

School No.: 596116

Quality Review Report (Translated Version)

**Po Leung Kuk Angela Leong On Kei
Kindergarten**

1/F., Mei Shing House, Shek Kip Mei Estate, Sham Shui Po, Kowloon

19, 20 & 23 June 2023

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 19, 20 & 23 June 2023

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 has an explicit organisational structure and liaises closely with its sponsoring body. It receives ample guidance and support from the leadership team in regard to issues such as administrative management, personnel arrangements and resource allocation which facilitate the school to implement different tasks effectively. The school and other affiliated schools collaborate with one another and jointly devise the curriculum's development direction to create special features of the organisation's curriculum. Joint-school seminars of teacher training, workshops on teaching aids study and mutual visits are arranged to promote observation and exchange among teachers and enhance their professional competence. Joint-school graduation ceremonies and art exhibitions are organised to broaden children's horizons and increase their self-confidence, thus enriching their learning experiences. The management has extensive experiences and discharges its duties properly. It makes critical assessments of the current situation and leads the school to keep up with the times. The management provides proper induction for the new recruits and allocates duties reasonably according to teachers' strengths, experiences, etc. while nurturing the middle management staff attentively so that team members can fully unleash their potential. The management formulates detailed and clear work guidelines and a code of practice for teachers to handle daily operations efficiently, hence ensuring the smooth operation of the school. The teaching staff have a strong sense of belonging to the school and recognise the education rationale of the school. The staff members communicate candidly and strive to strengthen the teaching quality, thereby driving the school to move forward.

1.2 The school has established a self-evaluation culture and embedded the interconnected self-evaluation process, viz. planning, implementation and evaluation in all school tasks. The school adopts a whole-school approach to collect views from various stakeholders through diversified channels and review different areas of work. Taking into account children's needs, the school has regarded enhancing children's

verbal expression abilities as its major concern in recent two years. The school sets specific work goals, division of labour and resources required while planning feasible strategies in teacher training, environment set-up, parent education and so forth. Teachers and parents work together to foster children's language development. With the launch of the plan, the school evaluates the work effectiveness regularly and takes appropriate follow-up measures having regard to school-based situation and stakeholders' needs, so as to enhance the effectiveness of the major concern, leading to the sustainable development of the school.

- 1.3 The school has a well-established mechanism and adequate resources to cater for learner diversity. Teachers identify the needs of children through daily observation. Teachers contact parents aptly and make good use of external resources to arrange referrals for children and coordinate support services of inter-disciplinary teams to facilitate children's learning and development. The school provides suitable care for newly admitted children and those who will be promoted to primary one, carefully assisting children in adapting to different learning stages. The school maintains a good two-way liaison with parents to understand parents' views on the school on one hand and keep parents informed of the school's current situation and development direction on the other hand. Parents trust and support the school that they are willing to take part in activities and serve as volunteers actively, building a partnership with the school. Parents and the school work together to nurture children's healthy and joyful growth.

2. Learning and Teaching

- 2.1 With reference to the *Kindergarten Education Curriculum Guide* and curriculum outline set by the organisation as well as children's interests, the school adopts a thematic approach to design an integrated curriculum which covers various learning areas, cultivating children's positive values and attitudes while fostering their acquisition of skills and knowledge. Children are provided with sufficient opportunities to take part in music, physical, art and free choice activities every day, which is conducive to their balanced development. The school strives to develop children's interest in reading by setting up a cosy reading environment and purchasing books of a variety of genres with abundant book collections. The school encourages parents to read with their children through book borrowing and a reading award scheme, and therefore children's reading habits can be developed effectively.

The school forms a flag guard team of K3 children and conducts the national flag raising ceremony with teachers and children on a regular basis. It deepens children's understanding of Chinese culture through festive and art activities, with an aim of nurturing children's sense of national identity.

- 2.2 The school formulates the policy on the assessment of child learning experiences and devises assessment items based on teaching objectives. The assessment criteria are discussed to ensure the objectivity and consistency of the assessments. Teachers evaluate and record children's performance in various learning areas through continuous observation. Activity observation records and children's work are kept in the learning portfolios. In tandem, teachers report children's performance at the school to parents periodically. The management guides teachers to consolidate and analyse the assessment information systematically and take follow-up actions at an opportune time so as to support children's development and inform curriculum planning.
- 2.3 The school has established a mechanism of curriculum coordination, monitoring and review. The management participates in lesson planning meetings and leads teachers to organise teaching content so that the teaching activities of all grade levels can be implemented smoothly. The management understands the implementation of curriculum through channels including scrutinising curriculum documents and conducting lesson observations. The management also makes suggestions for improvement to teachers to optimise the school-based curriculum actively. Teachers have developed a habit of reflecting on teaching and some of them can examine children's learning performance. To promote teachers' professional development, the management may organise training activities in an ongoing manner so as to strengthen teachers' reflective abilities and lead teachers to evaluate the teaching design and activity arrangements, thereby further boosting the effectiveness of learning and teaching.
- 2.4 The school has regarded enhancing children's verbal expression abilities as its major concern in recent two years. Teachers apply what they have learnt from training and use questions to guide children to organise and present their thoughts. Training is also provided for parents to encourage them to bolster children's oral expressions through parent-child games. As observed, teachers give children ample opportunities and time to share their ideas and put efforts into creating an interactive learning environment. Teachers also prepare cooperative teaching aids so that children have more chances to negotiate and discuss with their peers through play,

