

School No.: 563757

Quality Review Report (Translated Version)

Po Leung Kuk Chi Pui Kindergarten

1/F, Block 2, Lei Muk Shue Estate, Kwai Chung, New Territories

24, 25 & 27 June 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 June 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 Under the effective guidance of the leadership team, the school closely collaborates with the affiliated schools of the organisation. They coordinate curriculum planning and administrative affairs through joint-school meetings, capitalising on each of their strengths to enhance the education quality with concerted efforts. The leadership team cares about and supports the school. It keeps track of the school's situation by paying regular visits, and offers concrete advice on different domains of work to perform its supervisory and monitoring roles. The leadership team also attends curriculum meetings to pass on valuable experiences regarding environment set-up and activity arrangements, promoting the ongoing improvement of the school-based curriculum. The management strategically strengthens the professional capacity of the team. It arranges for teachers to participate in seminars and sharing sessions held by the organisation to reinforce their understanding of the characteristics of the curriculum and their abilities in designing teaching aids. Besides, it takes into account the development of the school and the training needs of teachers to organise post-lesson discussions with external professionals and focused lesson observation among peers for sharpening teachers' skills in conducting music activities. The management encourages teachers to share and exchange practical insights with each other during meetings to refine their teaching continuously. The school has clear and detailed guidelines, and assigns duties to staff properly. The team implements all measures thoroughly, leading to orderly

school operation.

- 1.2 A well-developed school self-evaluation (SSE) mechanism is in place. The management steers teachers to analyse evidence to objectively evaluate the strengths and opportunities of the school and stipulate the development direction for the next stage based on the school context. In the recent two school years, the school has regarded promoting diversified music activities to facilitate creativity of children as its major concern. Thoughtful preparation has been underway from different aspects. This school year, the school deliberately incorporates elements of Chinese culture to enhance children's understanding of traditional art. The team rolls out the plan in a step-by-step manner, during which it makes reviews and refinements at opportune times. For example, birthday parties and morning assemblies are utilised to introduce folk dance, Chinese musical instruments, etc., with a view to providing more occasions for children to experience and appreciate the culture of our country, thus reinforcing the work effectiveness to a further extent.
- 1.3 The school accepts and cares about children with special needs. It has an explicit identification and referral mechanism for them to receive proper services in a timely manner. According to the uniqueness of children, the team flexibly employs appropriate methods such as adapting the teaching progress and homework arrangements, along with setting up award schemes to support children to learn amid an inclusive atmosphere. Regarding home-school co-operation, the school and parents maintain a close liaison to discuss ways to foster children's development. The school also purposefully offers chances for parents to take part in lesson observation and off-campus visits so that they can get hold of the teaching modes of the school and their children's learning. The parent-teacher association, which is formed in recent years, helps collect opinions of parents to benefit the school in organising suitable parenting programmes, thus enriching parents' child-rearing

knowledge. The school and parents share the same vision of cultivating children's joyful growth to strive for their well-being.

2. Learning and Teaching

2.1 On the basis of the curriculum information of the organisation, the school makes adjustments that correspond to children's interests and needs. It connects the content of the six learning areas with themes to devise an integrated school-based curriculum. The teaching team designs an enriched environment and interesting teaching aids according to themes to arouse children's learning motivation. Meanwhile, the team plans a proper daily schedule. It arranges free choice activities related to language, exploration and art creation, as well as music and physical play for children to acquire comprehensive and balanced learning experiences every day. All activities are conducted in a mixed-age approach to encourage children of different grade levels to interact with and learn from one another, fostering their affective and social development. The school puts great effort into promoting Chinese culture. It incorporates the relevant elements into the set-up of interest corners, music activities and project learning, assisting children in deepening their understanding of traditional art and food culture through multiple channels, thereby developing their sense of national identity progressively.

2.2 Teachers assess the learning progress of children by continuous observation and compile anecdotal records regularly to concretely reflect the performance of children in various aspects. They also develop learning portfolios to maintain assessment forms, artworks and so forth in an orderly manner. Moreover, teachers share children's situation with parents in an opportune time to keep them informed of the physical and psychological development of children. The team collates and analyses the assessment information systematically every school term to get an

overview of children's learning. Building upon the needs of children, the team formulates measures to refine the curriculum and teaching, and provides appropriate follow-ups and support to children, achieving the goal of assessment for learning. The school invites parents to take part in assessments. Yet, it may consider the role of parents to review and revise some of the assessment items so that teachers can get a grasp of children's growth from different perspectives.

