



**Po Leung Kuk Li Tsui Chung Sing  
Memorial Kindergarten  
2020/2021  
School Report**

## **The Kuk's 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 organization. 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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### 1.1 School Mission and Goals

- Motto: Love, Respect, Diligence and Integrity
- School Mission: "Promote the balanced development of children's Five Ways of Life, adopt the child-oriented approach to nurture children to become a new generation of "responsible, innovative and willing to learn with good communication skills"

### 1.2 Our Children

This year, the school has 13 classes, which comes up to a total of 256 children. The structure of classes and the number of children are as follows:

	AM Session		PM Session		Whole-day Session	
	No. of Classes	No. of Children	No. of Classes	No. of Children	No. of Classes	No. of Children
K3	2	45	2	36	1	14
K2	2	47	2	33	1	15
K1	1	25	1	27	1	14
<b>Total</b>	<b>5</b>	<b>117</b>	<b>5</b>	<b>96</b>	<b>3</b>	<b>43</b>

### 1.3 Our Teaching Staff

#### (1) Number of Teaching Staff

- Besides the School Head, there are a total of 14 full-time teachers, 11 non-teaching staff while 1 teacher resigns from her job.

#### (2) Qualification and Number of Teachers (including the School Head)

Teacher Qualification	Master's Degree	Bachelor's Degree	Certificate in Kindergarten Education
Number of Teachers	1	11	3
%	6.7%	73.3%	20%

#### (3) Teaching Experience

Teaching Experience	0-3 years	4-6 years	7 years or more
Number of Teachers	0	1	14
%	0%	6.6%	93.4%

#### (4) Teacher's Professional Development

##### A. Teacher training

- A total of 1 senior teacher has completed the "Professional Development Programme on Catering for Students with Diverse Needs in Kindergartens: Advanced (Theory and Practice) Course" organised by the Academy for Professional Education and Development (APED) this year. Two teachers are studying the Bachelor of Education in Early Childhood Education (Special Education Needs) of Hong Kong Metropolitan University. Our teachers participated in a total of 33 lectures and sharing sessions outside the school.

#### B. Professional development

- On 27<sup>th</sup> November 2020, all teachers attended the professional teachers training of PLK Affiliated Kindergartens Education Seminar through video conferencing. The seminar presented by Dr WANG Kuan Yun Rhoda was "Exploring the relationship between executive function and children's growth" and the seminar presented by Dr. CHEUNG Sum Kwing Sam was "How to boost the development of children through effective assessment strategies".
- On 2<sup>nd</sup> December 2020, all teachers attended the professional training organised by PLK Tier 1 Support Service. The lecture given by Educational Psychologist Ms. Lau Mei Lin Karen "Identifying and Supporting Children Suspected of Dyslexia" which allows teachers to identify and support students who are suspected of having dyslexia.
- On 2<sup>nd</sup> January 2020, all teachers participated the online seminar organised by the PLK Social Services Division (Child Care Services) I Can Fly (Kowloon South). The lecture given by the occupational therapist, "Development of children's fine motor skills and improvement of pre-school children's writing ability", allows teachers to understand the importance of children's fine motor skills and pre-school children's writing ability.
- On 19<sup>th</sup> December 2020, all teachers participated in the "Reading for Integrity" Picture Book Teacher Training Workshop organised by ICAC through video conferencing, allowing teachers to understand the right ways to interpret the picture book stories.
- On 30 December and 31 December 2020, all teachers participated in the "Carl Orff Game & Music Picture Book" teacher training course, allowing them to master how best to present sing & play elements in music classes.
- On 18<sup>th</sup> January 2021, a total of two senior teachers and one teacher participated in PLK Experience Sharing Session on Promoting Positive Education in Schools through video conferencing, allowing them to understand the plan and curriculum arrangement for carrying out positive education in school.
- On 6<sup>th</sup> February 2020, 2 senior teachers and 2 teachers participated in the PLK Social Services Division (Child Care Services) I Can Fly (Kowloon South). The lecture given by the occupational therapist "Development of Children's Visual Perception", allows teachers to understand the importance of visual perception to the growth of children.
- On 25<sup>th</sup> February 2021, one senior teacher participated in the "National Security: School Administration and Education Guidelines" briefing session organised by the Education Bureau (EDB) through video conferencing to promote national security education in schools.
- On 1<sup>st</sup> April 2021, all teachers participated in the "Happy Life" positive teacher training workshop held by the school social worker Ms. Ho Pik Kei, increasing teachers' understanding of positive psychology through activities, experiencing time corridors as well as positive activities, and enhancing teachers' personal positive energy.
- On 29<sup>th</sup> May 2021, a total of 2 senior teachers and 3 teachers participated in the PLK "ECF Live Our

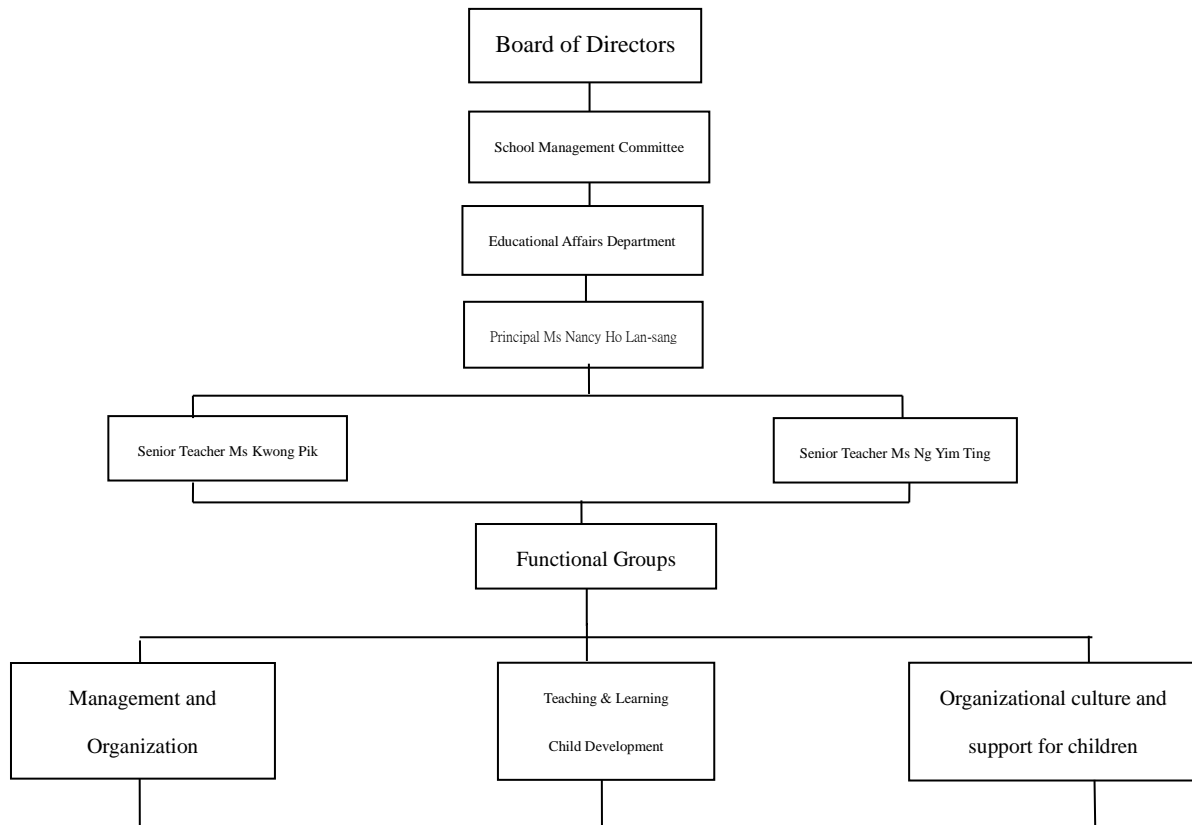
Simple Life" teacher training workshop. Through the project study of environmental protection and participation of environmental protection activities, teachers can understand the "environmental protection, simplicity, life" and the use of teaching aids.

#### 1.4 Management and Administration

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

- There are 13 members of the School Management Committee, including the current Chairman of Po Leung Kuk as the school supervisor, 5 current Vice-Chairmen, 3 Senior Board Members, Chief Executive Officer, Deputy Chief Executive Officer, Principal Education Secretary, and Financial Controller.
- The School Management Committee monitors the operation of the school, reviews the quarterly school reports submitted by the principal, the annual school self-assessment & development plan, and holds regular meetings to discuss major school policies and activities.
- The School Management Committee and Educational Affairs Department keep close contact with the School Head. Through regular meetings of school management committee and joint meetings of PLK kindergarten principals association, they provide professional advice and negotiate school affairs. And through school visits, classroom activities observation, and the review of performance appraisal reports of employees at all levels, they understand the progress of school affairs, and review work progress regularly.
- Po Leung Kuk is composed of Educational Affairs Department, Finance Department, Human Resources Department, Central Administration Department, Industry and Engineering Department, Corporate Communications and Public Relations Department, Audit Department, Information Technology Department, Social Service Department, Recreation Service Department, which are responsible for supervising the school's administration, teaching, finance, personnel, engineering, and information technology operations, respectively.

# Administrative Structure



**Financial management committee**

School Clerk Ms Lee and Ms Chan

**Health Committee**

Senior Teacher Ms Kwong, Teacher Ms Ho, Ms Tang, Ms Lam, Ms Cheng & Ms Chan

**Business Activity Supervisory Committee**

School Clerk Ms Lee, Senior Teacher Ms Kwong & Ms Ng

**Promotion, Admission & Development Committee**

School Clerk Ms Lee & Ms Chan, Senior Teacher Ms Kwong & Ms Ng

**School Bus Committee**

School Clerk Ms Chan, Senior Teacher Ms Kwong

**Curriculum and Teaching**

**Material Committee**

Senior Teacher Ms Kwong & Ms Ng, Teacher Ms Luan, Ms Tsui, Ms Tsang & Ms Law

**Information Technology Committee**

Senior Teacher Ms Kwong, Teacher Ms Ng, Ms Cho & Ms Cheng

**Reading Committee**

Senior Teacher Ms Ng, Teacher Ms Tang, Ms Cho, Ms Chan, Ms Ho & Ms Lam

**Employee Care Committee**

Senior Teacher Ms Kwong & Ms Ng, School Clerk Ms Lee & Ms Chan

**Parent Teacher Association**

Senior Teacher Ms Kwong & Ms Ng, Teacher Ms Ng & Ms Tsang

**Student Care Committee**

Senior Teacher Ms Kwong & Ms Ng, Teacher Ms Tang, Ms Lam & Ms Law

## 1.5 Safety and Hygiene Measures

1. With safety guidelines, crisis management guidelines, and emergency response measures, the school conducts 5 fire and emergency crisis drills with records a year (4 fire drills / 3 emergency crisis drills were completed during class suspension due to the pandemic this year) to raise teachers and students' awareness of fire prevention and emergency crisis. Other than that, the school has also set up hygiene guidelines and emergency procedures, posted a fire escape route map, and installed safety rubber pads on the playground and walls to ensure the safety of teachers and students.
2. The school provides first-aid kits and regularly refills the medicines in the first-aid kits.
3. This year, School Head Ms Ho, Senior Teacher Ms Kwong, Teacher Ms Yeung and Ms Ng hold Hong Kong St. John Ambulance Certificate in First Aid.
4. Due to COVID-19, the school has arranged for the school janitor to clean and disinfect the school premises regularly before class resumption to ensure a safe and comfortable campus environment. In addition, the school has also purchased an infrared body temperature scanner to ensure that students can attend classes in a healthy manner. To ensure that all persons entering the campus are disinfected and comply with health guidelines, the school puts an automatic induction alcohol disinfection machine at the school gate so that students can disinfect their hands and then take their body temperature when returning to school.
5. In order to remind students to maintain proper social distance, the school posted signs and labels on the front gate and wall to remind students to keep a social distance of at least 1.5 meters from each other. At the same time, the school adjusted the distance between desks and chairs in the classroom and installed rubber partitions on the desks to prevent airborne transmission of respiratory viruses.
6. The school distributes surgical masks and mask boxes as a gift to all students. The mask boxes are convenient for students to keep the masks properly during refreshments and eating.
7. In October, the school distributed two CuMask+ provided by the government to each K1 student.
8. The school distributed children's surgical masks to all students in May.
9. The school distributed children's surgical masks to full-day session students in June.

