# Po Leung Kuk Chan Seng Yee Kindergarten

2022/2023

**School Report** 

## Po Leung Spirit

Mutual Respect United Effort Benevolence Charitable Gratefulness and Recognition Dedication to Serving the Community

## Vision

Children are nurtured, Youngsters are educated, Adults are supported to contribute, Elderly are cared for, the less fortunate are lightened with hope.

## Mission

To be the most prominent and committed charitable organisation. In the Kuk's Spirit to do good deeds with benevolence. Dedicated in protecting the young and the innocent, caring for the elderly and the underprivileged, aiding the poor and healing the sick, educating the young and nurturing their morality, providing recreation to the public, caring for the environment, passing on the cultural inheritance and bringing goodness to the community.

## Values

Fine traditions, Accommodate the current needs, People-oriented, Care and appreciation, Sound governance, Pragmatism and innovative, Integrity, Vigilance, Optimal use of resources, Cost-effectiveness, Professional team, Service with heart.

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#### Part OneOur School

#### **1.1** School Mission and Goals

#### <u>Mission</u>

Provide a caring, harmony and quality learning environment to support children's holistic development and nature their talents for serving the community in the future.

#### <u>Goal</u>

- Learning
  - To unleash students' potential, we encourage them to enjoy learning, be willing to think, be brave in solving problems and be creative through free-play activities.
  - Implement a 'child-centered' comprehensive art curriculum to improve students' language and aesthetic development.
  - Improve students' physical development, intelligence, social skills, creativity, and critical thinking skills.
  - Increase students' interests in music and sports to improve their all-round abilities.
  - Cultivate students' positive mindsets and learning attitudes and establish their positive values.
  - Students can step out of the campus and explore the environment through weekly outdoor learning activities.
- Extra-curricular Activities
  - According to students' abilities and development, we provide various extracurricular activities to increase their interests in learning and thereby discover their potential.
  - Encourage students to participate in community activities, so as to help them understand the community and learn to care for it.
- Utilization of School Resources
  - Provide students with safe, interesting, and fascinating learning materials and facilities.
  - Utilize teaching materials, toys, audio-visual equipment, interactive electronic whiteboard, books, and activity corners appropriately to promote students' learning.
  - Install different learning equipment on the school corridor walls to provide more space for free-play learning.
  - Provide regular training to enhance the awareness of teachers and staff on operating information technology products to effectively support students to learn.
  - Build a parent resource corner to provide resources for parents to support their children's learning.
- School Admission Management
  - The principal and the headteachers assign works to teachers and staff appropriately according to their potential and abilities, leading the departments to develop the spirit of mutual help and mutual trust, to strengthen their sense of belonging to the school, and to jointly improve the work efficiency .  $\circ$

- Maintain a democratic and open attitude to encourage teachers and staff to reflect and express opinions through individual meetings, emails, school meetings, teaching meetings and annual performance review, etc., in order to gather opinions in an appropriate management model.
- Actively encourage teachers and staff to participate in school affairs and social activities, so as to build good relationships with each other and to promote a spirit of cooperation with collective wisdom.

#### **1.2** Our Children

The school has <u>7</u> classes, which comes up to a total of <u>187</u> children, this year.

The structure of classes and the number of children are as follows:

	AM	Session	PM Session Whole-day S		day Session	
Class	No. of	No. of	No. of	No. of	No. of	No. of
	Classes	Children	Classes	Children	Classes	Children
Upper KG	2	31	0	0	2	23
Lower KG	2	32	0	0	2	26
Nursery	2	29	1	16	2	30
Total	6	92	1	16	6	79

#### **1.3 Our Teaching Staff**

(1) Number of Teachers and Staff

- Besides the School Head, there are a total of <u>8</u> full-time teachers, <u>5</u> part-time teachers, and <u>9</u> supporting staff (clerk and janitor staff)
  There was a turnover of <u>0</u> teachers last school year, and this accounted for <u>0</u>%
- (2) Qualification and Number of Teachers (Including the School Head)

Teacher	Bachelor's degree in Early	Certificate in Early	Qualified Kindergarten
Qualification	Childhood Education	Childhood Education	Teacher
Number of	10	6	
Teachers			
%	62.5%	37.5%	

#### (3) Teaching Experience

Teaching Experience	0-3 years	4-6 years	7 years or more
Number of Teachers	5	1	10
%	31.25%	6.25%	62.5%

#### (4) Teachers' Professional Development

- One teacher is currently studying the Bachelor of Education in Early Childhood Education, will complete the course in July 2023.
- One teacher is currently studying for the Professional Diploma in Special Childcare Work.
- One teacher is currently studying the Creative Music Teaching Development Certifiate Program
- One teacher completed a certificate in Learning & Teaching for Non-Chinese Speaking Students – Professional Development Programme for Kindergarten Teachers (Basic Course)
- One teacher completed a certificate in Learning & Teaching for Non-Chinese Speaking Students Professional Development Programme for Kindergarten Teachers (Advanced Course)
- One headteacher and one teacher completed a certificate in Music Activities and Production for Children
- Two teachers completed the basic course regarding taking care of students with special educational needs
- Two teachers completed the optimising Chinese and English teaching program
- Three teachers completed the Cantonese Pronunciation Practical Course
- Two teachers participated in the Parent-Teacher Association Executive Committee Member Training Program (2022/23 s.y.)
- Four teachers participated in music community development course
- Principal and two headteachers participated in "Management New Knowledge" Professional Development Workshop
- Three teachers participated in "Diversified SEN Children" Professional Development Workshop
- All teachers participated in "Home-school Cooperation" Educational Seminar
- All teachers participated in the "Non-Chinese Speaking Students Learning and Teaching Efficiency" Professional Development Workshop

#### **1.4 Management and Administration**

(1) Members of the School Management Committee and their Duties

- The incorporated management committee has a total of 15 members, including the current chairman of Po Leung Kuk as the school supervisor, 5 current vice-chairman, 3 seniors committee members, 1 independent school director, executive director, deputy executive director, director of education, assistant director of education and finance director. The incorporated management committee develops a clear structure and establishes the vision and mission, teachers' guidelines, and administrative arrangements for the school.
- The school is managed by the Education Affairs Department of Po Leung Kuk, which is an important communication bridge between the school and the incorporated management committee. In order to ensure the smooth operation of the school, the Education Affairs Department regularly conducts meetings with kindergarten principals to discuss education affair and will review the progress of school development plans and assist in establishing long-term goals and important policies.
- The management team is well-organised and has different departments (including Human Resource Department, Corporate Communication & Public Relations

Department, Internal Audit Department, Finance Department, Information Technology Department, Social Services Department, Education Affairs Department, Property and Works Department and Recreational Services Department), each department is closely connected to provide professional opinions for various school affairs.

(2) Administrative Structure



#### 1.5 Safety and Hygiene Measures

- The walls of the physical room have been installed with wall paddings. Transparent plastic finger protectors have also been installed on the wooden doors of each classroom to prevent hand pinching.
- Four fire drills are conducted throughout the year to help students understand the escape methods and routes. The escape route maps have been placed in conspicuous places of the school.
- The school regularly inspects the environment outside of the school. If there are any mosquito or other insects breeding places, the school will follow up immediately. Mosquito zappers have been installed in the school lobby and classrooms to reduce the number of mosquitoes.
- Fire-fighting equipment is inspected every year and electrical testing is conducted every 5 years.
- Improve hygiene practices to prevent the outbreak of influenza or other infectious

diseases. For example, staff spray disinfectant and clean toys every day. Automatic hand sanitizer dispensers have been placed in the washrooms and at the school gate, and air purifiers have also been placed in each classroom, multi-purpose activity room, office and kitchen. The exit doors of corridors A and B are opened regularly every day to circulate indoor air. UV disinfection lamps are used to disinfect books and toys of each classroom as well as the school environment. Staff records and counts the number of absent students, so as to carry out targeted prevention of infectious diseases.

- There are 6 teachers in the school who hold first aid certificates. They are responsible for checking the school's first aid items and dealing with injured students.
- The school has established a crisis handling team to deal with sudden or urgent accidents inside or outside of the school.
- In response to the COVID-19 pandemic, the school took measures to protect the health of teachers, parents, and students. Everyone needed to check the temperature, disinfected the whole body, and stepped on a disinfectant carpet before entering the school. According to the arrangement of the Education Bureau, all teachers and students were required to complete a rapid antigen test at home every day and upload the result to the School-parent Corner App before they come to school. The staff also randomly picked one student to conduct a rapid antigen test at school to further protect the health of students. Everyone entering the campus must met the requirements of the "vaccine pass" and scan the LeaveHomeSafe QR code. After the relevant epidemic prevention policies are cancelled, the school is still maintaining temperature checks and disinfection measures to ensure campus hygiene.
- If there are any items that are frequently touched, such as door handles and printers, the school janitors will clean them every 2 hours using disinfectant and bleach water.
- The school continues to implement the shoes changing epidemic prevent measure. All teachers, non-teaching staff and students need to change indoor shoes after entering the school. Visitors also need to wear shoe covers to enter the campus.
- UV disinfection lamps are used regularly to disinfect the environment of the school. Toys are also regularly cleaned by a sanitizing cabinet.
- The school purchased a dishwashing machine this year to deep clean the tableware used by students.