enhancing their communication skills. The school introduces the Campus Radio of which children take turns being hosts in morning assemblies to share their life experiences and sing nursery rhymes with the whole school. Children speak clearly and confidently. In addition, K1 children are able to express their plans for free choice activities in sentences. K2 and K3 children often chat with teachers and peers, respond to teachers' questions eagerly as well as sharing their views and feelings, showing steady development in their language comprehension and expression abilities. Overall speaking, the school deploys the planned work strategies in an orderly manner and positive results have been seen.

- 2.5 The campus is spacious with a wide range of learning zones to promote children's learning through play. In the "Expressive Communication Zone", activities including role-play and story creation are organised to allow children to express their experiences and feelings. Opportunities are also offered for children and their peers to complete simple learning tasks together, promoting their collaboration skills. Teachers grow plants and rear insects in the "Exploration Zone". Children serve, in sequence, as caretakers which cultivates their sense of responsibility. Children conduct simple experiments to compare the water absorbency of materials in the zone as well, enriching their abilities to explore proactively. There are diverse art and craft materials and tools in the "Visual Arts Zone" for children's free creation and stimulation of their creativity. A simulated ramen restaurant is set in the "Drama Zone". Children act as restaurant staff to prepare food and serve customers as well as playing the role of diners to order food. There is sufficient interaction and communication among children which arouses their imagination and creativity. In the "Cultural Appreciation Zone", children have chances to role-play family members to learn the functions of a family. Meanwhile, children know about the community, Hong Kong, the country and even the world through reading and manipulating teaching aids. The activities are designed to guide children to understand their surroundings and appreciate different countries and cultures. The "Physical Movement Zone" is furnished with an array of music and physical equipment. Teachers design interesting music and physical activities to foster children's aesthetic and physical development. Teachers place and regularly renew the self-made teaching aids in each learning zone according to the themes and learning objectives. Children can choose learning aids of elementary or advanced level based on their abilities and interests, thus consolidating and extending their learning. With a view to further optimising the formulation of the school-based

curriculum, the school may map out the progress of each grade level in terms of the fine motor development of children and provide clear guidelines to teachers, serving as a reference for designing teaching activities and teaching aids. Teachers put much efforts into designing various learning zones and the activities therein meet children's interests. The environment set-up is also thoughtful as it is well-decorated with abundant materials, which is conducive to fostering children's balanced development in ethical, intellectual, physical, social and aesthetic aspects.

- 2.6 Teachers are dedicated to and well-prepared for teaching. They design joyful teaching activities and stimulate children's interest in learning using puppets and real objects. Teachers and children have a close relationship that teachers always pay attention to children's performance during the activities to adjust questions and offer assistance in a timely manner, which is effective in fostering the teacher-child and child-child interactions. Teachers speak softly and are caring. They listen to children's sharing patiently and cater for the needs of children. Teachers establish proper classroom routines so that children carry out activities in an orderly manner and the teaching activities are implemented as planned. Teachers join children's play in the free choice activities and raise questions to inspire children to make new attempts, performing the roles of participants and inspirers.
- 2.7 Children, who always wear a smile, love to go to school and enjoy taking part in the learning activities. They sing whole-heartedly and do rhythmic movements along songs as well as clapping to the beats and playing musical instruments. Children are enthusiastic to engage in physical activities, showing pleasure. They show respect to teachers, treat others with courtesy and get along with peers. Children are willing to make art and craft work with peers while inviting each other to add patterns to their own work, demonstrating good social development. Children manifest their sense of responsibility and self-care abilities by taking the initiative to tidy up things after activities and afternoon naps. Children are engaged and attentive and follow the necessary etiquette during the national flag-raising ceremony, steadily cultivating their sense of belonging to the country.

3. Recommendations for Enhancing Self-improvement of School

The school has established a sound self-evaluation culture. It actively optimises the curriculum planning and creates a rich learning environment for children meticulously to bolster the effectiveness of learning and teaching. Based on this foundation, the school is

advised to plan the progress of each grade level in terms of children's fine motor development and further enhance teachers' reflective abilities, thereby promoting the school to move forward for excellence.