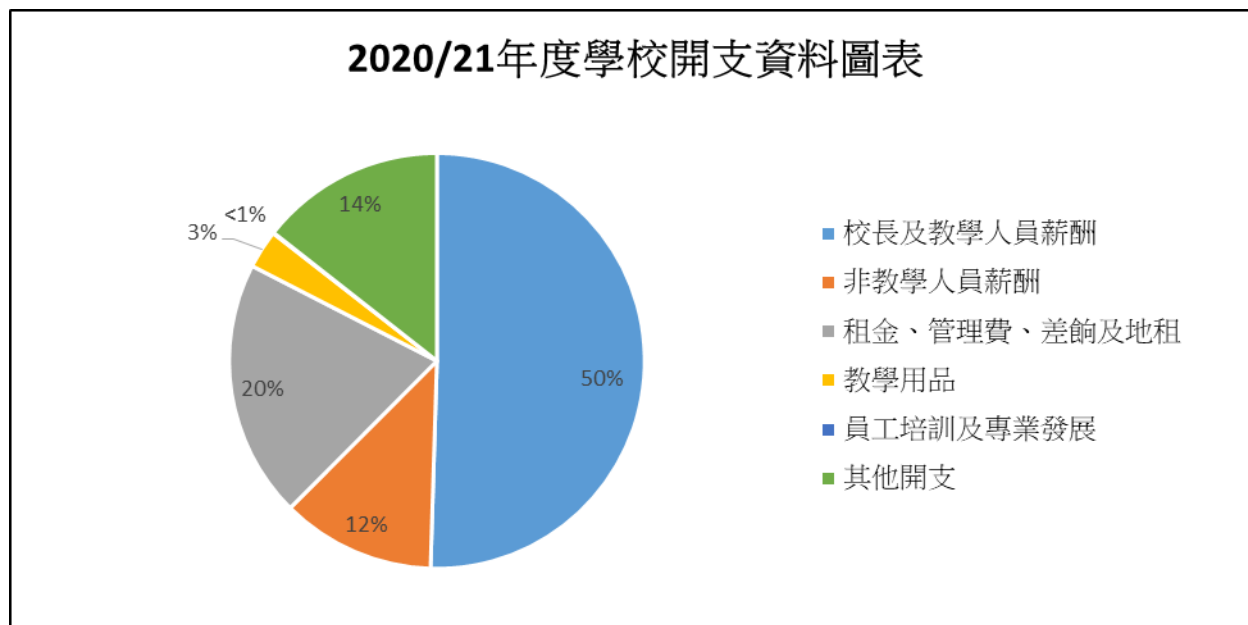


## 1.6 Activities of the Year

Month	Class	Activity	Class	External Activity	Parent-child activities / Parents' Day
8	K1-K3				Parents' Day (online)
9	K3				2021-2022 Parents' Day for a brief session on the application for primary one admission
	K1-K3	<p>Due to the increase in COVID-19 confirmed cases, the Education Bureau announced that classes will be suspended from 1/9 to 22/9, and classes will be resumed in stages starting from 23/9.</p> <p>23/9~Class resumption for K3 29/9~Class resumption for K2 &amp; K1</p> <p>Support for parents &amp; children amidst COVID-19 pandemic ~Teachers contact students and parents regularly to express care and concern. ~Arrange parents to return to school regularly to collect students' homework, such as books, art materials, fine motor skills training kits, extended learning kits). ~Arrange the school bus to deliver homework. ~Regularly upload teaching videos to the school website, such as: (moral education stories, art, language (Chinese and English), math activities, exploration games, etc. ~Take care of students who need to go back to school.</p>			
10	K1-K3	Birthday party, fire drill			School open day
11	K2-K3	Oral Examination Day of Jockey Club Children Oral Health Project of HKU Faculty of Dentistry			
	K1-K3	Vaccination day (first dose) of on-campus influenza vaccination programme			"Making your own toys" online parent-child activity
12	K1-K3	<p>Due to the increase in COVID-19 confirmed cases, the Education Bureau announced that classes will be suspended from 16/11 to 17/2.</p> <p>Support for parents &amp; children amidst COVID-19 pandemic ~Teachers contact students and parents regularly to express care and concern. ~Arrange parents to return to school regularly to collect students' homework, such as books, art materials, fine motor skills training kits, extended learning kits). ~Arrange the school bus to deliver homework. ~Regularly upload teaching videos to the school website, such as: (moral education stories, art, language (Chinese and English), math activities, exploration games, etc. ~Take care of students who need to go back to school.</p>			
1		Vaccination day (second dose) of on-campus influenza vaccination programme in January			
2	K1-K3	18/2 Class resumption in Stages			"Happy new year of the ox" online parent-child activity
3	K1-K3	Full resumption of face-to-face classes			Po Leung Kuk Parent-Child Activity (Online Lecture)
		Joyful Theatre~ "Brother Egg"			
		Anti-terrorism drills, birthday parties			
4	K1-K3	Fire drill			<ul style="list-style-type: none"> <li>•Online Parent Seminar "Different Teaching Methods for Different Personalities"</li> <li>•Online Parent Seminar of Jockey Club Children Oral Health Project of HKU Faculty of Dentistry</li> </ul>
	K1	Oral Examination Day of Jockey Club Children Oral Health Project of HKU Faculty of Dentistry			<ul style="list-style-type: none"> <li>•Online Parent Seminar "PLK Kindergarten Cantonese Pronunciation Correction"</li> <li>•Online Parent Workshop: "Five Steps to Positive Discipline"</li> </ul>
5	K1-K3	Anti-terrorism exercise Birthday party, health theater			* Online Parent Workshop "Positive Nurturing and Development of K2 Students"
	K2-K3	Smoke-free theater			
6	K1-K3	Joyful Theatre "Rainbow Flower"			* Online parent seminar: Open the door to

		Fire drill, birthday party			reading "How to interpret picture books so that children fall in love with them" * Parents' Day for Term Two
	K2	Lecture on traffic safety			
	K3	Orientation Week for Primary One Students			•Online Parent Seminar "Admission to Primary One for K3 Students"
8	K1-K3				Parents' Day

## 1.7 Summary of Expenditure



2020/21 School Expenditure		
Project	Amount	Ratio
Salaries of principals and teaching staff	\$8,286,729.00	50%
Salaries of non-teaching staff	\$1,967,891.00	12%
Rent, management fee, rates and government rent	\$3,294,456.00	20%
Teaching supplies	\$489,042.00	3%
Staff training and professional development	\$10,540.00	<1%
Other expenses (e.g. Furniture, equipment, repairs and maintenance)	\$2,363,536.00	14%
<b>Total expenditure</b>	<b>\$16,412,194.00</b>	<b>100%</b>

## Part Two Self-evaluation

### 2.1 Reviewing the Effectiveness of the Work Plan for the Current School Year

#### Objective of Major Concern (1): Enhance children's moral development through picture book stories

Strategies and Tasks of the Work Plan	Evidence
<p>Always attaching great importance to promoting children's moral education, the school has had a positive response in terms of moral education curriculum. Since the teaching philosophy last year has seen its result, we will continue to implement and deepen children's moral education this year. Through the use of picture book stories supplemented by moral education teaching activities, children can acquire correct behaviors and values. In addition, the school may suspend or resume classes according to the impact of the COVID-19 pandemic, whereas the teaching methods and activities will be adjusted for children to build good moral character.</p> <p>➤ <b><u>Set clear learning and teaching goals and action plans in line with the children's developmental needs and abilities.</u></b></p> <p>~ Teachers of all grades prepare lessons together to set learning goals for moral education. In line with children's interests and life experience, teachers of all grades use picture book-based extension activities, games, role-playing, etc. to create a learning environment for moral education and design relevant courses. For example, through the picture book story "One Good Deed A Day!", "My Community is My Home" in the comprehensive game activity area for situated teaching, children are provided with the experience of adopting good moral behaviors and practice them in their daily lives.</p> <p>~ Through peer observation and review, teachers are able to learn from each other to increase their teaching experience. In order to improve teachers' teaching skills in picture book story and drama context, we invited professionals to deliver "Green Footprint Picture Book Lectures" and school social worker to conduct "Happy Life" teacher training workshops.</p> <p>~ According to the class suspension under pandemic recurrence, the teaching strategies are adjusted. During the class suspension, teachers will share their lives with students through video conferencing, produce picture book videos for parent-child reading, introduce moral education, and record children's learning in the form of worksheets to nurture and build children's moral character with ongoing plans.</p> <p>➤ <b><u>Develop children's moral character through the story elements of picture books</u></b></p> <p>~ By selecting picture book stories with the theme of moral education, the teachers provide diversified role models for children through exquisite pictures and rich plots. To develop children's empathy and consolidate their</p>	<ul style="list-style-type: none"> <li>● School Development Plan ~ Help children build moral character through picture book stories</li> <li>● Curriculum group meeting</li> <li>● Kindergarten Education Curriculum Guide (2017)</li> <li>● Daily teaching plan and curriculum review of all grades from 2020 to 2021</li> <li>● Schedule of the comprehensive game area activity "My Community is My Home"</li> <li>● Teacher training record</li> <li>● School Notice</li> <li>● School Parent Corner/School Intranet</li> <li>● Daily teaching plan and curriculum review of all grades from 2020 to 2021</li> <li>● PTA notice</li> </ul>

