

**School No.: 158453**

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

**Po Leung Kuk Mrs Chao King Lin  
Kindergarten**

**G/F, On Yun House, Cheung On Estate, Tsing Yi, New Territories**

**8, 9 & 11 April 2019**

**Kindergarten Inspection Section  
Education Bureau**

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

*This report can be reproduced in part or in whole, but should not be used for any commercial publicity. The original source should be cited when reproducing the report.*

*This English translation is for reference only. In case of discrepancy between the English version and the Chinese version, the Chinese version shall prevail.*

**Dates of Quality Review: 8, 9 & 11 April 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 Having trust and support from the leadership team, the school receives sufficient resources in accordance with the developmental needs, and work in collaboration with the affiliated schools under the same sponsoring body in promoting the development focuses. They organise various activities such as exchange visits and study tours outside Hong Kong which are conducive to the planning and implementation of the work plan. The management strives to develop a learning community. It leads teachers to grasp the trends of kindergarten education and enhance their professional capacity by means of diversified training activities. The management allocates duties according to teachers' expertise and experience. It provides teachers with appropriate support so that they can unleash their potentials. The school is able to lead teachers to improve continuously for enhancing the quality of education with concerted effort.
- 1.2 The management suitably leads teachers to review their work effectiveness. Members of the teaching team collaboratively discuss the work plans that meeting the needs of the school and implement the cyclical process of school self-evaluation (SSE). The school has followed up the recommendations in the previous Quality Review. It provides children with more opportunities in exploration and apply language in a natural context. Based on the SSE results, the school sets two major concerns this year. One is nurturing children's positive values and active attitude towards life and another is cultivating their interest in reading. It makes reference to relevant experience of implementing the development work in the previous year, and formulates a development plan with clear objectives. Moreover, the school forms a core group to take up the planning and implementation work. Training activities are arranged for teachers to get hold of relevant knowledge and teaching skills. Meanwhile, the school deploys resources to enhance the reading environment. Through parent activities such as parent-child reading and parent storytellers, the school promotes parents' understanding of the major concerns

effectively. To enhance transparency, the school informs stakeholders of its development directions and SSE results through the website. The school is able to map out strategies from various aspects and implements effective work plans by means of continuous review and adjustment of strategies.

- 1.3 The school accepts children with special needs. There is a clear identification and referral mechanism for children. The school taps community resources properly to provide children with appropriate support. Furthermore, the school places emphasis on the work of interface between kindergarten and primary education. In addition to arranging school visits for children to know the learning mode of primary school, primary school principals are invited to the school to exchange ideas of strategies on helping children adapt to the primary school environment, thus to assist children to start their primary school life smoothly. The school endeavours to take forward parent education work. Apart from holding parent education seminars to enhance parenting skills of parents, the school also organises parent-child activities and lesson observation for parents to understand the learning approach of their children as well as the implementation of the curriculum and teaching strategies. There is a close connection between the school and parents. Parents are invited to be volunteers to assist the school in implementing activities. They trust and recognise the education rationale of the school. The school promotes its continuous school development with parents collaboratively.

## **2. Learning and Teaching**

- 2.1 In line with the school mission of facilitating children's whole-person and balanced development, the school takes into account children's life experience, interests and needs while making reference to the information of teaching packages to design an integrated curriculum with suitable themes. The curriculum content is comprehensive which covers all learning areas. The school arranges children to learn through play and firsthand experience, and also engages them in project activities on the topics which are of their interests so as to cultivate the spirit of self-exploration in them. The daily schedule of the school is suitably arranged to provide children with sufficient music, art, physical and free choice activities every day for facilitating their balanced development.
- 2.2 The school has clear assessment objectives which tie in with curriculum objectives for planning the assessment content of child learning experiences. By using

continuous observation and records, the school assesses child development and performance, and reports their learning progress to parents in a timely manner. The school encourages parents to observe their children's behaviour in daily life which can help teachers learn about children's situation at home and promotes the exchange between parents and teachers so as to facilitate children's growth with concerted efforts. The school develops learning portfolios for children to maintain records of assessment information and children's work properly. At the end of every school term, children's performance is summarised and reported to parents. The school leads teachers to process and analyse child assessment information with a view to giving feedback to learning and teaching as well as informing the overall curriculum planning.

