Po Leung Kuk Tam Au-Yeung Siu Fong Memorial Kindergarten

2023/2024

School Report

1.1 School Mission and Vision

• The school's mission is to "promote balanced development in five aspects of education to align with educational reforms, focusing on students and nurturing them to become a new generation that is 'eager to learn, good at communication, willing to take responsibility, and daring to innovate." The school motto is "Love, Respect, Diligence, and Integrity."

1.2 Our Children

The school has <u>18</u> classes, which comes up to a total of <u>459</u> children this school year. The structure of classes and the number of children are as follows:

Class	AM S	ession	PM Session	
	No. of Classes	No. of Children	No. of Classes	No. of Children
Upper KG	3	82	3	67
Lower KG	3	85	3	83
Nursery	3	77	3	65
Total	9	244	9	215

1.3 Our Teaching Staff

- (1) Number of Teaching Staff
 - Besides the School Head, the school has <u>1</u> vice-principal, <u>2</u> senior teacher, <u>1</u> assisting senior teacher, <u>21</u> full-time teachers, <u>1</u> part-time teacher, and <u>9</u> support staff (Putonghua teacher, clerks, and janitors).
 - There was a turnover of <u>3</u> full-time teachers last school year, and this accounted for 11.1%

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

Teacher	Master Degree in	Bachelor Degree in	Non-ECE	Non-ECE	Certificat
qualification	Early Childhood	Early Childhood	Master's	Bachelor's	e in ECE
	Education	Education (ECE)	Degree	Degree	
No. of Teachers	2	11	2	6	6
%	7.4%	40.8%	7.4%	22.2%	22.2%

(3) Teaching experience in ECE

Teaching experience in	0 - 3 years	4 – 6 years	7 years or more
No. of Teachers	3	1	23
%	11%	3.7%	85.3%

(4) Teachers' Professional Development

- Among the team, 4 staff members hold master's degrees, including 2 with a master's degree in early childhood education. 17 staff members hold bachelor's degrees, with 11 holding a bachelor's degree in early childhood education.
- This academic year, 2 teachers are pursuing a bachelor's degree in early childhood education, and 3 teachers are enrolled in the "One-Year In-Service Diploma in Special Child Care Training."
- The school continues to arrange teacher training based on its needs. This year, the training details are as follows:
- Focus Training: Training related to the school's development plan. This year, the school participated in the "Play, Learn, Grow" program organized by the Centre For University & School Partnership. In addition to providing relevant training, professional instructors guided teachers in reviewing the school's situation and collaboratively adjusting the curriculum direction based on school needs.
- The school has participated for two consecutive years in the "Po Leung Kuk Kindergarten Positive Education Development Program," sponsored by the Quality Education Fund, with a professional team continuously leading all staff in training to support the school's development towards a "Positive Campus."
- Joint School Teacher Training: Po Leung Kuk provides various teacher training activities for affiliated kindergartens based on current educational trends, professional development, and the needs of parents and students. The school participates as needed to provide suitable and relevant training activities for staff and school development.
- School-based Teacher Training: The school hires external professional organizations to provide training based on school and teacher needs, including training for Chinese dance, early childhood music training, phonics training, and early childhood STEAM training, to enhance teachers' overall and professional development.
- This year, a total of 312 instances of teacher participation in 59 workshops and seminars were recorded, with an average of 5.3 training activities attended per staff member.

Training Date	Training Date	Training Date	Training	Training
			Date	Date
21/8/2023	Prosperous Life Kindergarten Positive Education	Po Leung	27	3
21/0/2025	Program - Teacher Training (Part One)	Kuk	27	
23/9/2023	Prosperous Life Kindergarten Positive Education	Po Leung	3	3
251712025	Program - Teacher Training (Part Two)	Kuk	5	5
		Hong Kong		
23/9/2023	Flag Raising Team Seminar	Flag Raising	2	3
		Association		
	"Play, Learn, Grow" Program - School-based	The Chinese		
29/9/2023	Teacher Training Workshop	University of	5	3
	Teacher Hanning workshop	Hong Kong		
	Prosperous Life Kindergarten Positive Education	Po Leung		
24/10/2023	Program - Storybook Preparation Meeting (Joint	Kuk	2	3
	School Online)			
	"Play Loom Crow" Droomen Drooksonvetier	The Chinese		
25/10/2023	"Play, Learn, Grow" Program - Pre-observation Class	University of	5	3
	Class	Hong Kong		
	"Disy Learn Creary" Dragman Dramantian Marting	The Chinese		
26/10/2023	"Play, Learn, Grow" Program - Preparation Meeting	University of	5	3
	(Part One)	Hong Kong	2	
	Joint School Teacher Development Program -	Po Leung		
27/10/2023	Management Training: Kindergarten Crisis	Kuk	2	3
	Management and Image Building			
22/1/2022	Joint School Teacher Development Program - Play	Po Leung	1	2
23/1/2023	Professional Community Workshop	Kuk	1	3
	"Disy Learn Creary" Dragman Dramantian Marting	The Chinese		
9/11/2023	"Play, Learn, Grow" Program - Preparation Meeting	University of	5	3
	(Part Two)	Hong Kong		
20/11/2022	Joint School Teacher Development Program - Play	Po Leung	1	2
28/11/2023	Professional Community Workshop	Kuk	1	3
	Prosperous Life Kindergarten Positive Education	Po Leung		
29/11/2023	Program - Storybook Observation Class and	Kuk	5	3
	Administrative Meeting			
1/12/2023	Po Leung Kuk Kindergarten Education Seminar	Po Leung Kuk	17	6
	Joint School Teacher Development Program - In-	Po Leung	2	2
4/12/2023	depth Teaching Strategies for Attention Deficit	Kuk	2	3
		The Chinese		
13/12/2023	"Play, Learn, Grow" Program - Class Observation	University of	5	3
		Hong Kong		

	1			
		The Chinese		
14/12/2023	"Play, Learn, Grow" Program - Review Meeting	University of	5	3
		Hong Kong		
15/12/2003	Joint School Teacher Development Program -	Po Leung	2	3
	Managing New Knowledge - Team Cohesion	Kuk		-
18/12/2023	Prosperous Life Kindergarten Positive Education	Po Leung	1	3
10/12/2025	Program - Education Seminar	Kuk	1	5
21/12/2023	Joint School Teacher Development Program - Joint	Po Leung	3	3
21/12/2023	School Teacher Training (School Development)	Kuk	5	5
22/12/2023	Prosperous Life Kindergarten Positive Education	Po Leung	8	3
22/12/2023	Program - Non-Teaching Staff Training	Kuk	0	5
2/1/2024	School-based Teacher Development Day (STEAM	Po Leung	9	2
2/1/2024	Training)	Kuk	9	3
2/1/2024	School-based Teacher Development Day (Positive	Po Leung	27	2
2/1/2024	Teaching Seminar, Indigo Dyeing Workshop)	Kuk	27	3
	Joint School Teacher Development Program - In-	Po Leung		
20/1/2024	depth Teaching Strategies for Developmentally	Kuk		2
20/1/2024	Delayed Children, Visit to Special Child Care		1	3
	Center			
		The Chinese		
24/10/2024	"Play, Learn, Grow" Program - Central Workshop 3	University of	5	3
		Hong Kong		
	Prosperous Life Kindergarten Positive Education	Po Leung		
3/2/2024	Program - Teacher Training (Part One)	Kuk	3	3
	School-based Music Teacher Training (Upper	Our School		
19/2/2024	Class)		3	3
		The Chinese		
22/2/2024	"Play, Learn, Grow" Program - Thematic Summary	University of	5	3
	Meeting	Hong Kong	-	-
	School-based Music Teacher Demonstration	Our School		
26/2/2024	Teaching and Class Observation (Upper Class)		5	3
	Prosperous Life Kindergarten Positive Education	Po Leung		
2/3/2024	Program - Teacher Training (Part Two)	Kuk	5	3
	School-based Music Teacher Observation and	Our School		
4/3/2024	Training (Upper Class)	Our School	4	6
	Joint School Teacher Development Program -	Po Leung		
5/3/2024	Management Training	Kuk	3	6
		The Chinese		
61212024	"Play, Learn, Grow" Program - Group Sharing		2	2
6/3/2024	Session	University of	2 3	3
		Hong Kong		

