

School No.: 516384

Quality Review Report (Translated Version)

Po Leung Kuk Yip Ng Bun Bun Queen's Hill Kindergarten

**Podium Floor, Wong Shun House, Queens Hill Estate,
Fanling, New Territories**

20, 21 & 23 May 2024

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 20, 21 & 23 May 2024

- 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 cares about the school's development that it liaises closely with the management and renders appropriate support to the school. The management has extensive experience in supervision and is familiar with the culture of the organisation to steer the team's planning of various domains of work, leading to a smooth and orderly implementation of school matters. The school forms task groups and co-organises activities with the affiliated schools to foster mutual collaboration and encouragement. The school arranges joint-school training of the organisation for teachers such as exchange tours outside Hong Kong and school-based professional development activities to help teachers keep abreast of the development trends of kindergarten education and strengthen their professional competence. The school properly schedules induction activities to enable new teachers to grasp the teaching duties through observation and teaching demonstration. Being energetic, members of the teaching team pursue further studies proactively and create harmonious atmosphere at work to promote the advancement of the school together.
- 1.2 The school has followed up on the recommendation of the previous Quality Review which was conducted in its old premises to examine the appraisal system for teachers to evaluate their individual work performance and development needs, hence boosting the self-reflective ability of teachers. In this school year, the school regards cultivating children's positive values and spirit of active exploration as its major concerns. When carrying out various annual tasks, the school provides suitable professional training for teachers and deploys implementation strategies from the perspectives of children and parents as well as gathering views of stakeholders to serve as evidence of the effectiveness of evaluation work. The major concerns are implemented in an orderly manner and the effectiveness is shown gradually.
- 1.3 The school puts emphasis on and embraces learner diversity. An identification and

referral mechanism is in place to support children with special needs. The school arranges a wide range of activities for non-Chinese speaking (NCS) children and creates a rich language environment. Teachers make good use of their gestures, visual clues and other measures to guide NCS children to comprehend the teaching content while strengthening their confidence and ability in learning Chinese. The school organises adaptation activities for newly admitted children and K3 children so that they can embark on a new stage of learning smoothly.

- 1.4 The school keeps contact with parents through multiple channels and helps them understand their children's learning performance and the development direction of the school. In tandem, the school cares about the needs of parents and is willing to listen to and follow up on their opinions. The school has established a parent-teacher association to further enhance cohesion among parents with a view to exploiting the spirit of home-school cooperation and jointly catering for children's growth.

2. Learning and Teaching

- 2.1 The school makes reference to the teaching packages to devise a school-based curriculum and selects picture books to facilitate teaching. The curriculum is designed in an integrated approach by using themes that are closely related to children's life experiences. The curriculum content is comprehensive and covers all learning areas. The school arranges a balanced daily schedule for children and organises off-campus activities for children to visit theme-related community facilities for enriching their learning experiences and broadening their horizons. The school actively promotes Chinese culture. Teachers introduce the 24 solar terms to children during morning and afternoon assemblies and provide tools of shadow play and paper cutting, guiding children to understand traditional culture and custom from the domains of climate, art, etc., to deepen children's understanding of the culture of the motherland in a step-by-step manner. Besides, the school conducts the national flag raising ceremony on a regular basis and children serve as flag raisers. Children are attentive and follow the etiquette during the ceremony, which is conducive to developing a sense of national identity. However, some homework content of K3 is rather difficult. The school must review and revise such content to meet children's abilities and developmental needs.
- 2.2 The school formulates an explicit policy of the assessment of child learning

experiences. Through continuous observation, teachers record children's learning performance and development while creating learning portfolios for children to maintain assessment forms, anecdotal observation, artworks and so forth, which serve as evidence of their developmental progress. At the end of a school term, teachers invite parents to meet with them for exchanging children's performance, both at school and at home, and parenting practices with each other so as to nurture children in collaboration with parents. The management leads teachers to collate and analyse child assessment information, follow up on children's strengths and areas for further development, and inform curriculum design.

