

School No.: 158488

Quality Review Report (Translated Version)

Po Leung Kuk Fiona Cheung Sum Yu Kindergarten

**Units No. 208-214, Fu Ching House, Tai Wo Hau Estate,
Tsuen Wan, New Territories**

26, 27 & 29 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: 26, 27 & 29 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 school closely collaborates with the affiliated kindergartens of the organisation. Steered and supported by the leadership team, they work together to organise joint-school large-scale events, teachers' training, etc., thus creating synergy effect and pooling professional efforts. The management has served the school for years and is familiar with its overall operation and development pace. The management communicates with the team willingly to examine the needs of the school together. The performance of staff is effectively evaluated by using the appraisal items and criteria provided by the organisation. Duties are properly assigned based on the abilities and experiences of the staff and there is a well-defined delineation of authority and responsibility, leading to the smooth daily operation of the school. Teachers participate in training and exchange activities. They practise in lessons what they have learnt, learn from one another and share their experiences through peer lesson observations in a bid to enhance the professional competence, fostering the continuous advancement of the school.
- 1.2 The school has a substantial school self-evaluation (SSE) mechanism. Members of the team refer to the opinions of different stakeholders and children's performance to collaborately devise an annual development plan that tie in with children's needs while reviewing the effectiveness of activities at opportune time. This school year, the school regards enhancing the exploratory spirit of children as its major concern. The management is active in introducing external professional support to offer

training to teachers, improve activity design and enrich the environment setup while extending children's learning through parent-child learning tasks. In conclusion, the school adopts suitable strategies and implements various tasks in an orderly manner.

- 1.3 The team embraces children's diversity. It has established an explicit identification and referral mechanism to help children with special needs receive professional support the soonest. Teachers adopt proper strategies including the use of flash cards and the adjustment of speech rate to assist non-Chinese speaking (NCS) children in integrating into lessons. The school arranges for K3 children to conduct diversified experiential activities at primary schools under the same organisation. For example, K3 children take part in paired reading and planting while having chances to talk to primary school students to facilitate their understanding of primary school environment. With respect to the adaptation of newly admitted children, the school lets parents accompany their child to school and adopts progressive lesson time. All these are conducive to children's integration into school life. The parent-teacher association provides assistance in organising large-scale school events and collects parents' views to prompt home-school collaboration and communication. The school regards parents as important partners and has close contact with them. By conducting parent lesson observation, parent-child activities and volunteering services and so forth, the school enables parents to keep abreast with the learning of their child. Parents trust and support the school. Both of them nurture children's health growth with concerted efforts.

2. Learning and Teaching

- 2.1 The school makes reference to the curriculum information of the organisation and teaching packages while aligning with children's life experiences to devise teaching

themes that cover all learning areas, fostering the cultivation of positive values, acquisition of skills and construction of knowledge in children. The school has a balanced daily schedule that ample music, physical, art and free choice activities are arranged every day. The school strives to promote positive education for children to understand various emotions and learn about dealing with unhappiness and difficulties. With respect to promoting national education, the school incorporates the elements of Chinese culture into the learning themes, facilitating children to learn about the origin of traditional festivals and related customs as well as experiencing activities like paper making and tie-dye. Once a week and on important days, the national flag raising ceremony is conducted and a talk under the national flag is delivered to nurture children's values, such as increasing their awareness of following the rules. These are favourable for children to gradually build a national identity.

2.2 The school has followed up on the recommendations of the previous Quality Review which include refining the homework design and using child assessment information to examine the appropriateness of the teaching content and design. The team sets assessment items based on the curriculum objectives and adopts continuous observation to evaluate the performance of children. Teachers create learning portfolios for children, which retain commentaries on children's development, their profile and performance reports in various learning areas, as evidence of children's growth. Teachers compile children's assessment information together with parents' records of their children's living habits, behaviour and attitude to fully grasp their development. Teachers also report to parents regularly on children's performance at school to keep parents informed of their children's development pace and needs.