<p>development of good moral behaviors, relevant moral teaching activities are also designed, allowing children to express their emotions in the context of drama through role-playing, games, and other personal experience. The teachers also continue to set moral teaching goals (such as courtesy, caring, sharing, acceptance, appreciation, responsibility, etc.) and adjust the content of the reward system so that the children are able to practice the content of the activities in their daily lives and build a good moral character.</p> <p>~ Through community collaboration, professionals are invited to the school to tell stories and give lectures to children (story theaters such as Brother Egg, Rainbow Flower, etc.), providing information about positive education and building children's moral character.</p> <p>➤ <b><u>Hold lectures and workshops to educate parents to build children's moral character</u></b></p> <p>~ Through home-school cooperation, professionals are invited to give lectures, such as: "How to interpret picture books so that children fall in love with them", "Positive Nurturing and Development", "Five Steps to Positive Discipline", etc., providing parents with different parenting methods, promoting parent-child relationship, allowing parents and children to express care for each other, and allowing parents and the school to jointly build children's moral character.</p> <p>~ The school social worker organise "Admission to Primary One" workshops for K3 children, so that children can understand the attitudes they should have when facing difficulties and cultivate positive values in life.</p> <p>➤ <b><u>Review the effectiveness of plans to build children's moral character by using picture book stories</u></b></p> <p>~ According to the planned goals, teaching content, and activities, all teachers carry out reviews and reflections to analyze their strengths or crisis factors, formulating teaching activities and strategies for the coming year.</p>	<p>● Annual Work Review (Kindergarten Social Work Services Pilot Programme)</p> <p>● Comprehensive activity checklist</p> <p>● Mid-term/Final Review Report</p>
<p><b>Comments on the Effectiveness of the Work Plan</b></p> <p>Picture books are integrated into various learning aspects or designed as teaching themes, providing teachers with ideal teaching strategies and methods in daily teaching activities. From this, the storyline can be used to stimulate children's empathy through storytelling, role-playing, situated teaching, discussion, and experience-sharing activities to build good moral character.</p> <p>➤ <b><u>Formulate clear learning and teaching goals and action plans in line with the children's developmental needs and abilities</u></b></p> <p>~ All teachers agree that by preparing lessons together and discussing teaching strategies, the learning goals of moral education can be set and the building of moral character can be further strengthened. They also agree that the learning model of drama setting can increase children's courage to express, build self-confidence, show appreciation, and take on a positive attitude, etc.,</p>	<p>● Daily teaching plan and curriculum review of all grades from 2020 to 2021</p> <p>● General unit review</p> <p>● Picture book activity checklist and activity</p>



ability, thereby improving children's social communication skills and the spirit of helping others. 98% of children can learn to follow the game rules and show the spirit of teamwork, mutual help, and love. At the same time, most children can complete the small task of "One Good Deed A Day" and bring a positive and responsible attitude back to their families. Most parents are also willing to assist children in completing tasks and express their appreciation.

~Through peer observation and review activities, teachers share their teaching strategies to help strengthen mutual collaboration, accumulate experience, and improve the skills of drama-based situated teaching. 90% of teachers agree that teaching strategies and skills can be improved this way.

~"Green Footprint Picture Book Lecture" can help teachers apply picture book teaching strategies in class, thereby improving the quality of picture book teaching. 90% of teachers agree that it can improve picture books and situated teaching skills. Through the "Happy Life" teacher training workshop, teachers establish a positive outlook on life and integrate positive attitudes into teaching, thereby helping children build their moral character. All teachers agree that the workshop can effectively enhance the understanding of positive life.

~Since the classes were suspended repeatedly due to the pandemic recurrence this year, teachers design relevant activity worksheets and distribute them to children during the class suspension period. Teachers also produce videos and stories about moral education and upload them regularly onto the School Parent Corner/school intranet, so that children can continue to build their moral character at home. According to viewing records, 75% of parents log on to the online learning platform to learn, which can help increase parent-child relationships and help children with their moral education. Through video conferencing and phone calls, teachers also talk to parents and children to understand children's learning and living conditions. In addition, teachers distributed "Learning At Home" activity worksheets to children for learning records, such as self-care, emotional status, etc., enabling parents and teachers to better understand the situation of children at home and motivating them by encouraging and appreciating their performance. Most parents feel satisfied with their children's learning performance.

~In line with children's interests, K1 teachers arrange a key picture book story activity for the first and second semesters. Through life-oriented and interesting picture book stories, such as "Wild Boar Bakery" and "Give Me What I Want to Eat", teachers will design different scenarios and activities to let children understand and appreciate others. Among them, 83% of the children can distinguish and tell the good and inappropriate behaviors in the story, and 87% of the children can express their feelings to others, which can help build a positive attitude in children.

~With the theme of children's life, K2 teachers arrange two key picture book story activities for the first and second semesters, allowing children to learn to express their feelings and build self-confidence through sharings, games,

- K3 Comprehensive activity checklist
- K3 Final review report
- K3 Activity photos

- Peer class observation
- Peer observation record
- Teacher questionnaire

- School notice
- School parent corner/school intranet record
- "Learning at Home" Activity Sheet

- K1 Picture book activity checklist and activity report
- K1 Midterm/final review report
- Activity photos

<p>situational cards, role-playing, and other activities. In "Spring Blossoms", 100% of children can participate in the planting process, share about how they feel, learn to take good care of plants, and develop a sense of responsibility. In "Summer Fantasia", 98% of children can express feelings of happiness, worry, sadness, etc., and 100% of children can learn to overcome difficulties and fears, have the courage to try, and be willing to face new challenges with a positive attitude. In "Autumn Orchard", 100% of children know and are willing to share their things and food with others. In the "Winter Warmth", children can share experiences of caring and helping their families, and learn to care for those in need in the community.</p> <p>~With the theme of children's life and the ability to know themselves, K3 teachers arrange two key picture book story activities in the first and second semesters, allowing children to carry out activities through co-reading, games, role-playing, discussion, etc., and using picture book story to consolidate the learning results. 97% of children can complete the content. In "The Crocodile is Injured", 88% of children know how to deal with negative emotions, learn how to accept help from others, and thank others for their help. In "When the Flowers Bloom", 96% of children learn to take care of themselves, develop a sense of responsibility, and enumerate ways to help and thank others. In "Detective Penguin Closing the Case", 96% of children can understand how to cherish resources and protect the environment. In "Little Crocodile Make Friends", 98% of children can accept and respect people who are different from themselves through role-playing in the story, learn to express themselves, and share their feelings and opinions.</p> <p>~Through the "Good Student Reward System", 83% of K1 children can actively participate in the activities and achieve their goals (such as courtesy, caring, sharing, acceptance, appreciation, responsibility), which will help them improve their good moral character. 92% of the parents were satisfied with the results of the activity, provided feedback, and agreed that the project helped develop the children's good moral character.</p> <p>~By adjusting the content of the "Good Student Reward System" worksheet, 80% of K2 children can understand the content of moral education, and recognize and share skills in getting along with others, whereas the parents can provide their feedback on the worksheet of the "Good Student Reward System". 100% of parents agree with this plan. Through this plan, the spirit of home-school cooperation can be promoted and the goal of moral education can be achieved.</p> <p>~Through the "Good Student Reward System" activities, K3 children can practice moral education in their daily lives and strengthen positive moral education, such as learning how to care for their families, animals, and the environment, etc. 96% of children can share with others, know the keys to getting along with friends, and use words and pictures to develop different ways of caring for others. 96% of children can learn to express and appreciate their</p>	<ul style="list-style-type: none"> <li>● K2 Picture book activity checklist and activity report</li> <li>● K2 Midterm/final review report</li> <li>● General unit review</li> <li>● Activity photos</li> </ul> <ul style="list-style-type: none"> <li>● K3 Picture book activity checklist and activity report</li> <li>● K3 Midterm/final review report</li> <li>● General unit review</li> <li>● K3 picture book story booklet</li> <li>● Activity photos</li> </ul> <ul style="list-style-type: none"> <li>● Midterm/Final review report</li> <li>● Comprehensive activity checklist</li> <li>● "Good Student Reward System" booklet</li> </ul>
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<p>abilities, learn the concept of environmental protection, and learn to deal with negative emotions. 98% of parents are satisfied and agree with the effectiveness of this programme, believing that the process of assisting children to complete the worksheet can enhance the mutual understanding between parents and children.</p> <p>~By using community resources, the school invites professionals from the "Joyful Theatre" to tell stories and give lectures. More than 80% of the children can participate in the "Egg Brother" and "Rainbow Flower" story activities and provide their feedback. Through story activities, children can learn to appreciate others and themselves, cultivate the spirit of perseverance, willingness to help others, and thank others for their help. Through storytelling, children are inspired to think and develop their moral character.</p> <p>~In the online seminar "how to interpret picture books so that children fall in love with them", parents are taught how to choose books with moral themes and acquire storytelling skills so that they can choose suitable books to read with their children. Through storytelling, children are able to develop a good moral character. Parents who participated in the event had an attendance rate of 100% and were satisfied with the results of the event.</p> <p>~The school social workers provide parents with workshops such as "Positive Nurturing and Development" and "Five Steps to Positive Discipline" so that most parents can learn about different methods and techniques to educate their children, thereby extending moral education to their families. Parents who participated in the event had an attendance rate of 100%, satisfied with the results of the event, and were willing to assist their children with their moral education. In the "Admission to Primary One" workshop for K3 children, most children can actively participate in the activity, enumerate the difficulties and feelings they may encounter after entering elementary school, and be encouraged to appreciate themselves and recognize their abilities so that they are able to deal with the transition and difficulties with a positive attitude.</p> <p>~100% of all teachers agree with the effectiveness of the moral education curriculum. By reviewing and formulating the curriculum, teachers can clearly understand the teaching objectives and adhere to the core concept of "knowledge, emotion, and action" to achieve the goal of moral education. Teachers agree that through the teaching activities of picture book stories, extension activities, and children's drama, children can easily grasp the main theme of the stories and subtly build their moral character. Through role-playing, situational interpretation, etc., children can strengthen their memory and experience the feelings of different roles, thereby developing their concept of empathy. More than 80% of children in all grades are willing to participate in various activities, which not only cultivate children's positive behaviors such as caring, responsibility, sharing, acceptance, and appreciation but also help them build good moral character and achieve ideal results.</p>	<ul style="list-style-type: none"> <li>● On-campus/off-campus activity plan review report</li> <li>● Midterm/Final review report</li> <li>● Activity photos</li>   <li>● PTA meeting minutes/announcements</li> <li>● 2020-2021 Annual Work Review (Kindergarten Social Work Services Pilot Programme)</li> <li>● Parent questionnaire</li>   <li>● Comprehensive activity checklist</li> <li>● Midterm/Final review report</li> <li>● Teacher questionnaire</li> </ul>
<p><b>Recommendations for Further Improvement/Development</b></p>	



➤Moral development should be carried out in groups so that teachers can make observations. However, after the class resumes, children rarely interact with each other due to the relevant social distancing rules. Therefore, some actions plans and activities are hindered, rendering children with no opportunity to share or practice with their peers and teacher with no chance to observe the process in which children build their moral character. It is, therefore, advised that the moral education programmes be continued and optimized in the coming year.

