

School No.: 564001

Quality Review Report (Translated Version)

**Pok Oi Hospital Mrs. Yam Wing Yin
Kindergarten**

Level 1, Tower 23, Laguna Verde, Hung Hom, Kowloon

1, 2 & 4 December 2025

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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: 1, 2 & 4 December 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 leadership team organises joint-school activities and teacher training, such as graduation ceremonies and middle management programmes, for the affiliated schools under the organisation to share resources. The school has a clear organisational structure with well-defined staff duties, enabling everyone to perform their respective roles and handle school affairs properly. The management compiles teaching information booklets to help new teachers grasp the features of the school-based curriculum and teaching approaches. It also arranges team building activities to foster mutual understanding and trust among staff. Through peer lesson observations, the management encourages teachers to share their practical experience and gives timely encouragement and recognition to enhance the team's professional capacity and teaching confidence. Overall, the school is able to create a harmonious, collaborative and mutually supportive working atmosphere.
- 1.2 The school has established a self-evaluation (SSE) mechanism to review work effectiveness. At the end of the school year, the management consolidates views from stakeholder surveys, meeting records and activity evaluation data to conclude the performance across various areas, and then formulates the development directions for the coming year in light of children's developmental needs and the opportunities identified. This school year, the school focuses on two major tasks. The first is to build on the language scheme implemented for K3 in the previous year and extend the experience to other grade levels. The second is to promote

“learning through play” as another development focus by introducing external support programmes to help teachers master the skills of taking up different roles in play, with a view to cultivating children’s creative thinking and problem-solving skills. Overall, the strategies deployed by the school generally aligned with the objectives.

- 1.3 The school has established an identification and referral mechanism to support children with learning needs. Teachers work closely with the multi-disciplinary professionals and parents to adopt appropriate strategies according to children’s developmental needs to cater for learner diversity. To facilitate children’s smooth transition, the school arranges a new student adaptation week to help newly admitted children gradually familiarise themselves with the school environment. It also invites graduates to return and share their experience, helping K3 children build psychological readiness for primary school admission. The school also places emphasis on parent education by organising seminars and gatherings on topics such as child development and emotional management, so as to enhance parents’ parenting skills and competence. The parent-teacher association (PTA) actively promotes home-school cooperation by assisting in organising activities, coordinating parent volunteers and compiling PTA newsletters. These efforts effectively pool parents’ strengths, support the school’s continuous development, and serve as a bridge for home-school communication, facilitating the two-way information exchange.

2. Learning and Teaching

- 2.1 The school makes reference to teaching packages and adopts a thematic approach to devise an integrated curriculum covering all learning areas, based on children’s life experiences, abilities and interests. The school places emphasis on children’s social and moral development by setting annual priority character traits such as gratitude

and kindness, and designing diversified learning activities in line with the themes of different grade levels. For example, K1 children take turns to carry and care for baby dolls through which they come to understand the hard work of parents in raising children. K3 children write thank-you notes to express gratitude to their friends and family members, thereby developing positive values and attitudes. Regarding national education, the school arranges for children to participate in the flag raising ceremony every month. Through activities such as making tea leaf sachets and drawing blue-and-white porcelain patterns, children experience the fun of Chinese culture first-hand and gradually develop a sense of belonging to our country. The school's daily schedule is well-balanced, with children having sufficient time every day to take part in music, physical, art and free choice activities, thereby promoting their whole-person development.

- 2.2 The school assesses children's learning experiences through continuous observation and compiles learning portfolios for children, which store information such as end-of-term assessments, observation reports and artworks. The school also invites parents to provide information on their children's performance at home in order to present children's developmental progress from multiple perspectives. Teachers regularly distribute assessment materials to parents to keep them informed of their children's learning progress. However, the descriptions of some assessment criteria are rather general, leading to inconsistent understanding among teachers. The management is recommended to lead the team in discussing and establishing clearer assessment criteria in order to accurately reflect children's learning performance.
- 2.3 The school has established a curriculum coordination, monitoring and review mechanism. The management and teachers form a curriculum committee to revise the curriculum arrangements based on the curriculum review information of each grade level and children's learning performance. The management also grasps the

overall picture of curriculum implementation through reviewing teaching documents, lesson observations and classroom walkthroughs. Teachers are currently required to write teaching reflections on a weekly basis. However, the content focuses mainly on describing children's classroom performance, with relatively little attention paid to learning objectives or in-depth analysis of the effectiveness of teaching strategies, activity design and classroom environment setup. The management is advised to guide the teaching team to examine the effectiveness of activities from multiple perspectives and propose concrete suggestions for improvement so as to inform learning and teaching.

