

School No.: 323896

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

**Po Leung Kuk Vicwood Chong Kee Ting  
Kindergarten**

**66 Leighton Road, Causeway Bay, Hong Kong**

**7, 8 & 10 November 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: 7, 8 & 10 November 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 leadership team understands the development and needs of the school through regular meetings. It offers professional advice in a timely manner to promote and monitor the school operations in various aspects effectively. The school keeps close contact with the affiliated kindergartens of the organisation to collaboratively promote the work in administration, curriculum planning, supporting children and other areas while providing opportunities for teachers to learn from one another. The sharing culture among the schools helps build a joint-school learning community. The management forms task groups according to the needs of the school and empowers group leaders to coordinate the work in the aspects of administration, curriculum and parent education. In tandem, it assigns duties properly based on teachers' expertise and preferences. The organisational structure of the school is clear that its daily affairs are running smoothly.
- 1.2 The school has established a school-self evaluation (SSE) mechanism. The management leads teachers in meetings to analyse information such as results of stakeholder surveys, reviews of teaching activities and so forth to jointly evaluate the school work in various areas. In view of the personnel changes in recent years, the management intends to foster the cooperation and team spirit amongst the staff members and has regarded strengthening team collaboration as its major concern in last school year. Through strategies like teacher training, social activities and prudent use of electronic communication platform, the management facilitates the exchange and understanding among team members. The school has also taken enhancing children's social-emotional competence and nurturing positive attitudes as its major concern in these two years. To suit the school context and the needs of children, the school considers promoting children's learning through play and free exploration as the major concern of this school year. Teachers actively take part in relevant training and incorporate what they have learnt into the curriculum design and environment set-up, hence implementing the work plans strategically.

1.3 The school caters for learner diversity. It has set up a proper mechanism for identification and referral as well as making good use of the resources provided by the organisation to let children and parents receive appropriate support. The school cares for the needs of non-Chinese speaking (NCS) children as well. It appoints teachers designated for designing group activities to enhance the interest and confidence of NCS children in learning Chinese. The child assessment reports and school notices are available in English to keep NCS parents informed of their child's performance at school and the work of school in a timely manner. Furthermore, the content of parent education talks is translated into English to help NCS parents grasp the parenting skills. The school maintains close communication with parents through different channels. The parent-teacher association has been established for years. The parent committee members actively assist in organising school activities and encourage parents to take part in parent-child activities, thus fostering the cordial home-school cooperation.

## **2. Learning and Teaching**

2.1 The school draws up its curriculum by upholding the education rationale of the organisation and making reference to the teaching packages. The integrated curriculum is devised with themes that are in line with children's life experiences and covers all learning areas to foster the development of children in the domains of ethics, intellect, physique, social skills and aesthetics. Teachers arrange for children to attend the national flag raising ceremony every week to build their sense of national identity while striving to deepen children's understanding of traditional Chinese custom through diversified activities. The school attaches great importance to the different cultural background of children that it creates a friendly and inclusive campus atmosphere meticulously. The school arranges celebration of festivals and decorates the school environment to facilitate children's exposure to and appreciation of the cultural characteristics of different countries. Whole-class, group and individual learning opportunities of children are taken into account in the daily schedule of the school. However, the time of the whole-day classes spent on learning activities in the afternoon is rather long whereas the time allocated for free choice activities is quite insufficient. The school must improve the relevant arrangements to ensure that children have a balanced daily schedule every day. Some pieces of language homework for K3 children in the second school term are

rather difficult. The school is required to make adjustment to such homework in order to meet children's interests and development.