➤Due to the pandemic recurrence and repeating school suspension, it is advised to adjust and optimize the content of the "Good Student Reward System" to further evaluate the actual situation of children's moral development. The good moral behavior of children can be set as learning goals so that children are not affected by school suspension, able to practice good behaviors in their daily lives, build self-confidence, affirm their own abilities, and establish positive values and good character.

➤Teachers will provide a variety of activities to allow children to experience and understand correct values and good morals from multiple perspectives. Through diversified activities, children can have a deeper understanding of moral education and carry it out in their daily lives.

➤Parent seminars and workshops can be held to allow parents to build positive emotions, interpersonal relationships, a sense of engagement, a sense of achievement, and the meaning of life, which help children to develop a correct attitude to get along with others, learn to respect and care for the people around them, so as to improve children's self-image and optimistic and positive attitude towards life.

## 2.1 Reviewing the Effectiveness of the Work Plan for the Current School Year

### Objective of Major Concern (2): Enhancing children's self-directed learning through free play

Strategies and Tasks of the Work Plan	Evidence
<p>This year, we continued to carry out the developmental plans based on the concept of free play, allowing children to develop different abilities from free play. For example, acquiring the spirit of mutual help, respecting others, following the game rules, inspiring creativity, etc., and allowing them to derive a sense of satisfaction from the game.</p> <p>➤ <b><u>Strengthen teachers' professional knowledge and improve teachers' skills in teaching through free play</u></b></p> <p>~By preparing lessons together and discussing game content, teachers choose the themes of daily life and design different games as strategies in accordance with children's abilities, interests, and needs, not only catering to the different needs of individual children but also creating different environments to enhance children's self-directed learning.</p> <p>~Teachers enhance their teaching strategies and skills through lectures such as "Jockey Club Interactive Wonder Box", "How to Improve Children's Self-Exploration Ability?" and "New Trends in Online and Offline Teaching".</p> <p>~Teachers focus on the teaching strategy of "free play" for peer observation, and jointly review and reflect on the effectiveness of the activities according to the objectives provided in the activity checklist.</p> <p>~Under repeated school suspension due to pandemic recurrence, the teaching strategies are adjusted. During the suspension of classes, teachers will ask children to share about their lives through video, provide game learning kits and utensils, and make related game activity videos for parents' reference, so that children can continue to engage in free play at home.</p> <p>➤ <b><u>Arouse children's interest in free exploration and self-directed learning through environmental setting</u></b></p> <p>~Due to the social distancing rules set in response to the pandemic, the teachers designed some personalized game activities by creating play areas in groups of two in the classroom corner, allowing children to engage in free exploration and free play in pairs which will, thereby, drive their motivation for self-directed learning.</p> <p>~Teachers of all grades are assigned diversified and multi-sensory items for children to engage in free play and free exploration, so as to inspire children's imagination and creativity.</p> <p>~A game activity "My Community is My Home" is set up in the comprehensive game activity area, allowing children to play games in a free and independent space, build self-confidence, learn to express their opinions, and improve their different learning abilities, thereby promoting the development of free exploration and free play.</p>	<ul style="list-style-type: none"> <li>●Curriculum group meeting</li> <li>●Kindergarten Education Curriculum Guide (2017)</li> <li>●School Development Plan ~ Enhancing children's self-directed learning through free play</li> <li>●Group meetings of all grades</li> <li>●Teacher questionnaire</li> <li>●Sharing session on the teacher's development day</li> <li>●Review on peer observation</li> <li>●Record of peer observation</li> <li>●School notice</li> <li>●School parent corner/school intranet record</li> <li>●Daily teaching plan and curriculum review of all grades from 2020 to 2021</li> <li>●Schedule of the comprehensive game area activity "My Community is My Home"</li> <li>●2020-2021 Semi-a</li> </ul>

<p>➤ <b><u>Enhance children's interest in free play through home-school cooperation</u></b></p> <p>~The school-based social worker organises online parent-child activities "Making your toys on your own" and "Fun activities for the Chinese new year of ox" by using different materials to design cooperative games, thereby enhancing children's interaction and cooperation spirit and strengthening the parent-child relationship.</p> <p>~Project learning packages, such as "Small Crafts and Resource Packages" and "Jockey Club Interactive Wonder Box" provided by the Education Bureau, are distributed so that children can continue to learn at home, inspire their thinking, and enjoy the fun of artwork creation through free play.</p> <p>➤ <b><u>Review the effectiveness of free play to enhance children's self-directed learning</u></b></p> <p>~ All teachers are required to review and reflect on the goals, teaching content, and activities of the plan to analyze their strengths, weakness, opportunity, or threat and formulate teaching activities and strategies for the coming year.</p>	<p>Annual Work Review (Kindergarten Social Work Services Pilot Programme)</p> <p>● Midterm/Final Review Report</p>
<p><b>Comments on the Effectiveness of the Work Plan</b></p>	
<p>A wide variety of materials are provided to create a learning environment in which children can play freely, inspire their creativity, boost their thinking, and learn to express their opinions.</p> <p>➤ <b><u>Strengthen teachers' professional knowledge and improve teachers' skills in teaching through free play</u></b></p> <p>~All teachers agree that through joint lesson preparation and discussion of teaching strategies, they are able to optimize the course by enhancing the free exploration elements in children's games. By making good use of school environment resources, teachers also allow children to design the content of games according to their own preferences, abilities, and life experiences, thereby increasing their self-directed learning.</p> <p>~In the lectures and workshops of "Jockey Club Interactive Wonder Box", "How to Improve Children's Self-Exploration Ability?", and "New Trends in Online and Offline Teaching", teachers can recognize the use of different tools and materials to design games for children, as well as the production skills and expression methods in designing online games. More than 90% of teachers believe that the lectures and workshops can help improve their teaching strategies and skills of free play.</p> <p>~After peer observation, all teachers are required to share the strategies and teaching skills of free play, such as time management, use of classroom space, game tools, materials, and activities, etc., allowing teachers to know the learning situation of children in different grades, strengthen mutual cooperation, and accumulate teaching experience. More than 90% of teachers agree that through peer observation, their teaching skills for free play can be strengthened to improve children's learning through free play.</p> <p>~Under repeated school suspension due to the pandemic recurrence this year,</p>	<p>● Curriculum group meeting</p> <p>● Midterm/Final Review Report</p> <p>● Peer observation review</p> <p>● Peer observation record</p> <p>● Teacher questionnaire</p> <p>● School Parent Corner/School</p>

<p>teachers distribute game learning kits and utensils, produce videos about parent-child game activity demonstrations and suggestions for free play, and regularly upload them to the school parent corner/school intranet for parents and children to learn from and refer to, co-create some free play activities, and have them carried out at home. According to the viewing records, 75% of parents log on to the online learning platform and try to play games with their children at home. In addition, teachers communicate with parents through video and phone calls, parents are happy to share photos and videos of their children learning at home, and children can also enjoy making their own games and playing at home.</p> <p>➤ <b><u>Arouse children's interest in free-exploration and self-directed learning through environmental setting</u></b></p> <p>~In line with the theme of the unit, teachers create a variety of corner games in the classroom, such as exploration corner, family corner, park corner, and other scenarios, allowing children to explore freely, learn to communicate, solve problems, develop their potential, and express their emotions and experiences. Due to the pandemic, teachers are required to limit the number of participants in each group (about 2-3 people), and disinfect items and utensils before each rotation. 95% of K1 children can engage in various activities and enjoy the fun of games. Most of the children can follow the rules during the activity and use the materials in the corners to create and construct games in different ways, making the process both enjoyable and engaging. Children also interact with each other by assisting and cooperating to complete the creation together.</p> <p>~ According to different themes, K2 teachers are requested to create different free play corners such as small theater, block corner, etc. 97% of children can take the initiative to enter different corners, play cooperative games with their peers, create stories, and carry out role-play activities. In addition, children can explore the characteristics of magnets, learn to plant, simulate raising and taking care of pets, etc., which meet their needs for free play and arouse their curiosity about the environment. During free play, children can use different materials to create objects related to the theme, such as: designing a dog park, using clay to create animals or scenery, etc. During the process, 80% of K2 children can express their own feelings and opinions, share their personal experiences and ideas with their peers, and enjoy the fun of free play.</p> <p>~In line with the theme and children's interests, K3 teachers consider individual differences in children and arrange for each child to have independent and different materials for activities, such as clay, building blocks, tangrams, puzzles, etc., allowing them to create freely. Children can use the materials provided to create different patterns, scenery, and game supplies according to the theme. For example, in the theme of "Save the Little Dolphins", children can use glue, tangrams, etc. to create different animals and play zoo games with their peers. In the theme of "New Life of the Bart's Family", children can use building blocks to build different buildings and houses and design their</p>	<p>Intranet</p> <ul style="list-style-type: none"> <li>●School notice</li>   <li>●Daily teaching plan and curriculum review of all grades from 2020 to 2021</li> <li>●General unit review</li> <li>●K1 Comprehensive Activity Checklist</li> <li>●Midterm/Final Review Report</li> <li>●General unit review</li>   <li>●K2 Comprehensive Activity Checklist</li> <li>●Midterm/Final Review Report</li> <li>●General unit review</li>   <li>●K3 Comprehensive Activity Checklist</li> <li>●Midterm/Final Review Report</li> <li>●General unit review</li>   <li>●Schedule of the</li> </ul>
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facilities, such as gardens, rooms, kitchens, and so on. Children can also make use of different waste paper to create paper sticks, paper puppets, etc., play story creation and role-playing games with their peers, and turn waste into physical equipment for physical activities. During the process of free play, children know how to share with others, express their opinions, and explore the properties of different materials to create games. In the activities, more than 90% of K3 children can cooperate with their peers in carrying out activities and proposing solutions to fix the problems.

Through the comprehensive game area "My community is my home", teachers create a free and practical game environment, such as "flora clothing store", "star dream theater", "pet diner", "happy park", "PLK MTR station", etc. The game area is also equipped with diverse and multi-sensory items for children to play and explore freely, so as to enhance their imagination, creativity, and problem-solving abilities.

~K1 teachers invite some brighter children to cooperate with their peers and lead challenged children to play different diversity games. They are allowed to freely choose the tools, methods, playmates, and activity areas to play games. 93% of children enjoy the activities while 85% of children use different materials in the building block area to create their works under the teacher's guidance, bringing their creativity and imagination into full play.

~All K2 children are happy to participate in the "My Community is My Home" activity and achieve the activity goals. Activities allow them to freely choose different corners of the activity area to play games, such as MTR, parks, shops, etc. to explore and carry out role-playing activities in different scenarios and create stories. They are also able to enjoy the fun of the game in a free environment according to the characteristics and creativity of each item. During the process, they interact with their peers and exchange opinions with each other. 98% of children know how to introduce their works to teachers and peers, while 99% of children can improve their ability to learn independently.

