

**School No.: 159034**

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

**Po Leung Kuk Chan Seng Yee Kindergarten**

**G/F, Shui Shum House (Block 2), Tin Shui Estate,  
Tin Shui Wai, Yuen Long, New Territories**

**3, 4 & 6 December 2019**

**Kindergarten Inspection Section  
Education Bureau**

**Education Bureau**  
**The Government of the Hong Kong Special Administrative Region (2020)**

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**Dates of Quality Review: 3, 4 & 6 December 2019**

- 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 pays attention to school development. It provides administrative support to the school and supports the school to use suitable resources from the sponsoring body and community to promote various work. The school has a clear organisational structure. The management discharges its duties properly and demonstrates its leadership role in administration, curriculum and care service. It collaborates effectively with the team to promote school development. The school takes into account teachers' preferences, interests and strengths, and assigns them to participate in working groups, so that they can accumulate experience from different aspects of work, such as crisis management and parent education. The school values teachers' professional development. In view of teachers' needs and the pace of school development, it plans school-based training and supports teachers to apply what they have learnt in daily teaching through internal professional sharing and exchange. The team strives to explore effective teaching strategies in order to provide quality education service for children with concerted efforts.
- 1.2 The school has followed up the recommendations of the previous Quality Review to stop arranging dictation activities for K3 and place emphasis on introducing its education rationale as well as direction of curriculum development to parents. The school has established the culture of school self-evaluation (SSE). Teachers participate in the SSE work in a comprehensive manner and put the SSE rationale into practice in their daily work. The team collects evidence, such as stakeholders' views and children's performance, to evaluate the effectiveness of various work in an objective manner. The school plans development projects that meet its context. In recent years, it has taken refining learning and teaching as well as support service as the major concern. It implements the work about facilitating children to learn on their own initiative, creating a positive atmosphere at school and supporting non-Chinese speaking (NCS) children in a step-by-step manner. The objectives of the major concern are specific and the school can deploy appropriate strategies from multiple perspectives, including teacher training, activity design and parent

education. The school sets the success criteria aptly to evaluate the work effectiveness in concrete terms. The success criteria can also serve as reference for planning the work in the next stage.

- 1.3 The school plans its care and support work appropriately. It accepts children with different backgrounds and needs. The school puts in place an identification mechanism. When teachers notice suspected cases that are related to children's special needs or family issues, they refer the cases to professionals for follow-ups in a timely manner so that children can receive support the soonest. The school maintains close communication with parents and is pleased to consider and follow up parents' views. In order to achieve the objective of fostering children's growth through home-school cooperation, the school arranges Parents' Day and lesson observation, as well as organises parent education activities according to parents' needs, with a view to informing parents of its education rationale and equipping them with positive parenting skills. The representatives from the parent-teacher association not only help reflect parents' views, but also organise various activities with the school, such as parent-child outings and interest classes for parents. Parents participate in the activities and serve as volunteers actively. They trust and support the school. A solid relationship for home-school cooperation has been developed.

## **2. Learning and Teaching**

- 2.1 The school makes reference to the teaching packages to design the school-based curriculum outline. It designs the integrated curriculum with real-life themes by taking into account children's life experiences and interests. The curriculum is comprehensive which covers all learning areas, and is conducive to the cultivation of children's positive values and attitudes as well as the acquisition of knowledge and skills. The school increases children's opportunities to take part in outdoor learning activities. It ties in with the themes and taps community facilities aptly to arrange visits and experiential activities so that children can explore in an authentic environment, thus enriching their learning experiences. The school organises different activities for children of the whole-day classes after the afternoon nap, such as planting and language activities. It also increases free choice time starting from last school year. Yet, the opportunities for children to engage in music and physical activities are still slightly insufficient. The school must keep adjusting the daily schedule of the afternoon session for the whole-day classes to ensure that children

have balanced learning opportunities daily.

