare teaching aids on the walls that attract children to manipulate. As observed, children enjoyed playing checkers themed attractions around Hong Kong to deepen their impression of the city. They also completed the simple learning task of filling out the dim sum order forms to revisit number bonds and decomposition, extending and consolidating their thematic learning effectively.

2.6 Teachers are amiable, friendly and approachable. Tying in with the content of daily activities, teachers prepare real objects and pictures as teaching materials. They

share stories with children and make use of real-life scenarios to arouse children's interest in learning. To help children build activity routines, teachers employ tactics such as slogans and cue cards while giving timely encouragement and compliments to children to recognise their positive behaviour. Children play group games in the physical venue where teachers provide suitable physical equipment based on the objectives to let children exercise, fostering their body coordination and development. To further enhance the effectiveness of music activities, teachers may improve their presentation skills, strengthen the use of voice and body movement and facilitate teacher-child and child-child interactions in lessons so that children can convey their feelings, ignite their imagination and express their creativity through music.

2.7 Children throw themselves into campus life and enjoy participating in activities. They greet others proactively and follow classroom rules. Most of the NCS children understand Chinese instructions and, with teachers' encouragement, are able to answer questions in simple Cantonese, showing their interest and motivation to learn. NCS children like to talk to their peers, getting along well with one another. Children are friendly, willing to play cooperative games and share toys with each other. They also show responsibility and good character as they take the lead in assisting with cleaning and tidying the classrooms.

3. Recommendations for Enhancing Self-improvement of School

3.1 The school regards home-school cooperation as a significant and long-term development goal. The management is advised to lead the team to apply the SSE rationale by evaluating the implementation of tasks and taking follow-up action continuously, and building a closer partnership with parents to foster children's growth collaboratively.

3.2 The management is required to guide teachers to revise the daily schedule of the K2 whole-day class, remove the rather difficult language homework content of K3 and improve the analysis method of the child assessment information. The school may also enhance teachers' skills in conducting music activities to effectively inspire children to express their feelings and creativity.