~In the "My Community is My Home" activity, K3 children use different materials to carry out artwork creation activities. 92% of K3 children can figure out ways to solve problems on their own, and can help their peers to solve their problems. 96% of K3 children know how to use different materials to create game supplies, such as using boxes, cans, and toilet paper tubes to create different artworks including playgrounds, park facilities, castles, buildings, etc. Their works are creative and they know how to share their creations with their peers. In addition, 94% of children can use different paper puppets to role-play and create stories with their peers. Their language is rich, they can create interesting stories, and they enjoy watching the performances of their peers. Children can also learn planting through hands-on experience and explore the growth and changes of plants. In the process, it can improve children's ability of independent learning, creation, and language expression, and arouse their curiosity.

comprehensive  
game area activity  
"My Community is  
My Home"  
●On-campus/off-ca  
mpus activity plan  
review report  
●Comprehensive  
activity checklist  
●Midterm/final  
review report  
●Activity photos

●2020-2021Semi-a  
nnual Work Review  
(Kindergarten  
Social Work  
Services Pilot  
Programme)  
●School Notice  
●"Home Learning  
Checklist" and  
"Home Learning  
Record Book"  
●Comprehensive

<p>➤ <b><u>Arouse children's interest in free play through home-school cooperation</u></b></p> <p>~In the online parent-child activities of "Make Your Own Toys" and "New Year of the Ox Small Activities", 100% of the families participated in the activities and were satisfied with the results of the activities. Parents were willing to use different materials to design games with their children, were satisfied with their own creations, and found the activities very interesting. The activities not only strengthened the parent-child relationship but also allowed children to enjoy the fun of artwork creation.</p> <p>~In the programmes "Do It Yourself (DIY) Handicraft and Learning Package Scheme" and "Jockey Club Interactive Wonder Box", teachers design learning kits and regularly distribute them to children for the purpose of learning at home. At the same time, the "Home Learning Checklist" and "Learning Record Booklet" are attached to let teachers know the children's learning situation at home. More than 90% of children and parents can share and give feedback on children's learning at home through the "Home Learning Checklist" and "Learning Record Booklet". Most parents agree that the activities are effective and inspire children to learn from play.</p> <p>➤ <b><u>Reviewing the effectiveness of free play to enhancing children's self-directed learning</u></b></p> <p>~Teachers provide children with a variety of materials and games to drive their learning motives. By allowing children to manipulate objects and play with building blocks, games provide children with different exploration opportunities, arouse their curiosity, and cultivate their spirits of exploration. Games meet children's needs and inspire children's self-directed learning, enabling them to achieve diversified development in different subjects. According to the comprehensive statistics, All teachers agree with the effectiveness of the plan. Under joint lesson preparation and discussion of game content, more than 80% of the children in the project can improve their self-directed learning (communication, cooperation, language expression, creation, and problem-solving skills), achieving the expected teaching goals.</p>	<p>activity checklist</p> <ul style="list-style-type: none"> <li>● Midterm/final review report</li> <li>● Activity photos</li> </ul>
<p><b>Recommendation for Further Improvement/Development</b></p>	
<p>➤ Since K1 children are still in the orientation period at the beginning of the school year, they need time to adapt to the environment and build trust with their teachers before they can be trained for their basic self-care and communication skills. Some non-Chinese speaking students and children with special learning needs require more time to adapt to the new environment or adjustments to the curriculum.</p> <p>➤ Different parent workshops can be held to let parents understand the benefits of free play and how to carry them out. This way, parents will learn that free play can not only be carried out at home but in other free spaces where the function of the game can be brought into full play.</p> <p>➤ Due to the pandemic this school year, all learning corners have not been fully opened throughout the school year, reducing the opportunities for children to carry out sensory exploration and social interaction. It is suggested that if the pandemic improves for the better next year, the corners can be fully opened while the activity space and number of people can be adjusted to allow children to carry out activities.</p>	

- Under the impact of pandemic and school suspension, the originally scheduled parent-child game day and the invitation to parents to assist the school activities have been canceled. It is suggested that the parent-child game day can be held as originally scheduled next year.
- Since children are very interested in the various learning corners set up by teachers, especially activities such as planting and exploration, they will often go to the corners to observe and explore. Therefore, it is suggested that "nature and life" will continue to be the direction of the school development in the coming year, so as to give children more opportunities to develop their creativity and enhance their ability to learn independently.
- Teachers continue to learn game teaching concepts and design diversified game projects, providing parents with clear game guidelines and demonstrations so that they are able to play more parent-child games with their children at home.
- When children are engaged in activities, teachers can use instructional scaffolding for some non-Chinese speaking students or challenged students, allowing brighter children to assist them and enhance their self-confidence in playing games.

## 2.2 Our Learning and Teaching

Comments on the Effectiveness of Our Work	Evidence:
<p>➤ By referring to the curriculum objectives of the Kindergarten Education Curriculum Guide (2017), we prepare lessons, evaluate, reflect, and set up curriculum syllabuses for all grades to cover various learning aspects. Based on each theme, the learning content is comprehensively designed to enable children to achieve a balanced development of the five education in moral, cognitive, physical, social, and aesthetic aspects. We also design the teaching content according to the theme and integrate the five education learning elements into the learning activities of each theme. This year, we continued to strengthen the learning elements of moral education, use stories as a guide, use picture book storylines to inspire children's good behavior, and help children build their moral character. Through the concept of free play, we improve children's ability to learn freely and independently. To enhance children's learning motivation and broaden children's knowledge, we also arrange different activities (health education theater, smoke-free activities, etc.) according to the learning needs of the theme, and cooperate with the community (Joyful Theatre ~ Brother Egg, Seaver's Net, and Rainbow Flower) to expand children's learning experience.</p> <p>➤ According to the stakeholder survey, teachers with an average score of 4.33 agreed that the school can arrange curriculum according to children's developmental needs, abilities, interests, and experiences. Teachers with an average score of 4.25 strongly agree/agree that schools can use games as a strategy to design lessons.</p> <p>➤ The school establishes a curriculum planning and management system so that the management can understand the implementation of the curriculum and play the role of a supervisor by participating in curriculum meetings, teaching documents reviews, and teaching demonstrations. As the curriculum coordinator, the curriculum director leads the curriculum core group composed of prefects and teacher representatives to discuss the teaching priorities of all grades and promote curriculum development. Among them, teachers with an average score of 4.25 agreed that the developmental objectives and policies of the school's curriculum were clear.</p> <p>➤ By carrying out the programmes "Helping Children Build Their Moral Character" and "Free Play", All teachers agree that through joint study, workshops, video lectures, class observation, after-class review, and sharing of teaching experience, as well as regular discussions with teachers of all grades in cooperation with the curriculum development team, teachers constantly make adjustments to teaching strategies and activity contents during the implementation of courses or activities, so as to develop strategies and skills for children's character building and free play.</p>	<p>➤ Kindergarten Education Curriculum Guide (2017)</p> <p>➤ Course schedule for all grades</p> <p>➤ Daily teaching plan and curriculum review for each syllabus from 2020-2021</p> <p>➤ Community Collaboration</p> <p>➤ Stakeholder Survey</p> <p>➤ Curriculum group meeting of all grades</p> <p>➤ Stakeholder Survey</p> <p>➤ Teacher Questionnaire</p> <p>➤ Sharing session on the teacher's development day</p> <p>➤ Peer observation review</p> <p>➤ Peer observation record</p>
<p><b><u>Arrangement for moral education activities</u></b></p> <p>➤ Through different activities, teachers allow children to practice moral education</p>	