Month	Class Activity		
K1, K2, K3		Visiting Positive Education Center	
	K1, K2, K3	July to August Birthday Party	
	K1, K2, K3	New School Year Preparation Briefing Session	
	K1, K2, K3	Second School Term Parents Day	
8/2022	К3	K3 Graduation Trip	
	K1, K2	K1 and K2 Closing Ceremony	
	К3	K3 Closing Ceremony	
	K1, K2, K3	Po Leung Kuk Online Flag Day	
	K1	K1 Adaptation Day	
0/2022	K1, K2, K3	Mid-autumn Festival Celebration Activity	
9/2022 K3		Primary One Briefing Session	
10/2022	K1, K2, K3	"No Air Con Night 2022"	

#### **1.6** Activities of the Year

	New students of 23- 24 year	New Students Briefing Session
	K1	Positive Education Parent-child Workshop: "Nurture Growth Mindset in Children"
	K2	Positive Education Parent-child Workshop: "Positive Emotion"
	К3	"Food for Good" Eco-friendly Workshop (Planting)
	K1, K2, K3	First Fire Drill
	New students of 23- 24 year	Seng Yee Open Day
	K1, K2, K3	September to October Birthday Party
	K1, K2, K3	Influenza Vaccination Injection (First dose)
	K1, K2, K3	Halloween Costume Party
	K1, K2, K3	Parent-teacher Association Committee Meeting
	K2	Positive Education Parent-child Workshop: "Positive Relationship"
	K1, K2, K3	'One person, one flower' Scheme
	New students of 23- 24 year	New Students' Briefing Session
	K1, K2, K3	Parent Seminar
	K1, K2, K3	Recycled School Uniform Activity
	K3	Outdoor Activity at volleyball court
11/2022	Choir	TWGHs 2023 Hong Kong Kindergarten Singing Contest
	K1, K2, K3	"Oral Health Education" Online Parents' Talk
	Scouts	Grasshopper Scouts Outdoor Learning Activity
	K1, K2, K3	Parent-Child Story Telling Workshop (First Session)
	K2	Visiting Supermarket
	K1, K2, K3	Influenza Vaccination Injection (Second dose)
	K1, K2, K3	Parent-child Lunar New Year WhatsApp Sticker Designs Activity
	K1, K2, K3	Joint School Education Seminar
	K1, K2, K3	The Parent-child Green Experience Day
	K1, K2, K3	Parent-Child Story Telling Workshop (Second Session)
	K2, K3	"Kindergarten Happy School Project 2022-2023" Happiness Talent Experience Activity
	K1, K2, K3	Second Fire Drill
12/2022	K1, K2, K3	Parents' Interest Class – DIY Christmas Coaster
	Dancing Team	Yeun Long District Schools Dance Competition 2022
	K1, K2, K3	November to December Birthday Party
	K1, K2, K3	The Street Carol Singing (Flash mob)
	K1, K2, K3	Christmas Party
	K1, K2, K3	Po Leung Kuk Dress Special Day

	K1, K2, K3	Parents' Interest Class - Chinese New Year Pom Pom Photo Frame DIY
	K1, K2, K3	Positive Education Parent-child Workshop
	K1, K2, K3	Chinese New Year Carol Singing
	K1, K2, K3	First School Term Parents' Day
	K1, K2, K3	Parent-child Chinese Carnival
	K1, K2, K3	Spring Reception and Cultural Day
	K3	Eye checkup by New Town Medical Centre
	K1, K2, K3	Dettol Hygiene Workshop
	K1, K2, K3	Parent-Child Story Telling Workshop (Third Session)
	K2, K3	Foot-spine Assessment
2/2023	K1, K2, K3	Dental checkup by the University of Hong Kong (Faculty of Dentistry) and Keysteps@JC
	К3	Visiting Dragon Park
	K1, K2, K3	January to February Birthday Party
	K1, K2, K3	Gala Show for celebrating the 75th Anniversary of Po Leung Kuk Educational Services
	K2	Visiting Brighter Smiles Playland
	K3	"Positive Meaning" Parents' Talk
	K3	Visiting Ping Shan Tang Clan Gallery
_	К2	Visiting Ping Shan Tin Shui Wai Public Library
	K2, K3	"Kindergarten Happy School Project 2022-2023" Happiness Mind Activity
	K1	Positive "Character Strengthen" Parents' Talk
	K1, K2, K3	Class Observation Day
3/2023	K3	"Positive Health' Parents" Talk
	K1, K2, K3	Star Workshop
	Scouts	The Grasshopper Scouts Carftival
	K1, K2, K3	Earth Hour 2023
	K1	Visiting Bus Station
	K1, K2, K3	The School Environmentally Friendly Visual Art Exhibition
	K1, K2, K3	Parents' Interest Class – Twisting Balloons
	K1, K2, K3	Third Fire Drill
	K1, K2, K3	Talent Show and the Environmentally Friendly Fashion Design Competition
4/2023	Scout	Grasshopper Scouts Outdoor Learning Activity
	K2	Visiting Tin Shui Wai Park
	K1, K2, K3	Parents' Interest Class – Needle Felting
	К3	Visiting Tin Shui Shopping Centre

	K2	Visiting Tuen Mun Reptile House
	K1, K2, K3	March to April Birthday Party
	К3	K3 Graduation Trip
	K1, K2, K3	Positive Parent-child Workshop
	K1	Observing Animals Outside the School
	K1, K2, K3	Parents' Interest Class – Making Orange Peel Soap
	K2	Shadow Exploration at volleyball court
5/2023	Scouts	Visiting Hong Kong Heritage Museum
572025	New students of 23- 24 year	'Go to School Happily' Adaptation Activities
	K1, K2, K3	"Food for Good" Activity
	K1	Visiting Yuen Long Park
	K1, K2, K3 English Fun Day	
	K1, K2, K3	Teachers' Development Day
	К3	Visiting Hong Kong H2OPE Centre
	K1, K2, K3	Fourth Fire Drill
	К3	Primary One Experience Day
6/2023	K1, K2, K3	May to June Birthday Party
	K1, K2, K3	Parent-child Music Workshop
	K1, K2, K3	Teachers' Development Day
	К3	Joint Graduation Ceremony
	K1, K2, K3	July to August Birthday Party
	K1, K2, K3	Second School Term Parents' Day
7/2023	K1, K2, K3	Closing Ceremony
112025	К3	Graduation Meal
	Table Tennis Team	Table Tennis Closing Ceremony and Joint School Competition

#### 1.7 Summary of Expenditure<sup>1</sup>

Po Leung Kuk Chan Seng Yee Kinder	rgarten	
2022/2023 Term		
Summary of Expenditure		
Principal's and teachers' compensation		\$5,842,133.93
Non-teaching staff's compensation		\$1,305,693.84
Rent, management fee, rates, government rent		\$571,700.00
Teaching materials		\$11,660.41
Staff training and professional development		\$9,249.00
Other expenses		\$3,237,967.28
	Total:	\$10,978,404.46



<sup>&</sup>lt;sup>1</sup> Excerpts from *Profile of Kindergartens and Kindergartens-cum-Child Care Centres*, such as "School Expenditure Information" may be used

Part Two Self-evaluation 2.1 Reviewing the Effectiveness of the Work Plan for the Current School Year Objective of Major Concern (1): Implement the environmental protection school project, enhance the awareness and habits of children and parents towards environmental protection through environmental education, so as to learn to appreciate the beauty of nature. **Evidence:** Strategies Used in the Work Plan Please explain the strategies used in the relevant categories from the aspects of "Management and Organisation", "Learning and Teaching", "School Culture and Support for Children". teachers' knowledge Increase and teaching skills 1. of environmental protection: 1. Information about 1.1 In order to enhance teachers' knowledge of environmental protection, environmental our school participated in the "Save More, Recycle More" seminar seminar and organised by the "Green@Yuen Long" in October 2022. We training workshop integrated the content of the seminar into our curriculum, so as to optimise our school-based environmental protection curriculum. In addition, our members of the "Environmental Protection" team participated in three sessions of the " "Train-the-trainer" Programme -Advanced Study in Nature!" organised by the School of Continuing Education of Hong Kong Baptist University to increase teachers' understanding and teaching skills of environmental protection. 1.20ur members of the "Environmental Protection" team organised two 2. Teaching plan meetings throughout the whole year to jointly plan and promote 3. Meeting record environmental education activities and to share teaching strategies with other teachers. In addition, the principal, headteachers and class teachers of our school conducted lesson preparation during teaching meetings, reviewed the environmental elements of teaching activities and optimized relevant curriculum. 1.3Our school arranged peer observation in December 2022 and May to 4. Schedule of peer June 2023 for teachers to observe and exchange ideas with each other. observation The principal and headteachers reviewed teachers' teaching 5. Teaching plan for effectiveness and provided appropriate feedback to strengthen peer observation teachers' skills and strategies in designing environmental activities. 6. Reflection on peer 1.4Our members of the "Environmental Protection" team visited the Po observation Leung Kuk Yick Kwai Fong Kindergarten, a past winner of the Green School Award, in May 2023, and conducted exchange activities 7. Teaching videos regarding four aspects of "Environmental Infrastructure", "Energy Saving", "Environmental Education" and "Parent Education". Cultivate students' gratitude and appreciation, encourage them 2. to practice environmentally friendly habits through diversified learning activities: 2.1Our school continues to optimise the environmental protection 8. Environmental curriculum, integrating the content of the teaching materials from protection "Live our Green · Simple · Life" programme by Po Leung Kuk, "The teaching plan Adventure of Water Save Dave and the Kingdom of Cando" by Water 9. Environmental Supplies Department and Green Education Campaign by Hong Chi protection Association, so as to help students to establish environmentally friendly habits. teaching materials 2.2Our school actively participated in environmental protection 10. Activity reply activities organised by community organisations, such as participating in "No Air Con Night" and "Earth hour", to learn about energy slip conservation. In addition, teachers invited students to participate in 11. Activity photos