2.3 The school has established a robust curriculum management and monitoring mechanism. The management gets hold of the implementation of curriculum through in-class collaboration, lesson observation and scrutiny of curriculum

documents. It gives suggestions to teachers in a timely manner. Teachers discuss the learning objectives, activity design and environment setup of themes during meetings, and then prepare lesson plans for the management's scrutiny and review. They reflect on the effectiveness of learning and teaching after lessons to propose suggestions for improvement like adjusting the teaching content and activity arrangement. At the end of the school term, the management and teachers consolidate the curriculum review information to inform curriculum planning.

2.4 The school regards enhancing the exploratory spirit of children as its major concern of this school year. Through the introduction of external support, the school leads teachers to design activities connecting life experiences to arouse children's curiosity. Teachers enrich the exploratory elements of the thematic learning activities. For instance, teachers show common leaves in lessons for children not only to observe the patterns and shapes of leaves but also to think about ways of leaf rubbing. Teachers utilise questions to guide children to express their observation and thoughts. Children are able to discover different veins in leaves and that the leaf extracts can be used as a pigment. They place plants under the sun and in a shaded environment respectively for comparing how the plants grow, thus learning about the elements of plant growth. There are abandoned daily necessities in classrooms. Teachers and children build a garden by using these materials and simulate planting to foster children's learning. Such activities can encourage children to construct knowledge through observation, test and comparison. Meanwhile, the team organises off-campus activities for children to gain hands-on experience. They go to a theme park and observe the living of animals. They also go to the community recycling station to gain exposure to waste separation facilities. Overall speaking, the effectiveness of the plan is gradually seen.

2.5 The school makes good use of the space to display children's works and snapshots

along the corridors and in classrooms to create a harmonious and friendly campus atmosphere. Teachers set up diversified learning corners to tie in with the learning themes and provide abundant materials for children's easy access. In art corners, children select different art and craft materials to decorate paper plates, make three-dimensional artworks such as mini handbags and school backpacks, unleashing their creativity. Children use building blocks to construct home and rural environment, and play with peers, fully enjoying themselves. In an exploratory corner, children often push toy cars with various strengths and compare the distances moved by the cars. Some children put the toy cars on different ramps and observe the sliding speed of the cars. When the games are finished, teachers invite children to share corner activities that they have participated in. Teachers could motivate children to share what they have gained from the activities and introduce the ideas of their artworks with a view to fostering children's consolidation of acquired knowledge and mutual learning.

2.6 Being kind and amiable, teachers care about children and embrace their diverse needs while respecting the uniqueness of every child. Teachers are well-prepared for teaching. They make good use of pictures and real objects to facilitate teaching, promoting the learning of children. Lessons run smoothly in a good order. Children love music activities. They sing and perform rhythmic movements along songs and tap the beat with musical instruments to enjoy the fun of the activities. Regarding physical activities, teachers demonstrate and then observe children's performance. They correct children's movements when necessary while letting children create games using different sports equipment. However, some physical games are rather static and fail to have sufficient amount of exercise. Teachers could pay attention to the amount of exercise and provide timely guidance to facilitate the development of gross motor skills.

2.7 Children love to go to school and are polite to teachers. They are engaged in learning activities, eager to respond to questions, willing to share life experiences and speak clearly and confidently. Children are able to share toys with peers while helping their peers collect items. They get along well, having good affective and social development. Children assist teachers in tidying up tools, wipe themselves and keep their clothes tidy after using the toilet, showing good self-care abilities.

3. Recommendations for Enhancing Self-improvement of School

3.1 The school implements the SSE rationale by whole-school approach and plans professional development activities that meet teachers' needs. Building on the existing foundation, the management could steer the team to summarise the key points from training so as to share and pass on good experience.

3.2 The school strives to offer children a comprehensive and balanced curriculum. When carrying out physical activities, teachers are recommended to guide children to take part in sufficient physical games in order to develop children's gross motor skills. Besides, teachers could lead children to revisit the games to help them consolidate and extend the acquired knowledge.