7/3/2024	"Play, Learn, Grow" Program - Preparation Meeting (Part One)	The Chinese University of Hong Kong	3	3
9/3/2024	Joint School Teacher Development Program - Management Training	Po Leung Kuk	5	3
11/3/2024	School-based Music Teacher Training (Lower Class)	Our School	3	3
11/3/2024	School-based Music Teacher Training (Nursery Class)	Our School	3	3
13/3/2024	Joint School Teacher Development Program - Play Professional Community Support for Class Observation and Evaluation	Po Leung Kuk	3	3
18/3/2024	School-based Music Teacher Demonstration Teaching and Class Observation (Lower Class)	Our School	5	3
19/3/2024	School-based Music Teacher Training (Lower Class)	Our School	3	3
21/3/2024	Joint School Teacher Development Program - In- depth Teaching Strategies for Children with Autism, Visit to Special School	Po Leung Kuk	2	3
21/3/2024	"Play, Learn, Grow" Program - Preparation Meeting (Part Two) (Nursery Class)	The Chinese University of Hong Kong	5	3
28/3/2024	Prosperous Life Kindergarten Positive Education Program - Non-Teaching Staff Training	Po Leung Kuk	8	3
6/4/2024	Prosperous Life Kindergarten Positive Education Program - Storybook Preparation Meeting (Joint School Online)	Po Leung Kuk	2	3
8/4/2024	School-based Music Teacher Demonstration Teaching and Class Observation (Nursery Class)	Our School	5	3
9/4/2024	School-based Music Teacher Training (Nursery Class)	Our School	3	3
22/4/2024	Joint School Teacher Development Program - Practical Application of Special Education Techniques for Class Observation Support	Po Leung Kuk	6	3
26/4/2024	Joint School Teacher Development Program - Play Professional Community Support for Class Observation and Evaluation (Part Two)	Po Leung Kuk	5	3
2/5/2024	Joint School Teacher Development Program - Joint Teacher Training (Risk Analysis / External Evaluation Preparation)	Po Leung Kuk	18	3
2/5/2024	Early Childhood Phonics Instructor Training (Part One)	Our School	10	6

9/5/2024	Prosperous Life Kindergarten Positive Education Program - Class Observation and Administrative Meeting	Po Leung Kuk	5	3
18/5/2024	Joint Press Conference on Positive Education for Po Leung Kuk Kindergartens and Primary Schools	Po Leung Kuk	2	3
15/6/2024	"Play, Learn, Grow" Program - Program Summary Sharing Session	The Chinese University of Hong Kong	6	3
25/6/2024	Prosperous Life Kindergarten Positive Education Program - School Exchange Activities	Po Leung Kuk	2	3
12/7/2024	Prosperous Life Kindergarten Positive Education Program - School Exchange Activities	Po Leung Kuk	2	3
12/7/2024	Early Childhood Phonics Instructor Training (Part Two)	Our School	10	6
15/7/2024	Prosperous Life Kindergarten Positive Education Program - Teacher Development Day	Po Leung Kuk	2	3
15/7/2024	Early Childhood Phonics Instructor Training (Part Three)	Our School	10	6
17/7/2024	Joint School Teacher Development Program - Knowledge Management Seminar and Summary Meeting	Po Leung Kuk	3	3
18-19/7/2024	"Exploring Positive Education" Professional Training Course	Bei Shan Tang	3	12

1.4 Management and Administration

- (1) Members of the School Management Committee and their Duties
 - The school's board of governors consists of 15 members, including the current chairman of Po Leung Kuk as the supervisor, 5 current vice-chairmen, 3 senior board members, 1 independent governor, the Chief Executive Officer, Deputy Chief Executive Officer, Chief Education Secretary, Assisting Chief Education Secretary, and Chief Financial Secretary.
 - The board establishes a clear organizational structure for the school, formulates the mission, goals, code of conduct for staff, and administrative arrangements. The school's educational policies are directly overseen by the organization's Education Affairs Department. This department holds regular meetings to review the school's development plan, collaboratively set long-term goals and important policies, conduct school visits, monitor school operations, regularly review work progress, and propose appropriate improvements and follow-ups.

 In addition, the organization has various departments (including Human Resources, Corporate Communications and Public Relations, Audit, Finance, Information Technology, Social Services, Property and Engineering, and Recreation Services) that assist with the school's operations and development, providing professional advice and support.

(2) Administrative Structure



- The school has 2 teachers certified in first aid, and each classroom is equipped with portable first aid kits, disinfectants, and hygiene supplies (such as masks, gloves, and disinfectant wipes). The school encourages more teachers to participate in training to gain first aid knowledge.
- The school prioritizes environmental safety and conducts fire drills twice a year. Incident response guidelines are posted in classrooms for staff reference.
- Each classroom and corridor corner, as well as pillars and walls in physical activity areas, are fitted with bumpers. Protective mats are placed under climbing frames and large play equipment to reduce the risk of accidental injuries. Each classroom is equipped with door gap safety devices to protect staff and children.
- Micro-electronic air purifiers are installed in the main lobby, student toilets, staff toilets, music room, sick bay, office, corridors, and each classroom. The property management office cleans the air conditioning filters every two weeks to enhance hygiene measures.
- Multiple micro-electronic mosquito repellents have been installed at the main and side entrances to prevent diseases transmitted by mosquitoes, ensuring the health of staff and students.
- The school has detailed guidelines for emergency measures regarding safety, hygiene, and infectious disease outbreaks, enabling effective and timely handling, documentation, and follow-up of incidents.
- Each school year, the school hires a cleaning company for two comprehensive cleanings, pest control, and disinfection, and applies long-lasting disinfectant coatings to all school facilities, including classrooms, activity rooms, restrooms, physical activity equipment, toys, and handrails.
- Each classroom has removable dividers for snack time to reduce the risk of infection when children remove their masks to eat.
- The school also strengthens pandemic prevention measures for school buses. In addition to checking students' temperatures before boarding, assisting with proper mask wearing, and providing alcohol hand sanitizer, the buses are cleaned and disinfected after each trip. A cleaning company is hired regularly to clean and fully disinfect the bus interiors.
- Air fresheners are installed in all classrooms, the lobby, and the school office to improve ventilation and air purification, reducing the risk of disease transmission.
- Umbrella water removal devices have been added at the main and side entrances, allowing parents and visitors to reduce the risk of slips and falls on wet surfaces during rainy days.