the RVM Pilot Scheme and "Food for Good" activities, so as to help students to establish environmentally friendly habits.	
2.3 To cultivate students' positive values of loving nature and cherishing life, our school organised various outdoor environmental protection experience activities, including visiting community facilities such as Tin Shui Wai Park, Yune Long Bird Tower, and Tuen Mun Park Reptile House, allowing students to get closer to nature.	12.Activity photos 13.Activity plans
2.4 Teachers took K3 students to visit the H2OPE Centre by Water Supplies Department, allowing students to learn about water resources and cultivating an attitude of saving and cherishing water.	
2.5 Our school participated in the "One Person One Flower Scheme" Planting Activity organised by the Leisure and Cultural Services Department from November 2022 to January 2023. Students could choose to plant the Begonia Escargot either in the pots outside of the school or at home, cultivating their interest in planting.	14."One Person One Flower Scheme" Planting record
2.6 Our school organised the "Environmentally Friendly Visual Art Exhibition" on March 2023. Students used recycled materials and loose parts to make sleigh bells, castanets and guitars, so as to learn about recycling.	15.Activity photos 16.Product of students' works
3. <u>Increase parents' awareness of environmental protection,</u> <u>strengthen the promotion of environmental education services</u>	
for parents, and promote environmental protection in schools and families:	
3.1 The parent-teacher association of our school jointly organised a parent seminar and workshop on homemade soap with the environmental protection group "Green@Yuen Long" in May 2023. Parents learnt about the advantages of natural products and the importance of water conservation through the seminar and workshop.	17.Activity photos 18.Parent participation record
3.2 Our school organised an environmental parent volunteer group to support the school in promoting environmental activities, such as organising the campus garden, watering plants, and assisting in collecting environmental school uniforms, so as to establish a parent organisation network and promote environmental protection in schools and families.	slip 20.Activity photos 21.Parent volunteer participation
3.3 To further promote environmental education, our school regularly promotes environmental education information and uploads environmental protection story videos through the school's mobile app and Facebook page.	record 22.Environmental protection Info. videos
3.4 Our school organised the Parent-child Green Experience Day, interest classes, Parent-child Environmental Fashion Design Competition, etc. to let children and parents understand the importance of environmental protection.	23.Environmental protection story 24.Activity reply slip
3.5Our school encourages parents and children to actively participate in environmental protection extracurricular competitions, such as "Enough Plastic" Parent-child colouring competition and "Hong Kong Food Waste Competition" parent-child painting creation competition. Through these activities, children and parents can pay attention to the use of disposable plastics in daily life and develop a plastic-free lifestyle.	<ul> <li>25.Activity photos</li> <li>26.Activity promotion leaflet</li> <li>27.Activity photos</li> <li>28.Award photos</li> </ul>

4. Optimise the school's environmental facilities, creating an atmosphere of appreciation and cherishing nature by decorating the school and greening the environment:	29.Photos of the environmental
4.1 Our school continues to improve the Environmental Information Station and update environmental information every two months, such as news, life hacks, and activity reviews about environmental protection. Children are also involved in the process of preparing information, so as to increase their interests in environmental protection.	information station 30.Photos of the
4.2 Our school places various plants in different areas of the campus, such as drought-resistant plants, seasonal flowers and hanging plants. Different types of planting tools, such as digging and watering tools, are also provided for children.	campus environment 31.Photos of the
4.3 The school uses environmentally friendly and natural materials to decorate the campus environment, including making handing decoration with plastic bottles, using paper and tree branches to make decorations for corridors, and using egg trays to decorate the walls in the physical room.	campus environment
Comments on the effectiveness of the work plan	-
Using the success criteria and collected data to evaluate and describe whether the plan can achieve the established goal	
1. <u>Improve teachers' professional knowledge and teaching skills in</u> <u>environmental protection:</u>	
1.1 100% of teachers agree that the seminars and workshops, such as "Green@Yuen Long" Teacher Training Workshop and "Train-the- trainer" Programme –Advanced Study in Nature" organised by theSchool of Continuing Education, Hong Kong Baptist University, conducted by the environmental protection professionals can improve their knowledge in environmental protection and improve their relevant teaching skills.	• Teacher survey
1.2100% of teachers agree that regular meetings and sharing activities, such as "Environmental Education" team member meetings, joint lesson preparation, and exchange activities, can help them in planning and promoting environmental protection activities.	• Teacher survey
1.3100% of teachers in our school believe that teachers can review and improve their teaching by receiving comments from the principal, headteachers and other teachers after the peer observation.	<ul> <li>Teacher survey</li> <li>Teaching reflection</li> <li>Class observation</li> </ul>
1.4 100% of teachers believe that visiting the school that have won the Green School Award can facilitate professional communication and improve their teaching in environmental education.	• Teacher survey
2. Cultivate gratitude among children and encourage them to	
<u>practice environmentally friendly habits through various learning</u> activities:	T 1
<ul> <li>2.1 Through teacher observation, 100% of teachers agree that children can gain a general understanding of the relationship between nature and life through different learning activities, such as "Live our Green · Simple · Life" by Po Leung Kuk and "The Adventure of Water Save</li> </ul>	<ul> <li>Teacher survey</li> <li>Teaching reflection</li> </ul>
Dave and the Kingdom of Cando" by the Water Supplies Department. 2.2 Through teacher observation, 100% of teachers agree that children	• Teacher survey

enjoy participating in the activities organised by the community environmental organisations, and they can learn about waste reduction and recycling in order to develop sustainable habits.	Activity photos
2.3 Through teacher observation, 100% of teachers agree that children can learn about environmental knowledge through outdoor environmental experience activities, such as visiting Tin Shui Wai Park, Aviary Pagoda in Yuen Long Park and Reptile House in Tuen Mun Park. Among them, 60% of teachers strongly agree that children can experience the wonder and discover the beauty of nature through the above-mentioned activities.	<ul><li>Teacher survey</li><li>Activity photos</li></ul>
2.4 From the parent stakeholder survey, parents agree that the "One Person, One Flower" Scheme can increase children's interest in planning, with an average value of 4.21, reflecting that this scheme can help children to learn to take care of the environment.	• Parent stakeholder survey
2.5 Through teacher observation, 100% of teacher agree that children can use recycled and environmental materials to create artworks during the school environmentally friendly visual art exhibition, so as to learn making use of resources and reduce waste.	<ul><li>Teacher survey</li><li>Activity photos</li></ul>
3. <u>Enhance parents' awareness of environmental</u> <u>protection, promote environmental educational</u> <u>activities, foster home-school cooperation:</u>	
3.1From the parent survey, 95.6% of parents were satisfied with the natural peeling soap co-organised by the Parent Teacher Association and the Green@Yuen Long. At the same time, 95.7% of parents agreed that the activity enabled them to better understand the environmental education, and that they could support their children's learning needs.	<ul><li>Parent survey</li><li>Activity photos</li></ul>
3.2 From the parent stakeholder survey, parents believed that the parent volunteer group could assist the school in promoting environmental activities, such as watering plants and helping to collect second-hand school uniforms, etc., effectively strengthening home-school cooperation, with an average value of 4.25.	• Parent stakeholder survey
3.3 From the parent stakeholder survey, parents agreed that the school could provide environmental stories and information through electronic media and online platforms, and that they could learn about different environmental concepts and teach their children environmental knowledge, with an average value of 4.24, reflecting that the school could provide the latest and appropriate environmental information to parents and children, enabling them to practice environmentally friendly living habits.	<ul> <li>Activity photos</li> <li>Parent stakeholder survey</li> </ul>
3.4 From the parent stakeholder survey, 94% of parents believed that parents and children could understand the importance of protecting environment and develop an attitude of cherishing things through different types of environmental activities.	<ul> <li>Parent stakeholder survey</li> <li>Activity photos</li> </ul>
4. Optimise school facilities by greening the environment, creates an	
atmosphere of appreciation and cherishing nature:	
4.1Through teacher observation, 100% of teachers agreed that children can effectively receive environmental messages through the environmental informative stations, so as to enhance their awareness of environmental protection and develop environmental awareness in	• Teacher stakeholder survey

<ul> <li>4.2From the parent stakeholder survey, parents agreed that placing diverse types of plants in the school can create an atmosphere of appreciation and cherishing nature, with an average of 4.38. It can be seen that optimising the school environment can help parents and children to be more interested in exploring the environment.</li> <li>4.3 From the parent stakeholder survey, parents agreed that using environmental and natural materials to decorate the school environment, including decorating the corridors, can fully integrate natural elements into the campus.</li> <li>Pl sc</li> <li>Pl sc</li> <li>Pl sc</li> </ul>	Photos of the school environment Parent stakeholder survey Photos of the school environment Parent stakeholder survey Photos of the school environment
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#### **Recommendations for Further Improvement/Development**

- 1. Our school will conduct more diversified workshops, environmental talks and parent-child outdoor exploration activities. Each activity will provide more time slots, such as weekday afternoons or Saturday mornings, so as to meet the needs of parents, and increase the participation rate as well as activity efficiency. Relevant activity information will be released and promoted on social media and the Parent-school Corner App to encourage parents to participate in the activities.
- 2. Our school will continue to encourage students to establish environmentally friendly living habits, such as: must bring their own handkerchiefs and tableware, reduce the use of paper, etc. Teachers make observations and record the result. Resource saving activities and a reward system will be carried out to encourage students to practice what they have learned.
- 3. Our school has implemented an environmental education curriculum for a year, and all stakeholders in the school have initially developed an environmental awareness and a correct attitude towards the environment. Through observing the performance of students participating in outdoor activities, it is found that students are deeply interested in exploring nature. Our school will further improve the environmental education curriculum in the next academic year, encouraging students to use various skills and senses to explore the environment, thereby understanding the phenomenon of life and nature, and establishing an appropriate value towards nature.

