

School No.: 158623

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

**Po Leung Kuk Yick Kwai Fong Kindergarten**

**Level 2, Greenland Garden, TMTL 242, Tuen Mun, New Territories**

**6, 7, 8 & 10 February 2023**

**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: 6, 7, 8 & 10 February 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 school maintains close liaison with the organisation, whose resources are being optimised by the management to perform the administration tasks and promote parent education properly. The management has served the school for years and is familiar with the school operations. It values communication with staff and allocates work based on the school context, teachers' experience and expertise to guide teachers to exploit their strengths. The team members discharge their respective duties and build rapport with one another at work, striving for taking forward the school development together. The school provides newly recruited teachers with a proper induction mechanism which is effective in establishing their confidence and helping them acquire teaching skills, thus leading teachers' professional growth. The school also utilises resources of the organisation and external resources so that the teaching team can strengthen their professional competence through training.
- 1.2 The school has established the School Self-evaluation (SSE) mechanism. Embedding SSE in daily routine, the management steers teachers to carry out activity reviews and reflect on teaching while evaluating the work effectiveness in light of children's performance and views of parents. The school has followed up on the recommendations of the previous Quality Review to improve the assessment tools for child learning experiences and activity design of exploratory corners, aiming at advancement for learning and teaching. This school year, the school considers fostering children's language development and facilitating non-Chinese speaking (NCS) children to learn Chinese as its major concerns in view of the school context. External resources are tapped for planning relevant professional training for teachers to improve their teaching skills. The school also encourages teachers to put into practice what they have learnt from training and deploys strategies that cater for stakeholders' needs in an orderly manner. It examines the plans and takes follow-up action aptly in order to achieve the expected outcome of the plans.
- 1.3 The school regards parents as partners and communicates with them through different

channels, such as liaising with parents through parent-teacher association to collect parents' opinions and disseminate information while endeavouring to encourage parents to take part in school volunteering services including inviting them to tell stories for children and host fun fairs. The school joins hands with parents to nurture children's healthy growth. The school cares for the needs of the newly admitted children and adjusts the lesson time according to individual children to assist them in integrating into kindergarten life progressively as planned. The school embraces children's diversity and makes use of the resources of the organisation and community to identify the diverse needs of children the soonest and then render appropriate support to them. The school is committed to creating an inclusive atmosphere on campus.

## **2. Learning and Teaching**

- 2.1 Based on the education rationale of the organisation and with reference to the teaching packages, the school devises its curriculum using themes through an integrated approach. The curriculum accommodates children's life experiences and interests and covers all learning areas, which is conducive to children's balanced development in the domains of ethics, intellect, physique, social skills and aesthetics. The school strives to promote national education and incorporates learning content in relation to traditional Chinese culture into the curriculum. It also introduces traditional Chinese festivals and the 24 solar terms to children during morning assemblies to deepen their knowledge of Chinese culture. Besides, the school conducts the national flag raising ceremony every week to help children develop a sense of national identity. The daily schedule arrangement of the school is proper, with children having ample opportunities to engage in music, physical, art and free choice activities every day. However, some of the learning content and homework exercises for K3 are difficult. The school must review and revise them accordingly in order to meet children's abilities and learning needs.
- 2.2 Having a clear mechanism for the assessment of child learning experiences in place, the school leads teachers to discuss assessment content and map out concrete assessment criteria collaboratively in accord with curriculum goals as well as assessing and recording children's performance objectively by means of continuous observation. At the end of the school term, teachers evaluate children's overall performance based on the learning objectives of various learning areas and conclude

their development in different stages while keeping parents informed regularly of the assessment results and rendering recommendations for follow-up in light of the developmental needs of children. The school encourages parents to keep records of their children's good behaviour so as to facilitate teachers' understanding of how children are doing at home. Children are also asked to give a brief self-evaluation on their living habits, guiding them to appreciate and recognise their personal growth. The management steers the team to analyse child assessment information to adjust the teaching and curriculum planning.

- 2.3 The school has developed a sound mechanism for curriculum coordination, monitoring and review. The management guides teachers of all grade levels to discuss the activity arrangements and give comments for improvement to activity design before the start of a theme. It also keeps track of the curriculum implementation through conducting regular classroom walkthroughs and scrutinising curriculum documents. The management provides feedback to teachers in a timely manner to assist them in enhancing their abilities in activity planning and their teaching skills. Upon completion of a theme, teachers conduct reviews in view of the extent to which the teaching objectives have been achieved, the children's performance and the environment set-up, and write up teaching reflection. In general, teachers are able to make concrete suggestions for improving teaching taking into account children's learning effectiveness, and take follow-up action accordingly, thereby strengthening the effectiveness of learning and teaching.
- 2.4 The school endeavours to nurture children's reading habit. This school year, the management leads the team to consider fostering children's language development as the major concern. Arrangements are made for core teachers to participate in external support programmes to improve their activity design and environment set-up techniques through collaborative lesson planning and study, which is conducive to children's attitudes and abilities in active reading. Teachers are willing to apply what they have learnt into practice and meet the language capabilities of children of different ages to set up a variety of reading promotion activities in the interest corners of the classrooms. As observed, K3 children enjoyed creating endings for stories in the language corner. They also wrote letters to peers in the art and craft corner to express their feelings in simple words proactively. K2 children were interested in the matching games of the reading corner and shared interesting plots and physical features of characters in the stories with one another. K1 children tried reading aloud the book titles and described the pictures by themselves. Teachers also