1.7 Summary of Expenditure¹



Item	Actual Expenditure Amount	Actual Expenditure
	(\$)	Amount (\$)
Principal and Teaching Staff Salaries	\$10,739,838	50.75%
Non-Teaching Staff Salaries	\$1,604,404	7.58%
Rent, Management Fees, Rates, and Land Rent	\$6,235,019	29.46%
Teaching Supplies	\$122,011	0.58%
Staff Training and Professional Development	\$16,781	0.08%
Other Expenses	\$2,444,694	11.55%
Total:	\$21,162,747	

¹ Excerpts from Profile of Kindergartens and Kindergartens-cum-Child Care Centres, such as "School Expenditure Information"

Part Two Self-evaluation

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

Major Concern (1) : Promote positive education throughout the school to establish positive physical and mental development.

Task Objectives and Strategies	Evidence:
 Based on the "Work Plan for the Next School Year" in Part Three of the report of last school year, fill in the columns of Major Concern, Task Objectives and Strategies. If the content of the major concern has been revised, please briefly describe the reasons and content of the revisions in the "Remarks". This year, the school participated in the "Po Leung Kuk Kindergarten Positive Education Development Program," sponsored by the Quality Education Fund. The program includes training workshops conducted by professionals for both teaching and non-teaching staff, fostering a positive value system among all staff and establishing a positive campus atmosphere. A "Recreation and Care Team" was established this year, with team members responsible for leading social activities to create a caring environment and enhance relationships among teaching and non-teaching staff, thus fostering a sense of belonging to the school. Activities such as the Christmas party and New Year charity feast provided opportunities for colleagues to gather with friends from other schools, share festive foods, and create unique memories. Collaborating with the resident social worker, we implemented positive group-building workshops to deepen understanding and connection among team members, injecting positive energy and strengthening a growth mindset within the team. For example, during the school's Teacher Development Day, all staff created miniature gardens, which helped enhance relationships among staff. 	Evidence: Meeting Minutes Curriculum Outline Teaching Reflections Activity Record Sheets Activity Photos Teacher Surveys Parent Surveys Activity Surveys
• The Prosperous Life Kindergarten Positive Education Program involved specialists such as educational psychologists and the principal conducting multiple training sessions and focused group meetings at the school. This allowed the focus group to exchange ideas and develop tailored positive education lesson plans using storybooks. Through these classroom experiences, young children can understand and recognize different emotions, fostering better interpersonal relationships and enhancing their health and well-being.	
• During lesson preparation and teaching, teachers can deeply understand various positive education theories and personally experience activities with the children, thereby improving their professional skills and enhancing their own health and well-being, achieving mutual growth in teaching.	

- Through focus group meetings, Teacher Development Days, and participation in various workshops and training sessions, we aim to equip teachers with the concepts and application skills of positive education, enabling them to incorporate these skills into their daily lesson plans, gradually integrating them into the entire school curriculum to establish a positive working environment and foster positive psychological qualities in students.
- At the beginning of September, each class implemented the "Emotion Chart" activity, where children would place stickers representing their feelings on the chart each day. Teachers would review the children's feelings in class and encourage them to understand and share their emotions, thus fostering greater awareness of positive emotions.
- Lower class students participated in "Show and Tell" activities based on storybook content, allowing them to practice presenting and expressing their thoughts in front of others, learning to communicate ideas clearly and confidently, which enhances their understanding of storybooks, verbal expression skills, and sharing attitudes, while also appreciating others and caring for their peers.
- To encourage positive behavior, we conducted a "Praise Reward" program from March to June. This program teaches children to help one another, appreciate themselves, and recognize others. Parents are encouraged to share specific positive reasons for their children earning stamps at home and to praise their good behavior.
- The "Praise Reward" program distributes a "Praise Reward Card" every two months. Children must bring the card to school daily, and when they display good behavior, teachers will praise them in a specific and positive manner, marking the card with a stamp as a record of encouragement. If a child collects at least 10 stamps each month, they will receive a "Praise Reward Certificate" at the end of the school year. This encourages children to learn how to appreciate themselves and others. After the activity ends, parents can understand the program's purpose and use specific positive language to praise their children, fostering a positive development environment through homeschool cooperation.
- The "Service Ambassador" program was also implemented, where children are assigned duties based on a schedule provided by the school. They return to school at 8:15 AM (morning class) or 12:30 PM (afternoon class) to serve as "Service Ambassadors." A total of 12 children from both lower and upper

classes serve as ambassadors daily. Upper class ambassadors assist younger students in their classrooms, while lower class ambassadors help welcome other children back to their classrooms in the lobby. These activities aim to build children's confidence, encourage them to help one another, and promote positive and proactive behavior.

- The positive program professionals organized multiple parent seminars and parent-child workshops on positive education, including seminars on character strengths, cultivating "positive emotions," managing "non-cooperative behavior," building "positive relationships," and fostering a "growth mindset" in children. Parents can discover their children's strengths, assist them in establishing positive character traits and thought processes, and enhance their ability to cope with challenges. By practicing positive mindset while maintaining their own health and promoting harmonious parent-child relationships, thereby creating a harmonious family environment.
- The school also hosted various diversified parent-child activities, such as story workshops for parents, parent-child classes at Po Leung Kuk kindergartens, a parent-child New Year celebration and Chinese cultural day, a Lunar New Year decoration design competition, learning journey sharing day, parent-teacher association picnic, charity walks, and Po Leung Kuk flag day, etc. Parent involvement in children's school life helps them better integrate and adapt to campus life, while also allowing parents to understand their children's growth and development, enhancing parent-child relationships and interactions, and promoting home-school cooperation.

Effectiveness

Make use of the formulated success criteria and the collected review data, consider promoting children's learning, analyse the effectiveness and/or shortcomings of the major concern, summarise success and hindrance factors, and briefly comment on the extent to which the major concern has been achieved.

- 100% of teachers attended various positive education training workshops, including inter-school teacher training for the positive education program. Through different workshops, 100% of teachers learned how to cultivate "positive interpersonal relationships" and understand "positive emotions" to enhance the caring atmosphere on campus.
- 2. According to stakeholder surveys, 95% of teaching and non-teaching staff agreed that the positive education training workshops increased their understanding of positive education and taught them what positive education is, helping the school establish a positive campus atmosphere.