- 2.2 The school has a mechanism for the assessment of child learning experiences. Teachers adopt continuous observation to assess the performance of children in different learning areas. Moreover, they develop learning portfolios for children to keep children's thematic assessment forms, observation records and artworks. Upon completion of a theme and at the end of a school term, teachers distribute the learning portfolios to parents to let them understand their child's development in a timely manner. The school invites parents to provide family observation records for teachers to get a grasp of children's behaviour and living habits at home, thereby gaining insight into children's capabilities and performance from multiple perspectives. The school consolidates and analyses the findings of the child assessments to inform curriculum planning.
- 2.3 The school has a well-developed mechanism for curriculum coordination, monitoring and evaluation. The management leads teachers of each grade level to discuss the teaching foci and activity arrangements before launching a theme. It shares with them the knowledge and experience gained in organising activities, demonstrating its curriculum leadership. Through conducting routine classroom walkthroughs and scrutinising curriculum documents, the management keeps track of the curriculum implementation and gives effective feedback to teachers when necessary to help them enhance their teaching skills and abilities to organise activities. In thematic reflection, teachers in general are able to record and analyse children's performance in activities, including the learning of children with special needs and NCS children, to serve as evidence for reviewing the effectiveness of learning and teaching.
- 2.4 In these two years, the school has regarded enhancing children's social-emotional competence as its major concern. It has utilised the resources of the organisation and from the outside strategically as well as launching award schemes and parent-child activities to assist children in knowing about different emotions and proper ways to express these emotions. In this school year, the school takes a step forward to cultivate children's positive attitudes through diversified activities, with a view to promoting their virtuous behaviour in everyday life. Teachers apply what they have learnt from training to employ stories, art creation and group games to encourage children to express their feelings in the activities, and learn to manage their emotions and use social skills. They also launch a little angel award scheme and set monthly moral themes including benevolence, joy, cooperation and other positive values

while setting suitable behavioural goals for children of different ages. In this way, parents and the school can jointly assess the performance of children. As observed, teachers posted slogans promoting good moral characters in the classrooms to encourage children to do good deeds at school. Children enjoy interacting with peers. They take part in role-play or cooperative games together to learn to observe the rules, listen to and accept others' views. When encountering problems, children try to solve the problems by themselves or seek for teachers' help, displaying positive attitudes. The plan has achieved accomplishments.

2.5 The school environment is bright and tidy. Teachers display children's individual and group artworks around the lobby and in the classrooms for children's mutual appreciation. Photos of daily necessities are stuck on the desks of K1 classrooms to assist children in developing the self-care abilities of properly placing and putting back items. Teachers design corner games that dovetail with the themes and provide interactive and interesting teaching aids for children to manipulate, thereby consolidating their learning. Children take the initiative to invite peers to play in the role-play corners. For instance, they act as cooks to cook healthy meals for diners in a simulated restaurant, or imitate cheerleading players to cheer for the athletes in a simulated sports arena, creating a boisterous atmosphere. In the exploratory corners, children compare the presence of oil of potato chips and gummies using oil absorbing sheets, showing curiosity about food ingredients. Children also like to assemble different building blocks and parts on wall to play games, demonstrating their rich imagination.

2.6 Members of the teaching team are amiable. They care for children and give children appropriate compliments to build a good teacher-child relationship. Teachers prepare for lessons conscientiously. They arouse children's learning interest and motivation utilising real objects, teaching aids and stories. In order to help NCS children understand the content of the activities, teachers make use of picture cards, voice and gestural prompts to facilitate them to grasp what they have learnt. Cantonese is the main medium of daily communication which facilitates NCS children to use Chinese. Teachers pay attention to classroom routines and try to employ different strategies to get children familiar with activity requirements, thus building an attentive learning atmosphere. During music activities, teachers choose lively pieces of music and create scenarios to lead children to sing and perform rhythmic movements. Children are engaged in the activities. Some of the physical activities carried out in the afternoon for K2 and K3 children are relatively

intense. Teachers must review the situation and organise activities that meet children's physical development.

- 2.7 Children love going to school. They are lively and active. They enjoy participating in learning activities and share the play experiences and feelings, showing favourable language development. Children always learn and play together, getting along well with others. NCS children generally understand teachers' instructions and learn to respond in Chinese. They like to talk to peers. Children help teachers move the chairs and desks together so as to make room for activities. After art and craft activities, children are able to put back the items used properly and clean up scraps of materials to keep classrooms tidy. Thus, they have displayed good self-care abilities.

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

- 3.1 The school formulates major concerns in alignment with its context and children's needs. It is on the right track and the effectiveness of the major concerns is evident. Nevertheless, the management may lead the team to set clearer objectives and formulates corresponding success criteria to assess the effectiveness of major concerns and further enhance the efficacy of self-evaluation, hence driving the continuous development of the school.
- 3.2 The school has realise the rationale of SSE in the work of learning and teaching, and review the teaching effectiveness earnestly. The management is required to revise the daily schedule of the whole-day classes for children to have a balanced learning experience and improve the design of physical activities in the afternoon session for K2 and K3 children. Additionally, it must remove the rather difficult homework content of K3 to meet children's developmental needs and refine the curriculum design continuously.