

**School No.: 158380**

# **Quality Review Report (Translated Version)**

**Lung Kong World Federation School Limited  
Chu Sui Lan Anglo-Chinese Kindergarten**

**Unit 1-10, G/F, Leung Kit House, Leung King Estate,  
Tuen Mun, New Territories**

**24, 25 & 27 October 2022**

**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 October 2022**

- ☒ **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 is supported by the leadership team who understands and monitors the school's work through regular meetings. The leadership team also provides professional advice on the school's development. With an open mind, the management is willing to communicate with teachers and respects their views. It also provides room for teachers to have new attempts on teaching while mentoring and encouraging them. The school has formed a stable teaching team and teachers generally have served the school for years, having a sense of belonging to the school. They build rapport with, care about and support one another. Members of the team work together in a harmonious and open working atmosphere to implement the school's tasks in different areas and promote the development of the school with concerted effort. The school sets a variety of training activities for teachers according to the school-based needs. After training, teachers are also arranged to share their acquired knowledge with peers, with a view to reinforcing the team's professional competence.
- 1.2 The school has established a school self-evaluation (SSE) mechanism. The management and teachers aptly review the development of work in each area and identify the major concerns that meet the school context and children's needs through collective discussion. The school has followed up on the recommendations of the previous Quality Review. When formulating the development plan, the school maps out clear and concrete success criteria for the major concerns, which is conducive to reviewing the effectiveness and informing the deployment for the next stage, thereby boosting the effectiveness of the plan. The school has regarded promoting positive education as its major concern for the past two years. In the previous year, it focused on strengthening teachers' professional knowledge and skills in developing a positive culture on campus, such that parents could understand and practise positive education rationale. The school puts emphasis on adjusting the design and implementation of the curriculum this year. The school devises the

objectives of its plan in light of the school context and takes forward the relevant work in an orderly manner. Another major concern of the school this year is to cultivate children's sense of belonging towards our country and affection for the Chinese people. The team reviews the school's routine work regarding the implementation of national education. Teachers are arranged to attend relevant professional training, and the learning elements of Chinese culture are enhanced in the curriculum. The school sets clear objectives in its plan and has taken the perspectives of teachers, children, parents and other stakeholders into consideration to deploy appropriate strategies. The school also deepens or adjusts its work based on the previous achievements, which is beneficial to put forward the plan.

- 1.3 The school values home-school cooperation. The parent-teacher association has been established for years. It serves as a bridge of promoting home-school communication and fosters a closer tie between parents and the school effectively as it reflects parents' views to the school at the regular meetings and assists the school in organising large scale activities. Taking part in the school's activities and serving as the school's volunteers, parents realise the school life of their children and understand the implementation of the school curriculum. Parents recognise and are supportive of the school in the implementation of positive education. They write down wordings to praise their children, which are returned to the school and then being displayed. This helps children learn good behaviour from each other. The school caters for the diverse needs of children. A clear mechanism for identification and referral is in place so that children with special needs can access relevant services the soonest. The school also optimises the use of various resources to provide parents with information and assistance on supporting children's diverse needs.

## **2. Learning and Teaching**

- 2.1 The school makes reference to the *Kindergarten Education Curriculum Guide* and the teaching packages to devise an integrated curriculum with a wide range of themes. The curriculum content covers all learning areas and takes into account the cultivation of attitudes, acquisition of skills and construction of knowledge among children. The daily schedule and the use of space are well-planned. After every morning assembly, the school first arranges all children to develop physique in the circuit games. Children then participate in the free exploratory activities on the campus. Teachers encourage children to collaborate and play with peers from

different grade levels to facilitate their social development. About half of the Fridays in the school year are designated as “Multi-intelligence Day”, of which teachers design dancing, art and science activities for children. However, children are not given the opportunities to engage in free choice activities. The school must review and revise its activity arrangements such that children have ample opportunities to engage in music, physical, art and free choice activities every day, hence promoting a balance development.