- 3. 95% of staff recognized that the activities organized by the Recreation and Care Team made them feel cared for, which helped improve team relationships and morale, thereby increasing their sense of belonging to the school. 90% of staff agreed that team-building workshops deepened understanding among team members and strengthened teachers' growth mindset, allowing them to demonstrate team spirit in their daily work. For example, during the graduation ceremony, teachers were able to showcase their teamwork, resulting in a smooth and successful event.
- 4. 100% of focus group members indicated that through collaborative lesson planning and participating in meetings for exchange, sharing, and feedback, they were able to grasp teaching techniques and strategies for positive education storybooks and learned how to effectively implement positive education in the school using lesson plans that align with storybook content.
- 5. Core group teachers shared the importance of implementing positive education and how to use storybooks and related extension activities to design positive curricula that cater to children's development during various course meetings and lesson planning sessions. 90% of teachers agreed that positive education storybooks help children develop positive character traits and understand the importance of physical and mental health.
- 6. The "Emotion Chart" activity was implemented, where children were asked to place a mood card on the chart every day. Teachers could review and share the children's feelings together or individually during class. According to stakeholder surveys, with an average score of 4.52, parents agreed that the "Emotional Weather Chart" program helps children understand and express their feelings.
- 7. Based on teachers' daily observations, 95% of lower class children enjoyed participating in the "Show and Tell" activity, eagerly engaging in describing and discussing storybook content. Parents also reported that through the "Show and Tell" activity, children increased their opportunities for self-expression, enhancing their verbal skills and organization, boosting their confidence, and learning to appreciate and care for their peers.
- 8. The "Praise Reward" program was implemented, where teachers daily observe children's performances and express praise through "effective praise" at the start of class, stamping praise cards to encourage children to appreciate others. This helps cultivate good habits of positive appreciation and recognition among children, thereby reinforcing positive behavior. For example, when a child confidently shares their daily life in front of the class, the teacher praises them in front of their peers, fostering a culture of appreciation. Teachers noted that between March and June, 90% of children

received more stamps.

- 9. The "Service Ambassador" program was also implemented, where teachers observed that children were very enthusiastic about being "Service Ambassadors." They greeted other children returning to school with courtesy and joyful smiles and learned to help others. 100% of teachers agreed that the "Service Ambassador" program helps children build confidence and understand the importance of caring for others, encouraging them to lend a helping hand when needed and promote positive relationships. Each child had two to three opportunities to be a "Service Ambassador," with a total of 95% of children participating in the program. According to stakeholder surveys, 90% of parents stated that lower class children were eager to participate in the "Service Ambassador" program, actively engaging in activities and caring for those around them, which helps them build confidence and develop a caring attitude.
- 10. Teachers reported that the school organized multiple parent seminars and parent-child workshops on positive education, allowing parents to gain a deeper understanding of the importance of positive education for children's growth and learn techniques and strategies for implementing positive education at home. This helps integrate positive culture into different families, thereby enhancing parent-child relationships and promoting effective learning at home. According to stakeholder surveys, with an average score of 4.3, parents agreed that positive education seminars and workshops assist them in instilling positive values in their children from an early age and enhancing children's learning efficiency at home.
- 11. The school held various diversified parent-child activities, including parentchild trips, Chinese cultural days and New Year celebrations, flag-selling days, parent-child reading programs, participation in coloring competitions organized by various organizations, parent observation of classes, and learning journey sharing days. According to stakeholder surveys, 85% of parents agreed that parent-child activities effectively promote home-school cooperation and increase their sense of belonging to the school. 90% of parents indicated that the school could arrange activities that meet parents' needs and establish partnerships, supporting children's growth. Participation in these activities fosters positive parent-child relationships, enhances children's learning efficiency at home, and strengthens parents' sense of belonging to the school.

Follow-ups/ Recommendations for Sustainable Development

- 1. The "Service Ambassador" program this year only involved lower and upper class children. It is recommended to allow nursery class children to participate at least once in the next semester, giving them and their parents a preliminary understanding of the program.
- 2. Teachers and all non-teaching staff will continue to receive regular positive education training, with the goal of instilling positive thinking in all stakeholders, fostering a positive value system among all staff, and establishing a school culture centered on positive education.
- 3. The school will continue to enhance the work of the "Recreation and Care Team" by sending birthday cards to each staff member and regularly holding birthday parties to increase overall staff well-being.
- 4. This year's positive storybook activity "Show and Tell" was only conducted with lower class children. It is recommended that all children in the school read positive storybooks and then participate in this "Show and Tell" activity, allowing all children to enhance their understanding of positive storybooks, verbal expression skills, and confidence.
- 5. The goal of this year's "Praise Reward" program is to collect 10 stamps each month to receive a "Praise Reward Certificate." It is suggested to establish different levels of smaller goals in the next year, providing appropriate praise or rewards to reinforce positive behaviors in children.
- 6. This year, regular positive parent-child workshops and home-school cooperation activities were held to help parents understand and learn more about the concepts and ideas of positive education, while also promoting parent-child interaction and allowing them to better understand their children's learning processes.

Major Concern (2) : Utilize game-based teaching strategies to enhance children's executive functioning skills and promote autonomous learning among young children.

 planning sessions, four class observations, and four post-class reviews, along with two summary meetings. During the class observation activities, upper class teachers engaged children in various games, such as hot pot, dim sum dining, and "Chasing Away the Year Beast," allowing children to participate in free exploration and spark their interest in learning. Meanwhile, nursery class teachers used engaging entry games for roleplaying to help children understand the importance of personal hygiene. Professionals and core group teachers assessed the school environment, resources, and related setups, designing and implementing diverse strategies. They utilized storybooks with elements of Chinese culture combined with game-based teaching to enhance children's executive functioning skills and foster their proactive learning abilities and attitudes, while also encouraging an appreciation of Chinese culture and promoting holistic development. With the Lunar New Year approaching and in alignment with the schoolbased curriculum, upper class teachers focused on "Chinese Culture," helping children learn about traditional Chinese culture and festivals. 	Task Objectives and Strategies	Evidence
 This year, the school participated in the "Play, Learn, Grow" program, sponsored by the Quality Education Fund and organized by the Centre For University & School Partnership. Through various workshops, curriculum leaders and teachers learned about the concepts and practices of game- based teaching. Support staff from the program regularly met with curriculum leaders and teachers to provide feedback, enhancing their practical skills in game-based teaching and clarifying their roles in leading such activities. Support personnel and core group teachers conducted four joint lesson planning sessions, four class observations, and four post-class reviews, along with two summary meetings. During the class observation activities, upper class teachers engaged children in various games, such as hot pot, dim sum dining, and "Chasing Away the Year Beast," allowing children to participate in free exploration and spark their interest in learning. Meanwhile, nursery class teachers assessed the school environment, resources, and related setups, designing and implementing diverse strategies. They utilized storybooks with elements of Chinese culture combined with game-based teaching to enhance children's executive functioning skills and foster their proactive learning abilities and attitudes, while also encouraging an appreciation of Chinese culture and promoting holistic development. With the Lunar New Year approaching and in alignment with the school- based curriculum, upper class teachers focused on "Chinese Culture," helping children learn about traditional Chinese culture and festivals. 	Concern, Task Objectives and Strategies. If the content of the major concern has been revised, please briefly describe the	Minutes
However, for non-Chinese speaking students, Chinese culture felt quite distant and "strange" to their daily lives. Through this program, teachers used environmental setups and various games to encourage non-Chinese speaking students to engage in free exploration, sparking their interest in	 This year, the school participated in the "Play, Learn, Grow" program, sponsored by the Quality Education Fund and organized by the Centre For University & School Partnership. Through various workshops, curriculum leaders and teachers learned about the concepts and practices of gamebased teaching. Support staff from the program regularly met with curriculum leaders and teachers to provide feedback, enhancing their practical skills in game-based teaching and clarifying their roles in leading such activities. Support personnel and core group teachers conducted four joint lesson planning sessions, four class observations, and four post-class reviews, along with two summary meetings. During the class observation activities, upper class teachers engaged children in various games, such as hot pot, dim sum dining, and "Chasing Away the Year Beast," allowing children to participate in free exploration and spark their interest in learning. Meanwhile, nursery class teachers used engaging entry games for role-playing to help children understand the importance of personal hygiene. Professionals and core group teachers assessed the school environment, resources, and related setups, designing and implementing diverse strategies. They utilized storybooks with elements of Chinese culture combined with game-based teaching to enhance children's executive functioning skills and foster their proactive learning abilities and attitudes, while also encouraging an appreciation of Chinese culture and promoting holistic development. With the Lunar New Year approaching and in alignment with the schoolbased curriculum, upper class teachers focused on "Chinese Culture," helping children learn about traditional Chinese culture and festivals. However, for non-Chinese speaking students, Chinese culture felt quite distant and "strange" to their daily lives. Through this program, teachers used environmental setups and various games to encourage non-Chinese 	 Curriculum Outline Teaching Plan Teaching Materials Teaching Reflections Class Observations Teacher Surveys Parent Surveys Activity