- 2.3 The school has established a sound mechanism to coordinate and monitor the curriculum. The management grasps the effectiveness of the curriculum implementation through lesson observation and teaching meetings. Moreover, it actively leads teachers to enhance the curriculum planning and teaching strategies, meanwhile steering and supporting their teaching work for the improvement of teaching effectiveness. Teachers often conduct teaching reflection. Generally, they are able to evaluate their teaching effectiveness from children's performance and make suggestions for facilitating children's learning. Through different professional exchange activities, the school promotes teachers to share their teaching experience and encourages them to practise what they have learnt from training so as to strengthen professional capacity continuously. Based on the existing peer lesson observation, the school is advised to set the focuses of lesson observation and evaluation to further enhance teachers' abilities in evaluating teaching effectiveness.
- 2.4 Last year, the school regarded facilitating children's moral development as its major concern. It set learning focuses and designed activities for children to practise good behaviour in daily life, for example, helping peers while playing together and giving greeting cards to elderly to express care. This year, the implementation of relevant work is still ongoing. The school sets strengthening children's positive values and developing active attitudes as the major concerns. In connection to this, the school further helps teachers acquire relevant skills including the instructing role through training. Teachers praise children by giving concrete expressions in a pleasant and friendly manner. They make good use of the campus set-up and display slogans with messages of encouraging children's active participation and confidence in facing challenges, thereby creating an atmosphere of active learning. Children are

able to develop positive self-image and values through diversified activities. From observation, children are willing to take part in various play and daring to accept challenges. When facing difficulties, they seek teachers' assistance proactively. Children encourage and help one another. They get along well, demonstrating good social development.

- 2.5 The school found that children like reading from the SSE findings. Therefore, the school lists cultivating children's reading interests and habits as the major concern of this year. The school focuses on enhancing the set-up of the book corners and purchasing different kinds of Chinese and English books. A cosy common reading area is created to be shared by children of all grade levels. It is successful to attract children to read their favourite books. As observed, teachers tell children stories from time to time. They use lively voices and body movements to catch children's attention and thus reinforce children's motivation and engagement in reading. Children read of their own accord attentively. They like talking about the content of books with peers and holding puppets while telling stories. The school is able to develop children's listening, speaking and reading abilities in a natural language environment, and foster their reading habits and interests in an effective manner.
- 2.6 The school has just completed the renovation for its premises this year. In accordance with children's needs and interests, the school replans and sets up the environment for increasing children's play area which is conducive to achieving the objective of facilitating children to learn through play. Teachers show children's creative work and display the photos of children's play and learning as well as the slogans designed by teachers or children, thus creating a fun-filled learning environment in the campus. There are different interest corners in classrooms in which active and quiet activities are arranged evenly. A wide range of materials are found in the interest corners where learning aids of different levels of complexity are prepared. Children are allowed to freely select the materials and learning aids according to their abilities. From lesson observation, children develop the skills of observation, comparison and recording through exploring the characteristics of materials. In the imaginative play corner, children like imitating the behaviour and ways of speaking of different characters with peers, showing their imagination and good communication abilities. After play, teachers lead children to organise their experience. They are advised to give children further guidance so as to stimulate and extend children's ideas of designing play.
- 2.7 The teaching plans devised by teachers with clear learning objectives cover

children's needs in three aspects, namely nurturing positive values and attitudes, developing skills and acquiring knowledge. Teachers are well-prepared for the lessons and aptly utilise real objects, picture cards, stories, etc., to arouse children's learning motivation. In general, teachers use questioning properly to facilitate children to think and respond. They also design interesting music activities to inspire children's imagination and creativity. Children engage in singing, and they create body movements or play musical instruments by following the songs, enjoying the fun of music activities. When teachers are leading physical play, they enable children to choose activities such as climbing frames and slides. Children are also arranged for sequenced games to develop their gross motor abilities. Children are willing to accept the challenges and participate in various physical play. They are energetic and active.

- 2.8 Teachers care about learner diversity. They intervene children's learning and play in a timely manner and provide children with appropriate assistance. The school strives to create an inclusive and harmonious learning environment. It arranges teachers to cater for the needs of individual non-Chinese speaking (NCS) children or assist class teachers in communicating with parents to maintain a good home-school connection. Followed by the accumulation of relevant experience, the school may further work out the strategies of catering for NCS children and gradually adjust the learning content and support measures. The school may also enhance teachers' knowledge and confidence in catering for NCS children through training.

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

To keep abreast of the trends of kindergarten education and consider the needs of children, the management leads the teaching team to continuously review the effectiveness of different aspects of work through the inter-connected self-evaluation process, viz. planning, implementation and evaluation. The management also makes improvement measures for promoting school's advancement. With regard to catering for learner diversity including children with different cultural backgrounds, the school is suggested to keep on promoting teachers' professional exchange and collaboration. They could explore and adopt suitable learning strategies for facilitating children's learning and growth. Besides, the school is advised to further enhance teachers' abilities in designing and evaluating teaching activities by means of focused peer lesson observation so as to enhance the teaching effectiveness.