

**School No.: 157376**

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

**Po Leung Kuk Tin Ka Ping  
Siu Hong Kindergarten**

**Level 3 Commercial Centre, Siu Hong Court, Tuen Mun,  
New Territories**

**24, 28, 29 November & 1 December 2022**

**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, 28, 29 November & 1 December 2022**

☒ **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 is committed to providing quality education service. Under the professional guidance of the leadership team and with the concerted effort of the teaching team, the school has laid a solid foundation in different areas of work. It strives for self-improvement unceasingly. The leadership team understands the development trends of kindergarten education. In light of the pace of school's development, it makes good use of the support of the sponsoring body and the external resources to arrange diversified training activities that broaden the team members' horizons and enhance their professional competence. Thus, it leads the school to keep up with the times and ensure the quality of education. The management has extensive professional expertise and administrative experience, and participates actively in the work of the core groups of the sponsoring body. It has accumulated much experience in promoting positive education, parent education, etc., and leads teachers to implement the relevant work effectively. There have been new members joining the teaching team in recent years. Through a mentorship programme, regular teaching meetings, comprehensive guidelines and reference to learning and teaching resources, the school enables the senior teachers to pass on their precious experience and helps the newly recruited teachers adapt to the teaching routines and school culture as soon as possible. There is a harmonious work atmosphere in the school. Team members support one another. They are willing to equip themselves with new knowledge and put what they have learnt into practice. They pull together to create joyful learning environment and experience for children.
- 1.2 With a mature and systematic school self-evaluation (SSE) mechanism, the school conscientiously plans, implements and refines when necessary various policies and work. It has followed up on the recommendations of the previous Quality Review to enhance the effectiveness of learning and teaching by increasing the interactivity in child learning and enriching the set-up of interest corners. The school reviews its context and gets a grasp of its situation to set forth the development directions.

The major concerns of the school in recent years include promoting positive education, refining the designs of play and art activities, and strengthening the support for learner diversity. These major concerns not only focus on the needs of children and teachers, but also respond to the development of education. The objectives of the work plans are clear and the implementation strategies deployed are comprehensive. Taking promoting positive education as an example, the school has set out appropriate tasks in accordance with the needs of different stakeholders, such as arranging relevant training for teachers and incorporating the elements of positive education in the curriculum progressively to nurture positive values and attitudes in children. Parent education seminars and parent-child activities have been conducted to convey to parents the message of positive parenting. The school has also organised workshops and improved the working environment, which are beneficial to the physical and mental health of teachers and non-teaching staff. With reference to the information of children's learning performance, parents' feedback on activities and so forth, teachers of each grade level and task force members of the relevant activities reflect regularly on the effectiveness of work and explore follow-up actions. Teachers understand their own strengths and weaknesses by conducting self-evaluation and teaching reflection, and make improvements thereafter. On the whole, the school team is able to realise and practise actively the rationale of SSE at different levels to promote the school to excel in every way.

- 1.3 The school maintains close cooperation with professionals to cater for the diverse needs of children. It also puts effort into planning and enforcing parent education so that home, school and professionals can collaborate to provide support for children in the shortest possible time. The school makes reference to the *Curriculum Framework on Parent Education (Kindergarten)* to holistically plan the work of parent education according to the four core strands. It has set up a "Parent Education Programme" recently to encourage parents to attend different seminars, workshops and parent-child activities, which is conducive to further promoting parents to systematically grasp the rationale behind parenting. Parents trust and support the school immensely. They understand and recognise the school's education rationale and development directions. The school makes the most of parents' expertise and capabilities to help carry out activities, and parents are actively engaged in various parent education activities, parent-child activities and volunteer work. Home and school communicate and cooperate well. They collaboratively

support children's engagement in learning and healthy growth.

## **2. Learning and Teaching**

- 2.1 The school chooses themes that are related to children's life experiences as the main focus of its school-based curriculum. It implements the curriculum in an integrated approach by making use of picture book stories and diversified learning activities that connect different learning areas. The school's curriculum content is comprehensive and the daily schedule covers various types of activities, hence promoting children's balanced development. To tie in with the implementation of the major concerns, the school adapts the curriculum and the daily schedule to correspond with the work goals. For example, since last school year, learning themes related to positive education have been added at each grade level. Teachers, through project learning, help children understand and apply positive values and attitudes. In this school year, the schedule of Fridays is adjusted to create a play session to increase the opportunities for children to actively explore and learn. These arrangements strengthen the implementation of the major tasks while enhancing the effectiveness of the activities.
- 2.2 The school has set clear criteria for assessing child learning experiences so that teachers can evaluate children objectively. Teachers observe and record children's learning continuously to comprehend their performance and progress in various learning areas. Teachers keep parents informed of their children's development timely through daily communication, regular meetings, thematic learning assessment reports, etc. In tandem, parents share their children's living habits with teachers such that the latter can have a holistic understanding of children. Home and school join hands to foster children's learning and development. The school utilises the information of formative and summative assessments to analyse children's performance systematically, thereby refining its support and teaching to facilitate children's learning.
- 2.3 The management performs the role of curriculum leader to coordinate the work for curriculum planning. Through scrutinising teaching documents, walking through learning activities and conducting focus lesson observation, it gains a good understanding of the curriculum implementation and the teaching effectiveness, as well as giving teachers appropriate feedback and support. Teachers design learning activities meticulously and review the teaching arrangement seriously. Based on

