

School No.: 565300

Quality Review Report (Translated Version)

Hong Kong Society for the Protection of Children Portland Street Nursery School

4/F & Penthouse (Laundry), 387 Portland Street, Mongkok, Kowloon

24, 25 & 27 February 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: 24, 25 & 27 February 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 upholds the mission of creating a happy, caring and diverse learning environment to foster children's whole-person development. In response to the school needs, the leadership team provides support on manpower and resources while giving appropriate advice on curriculum planning, steering the school forward. In recent years, the school has jointly set up an online database with peer schools to motivate teachers to share the good practices of learning and teaching, learn from feasible options and innovate new teaching methods, raising the teaching standards in an ongoing manner. The management has extensive supervisory experiences and fully grasps the kindergarten education development trends. It leads staff members to communicate actively and create a shared vision. In tandem, the management encourages the teaching staff to pursue further studies, and assigns teachers to various positions in different functional groups strategically for them to accumulate administrative experiences, hence grooming talents. Amid a harmonious atmosphere, teachers exploit their strengths and fully demonstrate their passion for work in daily operation, making concerted efforts to provide children with quality education services.

1.2 The school has established a stable school self-evaluation (SSE) mechanism and the SSE culture has been embedded in routine work. The management leads the team to review the effectiveness of work in all domains with an evidence-based approach, and in turn discuss ways to further enhance the quality of learning and teaching. In

light of the latest situation in recent years, the school has not only focused on developing the school-based curriculum, but also put much effort into promoting positive education. In this school year, the school regards enhancing children's interest in language learning and their understanding of Chinese culture as its major concerns. It devises comprehensive and detailed plans, and deploys corresponding strategies in various aspects as well as reviewing the implementation progress and effectiveness in a timely manner. The school starts the priority tasks with teacher training. Then, it conducts collaborative lesson planning for the team to design language activities that stimulate children's active learning while strategically connecting the themes of each grade level with Chinese culture for the implementation of the major concerns.

- 1.3 The school adheres to the education rationale of child-centredness to create a friendly and harmonious campus environment. The school employs appropriate strategies to cater for learner diversity. It identifies children with special needs as soon as possible and makes referrals. Diversified measures are provided as necessary, such as individual guidance, peer support and group activities, to follow up on and take care of children's learning and growth properly. To further assist non-Chinese speaking (NCS) children, the school records Cantonese teaching materials for increasing NCS children's exposure to Chinese at home, facilitating their listening and speaking skills. The school also invites NCS parents and their children to take part in multicultural activities on campus, which is conducive to their adaptation to the community. Children with diverse needs are accepted in an inclusive atmosphere. With teachers' unfailing guidance and support, these children have built a sense of security and confidence in learning. In respect of the adaptation of newly admitted children and kindergarten-primary transition, the school designs games and problem-solving activities to strengthen children's self-care and social

skills, thereby preparing them for new learning stages. Moreover, the school gives parents advice through seminars, workshops, etc., to help children embrace the changes in the environment.

- 1.4 The school values home-school co-operation and sets up a variety of channels to communicate with parents. It listens to parents proactively and responds to their needs at opportune times. The school designs parent-child simple learning tasks as well which include a newly added thematic learning booklet for encouraging parents and children to gather related information together to extend learning. The school organises a wide range of parenting courses and parent-child activities regularly to increase parents' child-rearing knowledge. The school strives to motivate parents to take part in various activities and volunteer services, and parents participate enthusiastically. Thus, a stable partnership of mutual trust has been built, creating favourable conditions for the school's commitment to help children grow and thrive physically and psychologically.

2. Learning and Teaching

- 2.1 The school draws up a learning outline based on the curriculum objectives and framework of the organisation. It selects suitable picture books to design an integrated curriculum according to children's interests. The learning content centres on real-life themes for children to construct knowledge and skills while emphasising moral education to cultivate positive values and attitudes in children. Elements of Chinese culture are also incorporated so that children can subtly develop a sense of patriotism. The daily schedule of the school is properly planned and balanced that different types of activities are arranged every day for fostering children's comprehensive development. In recent years, play has been introduced in the afternoon session of the whole-day classes to provide children with more

opportunities for exploration.