<p>in their daily lives, thereby building a good moral character. To help children develop a sense of acceptance, respect, appreciation, and love, teachers of all grades carry out picture book storytelling, situated learning, theme story review, and diversified activities, such as theme discussion, story sharing, festival activities, role-playing, and the implementation of the "Good Student Reward System", etc. At the end of each theme, teachers will arrange a review activity related to the theme's moral goals, design extension activities and games for children, and help children build good moral character through activities.</p> <p>➤ K1 teachers carry out themed stories and extension activities, such as asking children to bring toys back to school for sharing. During the process, children will take the initiative to introduce their toys and learn to cherish toys, thereby enhancing their virtue of sharing with each other. In addition, teachers design worksheets related to the content of moral education, so that parents can better understand the content of the existing plan and the steps to carry it out. The "Tips for Parents" in the worksheet provides parents with relevant moral education information so that parents can achieve the goals together with their children and appreciate the positive characters of their children. With the encouragement and appreciation of parents, children can consolidate their positive behaviors and persevere. More than 86% of parents agree with the</p> <p>➤ Aiming at the goals of moral education "Acceptance and Appreciation" and "Sharing", K2 teachers design worksheets related to the goals of moral education according to the theme, so that children and parents can complete them at home. For example: Through "Hoppi and Friends", teachers use scenario diagrams to discuss with children how to solve problems and accept others. More than 90% of the children learn to appreciate themselves and accept others. 100% of children understand how to achieve the goals of the "Good Student Reward System". 100% of the parents agree with this plan and they also write down their feedback on the worksheet. Through this plan, the goal of moral education can be achieved.</p> <p>➤ Through different sharing activities, such as "Zippy's Friends", picture book storytelling, artwork creation, news, and "Good Student Reward System" worksheets, etc., K3 teachers give children the opportunity to express their opinions, learn to accept the opinions of others and appreciate their own abilities. In conjunction with various themed activities, such as planting, booklet sharing, community short films, story theater, class leader, one good deed a day, story creation with scenario cards "Thank You Mom", "My Happy Holidays", etc., 82% of the children are able to develop a sense of responsibility and learn to care for others, the community, and the environment. At the same time, children are also educated to accept different opinions from others, appreciate the advantages of others and themselves, and build a positive moral character.</p> <p><b><u>Arrangement for Free Play Activities</u></b></p> <p>➤ By creating a variety of free play corners and providing children with a wide</p>	<p>➤ Curriculum group</p> <p>➤ Daily teaching plan and curriculum review of K1 syllabus from 2020 to 2021</p> <p>➤ Comprehensive activity checklist</p> <p>➤ Unit review</p> <p>➤ Activity photos</p> <p>➤ Daily teaching plan and curriculum review of K2 syllabus from 2020 to 2021</p> <p>➤ Comprehensive activity checklist</p> <p>➤ Unit review</p> <p>➤ Activity photos</p> <p>➤ Daily teaching plan and curriculum review of K3 syllabus from 2020 to 2021</p> <p>➤ Comprehensive activity checklist</p> <p>➤ Unit review</p> <p>➤ Activity photos</p> <p>➤ Curriculum group</p> <p>➤ Schedule of the</p>
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<p>variety of materials to freely create and play games, the teachers inspire children's creativity and ask them to come up with ways to solve the problems. In the activities, children learn to communicate with each other, respect others, develop their expression skills, and promote different learning abilities.</p> <p>➤Through the K1 curriculum, the teachers arrange different types of exploration and art activities, such as: exploring the ways a boat moves on the water, designing small rockets, stamp art, etc. Teachers also provide a variety of materials for children to manipulate and explore, which can stimulate children's thinking, arouse their curiosity, and enhance their ability to explore. 88% of children can actively participate in activities. During the comprehensive game activity "My Community is My Home", children can use different materials to create various interesting works of art. In the daily life play area, children are motivated to learn and show interest. During the process, children communicate with their peers and assign roles in role-playing. 89% of children can follow the game rules, while 95% of children can enjoy playing with their peers.</p> <p>➤When carrying out various game activities, 99% of K2 children can express their opinions and feelings to their teachers or peers, come up with methods to solve problems, and enjoy the fun of free play. Children are provided with different materials such as clay, rubber band, etc. to explore and create their personalized toys freely. During the activities, 98% of children can learn independently (communication with others, problem-solving ability), and are willing to participate in activities and discussions. In addition, 97% of children can make small paper puppets to create stories and role-play, which improves their social communication skills, inspire their creativity, and allow them to enjoy the fun of games. In the comprehensive game activity "My Community is My Home", situated learning was integrated into the activity so that children can use different teaching materials to explore under different scenarios, learn to cooperate with others, solve problems, and adapt to a new environment, etc., to promote children's self-directed learning. 99% of children are able to participate in activities with a positive attitude.</p> <p>➤In the classroom game activities, K3 teachers mainly arrange individuals or groups of 2-3 members to use different types of materials to create and develop new games, such as tangrams, paper sticks, hand puppets, origami, etc. In the comprehensive game area, children freely design and develop new games using different materials and cooperate with their peers to create games. For example, using cardboard, cardboard boxes, floor mats, and seesaws to create swimming pools, play facilities for pets, etc. Teachers also provide game learning kits for children to play physical games, handcrafts, and story card creation activities at home so that children can be creative with their families and create different ways of playing. In the "My Community is My Home" activity, children are trained to solve problems by letting them experience different forms of games and play cooperative games. 92% of K3 children are able to come up with their</p>	<p>comprehensive game area activity</p> <p>"My Community is My Home"</p> <p>➤Daily teaching plan and curriculum review of K1 syllabus from 2020 to 2021</p> <p>➤Comprehensive activity checklist</p> <p>➤Activity photos</p> <p>➤Daily teaching plan and curriculum review of K2 syllabus from 2020 to 2021</p> <p>➤Comprehensive activity checklist</p> <p>➤Activity photos</p> <p>➤Daily teaching plan and curriculum review of K3 syllabus from 2020 to 2021</p> <p>➤Comprehensive activity checklist</p> <p>➤Activity photos</p> <p>➤Daily teaching plan and curriculum review of all grades</p>
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<p>own solutions to solve problems, freely participate in the activity, and create new ways of playing. During the process, the children took the initiative to invite their peers to play games and shared their daily life experiences with each other. Activities not only enhance their cooperative and collaborative spirit but also help them build confidence and promote the development of the free play.</p> <p>➤By incorporating Standard Chinese activities and English activities into the curriculum, the curriculum and activities integrate games and fun activities to assist children with their multilingual learning.</p> <p>➤In their school lives, children listen to the national anthem before class every day, learning to stand still while the national anthem is playing, understanding its meaning, and showing respect and patriotism toward their country. Through short exercise sessions, children can develop good habits of regular exercise and train good and healthy physique. According to the stakeholder survey, teachers with an average score of 4.33 agreed that the school provided children with a rich and appropriate learning environment, which aroused children's interest in learning.</p> <p>➤Attaching great importance to the creation of a parent-child reading culture, the school carries out "Little Reading Sprouts" and "Parent-Child Reading Award Programme" every year. Every week, children are required to borrow a book from the school library to read with their parents and complete the book of reading records. The school also encourages children to borrow books outside the school, and recommend and share the books they like. According to the number of books read and the quality of reading, the school regularly selects various awards, and issues relevant awards at the end of the semester to show recognition. According to the stakeholder survey, children with an average score of 3.92 like to read, while parents with an average score of 4.34 agree that school can help increase their children's interest in reading.</p> <p>➤Through continuous observation and recording, schools evaluate children's learning performance. Every year, teachers of all grades conduct assessments of revised teaching kits based on children's learning performance and use thematic assessments to record children's performance in various learning aspects. A total of 3 parent meetings are held throughout the semester so that the parents can understand the current status, follow up, and review of their children's learning conditions. At the end of the school, the statistics derived from the thematic assessment will be integrated while the children's learning process files will be distributed to each parent so that the parents can understand the overall learning progress of their children and their different levels of development. According to the Stakeholder Survey, parents with an average score of 4.33 strongly agree/agree that teachers often report their children's learning situation to let parents know about their learning performance and personal development at school.</p>	<p>from 2020 to 2021 (English version)</p> <p>➤Daily teaching plan and curriculum review of all grades from 2020 to 2021 (Standard Chinese version)</p> <p>➤National education</p> <p>➤Stakeholder Survey</p> <p>➤School notice</p> <p>➤Book Borrowing Record</p> <p>➤Best reader leaderboard</p> <p>➤Activity record</p> <p>➤Stakeholder Survey</p> <p>➤Group meeting minutes</p> <p>➤Curriculum group meeting minutes</p> <p>➤Child's personal profile and learning assessment form</p> <p>➤Stakeholder Survey</p>
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**Recommendations for Further Improvement/Development**

In view of the children's interest and participation in the exploration area set up by the teacher, it is

advised that activities with the theme of "nature and life" will continue to be carried out in the coming year to inspire children's curiosity about things. This way, children can learn the basic methods of exploring things such as observation, questioning, and assumption, develop their problem-solving ability, and cultivate their spirit of exploration.

Through stories related to children's daily lives, children are able to enjoy and participate in related extended games that help them develop positive values. Due to the success of the picture book activity, it is advised to continue with it in the coming year.

Due to the pandemic and school suspension, we were unable to set up a book corner in the lobby this year, nor were we able to invite parents to the school for companion reading. It is advised that parents continue to be invited to the school for companion reading in the coming year so that children can be arranged to listen to stories in different time periods and develop an interest in reading.

Due to the school suspension under the impact of the pandemic, part of the lessons was carried out through video-conferencing and the learning model became even more one-sided, rendering the teachers unable to observe children's instant response and effectiveness in their learning. It is advised that parents continue to fill out the "Home Learning Checklist" in the coming year so that teachers can understand children's learning situations at home.

### 2.3 Our Support to Children and Teacher

Comments on the Effectiveness of Our Work	Evidence:
<p><u>In terms of students:</u></p> <p>Fully aware of the development and needs of children at different stages, the school provides different levels of support and assistance. According to the stakeholder survey, parents with an average score of 4.41 strongly agree/agree that the school has made continuous progress in recent years, and both the teaching and care services have gradually improved.</p> <p>➤ Due to the pandemic, the Education Bureau announced that classes will be resumed in stages starting from September. Since late September and early October are the orientation period of K1, parents are invited to accompany their children back to school for school activities. As the class time increases week by week, children can gradually learn self-care skills such as queuing, washing, and sitting. According to the stakeholder survey, parents with an average score of 4.38 strongly agree/agree that the school can properly care for both the new students and transfer students.</p> <p>➤ Due to the pandemic, teachers regularly call to express care for parents and students and produce short videos about the schoolwork and teaching content, which are posted on the school website regularly. In addition, the Education Bureau launched the "Kindergarten Education Scheme to Support Children's Learning at Home". (i) In the "Book Donation Programme", each student is given a book to read at home and develop their interest in reading. (ii) In the "Do It Yourself (DIY) Handicraft and Learning Package Scheme", teachers design a variety of learning materials for children so that they can achieve the goal of "suspending classes without suspending learning" during the class suspension.</p> <p>➤ The school takes a positive attitude towards children with different special educational needs and provides them with proper care. School social workers also assist teachers in following up on children's counselling or referral work. At the same time, in the "I Can Fly: On-Site Pre-School Rehabilitation Service", individual training programmes and parent-child discipline methods are given to provide appropriate services for children and parents in need. Some children have made significant progress in speech expression, behavioral performance, and learning. In the "PLK Kindergarten First-Tier Support Service Pilot Project", children with different learning and adaptation needs are identified at an early stage so that early intervention support services are provided to help children in need. According to the stakeholder survey, parents with an average of 4.44 strongly agree/agree that the school can build partnerships and support children's developmental needs.</p> <p>➤ In order to meet the children's developmental needs, the school social worker organises the "I can do it" self-confidence student group so that children are able to build self-confidence and a positive self-image. The school social worker organises "Emotion Matching" student groups to allow students to learn how to express and deal with their emotions in a positive way. In addition, the school social worker also organises a "Let's Make Friends" social group for non-Chinese speaking students so that they can understand local culture and learn how to get along with others through their social</p>	<p>● Stakeholder Survey</p> <p>● Stakeholder Survey</p> <p>● Teaching Video Clip</p> <p>● Book Donation Record</p> <p>● DIY Learning Record</p> <p>● School social worker counselling record</p> <p>● Kindergarten first-tier support service record</p> <p>● Stakeholder Survey</p> <p>● School social worker activity &amp; work review form</p> <p>● Stakeholder</p>

