

School No.: 563790

Focus Inspection Report (Translated Version)

Po Leung Kuk Kim Huynh Kindergarten

G/F, 125-132 Wong Shek House, Ping Shek Estate, Kowloon

13 March 2024

**Kindergarten Inspection Section
Education Bureau**

Notes to the Focus Inspection Report

This report gives an overview of the school's learning and teaching.

Education Bureau
The Government of the Hong Kong Special Administrative Region

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1. School Performance

- 1.1 On the basis of the curriculum information of the organisation, the school selects real-life themes to organise its curriculum. The curriculum content covers all learning areas, cultivating children's positive values and attitudes as well as promoting their development of skills and construction of knowledge. Teachers arrange outdoor visits according to themes to broaden children's life experiences. By attending the national flag raising ceremony, participating in festival celebrations and ink painting experiential activities, children learn about Chinese culture and develop a sense of belonging towards the country. The daily schedule of the school is balanced with active and quiet activities arranged alternately, and there is sufficient time for carrying out music, physical, art and free choice activities every day. However, some homework content is rather difficult and the amount of copying is extensive. The school must revise the relevant design to meet children's development.
- 1.2 The school has a mechanism for assessing learning experiences in place. Teachers create learning portfolios for children to maintain children's observation reports, development reports, works and other information as evidence of children's growth. They adopt continuous observation to understand and record children's learning and development. Teachers meet parents in person at the end of a school term to keep parents informed of their child's learning progress and render specific suggestions for follow-up as necessary. Thus, home and school work together to facilitate children's learning. The school mainly refers to the assessment information of the organisation and selects some learning objectives of the themes for assessment. The management is advised to conduct an overall review on the monthly assessment items and make amendments so that parents can fully grasp children's learning.
- 1.3 The school plans its environment properly to set up learning zones such as the

expressive communication ones, exploration ones and visual arts ones. In this school year, the school strives to enhance children's creativity. As observed, children used materials like EVA foam and rhinestones to decorate plates, and made collages with pebbles, wooden pieces and tin cans. Their works are colourful and distinctive. The setup of the imaginative play corners is conducive to unleashing children's imagination. Children play the roles of a chef, shop assistants and customers of a panda teahouse, during which they develop their social skills. The school holds mixed-age activities and provides teaching aids of different levels of complexity. Teachers encourage interaction among children of different grade levels to let children learn to take care of their younger schoolmates and cooperate with each other. The school has followed up on the recommendations of the previous Quality Review to carry out reviews in groups in order to increase children's opportunities and confidence in speaking. Moreover, teachers ask questions to guide children to share their experiences in activities, helping children consolidate their play experiences.

1.4 Teachers care for children, praise children for their virtuous behaviour and encourage children to express their views. In group activities, teachers make use of daily necessities and pictures to facilitate teaching and deepen children's understanding of the content of thematic learning. When conducting music activities, teachers guide children to appreciate the melodies and rhythms, move their bodies and play musical instruments to the melodies when listening to music. Children enjoy the music activities very much. During physical activities, teachers provide a great variety and quantity of physical equipment for children to choose from them freely to create their own ways of play. It is observed that children had an adequate amount of exercise and good body coordination.

1.5 Children love campus life and take part in different learning activities with

enthusiasm. They get along well with one another and take the initiative to invite peers of different grade levels to play and work together, showing good social development. Children are eager to serve as group leaders to support teachers and peers, including distributing items and putting away teaching aids, displaying the spirit of serving others.

- 1.6 The school has established a proper curriculum coordination and monitoring mechanism. The management keeps track of the curriculum implementation by attending meetings, scrutinising teaching documents and observing classroom activities. The management also renders appropriate guidance and support to teachers, fully exploiting its curriculum leadership. Teachers discuss the arrangements of thematic activities and the setting of free choice zones in curriculum meetings. They reflect on the effectiveness of teaching and environment setup in view of children's performance, and make specific and feasible suggestions for improvement, thus promoting the continuous improvement of the school.

2. Recommendations for Fostering Sustainable Development of School

The school has established a stable curriculum management mechanism by which the teaching team evaluates the effectiveness of learning and teaching continuously. In recent years, the school has been striving to enhance children's creativity. It has set up the environment meticulously and provided a wide range of materials in large amounts to help inspire children's imagination. The school may review the monthly assessment items so as to reflect the performance of children comprehensively while improving the homework design to meet the developmental and learning needs of children.