- 2.2 The mechanism of the assessment of child learning experiences is proper. Teachers assess children by means of continuous observation and record. The assessment content is in line with the curriculum objectives. The school develops learning portfolios for children and maintains teachers' observation records of children, children's works and parents' sharing as evidence of children's growth from multiple perspectives. It also enables parents to timely understand their children's learning progress and raises concrete suggestions according to children's individual needs for parents' follow-ups. The school makes use of the child assessment information to review the development of individual children. It also consolidates and analyses related information in order to inform the curriculum and teaching design.
- 2.3 The school has established an effective mechanism of curriculum coordination, monitoring and review. The management leads teachers to have in-depth discussions in meetings on the arrangement of thematic activities, the set-up of interest corners and the selection of teaching aids. It also monitors curriculum implementation and provides timely suggestions as well as feedback by means of lesson observation and in-class collaboration, with a view to enhancing the effectiveness of learning and teaching. Teachers reflect on their teaching and review from different aspects including activity design, teaching strategies and children's learning performance. They give concrete suggestions for improvement as reference for adjusting teaching and curriculum design. The school adjusts the homework design to reduce the amount of writing. However, some of the K3 teaching content and homework in the second school term are considered too difficult which fail to meet children's abilities. The school must review and revise accordingly to cater for children's developmental needs.
- 2.4 In recent two years, the school has taken facilitating children's active learning as the major concern. Last school year, it added manipulative games along the corridors and strengthened the element of play in some of the physical activities, so as to enhance children's learning interests and motivation. The school makes good use of the walls outside classrooms and lobby to extend children's activity space, for instance, children explore the operation of gears and observe fish there. Children enjoy playing together. They are engaged in interacting and exchanging with one another during the process. In some of the physical activities, teachers provide different physical play items for children to select freely. Children play on their own initiative and perform various movements in their self-created games

energetically. This school year, the school extends the element of play to the corner activities in classrooms. Teachers design the imaginative play corners in accordance with the themes to create an environment conducive to role-play for children. They add a number of materials, such as twigs, stones and plastic cups for children to unleash their imagination and design different ways of play. In addition, the exploratory corner, creative corner and learning corner are in place where sufficient materials are prepared for children to explore things, take part in art creation and apply their knowledge and skills during play. Teachers walk through and observe children's play, whereas some of them participate in the play to guide children's learning through conversation and questioning. After play, teachers review with children, such as inviting them to report the play that they have participated in. With a view to extending children's interest in exploration, teachers may guide children to share their experiences and discoveries during play to stimulate them to make further exploration, thereby developing their attitude of active learning.

2.5 This school year, the school has set creating a positive atmosphere at school as another major concern. The school arranges training for staff to help them understand the rationale of the work plan and their personality traits, so that they can grasp the objectives of the work plan. Teachers design appropriate activities. They guide children to learn to face difficulties and challenges with an optimistic attitude by making reference to the personality traits of the characters in stories and different scenarios. They also lead children to try to solve problems with a positive way from time to time. In addition, a reward scheme is implemented to encourage children to care for and help others. The school displays words of encouragement around the campus to deliver positive messages. It also invites parents to take part in seminars and parent-child activities, so that parents can learn to support their children's learning and growth with a positive attitude. Parents are willing to apply the related parenting skills in daily life and cooperate with the school, creating a joyful environment for children's growth.

2.6 The school set strengthening the support for NCS children and parents as one of the major concerns last school year. It reinforced the communication and understanding between the school and parents by implementing cultural integration activities. For instance, children wear ethnic costumes to join birthday parties, whereas NCS parents set up hand-painting booths on the Open Day of the school. The school taps community resources to provide translation and interpretation services to help NCS parents understand school information. NCS parents actively

take part in parent-child activities, parent education activities and serve as volunteers, developing a sense of belonging to the school. Teachers care about NCS children. Teachers understand the challenges faced by NCS children and communicate with them patiently. Teachers also encourage and guide NCS children to learn Chinese in a natural teaching context. NCS children are willing to communicate with others in Cantonese, they play and learn with Chinese-speaking children devotedly. The school has successfully created an inclusive atmosphere.

2.7 Teachers are well-prepared for their lessons. They use pictures, books and teaching aids to facilitate their teaching and help children understand the learning content. Teachers give clear explanations and instructions. They encourage children to share and express themselves, and respect children's views. Children are pleased to follow teachers' instructions and engage in activities with self-discipline. They are willing to respond to teachers' questions and share with peers confidently. The music and physical activities are designed appropriately. Children are engaged in singing and rhythmic movements, while developing their abilities in body movements and coordination during play. In addition, teachers exchange views with professionals on the skills of assisting in the learning of children with special needs. For instance, they arrange simple tasks for individual children to strengthen their fine motor skills. They also make adjustments in homework, enabling children to learn at their own pace.

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

The school has internalised SSE. It reviews the implementation of various work and plans follow-up measures in a timely manner. The school is advised to examine and adjust the daily schedule for the whole-day classes as well as improve some of the K3 learning content and homework, so as to better meet children's developmental needs. The teaching team may continue to share among themselves their skills of leading children to review their play experiences, as well as study effective strategies to inspire children to explore things, thereby developing children's attitude of active learning.