# Objective of Major Concern (2): Optimize diversified music lessons, strengthen teachers' skills in teaching music activities, and further enhance the development of children's music knowledge.

strategies Used in the Work Plan	Evidence:
Please explain the strategies used in the relevant categories from the aspects of "Management and Organisation", "Learning and Teaching", "School Culture and Support for Children".	
1. <u>Strengthe teachers' teaching strategies for designing diversified</u> <u>music activities, thereby completing the school-based music</u> <u>curriculum</u>	<ul> <li>Teacher training records</li> </ul>
1.1 The members of the core group conducted a total of eleven "Music Professional Communities" exchange activities from August 2022 to June 2023. This activity provides opportunities for teachers to communicate with professionals, including training, lesson preparation, observation, evaluation and sharing meetings, so as to improve teachers' teaching skills, professionalism in music and their reflective ability. Teachers	<ul> <li>PPT of the exchange activities</li> <li>Teaching plan</li> <li>Teaching videos</li> </ul>
1.2 Principal and head teachers conducted a monthly joint lesson preparation and teaching review meeting with teachers. In the meetings, they discuss and reflect on the effectiveness of the activities, adjust the relevant evaluation criteria, and comprehensively review teachers' teaching effectiveness to improve the quality of music teaching.	<ul> <li>Teaching meeting record</li> <li>Teaching plan</li> <li>Evaluation record</li> <li>Activity photos</li> </ul>
1.3 Our school conducted peer observation from February 28 to March 2, 2023, with a focus on observing music activities, to provide teachers with opportunities for practice in music teaching. Through observation and discussion, teachers can improve their music teaching and their reflective ability. They can also learn from each other and improve the quality of teaching.	<ul> <li>Observation record</li> <li>Teaching plan</li> </ul>
1.4The teachers of the core group conducted exchange activities with professional music knowledge mentors every two months, sharing music teaching methods and strategies they have learnt at teaching meetings, such as designing rhythm activities and music appreciation activities. In addition, they learn to use practical multimedia electronic music teaching materials to increase children's interests in learning music.	<ul> <li>Teacher training record</li> <li>PPT of exchange activities</li> <li>Activity photos</li> </ul>
2. <u>Enhance children's interests in music creation and music apperciation</u> <u>thorugh diversified music activities:</u>	
2.1Our school actively optimised the open music areas on campus, adding a variety of instruments in the classroom and allowing children to play them freely. We posted information or photos related to music elements, such as notes, music scores etc., in locations such as corridors and music rooms, so as to increase children's exposure to music.	<ul> <li>Photos the environmental decoration</li> <li>Activity photos</li> </ul>
2.2In addition to written records, teachers used different media, such as taking photos, videos and audios recordings, etc., to record children's performance in music creation. Teachers encourage children to share their performance with their peers, so as to cultivate their aesthetic sense and appreciation of others' artworks.	<ul> <li>Teaching videos</li> <li>Student evaluation</li> <li>Student learning portfolio</li> </ul>
2.3Our school had a choir, which is led by teachers to practice and participate in different music performances. We also organsied various festival celebration activities, such as the Street Carol Singing (Flash mob), Chinese New Year Carol Singing, talent show and making environmentally friendly instrument, etc., so as to improve children's interests in music and their confidence in playing music.	<ul> <li>Activity reply slip</li> <li>Activity photos</li> </ul>

3. <u>Enhance parents' understanding of diverse music and</u> encourage them to engage in musical games with their	
children at home:	
3.1 Our school is committed to promoting music education, and hopes that children's music learning can extend from school to family. This year, we organised a number of parent-child music workshop to improve parents' basic knowledge of music education.	<ul> <li>Activity reply slip</li> <li>Activity photos</li> </ul>
3.2 Provide information about music activities in the community on the school website and the school social media platform pages, such as music appreciation meetings, summer music schools, poetry recitation and English singing competitions. Parents and children could understand the meaning and benefits of music education and enrich their knowledge of music.	• School website
3.3 Our school arranged for parents to observe classes and music activities from March 13 to 23. The activities integrated different musical elements, such as singing, rhythm, instrument playing and music appreciation. After observing the class, parents could talk and exchange views with the principal, head teachers and class teachers to understand their children's performance in music activities at school.	<ul> <li>Teaching plan</li> <li>Reflection record</li> <li>Activity photos</li> <li>Parent observation record</li> </ul>
Comments on the effectiveness of the work plan	
Using the success criteria and collected data to evaluate and describe whether the plan can achieve the established goal	
A. <u>Strengthen teachers' understanding of children's aesthetic</u> <u>development, enhance teachers' professional knowledge and teaching</u> <u>skills in music:</u>	
1.1 According to the teacher stakeholder survey, 100% of teachers agreed that to participate in the "Music Professional Community" exchange activities from August 2022 to June 2023. Teachers learnt to write and design diverse music activities for children and integrate various music elements into the lessons, which improved their reflection ability and professional growth in music.	• Teacher stakeholder survey
1.2 100% of teachers believed that through the regular joint lesson preparation and teaching review meetings, teachers could learn different teaching strategies and practice them in the classroom. Adjusting the music-related evaluation criteria also improved the teaching quality.	<ul> <li>Teaching meeting record</li> <li>Teaching plan</li> <li>Reflective record</li> </ul>
<ul> <li>1.3 100% of teachers agree that the peer observation, with a focus on observing music activities, provided teachers with opportunities to practice and to learn from others, improving their skills in designing music activity plans and music teaching. Among them, 63% of teachers strongly agreed that principal, head teachers and senior teachers in the school can help teachers improve their music professionalism through observation.</li> <li>1.4 100% of teachers agreed that after communicating with professional tutors, they learnt how to use novel multimedia materials to design fun and effective music activities. Among them, 75% of teachers also agreed that the diversified music teaching methods they learnt from the tutors can help children improve their music knowledge and learning</li> </ul>	<ul> <li>Peer observation record</li> <li>Management team observation record</li> <li>Activity photos and videos</li> <li>Teacher training record</li> <li>PPT of exchange</li> </ul>
motivation.	activity

<ul> <li>B. <u>Improve children's interest in music creation and music appreciation through diversified music activities:</u></li> <li>2.1 Through teachers' observation, 100% of teachers agreed that more than 90% of children actively participate in music activities and use various instruments to match the rhythm of the music. Teachers strongly agreed that these music activities can effectively increase children's interest in music learning.</li> <li>2.2 100% of teachers strongly agreed that using different media to record children's performance in music creation during music activities, and reviewing and sharing with peers for mutual learning can help cultivate children's aesthetic development.</li> </ul>	<ul> <li>Teacher stakeholder survey</li> <li>Teaching meeting record</li> <li>Teaching plan</li> <li>Reflective record</li> <li>Activity photos/ videos</li> </ul>
<ul> <li>2.3 Through teachers' observation, 100% of teachers agreed that organising different music-related activities during festivals or different periods can provide opportunities for children to perform music talents, so as to improve their confidence.</li> <li>C. Enhance parents' understanding of diversified music and encourage them to engage in music games with their</li> </ul>	
<ul> <li>3.1 Through teachers' observation and conversation with parents, 100% of parents agreed that various types of parent-child music activities organised by our school can enhance their basic knowledge of music and deepen their music appreciation ability. They expressed that they would try to conduct music games with their children at home.</li> </ul>	<ul><li>Teacher surveys</li><li>Teaching plan</li></ul>
3.2 According to the parent stakeholder survey, parents with an average value of 4.24 believed that the school website and social media pages can provide information about music activities in the community. In addition to enriching parents' knowledge of music, it also encourages parents to participate in various music activities and workshops held in the community.	<ul> <li>School website</li> <li>Teaching plan</li> <li>Reflective records</li> <li>Activity photos/</li> </ul>
<ul><li>3.3 95% of parents agreed that after participating in parent observation can help them gain a deeper understanding of the school's music education and children's performance in music activities.</li><li>Recommendations for Further Improvement/Development</li></ul>	videos

- 1. Our school will arrange for more teachers to participate in music related exchange sessions and class observation in affiliated kindergartens, jointly developing appropriate diversified music activities for our students. It is suggested to provide more music training workshops for teachers to enrich their music knowledge and teaching skills.
- 2. When our teachers design music activities, they have utilised the school music equipment to increase students' interest in learning. It is suggested to purchase more percussion instruments to help music activity plannings.
- 3. Our school encourages students to create musical instruments with environmentally friendly materials, and then play them during class and free play time, increasing their interests in learning music. Teachers will also make good use of students' works for decoration, jointly creating a musically rich learning environment.
- 4. Some parents reflected in parent seminars, class observation and parents' meetings that they seldom play music games with their children at home. Therefore, our school will continue to

hold different types of parent-child music workshops and to provide sufficient resources, so as to encourage students and parents to play music games.

- 5. This year, our teachers participated in the 'Music Professional Community' organised by the Po Leung Kuk Academy of Professional Education. It strengthened teachers' skills in planning diversified music activities and thereby improving our school music curriculum. Our school will arrange more peer observation, allowing teachers to share experience. It is suggested to add books and audio-visual materials related to music teaching in order to improve teachers' music knowledge and teaching skills.
- 6. In the next academic year, our school will add more elements in music activities, such as including musical drama, in order to enhance students' confidence and language ability through playing different characters.