children's performance, teachers evaluate the effectiveness of the activities, analyse the success factors and the inadequacies thereof. In this school year, the management goes further to lead teachers to formulate specific plans on the areas for improvement, such as adapting teaching strategies or activity arrangements. It also helps teachers take follow-up actions pragmatically to improve learning and teaching.

- 2.4 The school is keen on promoting positive education and has regarded this as the major concern in recent years. It joined the support programme of the sponsoring body, enhanced the teaching team's understanding of the rationale behind positive education and their skills in designing learning activities. It also incorporated the positive elements like gratitude, bravery and appreciation into children's learning and parent education activities. Since summing up the experience, the school has been pressing ahead with the relevant work more comprehensively by launching a project aimed at nurturing positive values and attitudes in children from last school year onwards and setting the focus for each grade level. Teachers choose suitable picture books and use stories as a starting point to help children develop positive values and good characters through extended activities like role-plays, discussions and games. As observed, children share their ways of dealing with different emotions or problems during the activities, such as by taking a deep breath first, talking to and consulting with teachers or family members. The suggestions that children made are positive and feasible. Children understand emotions like happiness and anger. They are able to use colours and drawings to express their feelings. Teachers design play and parent-child activities with children, during which they guide children to communicate and collaborate with peers to solve problems together. The school sets up the environment thoughtfully. Teachers make good use of the walls on campus to display the focus of positive education at each grade level and their pieces of work from the activities, which boosts the loving and harmonious vibes of the school effectively. There is an interest corner with challenging tasks in the classrooms to cultivate in children the spirit of daring to challenge and overcoming fear of failure. Children are willing to attempt to complete the simple learning tasks at different levels of difficulty, and they often encourage and support one another. The effectiveness of the school's work on positive education is significant. Under the influence of teachers' words and deeds and the school environment, children are positive and cheerful in general. They are confident in expressing their views and stay optimistic when coping with changes.

- 2.5 The school has also been making every effort to increase the element of play in learning activities and strengthen the effectiveness of learning through play in recent years. In this school year, the school has added a play session on Fridays. Diversified materials and physical equipment are placed in the classrooms and activity venues for children to design their own games. Such arrangement creates appropriate space and opportunities for children to explore freely and unleash their creativity. During the free choice activity sessions, teachers organise various sensory learning activities in the classrooms. For example, children try their hands at tie-dye, observe the growing of mung bean sprouts and compare the hardness of different types of balls. The corner activities and games are mostly manipulative which enable children to acquire knowledge and skills through manipulating real objects. Some teaching aids are designed with different levels of complexity to meet the needs of children with diverse abilities. In alignment with this school year's major concern of refining art activities to promote children's aesthetic development, artwork can be found everywhere on campus. On the wall of the school lobby, there are blue and white porcelain plates made by children. They are collaged into the shape of a dragon with Chinese cultural characteristics. Hanging from the ceiling are environmental drop ornaments jointly made by parents and children. Masterpieces of painters are exhibited in different corners of the school for children to appreciate, which inspire children's creativity and liven up the campus with art as well.
- 2.6 Teachers have good communication skills. They are proficient in incorporating elements of drama into teaching. They tell the stories of the picture books vividly so as to keep children engaged in role-play or extended activities. Children are interested in learning. Teachers ask appropriate questions according to children's experience to stimulate them to think. They also let children discuss with peers so that children have more opportunities to express and share their thoughts. During discussions, teachers listen carefully to children's sharing and aptly intervene to encourage children to elaborate on their views. In the physical activity sessions, teachers utilise the venue to arrange skills training and circuit games, during which they change the set-up of the activities to escalate the fun and complexity. Children participate eagerly and are willing to make attempts. Teachers may adapt the timing of changing the activity set-up in consonance with the different learning paces of children, hence facilitating them to gradually master the relevant movements and skills in a more effective way.

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

The school has successfully built a self-evaluation culture and seeks advancement proactively. The management leads teachers, in an evidence-based approach, to set forth the development directions that are in line with the school context, including placing greater emphasis on catering for learner diversity and enhancing the effectiveness of art activities, thus pursuing perfection constantly and promoting the school to strive for excellence.