<p>skills. According to the stakeholder survey, parents with an average score of 4.28 strongly agree/agree that school activities can improve children's self-confidence, expression, and social skills.</p> <p>➤In order to assist K3 students who are about to be admitted to Primary One and allow them to understand the school life of Primary One, the school carries out a Primary One simulation class to let children understand the learning model of primary school, such as copying the manual, teachers teaching by subject, taking a break, etc. so that they can experience and be fully prepared for their primary school lives. The school social workers also held a "Happy Primary One" workshop to help students prepare for primary school. According to the stakeholder survey, parents with an average score of 4.17 strongly agree/agree that the activities provided by the school can effectively support children who are about to be admitted to Primary One and their parents.</p> <p><u>In terms of parents:</u></p> <p>➤The school regularly updates the content of its official website to keep parents informed of the school's current measures and latest activities. At the same time, the school also uses the social networking system (Whatsapp) to communicate with parents in various ways. During the pandemic, the school maintains close contact with parents to help support parents' emotional needs and children's learning needs at home. In addition, the school has opened the School Parent Corner, which regularly issues activity reminders and makes online announcements so that the parents are able to receive the latest school information in a timely manner.</p> <p>➤Through continuous observation of children's performance, teachers use the school's assessment guidelines and criteria to regularly assess children's performance with tools such as assessment scales, activity record sheets, and children's works. A file of children's learning process is also established as comprehensive evidence of children's performance in all aspects. Due to the pandemic, a total of 2 parent meetings were held this year. The first time was conducted by telephone, and the second time was through interviews between teachers and parents and distribution of children's learning assessment forms and children's learning files so that parents could understand children's learning and school life. According to the stakeholder survey, parents with an average score of 4.38 strongly agree/agree that the school can help them understand their children's physical, mental, and academic performance. Parents with an average score of 4.35 strongly agree/agree that the school's method of assessment can help them understand their children's physical and mental development.</p> <p>➤During the pandemic, PLK held various seminars to help parents guide their children's growth, such as Parents' Talk, "Cantonese Pronunciation Correction Courses" and "Children's Oral Health" to help parents understand their children's dental development. The Parent-Teacher Association also held a seminar on "Different Teaching Methods for Different Personalities" to allow parents to adopt appropriate educational methods according to their children's personalities. According to the stakeholder survey, parents with an average score of 4.34 strongly agree/agree that the school can arrange educational activities that meet the needs of parents. In the lecture "Opening the door to</p>	<p>Survey</p> <ul style="list-style-type: none"> <li>●Daily teaching plan and curriculum review of all grades from 2020 to 2021</li> <li>●School social worker activity &amp; work review form</li> <li>●Stakeholder Survey</li> <li>●Website</li> <li>●Notice</li> <li>●Activity record</li> <li>●Analysis of children's work</li> <li>●Continuous assessment record</li> <li>●Stakeholder Survey</li> <li>●Lecture record</li> <li>●Stakeholder</li> </ul>
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<p>reading: how to interpret picture books so that children fall in love with them", parents and children reading together can not only arouse interest in reading but also promote the parent-child relationship. According to the stakeholder survey, parents with an average of 4.34 strongly agree/agree that schools can help their children develop an interest in reading.</p> <p>➤The school social worker organises online parent-child activities "Making Toys on Your Own" and "Chinese New Year Ox Small Activities", allowing students to use simple household items to play parent-child games and make toys to enhance the parent-child relationship. In addition, the workshops "Five Steps to Positive Discipline", "Positive Nurturing and Development" and "Admission to Primary One" are also organised to allow parents to learn the methods of positive discipline, understand the adjustment difficulties and psychological state of children entering Primary One, and help children adapt to the life of Primary One. According to the stakeholder survey, parents with an average score of 4.43 strongly agree/agree that the school can build partnerships and support children's developmental needs.</p>	<p>Survey</p> <p>●School social worker activity &amp; work review form</p> <p>●Stakeholder Survey</p>
<p><u>In terms of teachers</u></p> <p>➤In addition to caring for the needs of students and parents, the school also pays attention to the professional development of teachers. The school encourages teachers to continue their professional development related to early childhood education in order to enhance their professional knowledge.</p> <p>➤In addition to arranging teachers to participate in PLK professional training, the school also organises different workshops on "caring for children with special educational needs", so that teachers can master more teaching strategies to help children with special educational needs. According to the stakeholder survey, teachers with an average score of 4.00 agree that schools can support teachers in taking appropriate strategies to care for children's learning differences. In addition, professional training workshops "Orff Music" and "Jockey Club Kindergarten Digitalisation Enhancement Programme" allow teachers to master the elements of sing &amp; play and apply digital technology to create interactive learning materials for children's learning at home and in the classroom. Secondly, the picture book story workshop allows teachers to know how to select proper picture book stories. According to the stakeholder survey, teachers with an average score of 4.25 agreed that the training activities arranged by the school were helpful to their works.</p> <p>➤The school participates in the positive teacher workshop "Happy Life" held by school social workers. Through the activities, teachers can enrich their knowledge of positive psychology, walk through time corridors, experience positive activities, and enhance their personal positive energy.</p>	<p>●Employee value-added records</p> <p>●Teacher training materials</p> <p>●Stakeholder Survey</p> <p>●Activity photos</p> <p>●Activity photos</p>
<p><b>Recommendations for Further Improvement/Development</b></p>	
<p>➤Teachers can regularly communicate with social workers, instructors of the "I Can Fly: On Site Pre-school Rehabilitation Service Pilot Scheme" and the "PLK Kindergarten First-Tier Support Service Pilot Project" to better understand children with special educational needs and help them enhance their different learning abilities.</p>	

<p>➤ As to the seminars or activities held by the school for parents, it is suggested that they can be diversified to meet the needs of parents, such as child support for individual differences, learning needs, parent-child play workshops, etc.</p> <p>➤ In addition to arranging professional training programmes for teachers, it is recommended that schools organise some activities other than teaching, such as sensory experience, nature exploration (horticultural power, natural ecology, etc.), interest activities (gardening, scented candles, etc.) so that the teachers are able to develop different interests.</p>	
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## Part Three Development Plan

Key Work in the Future	Foundation for Development	Opportunities/Challenges
<p><b>Foster children's positive attitudes through comprehensive arts activities</b></p>	<ul style="list-style-type: none"> <li>➤ In the past two years, the school has helped children build their moral character. Both teachers and parents believe that it is really important as it helps children develop their positive thoughts and behaviors.</li> <li>➤ This year, teachers participated in the positive education seminar "Happy Life", which helps them build self-confidence in carrying out the curriculum. Teachers agree that the establishment of children's positive attitude towards life requires persistent commitment.</li> <li>➤ Through in-school and family moral education activities, the monthly "Good Student Reward System - Positive Moral Education" is promoted from school to home, encouraging children to practice good moral behavior in their daily lives, educating children to care about themselves, others, and society as a whole, and building a positive attitude towards life.</li> <li>➤ Due to the pandemic, changes in care and learning patterns have caused an emotional change in both parents and students. Therefore, it is very important for the school to take care of the emotional needs of its stakeholders. This year, the school held a positive education seminar for parents, which was supported by parents as it helped support their mental well-being.</li> <li>➤ This year, we use picture book stories to foster children's moral development, allowing them to enter a fantasy world</li> </ul>	<ul style="list-style-type: none"> <li>➤ According to the focus of the Kindergarten Education Curriculum Guide (2017), the school is required to strengthen the promotion of moral education. In the field of art and creativity, it is hoped that children can have fun and satisfaction in art through improvisation and build their positive moral character.</li> <li>➤ The picture book story activity carried out by the school this year has achieved good results. At the same time, the school also participated in the story activities organised by the community story theater. Through the game activity "My Community is My Home" in the comprehensive activity area, children can carry out role-playing, physical expression, and use different materials to construct and create different works of art from different scenarios. These not only inspire children's creative thinking but also help them express their emotions. With the combination of these advantages, a solid foundation is laid for the "development of positive attitudes in children through</li> </ul>

	<p>through the storylines, emulate positive actions, understand how to make good use of the pictures, and create message cards to express their love for others. This way, they are able to show affection and exhibit good moral behavior.</p>	<p>comprehensive arts activities" in the coming year.</p> <ul style="list-style-type: none"> <li>➤ Since schools have a certain foundation in promoting moral education, teachers have confidence and experience in designing relevant courses and activities, which helps promote positive education activities.</li> <li>➤ Since positive education covers a wide range of elements, the school promotes positive education to create a pleasant school environment for its stakeholders and foster children's love through different activities such as "Little Serving Angels", allowing children to take the initiative to care about the people and things around them, boost their positive energy, and build a sense of happiness.</li> </ul>
<p><b>Design multi-play and multi-sensory activities to help children develop a spirit of exploration</b></p>	<ul style="list-style-type: none"> <li>➤ By observing children's learning in the classroom, the teachers believe that children will be curious about new and interesting things, which will trigger their multi-angle thinking and enhance their problem-solving skills.</li> <li>➤ In regular scientific exploration activities, children can actively explore and play with the objects to their heart's fullest content, allowing them to use multiple senses to explore everything around them and develop a knowledge-seeking and truth-seeking attitude. By exploring through different</li> </ul>	<ul style="list-style-type: none"> <li>➤ This year, the school participates in the school-based support programme organised by the Education Bureau, which will lead teachers to design courses related to nature education and improve their teaching skills.</li> <li>➤ According to the "Kindergarten Education Curriculum Guide" (2017), the school should focus on arousing children's interest in</li> </ul>

	<p>senses, children learn basic methods of exploring things such as observation, questioning, assumption, and problem-solving skills.</p> <p>➤By adopting the concept of "learning from games" and free play as the developmental direction, the school optimizes the curriculum content, strengthens the free exploration from games, and makes good use of school resources. This way, children can explore new things according to their personal preferences, understand nature and life, and cultivate the spirit of exploring things and natural phenomena around them.</p>	<p>learning and continuing with their motivation for learning. The school is also required to provide life-oriented, sensory exploration and interesting learning experiences so that children can master life experience and knowledge in the first instance and achieve the curriculum goals.</p> <p>➤Teachers design teaching activities according to the needs of individual children, and film teaching videos to support classroom teaching. Teachers also arrange parent-child activities for children to explore freely at home and develop their spirit of exploration.</p> <p>➤The school can make good use of community resources, and use the internal and external environment and facilities of the school to allow children to explore in a life-oriented and natural environment. This will inspire children to pay attention to the relationship between nature and life.</p>
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### 3.2 Major Concerns

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| <b>(1) Develop positive attitudes in children through comprehensive arts activities.</b>   |
| <b>(2) To cultivate children's spirit of exploration through multi-sensory activities.</b> |

### 3.3 School Work Plan for Next School Year

#### Objective for Major Concern (I): Develop positive attitudes in children through comprehensive arts activities

	Task Objectives	Strategies/Tasks	Time Scale	Success Criteria	Evaluation Tools / Information	People in Charge	Resources Required	Remarks
1	Strengthen teachers' capacity in planning curriculum and carrying out positive education	Hold workshops or lectures, which allow teachers to understand the concept of positive education, ways to put them into real practice, and agree that positive education can help children build positive attitudes.	AUG 2021 to JAN 2022	<ul style="list-style-type: none"> <li>All teachers agree with and master the concept of positive education, and are confident in carrying out the plan.</li> </ul>	<ul style="list-style-type: none"> <li>Course schedule</li> <li>Review meeting</li> <li>Teaching plan</li> <li>Unit review</li> <li>Teacher questionnaire</li> <li>Midterm/final review report</li> <li>Comprehensive activity checklist</li> </ul>	<ul style="list-style-type: none"> <li>School head</li> <li>Senior teachers</li> <li>Moral, civic and national education team</li> </ul>		
2	Set clear positive education goals that meet the developmental needs and abilities of the children. Foster positive attitudes in children through a variety of comprehensive arts activities.	<ul style="list-style-type: none"> <li>Through joint lesson preparation and discussion of teaching strategies, teachers set the developmental direction and goals for each grade in courses such as formal (theme, story, art, physical fitness, etc.), informal (morning and afternoon assembly, life, news sharing, etc.) and potential (role model) curriculum, taking into account the children's interests, life experience, existing knowledge, and abilities. This will allow the children to develop a positive attitude towards their lives through artistic expressions such as music, painting, and physical activities.</li> <li>K1: Know how to express themselves and be grateful</li> <li>K2: Know how to love others and being loved by others, show creativity</li> </ul>	From SEP 2021 to JUN 2022	<ul style="list-style-type: none"> <li>80% of teachers can set teaching goals according to children's developmental needs and abilities, which can effectively help children develop positive attitudes.</li> <li>80% of children can express their emotions through daily classroom activities (theme activities, story theatre, music activities, sports activities, artistic creation activities, etc.), which can help children develop positive thinking.</li> <li>90% of children can practice the content of the "Good Student Reward System", ensure their abilities, and develop good behavior.</li> <li>80% of children can express personal emotions through words, actions, texts, or</li> </ul>		<ul style="list-style-type: none"> <li>Senior teachers</li> <li>All teachers</li> <li>Senior teachers</li> <li>All teachers</li> </ul>	<ul style="list-style-type: none"> <li>"Good student reward system" activity</li> </ul>	