## 2.2 Our Learning and Teaching

Comments on the Effectiveness of Our Work	Evidence:
Please comment on the effectiveness of the domain of Learning and Teaching, and, where appropriate, children's performance may be included as evidence. <b>1.</b> Curriculum:	
1.1The school curriculum is planned according to the "Kindergarten Education Curriculum Guide" (2017), which enables students to attain all-round development in the domains of ethics, intellect, physique, social skills and aesthetics, and is also aligned with the teaching model of "child-centeredness".	<ul> <li>Each classes' teaching plan</li> <li>Design backlet</li> </ul>
<ul> <li>The content of the curriculum is mainly based on the teaching material sets, with various themes of different learning categories. The teaching materials are selected according to students' life experience, interest and ability. Each semester will conduct a project based on students' interests, and students can learn through exploration. This year, the school is also implementing an IB based curriculum with bilingual teaching, emphasizing child-led learning, to enhance students' critical thinking. In the teacher stakeholder survey, teachers agree that the school curriculum is comprehensive and can discover students' potential, with an average value of 4.40. Teachers also agree that the school can design curriculum based on students' developmental needs, abilities, interests, and experiences, with an average value of 4.53.</li> <li>1.2 The school provides students with various learning opportunities. Through weekly outdoor learning activities or visits, students can step out of the campus and learn from the environment to broaden their</li> </ul>	<ul> <li>Outdoor visits and activity records</li> </ul>
experiences and horizons, Unfortunately, due to the epidemic, the first semester of the academic year could not proceed with planned outdoor visits and activities. Therefore, teachers adjusted the curriculum according to this situation. In the first semester, they first conducted outdoor learning activities in small groups. After fully resuming face- to-face teaching in the second semester, various types of outdoor learning activities were gradually arranged for students, giving them sufficient opportunities to gain meaningful learning experiences. In addition, each class implements arts-integrated activities every academic year, which not only enhances students' aesthetic development, but also strengthens other learning abilities. From the parent stakeholder survey, it shows that parents agree that the school can provide a balanced curriculum to develop their children's potential in various aspects, with an average value of 4.33.	teaching plan
1.3 The school schedule includes whole class, small group, and individual learning activities. To cater to the needs of children's physical and mental development, our school provides sufficient physical time for children to engage in gross-motor activities. This year, we continue to integrate the elements of free play into physical time and corner activities, with sensory floor and tactile wall, allowing them to enjoy the fun of the game in a safe environment and enhance their creativity, organizational capabilities, spatial thinking and other developmental areas. The teacher stakeholder survey shows that teachers agree that the school can design the curriculum with games, with an average value of 4.53.	timetable • Gross-motor activity plan • Whole-day classes' timetable
1.4 Teachers create an environment that includes constructive learning	<ul> <li>Activity photos</li> </ul>

wall panels, sensory floors and a tactile wall in the multipurpose • activity room, to encourage free-play activities. Each classroom continues to arrange different corner activities, including language • corner, numeracy corner, learning corner, discovery corner, calm • corner, Montessori corner and JELIC corner, etc. Teachers also continue to improve the learning materials in different learning areas and levels, so as to foster self-directed learning. According to the parent stakeholder survey, parents agree that the school focuses on cultivating their children's self-management ability, with an average • value of 4.47. The teacher stakeholder survey shows that teachers also agree that the school can provide a rich and appropriate learning • environment for children, arousing their interest in learning, with an average value of 4.47.

1.5 The school development plan for this year is to implement an environmental protection project to improve the curriculum about environmental protection and provide diversified learning activities for our students, such as making enzyme cleaners from food waste, and using food waste and rice water as plant fertilizers. Teachers also set up an Eco-corner and pet fishes and insects at school to let students understand the importance of environmental protection. In addition, the school continues to carry out school uniform recycling activities and actively participates in glass bottle recycling activities organised by the community, allowing parents to help their children to understand the concept of recycling. Secondly, our school provides various outdoor environmental protection activities for parents and children to participate in, including Earth Hour, No Aircon Night and The Parent-child Green Experience Day.

1.6 This year, our school continues to implement the diversified music curriculum as the second focus in the school development plan. Through providing music training for teachers, we enhance their ability to design diversified music activities. In addition, our school enriches the music elements in the school environment. Apart from the fixed music equipment in the classroom and music room, such as the xylophone wall, drum wall and the interactive floor piano, etc., we also set up an open music area in the corridor, allowing students to freely access and manipulate different instruments, such as: xylophone, homemade environmental-friendly instruments, etc. The school also organizes music-related activities, such as flash mob singing, a talent show, etc., to let them show their musical talent. Moreover, our school holds parent-child music workshops and provides music information on the school website and social media platform page, such as: concerts, music workshops, etc., to let parents and students connect music to their lives.

1.7 To increase the interest of non-Chinese speaking (NCS) students in learning Chinese, and to enable them to learn with Chinese peers and integrate into the campus and local culture, our school continues to arrange one full-time, one part-time NCS teacher and one NCS teaching assistant to support teachers in teaching NCS in the classroom this year. To support NCS students to improve their ability, motivation and confidence in learning Chinese, our teachers conduct small learning groups with them, and the learning content will be adjusted according to their learning process. Appropriate teaching materials will also be utilized as additional supports. In addition, our school has also hired a part-time NCS teacher (special needs) to support NCS students

teaching plan Activity photos Corner record Meeting record and theme reflection Each classes' teaching plan Teaching materials records Each class's timetable Eco-friendly activity plan Activity photo Each classes' teaching plan Activity reply slip Activity photo Music activity plan Activity photo Each classes' teaching plan Activity reply slip Activity plan and reflection Teachers working schedule NCS teaching plan NCS teaching materials record Teaching video Each classes' teaching plan Activity photo

Each class's

with different learning needs. In the parent stakeholder survey, parents with an average value of 4.36 believe that NCS students can receive appropriate support and assistance.

1.8 Our school has always valued the importance of reading for children. Reading opportunities are provided for students before class and during the self-selecting time. Teachers regularly arrange story sharing sessions for students in the reading corner, and also encourage K3 students to be "little teachers" and read story with their peers. Teachers also place appropriate books in every corner of the classroom, such as placing student-created books in the creative corner to foster students' reading opportunities and interests in reading. Students enjoy reading books which supports the reading culture to continue in our school. Moreover, our school also values the importance to establishing a parent-child reading culture. Our school promotes the "Reading Little Sprout" and "Parent-Child Reading Incentive Program" every year. Students can borrow a book from school every week to read with their parents and then complete a reading record.

Teachers also encourage students to borrow books outside of the school and to recommend their favorite books to their peers. During long holidays, teachers distribute book reading worksheets for students to take home and complete with their parents. Teachers then assign various awards based on the number and quality of students' book reading reports and present them at the end of the semester as a recognition. The stakeholder survey shows that parents think that the school can help their children develop an interest in reading, with an average value of 4.27.

- 1.9In terms of national education, our school has integrated different moral stories and Chinese culture themes into the curriculum, such as: in the theme of "Cultural Carnival", children can learn about Chinese traditional festivals and arts. In addition, on designated dates and ceremonies, our school raises the national flag and play the national anthem to help students learn about their country and increase their national identity. Students also learn to respect others, maintain order, care for public property, and love others through stories, role-playing, drawing, nursery rhymes, games, etc., so as to become good citizens.
- 1.10 To improve students' moral development, teachers not only integrate moral elements into each theme, but also introduce positive education story books to students, such as character strengths for K1, positive emotions for K2 and positive lifestyle for K3. With 10 positive education stories and videos made by our school, we extend the positive attitude from school to home, allowing students to better understand the positive value.

In the school's eco garden, students can pet fishes and plant plants, and learn about their growth process and the importance of respecting life. Outside the campus, students can plant their plants in their pots to cultivate their sense of responsibility, patience and perseverance. From the parent stakeholder survey, parents agree that the school can help their children develop good morals, with an average value of 4.40.

1.11 In order to increase students' interest and improve their ability in English, two native English speaking teaches were hired to stay in class plan

ey, parents an receive r children. class and ry sharing ourage K3 . Teachers m, such as r students' by reading ur school. blishing a ding Little very year. with their	<ul> <li>Meeting record and theme reflection</li> <li>Learning assessment records</li> <li>Parent stakeholder survey</li> <li>Each class's timetable</li> <li>Parent-child reading record</li> <li>Parent stakeholder survey</li> <li>Activity reply slip</li> <li>Activity photo</li> <li>Parent-child reading record</li> </ul>
tudents to en assign ents' book ester as a ak that the g, with an	
l different n, such as: nt Chinese dates and e national rease their tain order, e-playing, citizens.	<ul> <li>Meeting record and theme reflection</li> <li>Activity plan and reflection</li> <li>Activity photos</li> <li>Curriculum</li> </ul>
y integrate education , positive ) positive xtend the to better	<ul> <li>Positive education curriculum</li> <li>Videos of Positive education stories</li> <li>Positive education treasure boxes</li> </ul>
blants, and ecting life. bir pots to nce. From l can help f 4.40.	• Activity photos
ability in	• English interest

school for five days a week. Besides English learning activities, they also conduct English enrichment small group activities with students. They also interact with students during the self-selecting time to enhance their confidence in speaking English. To promote bilingualism and trilingalism, Mandarin teachers are arranged to come to school every week, using music games and role playing, etc., to improve students' ability in speaking Mandarin.

1.12 The school can design assessment items based on the learning domains and the children's developmental stages. Students are assessed through teachers' continuous observation. The content of the student portfolio includes students' performance in six domains with photos and text descriptions, students' self-evaluation, peer evaluation, students' artworks, learning assessment records, an English learning record, family observation record, "parents' voice" and an annual summary report. In addition, NCS support teachers assess NCS students before, during and after the semester. Then, they design an individual learning plan for each NCS student based on the assessment result, and the plan will be placed in the portfolio in order to fully help parents understand the learning progress and needs of their children.

The student portfolio allows parents to better understand their children's learning performance at school. From the stakeholder survey, parents agree that the school can help their children solve the problems they encounter physically and mentally, with an average value of 4.13.