- 5. In January, the school organized a "Learning Journey Sharing Day" and in March held parent observation classes to help parents understand and experience the importance of game-based teaching strategies for children's holistic development. During these sessions, children led parents in introducing the play areas, demonstrating the enjoyment of participating in games and highlighting the significance of implementing game education.
- 6. To deepen parents' understanding of how game-based teaching enhances children's executive functioning and fosters proactive learning, the school hosted a parent workshop in March as part of the "Play, Learn, Grow" program. Ms. Helen, a school development officer from the Chinese University of Hong Kong's Faculty of Education, was invited to discuss the functions and values of play, children's holistic development, their learning patterns, and the role of parents in nurturing children's growth. The core working group of upper class teachers also shared their experiences in game-based teaching, helping parents grasp how play lays a solid foundation for children's intellectual, physical, emotional, and social development.
- 7. In mid-June, the principal, school curriculum leaders, upper class teachers, and nursery class teachers attended the summary sharing session for the "Play, Learn, Grow" program 2023-2024. The principal and curriculum leaders served as guest speakers, sharing practical experiences based on the upper class teachers' teaching plans under the theme of "Chinese Culture," as well as children's learning processes and outcomes. This session aimed to further share with the early childhood education community across Hong Kong how the school enhances the learning motivation of non-Chinese speaking children and helps them understand Chinese culture through game strategies.

Effectiveness

Make use of the formulated success criteria and the collected review data, consider promoting children's learning, analyse the effectiveness and/or shortcomings of the major concern, summarise success and hindrance factors, and briefly comment on the extent to which the major concern has been achieved.

 After reviewing the school environment, resources, and related setups, core group members held joint lesson planning meetings to discuss the interests and abilities of children in each class. They designed knowledge and skills for game-based teaching and created a curriculum with diverse strategies. The school also established additional collaborative play areas on campus to integrate game-based teaching and activities throughout the school atmosphere.

- 2. The average score of 4.71 from stakeholder teacher surveys indicated that the workshops helped curriculum leaders and teachers understand their roles in leading game-based teaching. During the workshops, instructors shared various themes to incorporate into games, allowing teachers to gain concrete knowledge of game-based teaching methods and their roles. Additionally, curriculum leaders and teachers discussed how to effectively incorporate diverse game strategies into themes, enabling children to learn through play. During activities, teachers recorded children's dialogues and behaviors while participating to understand their interests and strengths and weaknesses for future curriculum adjustments.
- 3. The average score of 4.71 from stakeholder teacher surveys showed that the workshops enhanced curriculum leaders' and teachers' practical skills in game-based teaching. They equipped teachers with relevant skills and knowledge to support their implementation in daily teaching. Core group teachers could apply various strategies to promote game-based teaching, thereby enhancing children's executive functioning and fostering proactive learning abilities and attitudes, while encouraging an appreciation of Chinese culture and promoting holistic development.
- 4. According to stakeholder parent surveys, the average score of 4.5 indicated that parents recognized the importance of game-based teaching strategies for children's growth. Similarly, an average score of 4.69 showed that parents agreed that observing classes helped them understand how game strategies enhance children's executive functioning and foster proactive learning abilities and attitudes.
- 5. In March, the "Play, Learn, Grow" program parent workshop survey revealed that over 90% of parents agreed that the workshop helped them understand the relationship between play and learning and growth. Parents also acknowledged that the workshop informed them on how to use play to nurture children's physical and mental development and develop their multiple intelligences, with an average score of 4.73. Feedback from parent surveys collected after the workshop was positive, with an overall satisfaction average of 4.82.
- 6. At the summary sharing session for the "Play, Learn, Grow" program 2023-2024, 95% of participants agreed that sharing school-based experiences helped them further understand how to promote the development of school-based game teaching and strengthen their understanding of different teaching strategies and practical experiences.

Follow-ups/ Recommendations for Sustainable Development

- The school continues to prioritize game-based teaching in curriculum development, reviewing 1. existing teaching plans to incorporate more game elements, enhancing children's motivation for learning, encouraging diverse exploration and expression, and thereby developing higherorder thinking skills.
- Curriculum leaders guide teachers in joint lesson planning and post-observation discussions, 2. strengthening professional exchange among teachers and promoting the formation of a learning community, allowing for the continuous development and optimization of the schoolbased curriculum.
- The school organizes diverse home-school cooperation activities, enabling parents to gain a 3. deeper understanding of game-based teaching, collaboratively promoting children's holistic development, and extending game strategies into the home environment.

2.2 Our Learning and Teaching	F
Comments on the Effectiveness of Our Work	Evidence
Analyse the work effectiveness of the school in three areas, namely Curriculum Planning, Child Learning and Teaching, and Curriculum Evaluation. Identify areas for improvement or further development, and provide examples of children's performance as needed for illustration.	• Curriculum Outlines for
1. The school continues to implement game-based teaching as a focal point	Each Level
for curriculum development, reviewing existing teaching plans to	Class
incorporate more game elements that enhance children's motivation for	Schedules
learning, promote diverse exploration and expression, and develop higher-order thinking skills. The curriculum is designed to meet the developmental needs, abilities, diverse linguistic and cultural	• Meeting Minutes for Each Level
backgrounds, interests, and life experiences of young children. It employs diverse teaching strategies with flexibility, providing space for children to express themselves and allowing teachers to adjust activities	• Children's Learning Assessments
 based on children's immediate responses and interests. In curriculum planning, the school continues to use play as a strategy for development, fostering creativity, problem-solving, and adaptability through games while also promoting emotional development, building confidence, and enhancing social skills. The school organizes various activities that provide children ample opportunities for play and 	 Daily Teaching Plans and Reflections Class Observation Record
exploration, promoting balanced development. According to stakeholder parent surveys, parents agree that their children show a strong interest in learning, with an average score of 4.37, indicating that the school effectively incorporates game elements into teaching activities, enhancing children's motivation and enjoyment in learning.	 Sheets Parent Survey Stakeholder

•This year, the school designated Fridays as activity days, providing diverse learning experiences such as outdoor boat-watching for nursery classes, fashion shows for lower classes, and music appreciation concerts for upper classes, promoting comprehensive and individual development in moral, intellectual, physical, social, and aesthetic aspects. Various competitive games and artistic activities were included in different holiday celebrations, increasing opportunities for children to develop social skills, physical abilities, creativity, and imagination. Teachers also encouraged "Show and Tell," where children found objects related to classroom units at home to present and report on, helping to develop their language and social skills while building confidence. Stakeholder surveys showed that parents agreed with the school's balanced curriculum, enabling their children to develop multiple potentials, with an average score of 4.34, demonstrating the school's commitment to holistic development through different curricula and activities.