- 2.2 The school has established a mechanism for curriculum coordination, monitoring and review. The management leads teachers to discuss the curriculum collaboratively in terms of learning goals, activity design, set-up of learning corners and homework arrangements. They value children’s comprehensive and appropriate development. After the completion of each learning theme, teachers prepare reflective log by class for record. Reflection meetings on teaching are held at each grade level where teachers are able to review the activity design and their teaching based on children’s performance. Teachers highlight effective practices and areas for improvement. They make suggestions for enhancement, thus informing the curriculum.
- 2.3 The school has developed a mechanism for the assessment of child learning experiences. In view of the learning goals of different themes, members of the teaching team work in collaboration to devise concrete assessment items and criteria. Teachers continuously observe children, make records for children’s learning and development and comment on children’s progress at the end of the school term. In the meantime, the school invites parents to record their children’s behaviour at home so that teachers are able to understand about children’s development better. It creates learning portfolios for children as evidence of their growth. Teachers meet with parents on a regular basis to keep parents informed of their children’s development. Teachers also utilise the child assessment information to master children’s overall performance in order to inform the curriculum. In tandem, they recognise the learning progress of individual children and offer relevant support accordingly.
- 2.4 The school has regarded promoting positive education as its major concern both in last school year and this school year. A positive and collaborative team has been built through teacher training activities. Through activities on parent education, the school also advises parents on positive child-rearing skills. Teachers incorporate benevolence, appreciation, curiosity and other positive learning elements into the curriculum to nurture positive attitudes among children. As observed, teachers

adopted positive language to teach children to comply with the rules and give polite expressions. Children were also encouraged to share, to care for and help others. They are obedient, polite and eager to take part in the learning activities. They are willing to express their opinions confidently and get along with peers. When engaging in activities across grade levels, children take care of the younger schoolmates, demonstrating good affective and social development.

- 2.5 This year, another major concern of the school is to cultivate children's sense of belonging towards our country and affection for the Chinese people. Teachers strengthen their understanding on Chinese culture and national security education through professional development activities. The school holds school-wide national flag-raising ceremonies on important days and special occasions. The national anthem is played in every morning assembly, of which children gather at the lobby area and stand solemnly facing the national flag on the stage, following the warranted etiquette. Teachers design learning activities related to Chinese festivals. Therefore, children can get experience of knowing Chinese traditional custom and Chinese culture. Meanwhile, the school brings in external support to organise professional training for teachers. It maps out music activities such as Chinese music appreciation and singing Chinese folk songs to expand children's knowledge and recognition of Chinese culture. The plan is carried out smoothly.
- 2.6 The school campus is bright, comfortable and well-maintained. Climbing frames, slides, tricycles, etc., are available in the lobby to provide an appropriate environment and equipment for the physical activities. The team carefully plans the position of the equipment and materials throughout the campus for easy access, facilitating the activities to run smoothly. Teachers set up various learning corners that correspond to the themes in the classrooms. This includes placing kaleidoscopes, binoculars and magnifiers in the exploratory corner for children to use and explore. The role-play corner was decorated as a pulled noodle restaurant, where children wore chef hats and aprons to simulate making pulled noodle with clay and small rolling pins. Children also got to know ancient Chinese architecture when doing the jigsaw puzzles of Forbidden City and the Great Wall of China. The lobby and classroom corners are set up in an organised manner and clearly indicated. Children in all grade levels select learning activities to construct knowledge or practise skills according to their interests.
- 2.7 Teachers are kind and friendly. They often praise children and have a good relationship with them. Teachers are well-prepared for the lessons and design the

learning activities carefully. They also utilise teaching materials flexibly to arouse children's motivation in learning. Children are devoted to learning. They always raise their hands to speak up and answer teachers' questions proactively. Teachers respect children and provide them with sufficient time to express their views, feelings and share experiences. Teachers observe children during activities to participate or intervene in children's play in a timely manner. Some teachers ask children questions to lead them to make further attempts or construct new knowledge. Children are arranged to have activity reviews and share the course of events and their ideas during activities, thereby consolidating and collating what they have learnt. Children have sufficient amount of exercises from the physical activities designed by teachers, displaying good body coordination. During the music activities, teachers lead children to sing, perform rhythmic movement, tap out the beat, as well as creating scenarios to enable children to engage in plays. Children enjoy the fun of the music activities.

### **3. Recommendations for Enhancing Self-improvement of School**

- 3.1 Team members of the school bear a positive and proactive attitude and have developed a rapport between one another at work. They share a common goal and vision on the school's development and are willing to make new attempts and exchange on teaching. Team members jointly review the school context and children's needs, and map out appropriate annual major concerns through SSE. They deploy implementation strategies from multiple perspectives to promote the sustainable development of the school. The school is advised to optimise the current appraisal system. In the meantime, the management may specifically evaluate teachers' job performance in addition to teachers' self-evaluation, identify their strengths and areas for improvement and take appropriate follow-up actions, thus further enhancing the overall professional competence of the team.
- 3.2 The school is required to revise the daily schedule of the "Multi-intelligence Day" to ensure that children have adequate opportunities to engage in music, physical, art and free choice activities every day to facilitate their balanced development.