#### 2. Teaching and Caring

- 2.1 Due to the epidemic situation, the first semester of this year could not fully resume the full-day face-to-face classroom activities for the full-day classes and could only provide full-day school care services. The school arranged story sharing, free-play time and other care-oriented services for the full-day class children in the afternoon. Starting from the second semester, the full-day classes can resume normal teaching activities.
- 2.2 Teachers use different teaching methods such as stories, nursery rhymes, and role-playing to foster NCS students' interests in learning Chinese. They also use strategies such as "ten ways to absorb words" and "childlike, saying and doing, and multi-sensory stimulation" to increase the opportunity for NCS students to speak Chinese as well as improve their capability and confidence in speaking Chinese.
- 2.3 In addition, the school continues to utilise appropriate discussion methods in different learning activities. For example, teachers encourage K1 students to make simple conversation about their daily life experience with a peer in the second semester; K2 teachers will demonstrate and lead students to share their opinions about different scenario in story cards, and encourage them to share with a peer; K3 students mainly discuss in groups, and the teachers provide different levels of teaching materials to support them. On the other hand, the teachers let the students take turn as "little teachers", leading the group to discuss and to take care of different abilities of children to participate in various learning activities. The teachers will also assist students with lower abilities, and support them respond to questions with the "six-what method". As seen from the stakeholder survey, parents all agree

ities, they a students. g time to ingualism to school o improve e learning dents are tent of the nains with valuation, h learning an annual sess NCS design an ssessment fully help children. and their akeholder n average	<ul> <li>English learning records</li> <li>Mandarin learning records</li> <li>Teacher surveys</li> <li>Curriculum</li> <li>Meeting record and theme reflection</li> <li>Activity plan and reflection</li> <li>Portfolio</li> <li>Activity photos</li> <li>Activity reply slips</li> <li>Parent stakeholder survey</li> </ul>
could not or the full- vices. The e-oriented rting from 1 teaching s, nursery n learning rb words" dation" to as well as e. discussion teachers their daily chers will t different hand, the the group participate dents with n the "six- s all agree	<ul> <li>Each class's timetable</li> <li>Gross motor activity plan</li> <li>Whole-day class timetable</li> <li>Student activity photos</li> <li>Each class's teaching plan</li> <li>NCS teaching activity plan</li> <li>NCS teaching materials records</li> <li>Each classes' teaching plan</li> <li>Student activity photos</li> <li>Meeting record and theme reflection</li> <li>Learning assessment records</li> <li>Class photos and videos</li> <li>Parent stakeholder</li> </ul>

that their children are confident in learning, with an average value of 4.21.

#### 3. Learning of Students

- 3.1 Students enjoy school life, have learning motivation, and are full of curiosity. They can explore actively and learn happily. According to the stakeholder survey, parents also agree that the school can provide a balanced curriculum to develop their children's potential in various aspects, with an average value of 4.33. Parents believe that their children enjoy going to school, with an average value of 4.42, and they also indicate that their children have a strong interest in learning, with an average value of 4.27.
- 3.2 According to teacher observations, students choose to enter different corners independently every day. Students' learning can be observed during the self-selecting time. From self-selecting time, children's autonomous learning can be observed. They learn, explore, and create in different corners, developing various abilities in a balanced way. According to the stakeholder survey, teachers observed that children know how to use different resources to learn, with an average value of 4.47, including books, toys, teaching aids, etc., which shows their independent and self-care abilities.
- 3.3 During learning activities and games, children can interact with peers, scaffold each other's learning. According to the stakeholder survey, teachers observed that children showed confidence when talking to others, with an average value of 4.13, and that children often interacted and communicated with peers during self-selecting time, cooperation games, etc., with an average value of 4.53. Parents believe that their children have confidence in learning, with an average value of 4.21, which shows that students can experience the fun of group life and establish the ability to get along with others through interactive learning. However, NCS students and local students with passive personalities still lack confidence in expressing their opinions, narrating events, or other aspects. Schools need to adjust their curriculum to cater to diverse learning needs of students.
- 3.4 During activities, students show creativity and develop their own preferences. According to the teacher survey, 100% of teachers agreed that children can play music materials on campus independently, and 44% of teachers strongly agree that an open music area can increase students' exposure to music opportunities. Some teachers believe that the variety and quantity of music materials can be enriched to allow students to recognize and access more types of instruments as well as to satisfy their curiosity about exploring different sounds.
- 3.5 In addition, students are curious and interested in the ecological environment of animals and plants. Through a one-person-one-pot planting activity outside the campus, parents, and children plant around the campus every day to establish an interest in planting and promote green awareness of nature conservation. According to the stakeholder survey, parents agree that this activity helps cultivate children's interest in planting, with an average value of 4.21.

## 4. Curriculum Reflection

4.1 The school has a comprehensive mechanism to monitor the

- Student activity photos
  Meeting record and theme reflection
- Learning assessment records
- Class photos and videos
- Parent stakeholder survey
- Each classes' teaching plan
- Meeting record and theme reflection
- Student activity photos
- Learning assessment records
- Teacher stakeholder survey
- Each classes' teaching plan
- Meeting record and theme reflection
- Student activity photos
- Learning assessment records
- Teacher stakeholder survey
- Music activity plan
- Activity photos
- Each classes' teaching plan
- Activity reply slip
- Activity plan and reflection
- Teacher stakeholder survey

<ul> <li>feedback and follow-up on the teaching plan. According to the teac stakeholder survey, teachers agree that the school can revise curriculum based on the curriculum review results, with an aver value of 4.67</li> <li>4.2 Teachers can adopt a child-centered approach, and conduct were self-evaluation and reflection for each theme. At the end of the the teachers will also make a comprehensive reflection and regard learning environment, teaching strategies, children's learn outcomes and class reflection based on the six learning domain order to design better learning activities that suit children's abilineeds and interests</li> <li>4.3 During each lesson planning meeting, teachers will adjust and re the assessment items of children's learning experiences based on previous theme besides discussing the design of theme activities. teacher stakeholder survey shows that teachers agree that they adjust the teaching content and strategies according to the childre learning performance, with an average value of 4.33</li> </ul>	<ul> <li>the teaching plan</li> <li>Activity reply slip</li> <li>Each class's teaching plan</li> <li>Meeting record and theme reflection</li> <li>Class observation record</li> <li>vise</li> <li>Each classes' teaching plan</li> <li>Meeting record</li> </ul>
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- 1. Our school has optimized the diversified music curriculum, enhanced the teachers' skills in conducting music activities, and further improved students' music knowledge. The teachers observed that the students could interact with other and scaffold each other's learning, but NCS students and local students with passive personalities were still slightly lacking in confidence in expressing their opinions, and the vocabulary they used was also limited. Therefore, the teachers will participate in the Education Bureau's "2023/24 School Year Professional Support Services-Enriching Children's Language Learning Experiences, Promoting Kindergarten-Primary Transition" on-campus support services, in order to enhance the teachers' skills in creating a rich language environment and promote the children's language development.
- 2. Next year, our school will continue to participate in the "C-for-Chinese@JC" project planned by the Hong Kong Jockey Club Charities Trust. We will use the teaching plans and materials provided by the team to tailor the suitable content according to the children's learning performance. We will also add music, animation, games, books and other interesting activities to the language curriculum to sustain the interest of NCS and local students in learning Chinese
- 3. Besides the curriculum design, we will encourage more students and their families to participate in activities related to Chinese culture, such as national educational activities organized by Association of Hong Kong Flag-guards, Scouts, primary and secondary schools, etc., in order to support students to develop an appropriate attitude of the environment and guide them to learn self-discipline and love public property, cultivating their self-identity as citizens.

#### **2.3** Our Support to Children and Teachers

Comments on the Effectiveness of Our Work	Evidence:	
Other than the above comments, over the past year, what other support was made available for children and teachers to cater for changes in the school or service needs? Please provide a brief account and evaluate the effectiveness of the relevant measures. <b>1. Care and support service</b> Support for students with special educational needs	2.140400	
<ul> <li>1.1Our school is participating in the "Pride Project – On-school Preschool Rehabilitation Service Trial Project" provided by the Po Leung Kuk Children's service. A total of 24 families in our school received this service, which supports students with special educational needs and their parents.</li> </ul>	• Training record of the "Pride Project"	
<ul> <li><u>Support for students with different learning needs</u></li> <li>1.2 Our school has a school-based social worker, who is stationed at the school for two days a week. She will follow up on cases closely according to the students' emotional status and family situation, and will also cooperate closely with our school to support students' emotions. Moreover, she organized various learning groups for our students, including "I want to take care of myself" self-care learning group (K1), "Master of feelings" emotional management group (K2) and "Go to primary school happily" social group (K3). Therefore, from the stakeholder survey, it can be seen that parents agree that the school-based social worker can support the children and parents in need, with an average value of 4.41.</li> </ul>	<ul> <li>Case follow-up recrod</li> <li>Student reply slip</li> <li>Activity plan</li> <li>Activity photo</li> <li>Parents stakeholder survey</li> </ul>	
1.3 Our school focuses on enhancing teachers' teaching skills in supporting NCS students and arranges teachers to participate in professional training related to supporting NCS students, including the Learning & Teaching for Non-Chinese Speaking Students – Professional Development Programme for Kindergarten Teachers (Basic Course & Advanced Course) organised by the Education Bureau. Moreover, our school also participated in the Education Bureau's "Teaching and Learning, Home-School Integration-Non-Chinese Kindergarten Students Learning Chinese Support Plan" and the "C-for-Chinese@JC" project planned by the Hong Kong Jockey Club Charities Trust to help teachers understand the learning needs of NCS students, and teach them to use different strategies to improve students' listening, speaking, reading, and writing skills. In the stakeholder survey, teachers agreed that the school can support teachers to take care of students' learning differences with appropriate strategies, with an average value of 4.33.		
<ul> <li>Support for primary one admission</li> <li>1.4 Our school maintains close cooperation with nearby primary schools, dedicated to helping K3 students make full preparation for entering primary one, so as to reduce their anxiety about primary school life. To help parents better understand about the primary one admission, our schools organize a primary one admission parent meeting in early September, and continues to distribute leaflets of local primary schools to all parents. In order for K3 students to adapt to primary school as soon as possible, we also carry out primary one experience activities at school, and also arrange them to visit the 3 nearby primary schools. Parents believe that the activities provided by the school can effectively support the students and parents, and the average value of the stakeholder</li> </ul>	<ul> <li>Student reply slip</li> <li>Primary one experience activity plan</li> <li>Parent stakeholder survey</li> </ul>	

#### survey is 4.28.

#### Support for new students

1.5 Our school has 6 sessions of "Go to School Happily" activity and "New Student Adaptation Weeks" each year to help new students to adapt to campus life as soon as possible and also to let parents understand more about our school. In the adaptation activities, social workers and native English-speaking teachers will play different games with new students in order to help new students and their parents to better understand the school's environment, thereby gradually establishing a sense of belonging to the school. In the parent stakeholder survey, parents agree that the school can take appropriate care of students who are new to school and those who join in the middle of the term, with an average value of 4.35

#### 2. Support for teacher

- 2.1 The Po Leung Kuk organization provides various training support for teachers, such as: Cantonese Pronunciation Teacher Training, Teacher Professional Development Day and Positive Education Workshop. In order for teachers to further understand the referral process of the pre-school rehabilitation service and how to identify students with special educational needs, our school specially arranges for school-based social worker to conduct training for teachers.
- 2.2 In addition to the various training provided by our organization, our school also conducts school-based training, such as "Music Professional Community Training" organized by the Po Leung Kuk Professional Education College. This support enhances teachers' professional knowledge of music and improves their skills in designing music activities. In the teacher training survey, 100% of teachers agreed that the professional sharing activities improve teachers' professionalism. In the stakeholder survey, teachers agree that the training activities arranged by the school are helpful to their work, with an average value of 4.6.