- 2.2 The school refers to the developmental characteristics of children and the learning objectives in all areas to set corresponding assessment items. Teachers adopt continuous observation to assess children's performance and keep parents informed of children's school life in a timely manner. At the end of a school term, teachers summarise children's learning progress and give specific suggestions to parents on fostering their children's growth. Teachers also analyse the assessment information systematically to understand children's individual and overall performance, serving as a reference for curriculum revision.
- 2.3 The management demonstrates its curriculum leadership to coordinate and review the curriculum content of all grade levels, pooling collective wisdom and insights on the arrangements of each learning area to lead teachers to design learning activities that suit children's interests. The team is willing to make new attempts in teaching, actively devising and trying out different strategies to enhance the learning and teaching effectiveness. They observe children's performance and conduct reflection to review teaching earnestly as well as making suggestions for improvement, exerting themselves to give children rich and effective learning experiences.
- 2.4 Following the achievement of promoting positive education in the last school year, the school has brought out the foci of moral education from the content of picture book stories in daily teaching. Teachers share stories about cherishment, caring, etc., in thematic activities to inspire children to put themselves in others' shoes to understand people's needs and learn to take good care of public property. Furthermore, teachers organise extended activities, such as motivating children to come up with ways of making life more convenient for the elderly, give greeting cards to family and friends, and donate to social welfare organisations, to put what

children have learnt into practice. The school teams up with parents. It invites parents to record children's good living habits at home while encouraging them to go to the park with their children and enjoy nature together, hence deepening children's experiences. Teachers guide children with patience to enable them to show proper values and attitudes in different aspects. Children have not only built a harmonious and friendly relationship with others, but also learnt to protect the environment. As observed, children treasured food. They made conscious effort to pick appropriate amount of food during lunch break and snack time, responding in action to the school's advocacy of cherishing resources and understanding the importance of frugality and zero-waste.

- 2.5 The school is keen to enhance children's interest in language learning in this school year and connects it with the elements of Chinese culture. Teachers explore the origin of words with children to guide them to understand the wisdom of ancient people creating words to communicate with others. Teachers use historical stories, real objects and so forth as an entry point and help children make associations from the things around them. For instance, teachers let children watch water droplets dripping, and observe the appearances of the sun and the moon so as to comprehend the relationship between shapes and character forms, thus motivating children to learn. Under the themes of light and shadows, as well as communication, teachers introduce sundial and encourage children to play the game of pigeon post to understand the life of ancient people. Besides, teachers provide manipulative teaching aids, including allowing children to simulate writing in sand with chopsticks, use a torch to reveal hidden vocabulary, and assemble three-dimensional character forms with different materials, to assist children in consolidating their learning easily and cultivate their interest in learning progressively, thereby increasing their basic understanding of Chinese characters.

- 2.6 Teachers utilise the environment set-up to offer diversified play experiences to children. Apart from setting up various types of interest corners to attract children to manipulate teaching aids, create artworks and role-play during free choice activities, teachers also meticulously arrange games that are in line with the learning themes in the afternoon play sessions. For example, light effects are ingeniously used in classrooms for children to be placed in different zones of light and shade. Children can choose to create shadow play, or project the assembled iridescent building blocks onto a projection wall to observe the changes in the forms and direction of shadows when the puppets or items are being moved, so as to understand the delicate relationship between light and shadow. In the theme of communication, teachers prepare rubber hoses, paper tubes, walkie-talkies and so forth to prompt children to explore and compare ways of conveying messages. On the whole, teachers put up theme-matching scenarios conscientiously to enhance children's interaction with the environment, enabling children to seek new knowledge proactively and extend their learning in a rich and novel setting.
- 2.7 Teachers always wear a smile and give positive feedback to children, creating a joyful and relaxing classroom atmosphere. Teachers teach with patience and dedication. They soothe children in gentle tones sincerely, setting a good example of kindness and peace. Since the previous Quality Review, the school has improved the use of space during physical activity sessions to arrange activities in a flexible manner, and plan circuit games that have different levels of complexity and an adequate amount of exercise. In this way, children can stretch their limbs and strengthen their muscles while the school can ensure the smooth transition of activities. During music activities, children act out a song with confidence and create dance moves with scarves that correlate with the lyrics or role-play with their peers, showing creativity and fostering aesthetic development.

3. Recommendations for Enhancing Self-improvement of School

The school strives to provide quality kindergarten education for children, create a loving and caring atmosphere, and design real-life learning content that centred on children, hence enhancing the effectiveness of learning and teaching unceasingly. The team actively demonstrates its professional competence and implements the SSE cycle in routine work, ensuring the continuous advancement of various tasks as well as the curriculum. Teachers may keep on conducting peer collaboration and reflection to refine the teaching strategies and encourage one another, working together for the well-being of children with relentless effort.