•The school regularly communicates with parents through various channels, such as new school year parent meetings, parent days, parent observation days in the following semester, phone communications, and parent-teacher associations, allowing parents to understand their children's developmental progress and school performance. This enhances parents' understanding of their children's growth, while teachers gain insights into children's learning at home and adjust teaching content accordingly. Each semester, the school holds a Learning Journey Sharing Day, providing parents with a deeper understanding of the school's thematic teaching approach and children's learning experiences and outcomes. An average score of 4.27 from parents indicated agreement that the school values parental input and regularly informs them about their children's learning progress and development. Teachers design various levels of teaching aids to cater to children's diverse learning needs and encourage them to challenge themselves with higher-level materials.

•To enhance and encourage children's interest and ability in language learning, the school implemented a "Nursery Rhyme Reward Program" this year. Children read nursery rhymes or sang songs to family members or friends, receiving signatures on a reward sheet; after ten signatures, they could exchange for a small gift, making the learning process enjoyable. Through class observations, teaching reflections, and parent feedback, the school found that children's language abilities were noticeably weaker than before the pandemic, requiring improvement in vocabulary and sentence organization. This year, the school adopted the Teacher Survey for Supporting Non-Chinese Speaking Children

•

•

•

•

- Parent Survey for Supporting Non-Chinese Speaking Children
- Class Observation Videos
- Activity Photos

"I Can Read by Myself" series from Ching Tin Education Center and the Oxford English story series to reinforce children's word recognition and sentence construction abilities, helping build their confidence, enrich their vocabulary, and apply language skills in learning and daily life. Non-Chinese speaking students, due to a lack of opportunities to use Chinese in daily life, find it relatively difficult to learn Chinese, with most unable to complete homework independently. To assist non-Chinese speaking children with character recognition and writing, the school arranged for non-Chinese speaking teachers to create teaching videos and recordings for Chinese homework and Ching Tin books, converting them into QR codes attached to notebooks, allowing children to review at home and complete assignments, reinforcing their learning. According to the survey results from parents of non-Chinese speaking children, the average satisfaction score for the school's support strategies reached 4.7, indicating that parents believe the current methods effectively enhance non-Chinese speaking students' learning outcomes.

•Teachers reflect on their teaching after each class, observing children's learning situations to evaluate the effectiveness of daily teaching strategies and whether learning objectives are met. During regular academic meetings, teachers share key points from their reflections with peers, continuously improving the effectiveness of teaching plans and reviewing and analyzing children's learning performance in thematic areas. Through ongoing observation and continuous assessment, the reliability and validity of assessing children's abilities are strengthened. Stakeholder surveys indicated an average score of 4.60, showing that teachers can flexibly adjust learning content, teaching strategies, and assessment methods in response to children's interests and abilities.

2. The school continues to strategically cultivate a caring school culture, creating a supportive environment that balances emotional and rational aspects, fostering a sense of belonging among staff, children, and parents. The school values teamwork and the physical and mental health of its staff. This year, a Recreation and Care Group was established, posting positive affirmations around the campus to encourage staff. The group prepares snacks at each meeting to boost staff morale and enhance work efficiency. According to stakeholder surveys on team spirit and sense of belonging, teachers rated an average of 4.41, and support staff reported an average of 4.13 regarding their sense of belonging to the school, demonstrating a positive team culture. The school also fosters a sense of belonging among children and parents, with teachers exhibiting friendliness towards children, accepting their emotional expressions, patiently listening to their feelings, and providing encouragement and

care. Stakeholder surveys indicated an average score of 4.57, showing that parents believe their children enjoy school, indicating active participation in school life, harmonious relationships with peers, and a strong sense of belonging to the school. Additionally, with an average score of 4.35, parents agreed that they feel a sense of belonging to the school and actively participate in school activities to support it.

3. The school is committed to maintaining national security and promoting national security education, fostering children's national awareness, ethnic sentiment, civic identity, and a sense of responsibility for safeguarding national security. Through daily classroom activities such as stories, role-playing, pictures, nursery rhymes, and games, the school cultivates children's moral character and good habits, such as establishing healthy routines, obeying regulations, respecting public property, and caring for others, preparing them to become good citizens.

•Furthermore, during daily morning and afternoon assemblies, the national anthem is sung; once a week, on important holidays (such as New Year's Day, the establishment day of the Hong Kong Special Administrative Region, National Day, and the start of the school year), flag-raising ceremonies are held to help children recognize and respect the national flag and anthem, fostering their sense of belonging to the country.

•The school also utilizes significant holidays and customs, organizing festive activities such as Mid-Autumn Festival celebrations, Lunar New Year parent-child celebrations, and Dragon Boat Festival events. Through various activities, such as experiencing sugar-blowing and making flour figurines during the Lunar New Year celebrations, children and parents deepen their understanding of traditional Chinese culture and appreciate the essence of Chinese culture.

Recommendations for Improvement/ Further Development

- 1. The school's curriculum development direction for the next academic year will integrate game-based teaching strategies and positive education. Through enjoyable game learning processes, the school will continue to cultivate children's positive life attitudes and mindsets, enhancing their motivation and effectiveness in learning.
- 2. The school will continue to implement Friday as a diverse learning activity day next year, conducting various activities, including outdoor learning and STEAM activities, to broaden children's learning horizons and increase the enjoyment of learning.

3. In alignment with the promotion of national security education, the school will deepen children's understanding of Chinese culture. The day before National Day will be designated as Mandarin Day, where children across all levels will be introduced to the date of National Day and the associated celebrations in Mandarin.