recommended books in light of the themes to attract children to read while encouraging them to share their life experiences that are relevant to the themes and the story content. All these are beneficial to enhance children's reading interests and expression abilities. Overall, the effectiveness of the major concern has been observed.

- 2.5 The school utilises the premises space to plan the use of the physical play area and activity rooms in a flexible way, such that children are provided with adequate space to engage in a variety of learning activities. Teachers make use of the campus environment to promote environmental education. They set up a garden at the school entrance and grow potted plants and rear fishes and small animals all around the campus, with an aim of cultivating an attitude of cherishing nature in children by allowing them to water flowers, feed animals and observe the growth of plants and animals. Teachers guide children to experience traditional Chinese art and culture through art creations such as making traditional paper-cutting, blue and white porcelain vases and spring couplets. They exhibit children's work meticulously and encourage them to appreciate each other. Teachers dovetail with themes to design activities for the exploratory corners thoughtfully. Children at all grade levels are eager to conduct simple experiments in which they compare the speed of objects with different masses rolling down a slope. They also observe how paper flowers blooming in water, showing curiosity about surface tension of water. In addition, teachers furnish the art and craft corner with a wide range of recycled materials to stimulate children to design aeroplane chess, ring toss game and other fun toys. Children demonstrate a wealth of creativity and imagination in the course of events.
- 2.6 The school caters for the diverse needs of children and considers facilitating NCS children's ability to learn Chinese as its major concern this school year. It arranges relevant training for teachers and conducts collaborative lesson planning and observation, aiming to enhance teachers' skills in teaching NCS children Chinese. Some teachers are able to apply acquired knowledge to adjust the speech rate and use cue cards to assist children in understanding instructions. This school year, NCS children are assigned to participate in group activities every day. Teachers attempt to leverage games to help NCS children preview the teaching foci of thematic learning and use stories and nursery rhymes to increase their interest in learning Chinese. As observed, NCS children integrated into school life and they were willing to try all kinds of activities and learnt to listen to and speak Cantonese naturally. They played and learnt joyfully with peers, getting along well. The

management is advised to strategically arrange for the team members to share what they have gained from training and experience from supporting NCS children's learning as well as putting the relevant knowledge and skills into practice in the school's regular activities, thereby enhancing the overall effectiveness of the plans.

- 2.7 Teachers prepare for their teaching conscientiously. They provide equipment and design circuit games that tie in with the physical development goals, which are conducive to children's physical development. Children are concentrated in listening to different songs during the music activities. They have fun when performing rhythmic movements, singing and manipulating musical instruments along with melodies and tempos. Teachers often use real objects and multimedia teaching materials to stimulate children's learning motivation and interest as well as making good use of questioning to guide children to think and discuss. Teachers invite children to share their good practices and that of their peers every day before school ends and give positive feedback to children, which facilitates them to build self-confidence and have opportunities to practise good behaviour. Children treat people with courtesy and follow the rules of the classrooms. They also have a sense of responsibility that they take the initiative to look after the animals and plants in the school, care for and cherish the nature. They love cooperating with peers to design methods and rules of games together, possessing good social development.

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

- 3.1 The school is committed to creating a caring and inclusive culture on campus and determines the major concerns that are in consonance with the school context, taking into account children's needs. It also schedules appropriate training activities for teachers to achieve the objectives of the development plan. Building on this foundation, the management may strategically arrange the team to exchange what they have gained from training and experience from supporting NCS children's learning as well as assisting teachers in applying the relevant knowledge and skills into the regular activities effectively. The management aids NCS children's learning on a continuous basis to enhance the overall effectiveness of the plan.
- 3.2 The school team strives for advancement continuously and stays abreast of the trends

of the curriculum development. It devotes effort to promoting national education in recent years which contributes to deepening children's knowledge of Chinese culture and developing their sense of national identity. Such approach is in the right direction. However, the management is required to reinforce its leadership in the curriculum and guide teachers to review the curriculum and homework, and then remove the parts that are inappropriate to ensure that the learning content is aligned with children's developmental needs.