#### 3. Support for parents

- 3.1To enhance parents' parenting skills to support children's growth, our school-based social worker provides a series of workshops and parent-child groups for parents. One of the workshops, "World Health Organization Parent-child Skills Training Course", they offer can effectively support parents of 2-6 years olds who are suspected or diagnosed with autism spectrum disorder, developmental delay or disability to learn daily care skills for their children, and also learn stress relief methods through interactive games. In addition, the "No Need to Worry" positive parenting parent group also allows parents to understand positive parenting concepts and discipline methods through discussions, sharing and role-playing activities. From the stakeholder survey, parents all believe that the school can establish a partnership with them and support children's growth, with an average value of 4.36.
- 3.2 The school has established a Parent-Teacher Association (PTA) since 2001. The PTA is committed to promoting various parent-child activities, such as: Parent-child Green Experience Day, parent interest classes, etc., to allow parents to better understand our school. Moreover, they have invited a number of parents to help the school in conducting different types of activities, including: helping students to measure temperature and maintaining order in outdoor activities. The school also co-organized the Star Workshop
  PTA information PTA reply slip
  Parent interest class information
  Volunteer record

• Student reply slip

• Parent stakeholder survey

er • Teache

- Teacher training record
- Activity plan
- Notes
- Activity photo
- Teacher training survey
  - Teacher stakeholder survey

- School reply slip
- Student reply slips
- Parent stakeholder survey

<ul> <li>with the TWGHs Yiu Dak Chi Memorial Primary School (Yuen Long), allowing parents enjoy quality time with their children.</li> <li>3.3 Our school participated in the "C-for-Chinese@JC" project and other inclusive activities organized by Hong Kong Christian Service, supporting NCS parents to learn parenting skills and how to support their children in learning. Our school also worked with the</li> <li>3.4 Our school participated in the "C-for-Chinese@JC" project and other inclusive activities organized by the Hong Kong Christian Service to improve parents' knowledge in parenting and supporting children's learning. Our school also collaborates with the "C-for-Chinese@JC" project to organize inclusive activities, such as "Henna Painting Wooden Box Workshop" and "Star Workshop", allowing NCS and local parents to learn about each other's culture. From the parent stakeholder survey, 100% parents believe that the inclusive activities can help parents from different cultural backgrounds to get to know each other's culture.</li> </ul>	•	School reply slip Activity information Activity photos Parent stakeholder survey
4. Connection with other organizations		
4.1 Our school values students' mental and health development, we arranged a comprehensive vision test for our K3 students.		
4.2 Our school was recognized as the "spine protection school". We teach students spine protection exercises and promote spine protection messages on weekdays. We also provide "Children's Foot and Spine Health Check" to promote children's spinal and physical development.	•	Student reply slip Activity photos Health check
4.3 In addition, the faculty of dentistry from the University of Hong Kong organized workshops for our parents. They also cooperate with the Hong Kong Jockey Club to provide an oral check for our students, so as to improve their oral health.		record
4.4 In terms of preventing infectious diseases, schools invited external medical institutions to provide free flu and COVID-19 vaccinations to our students, and to distribute information to parents about community vaccination.		
<b>Recommendations for Further Improvement/Development</b>		

- 1. Next year, we will continue to strengthen our connection with nearby primary schools, to organize more visits, and to invite more primary schools to have workshops in our school. Moreover, we will plan to arrange for K3 students to visit primary schools earlier this year, so as to support them adapt to primary schools as early as possible.
- 2.Next year, the "C-for-Chinese@JC" project will enter its second year. We integrate the language learning elements of the learning materials from the project into our school-based curriculum. The goal is to improve NCS and local students' Chinese language and social-emotional development. In addition, our school will receive a HKD 100,000 funding from the "C-for-Chinese@JC" project. This fund will be used to make learning materials and to purchase multimedia teaching materials to support students' learning. We will also organize inclusive activities, such as parent-child trips, to increase NCS families' understanding of local culture.

#### Part Three Development Plan

#### **3.1** Exploring Ways for Sustainable Development

In order to explore future key work for promoting children's learning, please review the school's recent development. To come up with major concerns that require follow-ups, please also consider the foundation for development, opportunities and challenges of each key work.

Implementing the nature and living education plan, enhancing students' awareness to the ecological environment, and establishing an attitude of caring for the environment	<ul> <li>The development plan of our school for this year is to promote environmental protection, so as to enhance the awareness and habits of environmental protection among children and parents, and learn to appreciate the beauty of nature. Children have outdoor learning experiences and have established curiosity and interest in exploring nature.</li> <li>The members of our school's "Environmental Conservation" team</li> </ul>	<b>Opportunity:</b> Through observing students' participation in outdoor activities, it was found that students are deeply interested in exploring nature. Our school will further improve the "Nature and Living Curriculum" in the next academic year, encouraging students to use multiple senses and different techniques to explore the surrounding things, thereby understanding the phenomena of life and nature, and establishing their value and attitudes of respecting,
	Conservation" team participated in the "Nature Teacher Training Program - Learning with Nature" seminar this year. Teachers have a preliminary understanding of ecological conservation and believe that they can help children and parents to understand the ecological environment and current ecological issues.	appreciating, and cherishing the environment and nature around them. <u>Challenge:</u> When conducting ecological outdoor experiential activities, there may be limitations on the feasibility of different types of nature activities due to factors such as weather conditions, distance, time constraints, and children's age.

#### 3.2 Major Concerns

1.	Optimize the school-based language curriculum, create a rich language environment, and improve the development of students' listening, speaking, reading and writing skills.
2	Inclusion the action and living charaction also subcasing students? successors to the

2. Implementing the nature and living education plan, enhancing students' awareness to the ecological environment, and establishing an attitude of caring for the environment

#### 3.3 School Work Plan for Next School Year

Objective for Major Concern (1) : Optimise the school-based Chinese learning curriculum, create a life-like Chinese language environment, and promote children's Chinese language development in listening, speaking, reading and writing.

				se language development		p • • • • • • • • • • • • • • • • • • •		
1.	teachers' learning and teaching	Strategies/Tasks 1. Through communication, discussion and review the relevant literature with professionals, so as to improve	Time Scale Aug 2023 to Jan 2024	Success Criteria A.Set appropriate language curriculum for children, including activity strategies, activity time	Evaluation Tools/ Information • Meeting record • Teaching	People in	Resources Required • Curriculum • Student Evaluation	Remarks
	effectiveness in design diversified language activities, so as to enhance children's interest and	<ul> <li>and adjust the language curriculum</li> <li>2. Establish a core group and regularly conduct lesson preparation and teaching review meetings for teachers, so as to improve teachers' language teaching effectiveness</li> <li>3. Participate in the Education Bureau's "On-site Professional Support Service", where a professional team leads the teachers from the core group to conduct joint lesson preparation, group discussions and classroom observation, focusing on enhancing teachers' professional development and promote children's learning.</li> <li>4. The management team and teachers will conduct peer observations and arrange to observe language learning activities, allowing teachers to exchange practical teaching, in order to enhance children's language ability.</li> </ul>	Sep 2023 to Jul 2024 Sep 2023 to Jul 2024 Mar 2024 To Apr 2024	<ul> <li>and review methods.</li> <li>B. Through lesson preparation and review meetings, more than 85% of teachers believed that it helps them to evaluate children's learning performance more effectively.</li> <li>C. More than 85% of teachers believed that regular communication with professionals can help optimise their teaching skills and design appropriate language activity.</li> <li>D. More than 85% of teachers believed that feedback from the management team and colleagues can strengthen their reflection ability and teaching skills.</li> </ul>	• Survey	<ul> <li>All teachers</li> <li>HKU (Faculty of Education)</li> </ul>	<ul> <li>Monthly teaching meeting schedule</li> <li>Class observation schedule</li> <li>Class observation record</li> </ul>	

	Task Objectives	Strategies/Tasks	Time Scale	Success Criteria	Evaluation Tools/ Information	People in Charge	Resources Required	Remarks
2.	5	<ol> <li>Use real objects, body language, images, and real-life experience content to create various scenarios to increase children's opportunities in using Chinese.</li> <li>Through participating in the "C-for-Chinese@JC" project to enhance children's language knowledge, including vocabulary recognition and oral expression. In the extended activities, they share their reading experiences with peers through drawing or writing. Companion reading ambassadors will be organised in small groups, each group consisting of NCS children and local children, so that local children can scaffold the language abilities of NCS children.</li> <li>Through the "story sister/brother" activity, children take turns to act as "small teachers" in the book corner, telling stories to peers or younger children in the school to improve their confidence in expressing themselves and narrative skills.</li> <li>Using the "Promotion of Reading Grant for Kindergartens" to purchase books related to language and implement the "Parent-child Reading Program". Children can borrow Chinese or English books from school, read with their parents at home, and complete</li> </ol>	Sep 2023 to Jul 2024 Nov 2023 to Feb 2024 Mar 2024 to Jun 2024 Oct 2023 to Jun 2024	<ul> <li>A. According to the teaching reflection meeting, through teachers' observation, 85% of local children's vocabulary usage and expression confidence are enhanced through using real objects, body language, images, and real-life experience content.</li> <li>B. According to teacher observations, 85% of NCS children can concentrate on listening to stories and improve their listening, speaking, reading, and writing skills through extended activities and peer interactions.</li> <li>C. According to teacher observations, roughly 85% of children can face the crowd bravely and convey the general content of the story.</li> <li>D. Through teacher observation, 85% of children can listen attentively during story activities and follow instructions to complete related activities.</li> <li>E. From the parent survey, more than 85% of parents believed that the parent-child reading program</li> </ul>	Information <ul> <li>Activity photos</li> </ul>	Charge • Principal • Headteachers • All teachers	Required Children observatio n record Teaching plan Parent- child reading record	Kemarks
		<ul> <li>the reading record. Upon completion of the designated number of records, they will receive a certificate of commendation.</li> <li>5. Allow children to decorate the environment with language</li> </ul>		helps their children cultivate interest in reading at home and can actively complete reading reports by drawing or writing simple texts. F. Through teachers'				