- 2.4 In recent years, the school has made effort to enhance K3 children's motivation in language learning. Teachers apply what they have learnt from external support programmes to refine language teaching aids and design simple self-learning tasks, encouraging children to take the initiative to recognise words. Building on this foundation, the school further incorporates more language learning elements into activity design and learning corner setup this school year to deepen children's interest in learning Chinese. Regarding curriculum design, teachers create engaging story scenarios supplemented with role-play to help children master daily expressions and basic sentence patterns. As for learning corner setup, the language teaching aids in each classroom are varied in design, attracting children to actively explore and record the vocabulary they have learnt. The expressive communication zone is equipped with a mailbox and writing tools; children enjoy writing letters to their peers using simple words and drawings to express their thoughts, showing their interest in language learning.
- 2.5 This school year, the school has set the promotion of "learning through play" as another development focus. It was first implemented in K1 and K2, with attempts made to strengthen play elements in different activities. Taking physical activities

as an example, teachers thoughtfully decorated the venue and provided materials in line with the Christmas theme to create an interesting play context. As observed, children acted as Santa Claus, moving through the maze and climbing frame to deliver gifts. They also collected paper balls and engaged in snowball fights with their peers. The scene was lively and joyful, and the children thoroughly enjoyed the activities. Some teachers were able to apply the strategies learnt from the support programmes. After the activities, they guided children through questioning to summarise their play experiences and consolidate what they had learnt. Teachers also encouraged children to raise questions and share the difficulties encountered, and discussed possible solutions together, thereby cultivating children's expressive abilities and problem-solving skills. Children were willing to express their views, with some even taking the initiative to suggest ideas for enhancing the activities, showing their creativity.

- 2.6 Teachers make good use of classroom space to display activity photos, learning content and artworks, which helps children review what they have learnt. The setup of different corners is in line with the themes and thoughtfully designed. The role-play corners tie in with the themes of animals and food, featuring an ocean world and a Chinese restaurant setting. In the ocean world, children work together to clean up litter and save marine life. In the Chinese restaurant, they take on the role of chefs to prepare meals for customers. These activities not only consolidate and extend thematic learning, but also allow children to demonstrate their creativity and collaboration skills. The exploratory corner is provided with various items and a water tank, allowing children to observe and compare the floating and sinking of objects, record their observations and develop their exploratory spirit. The art and craft corner is well-stocked with a wide range of materials, allowing children to use two-dimensional shapes and chalk to create a dining table, or use chenille sticks,

crepe paper balls and knitting yarn to make three-dimensional sea creatures. The artworks are distinctive and rich in ideas.

- 2.7 Teachers are amiable and have good classroom management skills, establishing an orderly and friendly learning atmosphere. Teachers put much effort into nurturing children's self-care abilities. Children observe classroom routines and demonstrate a sense of responsibility by tidying up tools and materials on their own after activities. Teachers are well-prepared and make good use of picture books, pictures and other resources to facilitate teaching with clear explanations. To promote children's language development, teachers design scenarios based on the themes and arrange for K2 and K3 children to take part in group discussions and presentations. Under teachers' guidance, children are willing to share their ideas and listen attentively to their peers' sharing so that they can enhance their language expression and comprehension skills, while developing positive values such as respect and appreciation for others. As for music activities, teachers lead children to sing, listen to rhythms and tap musical instruments to the beat in a relaxing and joyful atmosphere. Children participate enthusiastically in singing and moving their bodies to the rhythm and melody, enjoying the fun of music activities.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 In summarising the effectiveness of the major concerns and formulating work plans, teachers' engagement could be further enhanced. The management is required to take the lead in engaging the teaching team on the SSE and planning process, drawing on the collective wisdom of frontline practitioners through brainstorming to enable SSE to inform planning. In addition to introducing external support, the teaching team is also advised to consider the school's actual needs and formulate work objectives and strategies from multiple perspectives, with a view to enhancing the

effectiveness of the plans.

- 3.2 At present, some assessment criteria are rather general, leading to inconsistent understanding among teachers. Teachers' teaching reflections also tend to focus on describing children's performance, without analysing the effectiveness of the activities. The management should lead the team to review and refine the assessment criteria so as to reflect children's learning performance more clearly and accurately. At the same time, it must guide the team to focus on the learning objectives, evaluate and analyse the effectiveness of activities from multiple perspectives, and put forward concrete suggestions for improvement in order to inform learning and teaching effectively.