		<p>K3: Build confidence, relationships and creativity</p> <ul style="list-style-type: none"> <li>•Continue to carry out the "Good Student Reward System", and optimize and adjust the learning contents to foster children's good behaviors, build their self-confidence, and improve their positive values.</li> <li>•Through different comprehensive art activities, such as Art Creation Day, parent-child festival charm design contest, talent show, etc., children are allowed to bring their creativity into full play and learn to appreciate the ability of themselves and others.</li> </ul>	<p>SEP 2021 to JUN 2022</p>	<p>pictures, and can develop positive values.</p>	<ul style="list-style-type: none"> <li>•Teaching plan</li> <li>•In-school activity notice</li> <li>•Review meeting</li> <li>•Comprehensive activity checklist</li> <li>•Midterm/final review report</li> <li>•Activity photos</li> </ul>		<p>book</p>	
3.	<p>Provide visual cues through the layout of the school environment to help children develop a positive and healthy attitude towards life.</p>	<ul style="list-style-type: none"> <li>•Post encouraging words, display children's creative works, parent-child ornaments, etc., based on the themes of happiness, joy, gratitude, love, and appreciation, and make environmental arrangements around the classroom and school to increase the concept of positive emotions in the campus.</li> <li>•Through the implementation of the "Happy Smile" activity throughout the school, the photos of teachers, students, and parents are displayed, posted on the campus, and shared with others, cheering up each other and creating a campus culture of health and happiness.</li> </ul>	<p>SEP 2021 to JUN 2022</p>	<ul style="list-style-type: none"> <li>•80% of children are able to participate in the decoration and send positive messages to each other.</li> <li>•80% of parents take the initiative to participate in the activities of Happy Campus.</li> </ul>	<ul style="list-style-type: none"> <li>•Activity plan</li> <li>•In-school activity notice</li> <li>•Activity review and evaluation report</li> <li>•Activity photos</li> </ul>	<ul style="list-style-type: none"> <li>•Senior teachers</li> <li>•All teachers</li> </ul>		
4.	<p>Hold lectures and workshops so that parents will learn how to help</p>	<ul style="list-style-type: none"> <li>•Professionals are invited to the school to hold "positive education" workshops or lectures to provide parents with different advice and</li> </ul>	<p>Positive Education Workshop OCT 2021 to</p>	<ul style="list-style-type: none"> <li>•80% of parents agreed that the seminar enhances their awareness of positive education and allows them to apply</li> </ul>	<ul style="list-style-type: none"> <li>•In-school activity notice</li> <li>•Activity review and evaluation</li> </ul>	<ul style="list-style-type: none"> <li>•Senior teachers</li> </ul>		

	children develop a positive attitude.	methods, allowing parents to understand their role in positive education, explore children's character strengths, accept and relieve negative emotions, and educate children through effective and constructive communication methods.	APR 2022	relevant skills in their daily lives.	report •Parent questionnaire •Parent attendance record			
5.	Review course effectiveness	•All teachers review the effectiveness of the entire programme to analyze and design teaching activities and strategies for the coming year.	Midterm Review: JAN 2022 Final Review: JUN 2022	•80% of children are willing to participate in positive educational activities and achieve their expected learning goals •All teachers agree that the curriculum is effective and achieves the expected learning goals	•Curriculum meeting •Review meeting •Teaching plan •Evaluation report •Comprehensive activity checklist •Midterm/final review report	•Senior teachers •All teachers		

**Objective for Major Concern (II): Cultivate children's spirit of exploration through multi-sensory activities**

	<b>Task Objectives</b>	<b>Strategies/Tasks</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Evaluation Tools / Information</b>	<b>People in Charge</b>	<b>Resources Required</b>	<b>Remarks</b>	
1.	Devise clear multi-sensory teaching objectives and action plans in line with children's developmental needs and abilities	<ul style="list-style-type: none"> <li>•Through the support of the Education Bureau's "In-school Support Service" and the school's moral education, civic, and national education group, teachers are led to devise action plans and steps for children of different ages to engage in multi-sensory activities so that their spirits for exploration can be fully developed.</li> <li>•By discussing teaching strategies together, teachers design different exploration and experimental activities in line with children's interests, life experiences, and existing knowledge. Through games and hands-on experiences, children can use multi-sensory methods to explore the knowledge and develop their ability to solve problems, think, and express themselves.</li> <li>•The school development director of the Education Bureau will come to the school to prepare lessons together with teachers, carry out lesson observation, and exchange teaching strategies and feedback in real-time to improve teachers' teaching skills. Through the practice and continuous deepening of what has been learned in the training, teachers' collaboration will be strengthened to help kindergartens</li> </ul>	<p>AUG 2021 to JUN 2022</p> <p>NOV 2021 to JUN 2022</p> <p>FEB 2022 to May 2022</p>	<ul style="list-style-type: none"> <li>•All teachers agree that the plan can meet children's learning needs and teaching goals. Through a wide variety of sensory activities, an exploratory learning environment, and an outdoor community exploration activity, children's spirit of exploration can be fully developed, allowing them to know the attitude of appreciating, respecting, and cherishing nature and environmental resources.</li> <li>•80% of teachers are able to master the teaching skills and strategies of multi-sensory activities.</li> <li>•80% of children are able to improve their problem-solving, thinking, and expression skills through multi-sensory exploration activities</li> <li>•80% of the teachers agreed that the school development director of the Education Bureau coming to school to prepare lessons, observe lessons, and evaluate lessons with teachers can help</li> </ul>	<ul style="list-style-type: none"> <li>•Meeting minutes</li> <li>•Activity planning/review report</li> <li>•Course schedule</li> <li>•In-school activity announcement</li> <li>•Teaching review</li> <li>•Comprehensive activity checklist</li> <li>•Midterm/final review report</li> </ul> <p>•Teacher's class</p>	<ul style="list-style-type: none"> <li>•School head</li> <li>•Senior teachers</li> <li>•Moral, civic and national education team</li> </ul>			

		<p>develop and perpetuate children's spirit of inquiry and the fun of exploration.</p> <ul style="list-style-type: none"> <li>•Through peer observation and activity checklist, teachers jointly review and reflect on the effectiveness of the activities.</li> </ul>		<p>improve teachers' teaching skills and help children develop the spirit of free exploration.</p> <ul style="list-style-type: none"> <li>•80% of teachers agree that peer observation can help improve teaching skills while exchanging and discussing after class can help optimize teaching strategies.</li> </ul>	<p>observation record</p> <ul style="list-style-type: none"> <li>•Teaching review</li> </ul>			
2	<p>Create a variety of sensory experiences and learning activities to arouse children's curiosity about the things and phenomena around them, and enhance their ability to explore independently.</p>	<ul style="list-style-type: none"> <li>•Use different materials to create a diverse environment in the campus, classroom corners, and comprehensive game activity areas, so that children can explore through different activities, be more curious about things around them, use different senses to explore the changes of things, and learn to experience and express the relationship between nature, technology, and their daily lives.</li> </ul>	<p>SEP 2021 to JUN 2022</p>	<ul style="list-style-type: none"> <li>•80% of K1 children can enjoy exploring with multiple senses</li> <li>•80% of K2 children can take the initiative to conduct experiments and make simple verbal reports</li> <li>•80% of K3 children know how to make predictions, keep a record, and report the experimental results when carrying out exploratory activities.</li> </ul>	<ul style="list-style-type: none"> <li>•Course schedule</li> <li>•In-school activity announcement</li> <li>•Activity review</li> <li>•Evaluation report</li> <li>•Comprehensive activity checklist</li> <li>•Activity photos</li> </ul>	<ul style="list-style-type: none"> <li>•Senior teachers</li> <li>•All teachers</li> </ul>		
3	<p>Raise teachers' awareness of environmental education to enhance teaching strategies and skills in this regard.</p>	<ul style="list-style-type: none"> <li>•Arrange teachers to participate in workshops organised by different groups, increasing their understanding of environmental education and adopting strategies for devising related courses.</li> <li>•Invite teachers from fellow schools to share ideas and skills in carrying out environmental education activities.</li> </ul>	<p>SEP 2021 to JUN 2022</p>	<ul style="list-style-type: none"> <li>•80% of teachers agree that participating in workshops, experience sharing sessions, etc. can increase their understanding of environmental education and devise relevant curriculum strategies.</li> </ul>	<ul style="list-style-type: none"> <li>•Curriculum meeting</li> <li>•Review meeting</li> <li>•Teacher questionnaire</li> <li>•Midterm/final review report</li> </ul>	<ul style="list-style-type: none"> <li>•Senior teachers</li> <li>•Team head of each grade</li> </ul>		



4	Organise talks and workshops so that the parents are able to help children develop values and attitudes of respecting, appreciating, and cherishing the environment and nature around them	<ul style="list-style-type: none"> <li>•Integrate elements of environmental education into parent-child activities so that parents are encouraged to participate in environmental education activities.</li> <li>•Invite professionals to the school to hold workshops or lectures and provide parents with different advice and methods, allowing parents to help their children explore nature through games and develop the values and attitudes of respecting, appreciating, and cherishing the natural environment around them.</li> </ul>	OCT 2021 to JUN 2022	<ul style="list-style-type: none"> <li>•80% of parents were able to participate in the activity and agreed that the lecture could help children develop values and attitudes to respect, appreciate and cherish the environment and nature around them.</li> <li>•By integrating elements of environmental education into parent-child activities, 80% of parents were satisfied with the effectiveness of the activities and agreed that the activities could help them understand environmental education.</li> </ul>	<ul style="list-style-type: none"> <li>•Parent questionnaire</li> <li>•Notice</li> <li>•Activity review</li> <li>•Evaluation report</li> </ul>	<ul style="list-style-type: none"> <li>•School head</li> <li>•Senior teachers</li> </ul>		
5	Review the effectiveness of the plan	<ul style="list-style-type: none"> <li>•All teachers review the effectiveness of the entire plan to analyze and devise teaching activities and strategies for the coming year.</li> </ul>	Midterm Review JAN 2022 to Final Review JUN 2022	<ul style="list-style-type: none"> <li>• 80% of children develop a spirit of free exploration and achieve expected learning goals</li> <li>• 100% teachers agree with the effectiveness of the plan, which has achieved the expected goals</li> </ul>	<ul style="list-style-type: none"> <li>•Course schedule</li> <li>•Teaching plan</li> <li>•Review meeting</li> <li>•Comprehensive activity checklist</li> <li>•Midterm/final review report</li> <li>•Teacher questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>•Senior teachers</li> <li>•All teachers</li> </ul>		