	Task Objectives	Strategies/Tasks	Time Scale	Success Criteria	Evaluation Tools/ Information	People in Charge	Resources Required	Remarks
		elements, including setting up corners and classroom agreements through drawing and writing. Teachers name the materials in the creative corner and provide various tactile stimulation in the corners, such as using body movements to imitate Chinese words on the flashcards.	Oct 2023 to Jun 2024	<ul> <li>calculation, more than 85% of children actively participated in the "Parent-child Reading Program"</li> <li>G. Through teacher observation, more than 85% of children can write classroom agreements in drawing or writing, and express their thoughts in an interactive language environment.</li> </ul>				
3.	parents' teaching skills in supporting children's Chinese language development	<ol> <li>Through parent-child story workshops, parents can learn teaching techniques for children's reading.</li> <li>Arrange for parents to observe classes and focus on observing activities related to language. After the observation, discuss with the principal, head teacher, and class teacher to help parents understand that development in different areas is important for language development.</li> <li>Provide information about parent-child reading on the school website and social media pages, such as story theaters, interactive exhibitions, lectures, online or physical book clubs, etc., to enhance parents' knowledge of language.</li> </ol>	Feb 2024 to Apr 2024 Mar 2024 to Apr 2024 Oct 2023 to Jun 2024	<ul> <li>A. According to the parent survey, 85% of parents understood the importance of language for children's development.</li> <li>B. According to the parent survey, more than 85% of parents believed that parent observation and meetings help them understand their children's language development and their abilities in language development.</li> <li>C. From the parent survey, more than 85% of parents believe that relevant information can increase their awareness of language learning.</li> </ul>	photos	<ul> <li>Principal</li> <li>Headteachers</li> <li>All teachers</li> </ul>	<ul> <li>Activity plan</li> <li>Activity reflection</li> </ul>	

Evaluation Task Resources Tools/ Strategies/Tasks Time Scale Success Criteria People in Charge Remarks Required Objectives Information 1. Teachers participate in training A. More than 90% of 1. Enhance Sep 2023 • Survey • Principal • Lesson teachers agreed that activities related to nature and teachers' to preparation training activities can • Teaching living education organised by • Headteachers understanding Jul 2024 meeting enhance their plan other organisations to improve of the schedule professional knowledge their skills in outdoor exploration • All teachers ecological to tell nature and living • Meeting and their storytelling skills. environment stories and improve Curriculum record their teaching strategies and 2. The principal, head teachers and when leading outdoor • Teaching consolidate Sep 2023 • Monthly class teachers conduct joint activities. reflection their teaching lesson preparation and teaching meeting to B. Through lesson skills in nature review meetings once a month to Jun 2024 schedule preparation and review optimise outdoor learning and living meetings. more activities and review teachers' education • Management than 90% of teaching effectiveness after the teachers believe that team and peer activities. they can design richer observation suitable and more schedule 3. Arrange peer observation for learning outdoor Mar 2024 teachers to observe and exchange activities. • Observation ideas with each other. The to C. More than 90% of record principal or head teacher will Apr 2024 teachers believe that review its effectiveness and feedback from peer observation can provide appropriate feedback. improve their natural 4. Organise teacher exchange and and living education Sep 2023 sharing groups, and regularly teaching skills and to their strengthen hold sharing sessions where Jul 2024 reflection ability to teachers take turns sharing design perfect activities. content related to ecological D. More than 90% of themes to enhance each other's teachers believe that understanding. regularly holding sharing sessions can enhance their interest in understanding nature and strengthen their awareness and attention to ecology.

# Objective for Major Concern (2): Implement nature and living education program, enhancing children's understanding and attention to the environment and establishing an attitude of caring for the environment.

	Task Objectives	Strategies/Tasks	Time Scale	Success Criteria	Evaluation Tools/ Information	People in Charge	Resources Required	Remarks
2.	Children learn to appreciate, respect and love nature through observation, exploration and experience	<ol> <li>Responding and participating in environmental protection organisations' conservation activities, allowing children to understand and pay attention to ecological issues, encouraging them to change their living habits, and establishing an attitude of caring for the environment.</li> <li>Improve nature and living activities, leading children to learn about ecological knowledge through outdoor learning experiences, school- based workshops, and story theaters, so as to learn to appreciate and respect nature.</li> <li>Organising the "One Person, One Flower" scheme to cultivate children's interest in planting. Children use a booklet to record the growth process and personal feelings of plants, thereby encouraging children to love and cherish nature.</li> <li>Organising the "Environmentally Friendly Arts Week", with "Protecting Earth" as the theme, and inviting children to collect natural materials for artistic creation activities, integrating nature into daily life.</li> </ol>	Sep 2023 to Jul 2024 Sep 2023 to Jul 2024 Nov 2023 to Jan 2024 Mar 2024	<ul> <li>A. According to teacher observations, more than 90% of children care about ecological issues, significantly improve their habits in daily life, and establish a sense of responsibility for environmental protection.</li> <li>B. According to teacher observations, more than 90% of children are willing to participate in nature and living activities and can show their appreciation and respect for nature during the process.</li> <li>C. 90% of parents expressed their children can cultivate an interest in planting and learn planting skills through the "One Person, One Flower" scheme and regular recording.</li> <li>D. According to teacher observations, more than 90% of children can enjoy the collection process and use of natural materials for artistic creation activities during the "Environmentally Friendly Arts Week", and establish awareness of protecting ecology</li> </ul>		<ul> <li>Principal</li> <li>Headteachers</li> <li>All teachers</li> </ul>	<ul> <li>Teaching plan</li> <li>Other organisations</li> </ul>	

Task Objectives	Strategies/Tasks	Time Scale	Success Criteria	Evaluation Tools/ Information	People in Charge	Resources Required	Remarks
. Strengthen the promotion of parent education, enhance parents' awareness of environmental protection, and encourage to learn more about nature	<ol> <li>Organise parent workshops to help parents better understand natural resources, learn to appreciate nature and thereby raise their environmental awareness.</li> <li>Arrange for parent volunteers to help children to water the plants outside of the school every day, and assist the school in organsing the garden and achieve home-school cooperation.</li> <li>Regularly share stories and information through social media and online platforms, let parents learn about environmental protection and teach children relevant knowledge, practice environmentally friendly practice through home-school cooperation.</li> <li>Organise parent-child green experience activity, parent-child saving poster competition, parent-child ecological tour and interest classes about environmental protection, so as to increase children's and parents' understanding of the ecological environment, and establish a life attitude of caring of the nature.</li> </ol>	Nov 2023 to Mar 2024 Sep 2023 to Jul 2024 Oct 2023 to Jul 2024 Nov 2023 to Apr 2024	<ul> <li>A. From the parent survey, more than 90% of parents agreed that the parent workshops could help them understand the importance of natural resources. They also expressed their willingness to try to use more natural resources in their daily lives, and gradually develop environmental awareness.</li> <li>B. From the parent survey, more than 90% of parents agreed that being volunteers could encourage children and parents to experience the joy of planting and assist the school in establishing a green campus, achieving a good home-school cooperation relationship</li> <li>C. From the parent survey, more than 90% of parents agreed that sharing ecological protection stories and information through social media and online platforms could encourage them to practice environmentally friendly habits.</li> <li>D. From the parent survey, more than 90% of teachers agreed that different types of environmental activities could enable children and parents learn about environmental protection.</li> </ul>	• Survey • Activity photos	<ul> <li>Principal</li> <li>Headteachers</li> <li>All teachers</li> </ul>	<ul> <li>Activity plan</li> <li>Parent volunteer schedule</li> <li>Parent volunteer sing-in record</li> </ul>	

	Task Objectives	Strategies/Tasks	Time Scale	Success Criteria	Evaluation Tools/ Information	People in Charge	Resources Required	Remarks
4.	Build a green campus and integrate natural elements into the environment	<ol> <li>Participate in the "One Person, One Flower" Scheme, Planting Herbs in School Scheme and Community Garden Program organised by the Leisure and Cultural Services Department, which not only encourage children to plant outside the school, but it also adds various types of plants inside and outside the campus.</li> <li>Use environmentally friendly materials to decorate the campus environment, create a natural scene of sea, land and sky, and create an atmosphere of appreciation and cherishing nature.</li> </ol>	Nov 2023 to Jul 2024 Sep 2023 to Jul 2024	<ul> <li>A. From the parent survey, more than 90% of parents believed that placing diverse plants inside and outside the campus can helps children learn about the types and appearances of plants through observation and create a green campus.</li> <li>B. From the parent survey, more than 90% of parents believed that using environmentally friendly materials to decorate the campus can make children feel like they are in nature and appreciate the beauty of nature.</li> </ul>	• Photos of the school	<ul> <li>Principal</li> <li>Headteachers</li> <li>All teachers</li> </ul>	<ul> <li>Design</li> <li>Environ mental decoratio n</li> <li>Environ ment protecti on informat ion</li> </ul>	

Sign of the Supervisor :

(Ms Florence CHAN, Deputy Chief Executive Officer)

gnature of School Head :

Date : \_\_\_\_\_