- 2.3 The curriculum management mechanism of the school operates smoothly. The management monitors the curriculum implementation through classroom walkthroughs, lesson observation and scrutiny of documents. It also jointly evaluates the effectiveness of learning and teaching with teachers as well as discussing the activity content and environment set-up of the upcoming themes in meetings to draw on collective wisdom for boosting the teaching quality. The team has developed the habit of reflection. It examines the learning objectives, design of teaching aids and teaching strategies after lessons, proposes specific recommendations for enhancement, and conveys the review findings to the organisation on a regular basis to inform the planning of the joint-school curriculum.
- 2.4 The school has regarded facilitating children's creativity as its major concern in the recent two school years. It deploys relevant training to boost the professional competence of teachers for devising a great variety of music activities. In this school year, teachers use Chinese music with rhythmic movement games to intensify the work effectiveness. Children imitate planting seeds and loosening soil while reading aloud poetry to realise the traditional virtues of a hardworking farmer under teachers' guidance. After appreciating famous songs, children collaborate with peers for creation and simulate navigating a boat on the fast-flowing Huang He along the surging melodies. Furthermore, children tap cymbals and woodblocks to interpret the thunder and rain scenes with sounds, hence feeling the timbres of

Chinese percussion instruments and enjoying the fun of music activities. The school carries out a wide range of play such as singing, rhythmic movements and instrument accompaniment to effectively nurture children's creativity and raise their understanding of Chinese art and culture.

- 2.5 The school divides the campus into four learning zones that are supplied with abundant materials for children to take part in various language, exploratory and art activities of their own accord during the free choice sessions. The team meticulously connects the learning content to design teaching aids of different levels and with collaborative elements to cater for the interests and abilities of children with diverse development paces, so that children can learn confidently. In the language zone, teachers devise learning aids that are converted from toys to attract children to manipulate, helping children to consolidate the acquired vocabulary through interesting games. Small letter boxes are set up to encourage children to convey their feelings to teachers and peers with simple drawings or in writing. Children have great curiosity. In the exploratory zone, they pick silk stockings, soup filter bags, etc., as testing devices to compare their wastewater filtration effects. Alternatively, children exploit their imagination by building famous attractions in China including Tiananmen and the Great Wall using many kinds of environmental-friendly items and building blocks. In the art zone, children choose a variety of materials and tools to make stone paintings and three-dimensional goldfish. They also sculpt vases and baskets with distinctive patterns out of clay, showcasing their creativity. The theme of the imaginative play corner is traditional delicacy. Children wear ancient costumes and imitate shop attendants serving customers or play the role of a chef to make unique-shaped dim sum with lightweight clay, during which they have great fun. Teachers are advised to strengthen the connection between the imaginative play corner and the learning themes so as to further extend

and consolidate children's learning.

2.6 Teachers facilitate teaching with real objects to assist children in understanding the learning focuses while employing group teaching approach properly to give more opportunities for children to participate and express themselves. Some teachers ask follow-up questions in light of children's responses, which is conducive to inspiring children's thinking. During physical sessions, teachers make good use of rubber bands, ropes and other daily necessities to construct fun-filled and challenging games like crawling and jumping. Children also enjoy creating their own games with peers by using water bottles, metal cans, etc., during the free choice time for physical activities. These activities foster their physical development and help them acquire basic skills and movements through diversified exercises. In free choice activity sessions, teachers pay close attention to children's performance in the activities and encourage children to read the related books at opportune times based on their interest in animals for extending their inquisitiveness and cultivating a reading interest. Teachers guide children to conduct simple experiments and ask children questions to steer them to discover new things. After activities, teachers invite children to share their works and play experiences to help children revisit and organise what they have learnt.

3. Recommendations for Enhancing Self-improvement of School

The school has a well-developed SSE mechanism. It plans the major concerns of the year in accordance with the review findings as well as orderly implementing and flexibly adjusting the work plans. Additionally, the team strives to create an enriched environment for children to learn happily through play. Building upon this sound foundation, teachers are recommended to strengthen the connection between the imaginative play corner and the learning themes to further extend and consolidate children's learning.