- 2.3 The management steers the cyclical self-evaluation process of curriculum planning, implementation and evaluation in teachers. In curriculum meetings, the team takes turns preparing lesson plans, arranging activity details and setting up the environment based on the review findings of the last school year and needs of children. The management monitors the curriculum implementation by scrutinising documents, conducting lesson observation and so on while providing guidance and support on teaching strategies and the set-up of interest corners to teachers, thus enhancing the effectiveness of learning and teaching. Upon completion of each theme, teachers examine the teaching effectiveness for planning the curriculum of the next theme. At present, teachers carry out self-reflection mainly on describing the activity rundown. They are advised to further make concrete suggestions for improvement based on children's learning, thereby informing the curriculum.
- 2.4 The school stipulates its major concern of this school year as enhancing environment set-up to cultivate children's positive values. Apart from putting up a gratitude tree and posting motivational phrases on campus, the school also arranges professional training of the organisation for its staff to create a supportive atmosphere on campus with concerted efforts. Teachers use picture book stories to guide children to build a positive mindset and incorporate an active attitude towards life, including expressing gratitude, cherishing things and being eager to make attempts, into the planning of thematic teaching. The school provides positive parenting workshops to deepen parents' awareness of the relevant content. As observed, teachers often encouraged children in appreciative and concrete terms. Children got along well with their peers and supported one another. For instance, they assisted their peers in putting on jackets and collaborated to use teaching aids. Building on this foundation, the school may render more opportunities for children's practice and experience in an immersive environment setting so as to enhance the effectiveness of

the work plans.

- 2.5 Another major concern of this school year is nurturing a spirit of active exploration in children. Teachers apply what they have learnt from professional support programmes to use scenarios of stories as an introduction and add the element of free exploration in physical games. Sufficient materials are also provided for children to design their own play. Children use cardboard to play big wheel games and make snowboards to simulate skiing. Children design diverse ways of playing the circuit games using various kinds of physical equipment such as hula hoops, hurdles and balance beams with their peers, demonstrating creativity. The effectiveness of the work plans has been observed. Furthermore, teachers design physical circuit games with sufficient amount of exercises and patiently guide children to grasp the skills to develop their gross motor skills, letting children experience the joy of exercising.
- 2.6 The school premises have been in operation upon completion since the last school year. They are brand new, clean and bright. A small stage is built at the centre of the campus. The campus is designed with open-style and the activity space is ample, which is favourable for launching a variety of activities. The school arranges K2 and K3 children to carry out free choice activities with their peers of the same grade level in different classrooms and the lobby so that they can interact and play with one another in order to cultivate their social development. Teachers put much efforts in planning the music corner by placing handbells, a glockenspiel and many other musical instruments as well as materials with different textures for children to tap. In tandem, teachers guide children to appreciate the characteristics of songs. All these are effective in extending children's music experiences and stimulating their artistic potential. During music activities, teachers lead children to sing along the music and perform rhythmic movements in accord with the scenarios. Teachers instruct children to play musical instruments to the melodies as well and children enjoy the music activities. Children appreciate famous paintings amid light and relaxing background music and select from a great variety of art materials to create artworks, unleashing imagination. Situated in the lobby, the reading corner is equipped with plentiful picture books. Teachers and children sit on cushions and read together. Children have fun in reading and sharing picture book content in a comfortable environment with adequate light. Tying in with the theme of transport, teachers place a simulated entry gate, train compartment and other facilities in K1 classrooms. Children play the role of a passenger riding on a train to learn about the etiquette of taking public transport. K2 and K3 children act as tuck shop owners

and customers to buy and sell food, applying life skills. The school may refine the activity design of exploratory corners and inspire children to develop interest and capability in active exploration through observation, testing, etc.

- 2.7 Teachers are conscientious in teaching. They coordinate their efforts and work in harmony. Teachers excel in incorporating elements of drama and play at opportune times in teaching activities and make flexible use of facial expressions and voices for role-plays, engaging children in learning and staying focused effectively. In free choice activities, teachers observe children during the activities and play with them. Teachers revisit the foci with children through questioning after the activities. Teachers are recommended to invite children to introduce the process and share their feelings towards the activities more often so as to assist children in collating their play experiences and consolidating their learning.
- 2.8 Children sing aloud the school song in morning and afternoon assemblies to show their sense of belonging to the school. Children treat people politely and take the initiative to greet others, possessing good social skills. Children love group activities. They always watch fish swimming in an aquarium and take part in cooperative games together with peers, demonstrating good social development.

3. Recommendations for Enhancing Self-improvement of School

The school formulates the annual work plans in accordance with children's needs and its context. It must devise clear objectives and corresponding success criteria for the major concerns and make use of children's performance as evidence while examining the effectiveness of the work plans in a timely manner to foster the sustainable development of the school. To further enhance the effectiveness of learning and teaching, the management is advised to lead teachers to refine the design of exploratory activities for the cultivation of children's interest and capability in active exploration and assist children in collating their play experiences after the free choice activities for consolidating their learning.