2.3 Our Support for Children and Teachers

Comments on the Effectiveness of Our Work	Evidence :
 Analyse the work effectiveness of the school in three areas, namely Curriculum Planning, Child Learning and Teaching, and Curriculum Evaluation. Identify areas for improvement or further development, and provide examples of children's performance as needed for illustration. 1. New Student Adaptation 	• Easter Parent-Child Fun Day
 We recognize that children may encounter various adaptation difficulties when starting school. To address this, we have arranged different activities to help incoming K1 students become familiar with the school environment. We invite them to participate in school events such as the Easter Parent-Child Fun Day and Orientation Day. This allows them, along with their parents, to enter the campus multiple times and interact with teachers, thereby becoming more familiar with the school environment and increasing their sense of security. For enrolled K1 children, the school has arranged two online classes lasting about 20 minutes before formal classes begin. This allows children to meet their class teachers and peers for initial introductions. On the first day of formal classes, the school will adjust the duration of classes to allow parents to accompany their children. The schedule will start with 1 hour of class, gradually increasing to 1.5 hours, and then up to 3 hours according to the regular timetable, reducing children's anxiety upon entering school. 	 Activity Plan Activity Photos Online Class Activity Plan School Social Worker Service Review Meeting Minutes School Social Worker Service
2. Early Identification and Care for Individual Differences Due to the increasing service needs of students in recent years, the school	 Survey Counseling Case Records
continues to participate in the "I Can Fly", a pre-school rehabilitation service under the Po Leung Kuk Social Service Department (Child Services). This program provides support services and training for children with different learning	Children's Observation Records
needs. A professional team, including educational psychologists, speech therapists, occupational therapists, physical therapists, and special education workers, offers comprehensive support for children with learning needs, creating a harmonious, respectful, enjoyable, and safe environment. The school social worker actively intervenes to assist families in need, enabling children with diverse learning needs to bridge the gap with their peers through training and learn in the same space.	 Parent Survey Meeting Minutes Parent-
This year, 29 children participated in the " I Can Fly" services across three levels (K1-K3). Moreover, 11 children participated in Tier 1 Support. The program team provides a series of relevant training, parent education, observational assessments, and communication with teachers, working collaboratively with the school to support parents in understanding their children's training progress and development, facilitating home training for more effective improvement.	 Teacher Meeting Minutes Records of Chinese Enhancement Courses for Non-Chinese Speaking Children

Parents involved in the "I Can Fly" expressed positive support, believing that the program effectively assists and enhances children's learning to develop closer to their peers. The school welcomes children with different learning needs, values individual differences and development, and intentionally arranges them in different classes to increase interaction with peers and enjoy a harmonious group life together. Teachers model positive interactions with children who have learning needs, encouraging acceptance, concern, and appreciation among children to foster an inclusive atmosphere.

In terms of curriculum, the school has designed a series of diverse assignments and exercises that reflect its unique characteristics, tailored to the learning traits and preferences of its children at different developmental stages. When necessary, teachers adjust the content according to children's needs to provide comprehensive support.

To enhance teachers' sensitivity and understanding in relevant areas, training sessions have been arranged. Teachers possess professional knowledge, as reflected in an average score of 4.53 in the stakeholder survey, indicating that teachers can identify children's different needs early. Teachers analyze children's developmental performance through daily observations, classroom activities, group discussions, and conversations with parents. When teachers notice or identify a child with learning needs, they engage with parents to understand the child's daily life and challenges in upbringing, providing strategies and techniques to alleviate parental stress. The school has a social worker service that periodically observes children's behavior in the classroom. When necessary, the social worker assists parents in referring children for evaluation and accessing appropriate support services.

From the stakeholder survey, an average score of 4.37 shows that teachers recognize the school's clear guidelines and comprehensive mechanisms for addressing and supporting children with learning needs, enabling them to provide appropriate strategies and to identify children's diverse learning needs early. When potential learning needs are detected, teachers inform the principal and coordinator according to the established mechanism. They will observe in the classroom and, if necessary, arrange for the social worker to conduct observations, collaboratively discussing appropriate strategies and follow-up plans, while providing essential information to parents to help them understand, accept, and assist their children with developmental needs, including offering referral services and follow-up support.

Stakeholder Survey

•

•

•

- Soaring Program Case Records
- Primary School Visit Activity Plan

3. Support for Children from Diverse Nationalities and Cultural Backgrounds

Our school admits children from various nationalities and cultural backgrounds, fostering a diverse and inclusive campus environment. Non-Chinese speaking children make up one-fourth of the student population. To support their learning of Chinese, the school has employed two non-Chinese speaking support teachers this academic year, funded by the Education Bureau's program for non-Chinese speaking students.

In addition to integrating with local children for daily learning and interaction, the school specifically arranges for non-Chinese speaking support teachers to conduct language enrichment activities during group time. These activities are designed based on the content from Ching Tin books and utilize diverse teaching methods and materials created by the support teachers. Through various engaging games such as word card searches, matching games, musical chairs, and role-playing, children are encouraged to develop an interest and motivation for learning Chinese in a relaxed and enjoyable environment. Additionally, teachers guide them in reading illustrations and key texts from books to enhance their listening, speaking, reading, and writing skills.

To support students' independent learning at home, the school has included QR codes in the Chinese homework books for lower and upper class children this year. These codes display the stroke order and pronunciation of words, allowing children to review and practice at home, with parental guidance, thereby alleviating the pressure and difficulties non-Chinese speaking children and their parents face with Chinese homework.

Furthermore, to reinforce the learning of non-Chinese speaking children, the support teachers create appropriate teaching materials for various subjects, including worksheets and language-focused creative activities that meet the learning needs of these children. According to the survey results from parents of non-Chinese speaking children, all parents expressed agreement that the school effectively supports their children's learning.

This year, the school participated in the award ceremony and experience-sharing session organized by the Child and Family Science Center at Hong Kong Education University, focusing on culturally responsive teaching and teaching materials design for non-Chinese speaking students. This provided non-Chinese speaking support teachers with opportunities to exchange and learn from peers, referencing specific teaching cases and successful experiences, which helps enhance their professional capacity and thereby more effectively support the holistic development of non-Chinese speaking children.

4. Support for Parents

Parent-school collaboration is a crucial aspect of maintaining good communication and close cooperation between the school and parents. This year, the school actively organized various activities and developed a parent volunteer team. The Parent-Teacher Association hosted events including "Storytime with Dads," parent-child trips, a parent-child pizza workshop, collaborative booths for K1 and K2, a graduation dinner for upper classes, and student photo sessions. To help parents better understand their children's campus life and developmental needs, the school also held a series of parenting education seminars, including positive parenting talks on character strengths, a school selection seminar for parents of P1 students, and classroom observation days for parents to gain insights into their children's real learning experiences and needs.

In addition to in-person seminars, the school regularly distributes parenting tips through the Po Leung Kuk's Kindergarten and Primary Principals Working Together with Parents" video series online, enriching parents' parenting skills. According to the stakeholder survey, with average scores of 4.28 and 4.34, parents indicated their active participation in school activities and expressed a sense of belonging to the school.

Moreover, this year we actively developed the parent volunteer team, holding ten parent volunteer meetings. The average score of 4.34 from the stakeholder survey shows that parents recognize the school's efforts to establish partnerships that support children's growth. Over 100 parents participated in collaborative activities this year, including inviting parent volunteers to assist in organizing school events, outings, playing Santa Claus, helping teachers create teaching aids, and packaging books. This demonstrates parents' active involvement and support for the school's needs, establishing a collaborative partnership.

Furthermore, this year we continued to leverage electronic communication tools. The school uses the "Grwth App" mobile application to allow parents to receive the latest announcements and news from the school in real time. Additionally, each class has a "Class Representative" to assist in disseminating urgent messages, such as notifications about activity cancellations due to weather conditions. This year, the school also made good use of the Education Bureau's "One-off Parental Education Subsidy" to establish a "Parents Zone" webpage and organize schoolbased parenting education activities, providing parents with more information and workshops on parenting.

5. Transition from Kindergarten to Primary School

In the 2023/24 academic year, the Po Leung Kuk implemented the "Kindergartens-Primary Schools Alliance" policy to optimize resource utilization. This initiative systematically enhances resource sharing and connections between affiliated primary schools and kindergartens, promoting diverse and multifaceted collaboration. It allows children and parents to access primary school resources early and fosters connections among various stakeholders, including principals, teaching teams, students and parents.

This includes a series of parent seminar titled "Kindergarten and Primary Principals Working Together with Parents" and educational videos such as "Let's Talk with Principals." Additionally, the school organized activities to help children transitioning to Primary 1 become familiar with primary school life. According to the stakeholder surveys, both teacher and parent responses averaged 4.84, indicating that the school provides activities to support children and parents transitioning to Primary.

In September, the school invited the principal of Alliance Primary School, Whampoa to share school selection strategies with parents. In December, over 20 Primary 6 students from GCEPSA Whampoa Primary School visited our school to interact with our K3 students through games, origami and storytelling, allowing the K3 students to enjoy time with older peers. We also received an invitation from the S. K. H. Fung Kei Millennium Primary School, where Primary students guided our K3 students on a tour of the primary school and participated in storytelling and physical education activities.

In the second semester, the school arranged for both children and parents to visit the Po Leung Kuk Lam Man Chan English Primary School to experience primary school life and participate in their sports day, helping parents understand the unique characteristics of different primary schools. Alliance Primary School, Whampoa organized a one-time "Primary 1 Observation" for K1 parents to participate in, allowing them to learn about primary school learning models, as well as a "STREAM Simulation Class" where our K2 students learned about flight principles and had a simulated flying experience in the primary school's Aviation Discovery Center.

Furthermore, to help K2 parents understand relevant primary school information and prepare for school selection in September, the school invited K2 parents to attend a Primary 1 Information Day in May. On that day, former parents of our students returned to share their experiences and strategies regarding school selection, facilitating mutual exchange. Additionally, during the extended learning week in June, teachers and children participated in simulated Primary 1 adaptation classes, such as recess and subject-specific learning, helping them grasp the primary school class model and prepare for the transition to Primary 1.

6. Support for Teachers

The school places equal importance on supporting teachers by providing appropriate training to enhance teaching quality. This year, the school focused on play-based learning and positive education. To support teachers in implementing these initiatives, the school offered a series of systematic and progressive training sessions. Core teachers received targeted training aimed at optimizing and enhancing their teaching skills and classroom arrangements. To enable teachers to effectively apply what they learned from the training, the school-based program instructors collaborated with core teachers on lesson planning, classroom observations, reviews, and inter-school visits. The goal is to enhance teachers' professional skills and enrich the curriculum content.

Additionally, there was a comprehensive development of English teachers' phonics teaching skills, with all English teachers participating in a phonics training course. Those who attended 100% of the sessions received a certificate. Furthermore, the school arranged for English teachers to learn about the "STEAM" curriculum, allowing them to engage in fun science experiments and experience the joy of teaching, which they can integrate into the school-based curriculum for the benefit of the children.

The school regularly invites professionals such as social workers and psychologists to observe and provide teaching strategies tailored to different children, while also offering emotional support to teachers. According to the stakeholder survey, with an average score of 4.31, teachers agreed that the school supports them with appropriate strategies to address children's learning differences.

Po Leung Kuk values employee development and offers staff training subsidies to encourage continuous learning and increase motivation for professional development. The school also provides teachers with information and opportunities for further education at various institutions, broadening their development options and promoting professional growth. According to the stakeholder survey, with an average score of 4.6, teachers found the training activities organized by the school helpful in their work.

7. Emphasis on Teacher Mentorship

Po Leung Kuk values the mentoring of teachers. For new teachers, the school organizes an "Orientation Day" that includes games, tours, and introductions to deepen their understanding of the Education Bureau's curriculum guidelines, as well as the organization's culture, teaching philosophy, mission, and vision.

To help new teachers reduce their adaptation difficulties and anxiety in a new environment, the school intentionally pairs them with experienced teachers for collaborative classes. This partnership provides guidance in areas such as classroom management, lesson planning, and communication with parents. New teachers are also encouraged to observe experienced teachers' classes when needed, allowing them to learn about classroom management and teaching activities, gradually mastering and implementing the school-based teaching model.

Recommendations for Improvement/ Further Development

- 1. Increase cultural activities representing various ethnicities, such as the Indian New Year and Japanese festival events, to ensure that children and parents from different countries and ethnic backgrounds feel valued. This also allows children to experience diverse cultures.
- 2. Make good use of the Education Bureau's "Promotion of Chinese Culture and Arts Subsidy" to plan activities that meet the school's needs, such as "Chinese Culture Day" and "Game Day," to strengthen the promotion of Chinese culture.
- 3. Utilize the Education Bureau's "Professional Development for Kindergarten Teachers" to design teacher training that aligns with the school's requirements, promoting the professional growth of teachers.

Part Three Development Plan

3.1 Exploring Ways for Sustainable Development

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

K	Key Work in the Future	Foundation for Development	Opportunities / Challenges
	Establish a Positive Education Culture to Enhance the Well-Being of All Staff Members.	 Management values and promotes positive education, creating a good working environment for staff. All staff members recognize and actively practice the principles of positive education. 	 How to maintain a positive mindset and team morale among staff in the face of challenges such as declining birth rates, insufficient enrollment, and industry competition. How to effectively utilize various resources to continuously improve the working environment and well-being of staff. Utilize teacher professional development subsidies to enhance the professional growth of all staff, especially new teachers, strengthening their ability to practice positive education.
2.	Comprehensive Implementation of Play-Based Curriculum Design to Cultivate Children's Creative Thinking and Problem- Solving Skills, and to Develop	 Most teachers possess professional knowledge in game design and facilitation, effectively using play to stimulate children's learning interests. Parents understand and support play-based learning and are willing to cooperate with the school's teaching goals and direction. 	 How to continuously enhance teachers' abilities, especially those of new teachers, in designing high-quality play- based curricula. How to effectively attract more parents to participate in parental education activities. The school participates in the "Play, Learn, Grow" program, sponsored by the Quality Education Fund, in collaboration with the Faculty

Higher-Order	of Education at The Chinese		
Thinking	University of Hong Kong,		
Abilities.	becoming a network school.		
	• Participation in the research		
	project "Applying Game-Based		
	Teaching in Robot		
	Programming Activities: Effects		
	on Children's Classroom		
	Engagement and Computational		
	Thinking," where researchers		
	from The Education University		
	of Hong Kong provide		
	professional training for		
	teachers to learn about robot		
	operations and teaching		
	applications, implementing		
	play-based teaching methods.		
	· · · · · · · · · · · · · · · · · · ·		

Major Concerns

In a comprehensive positive education environment, implement practices that enable children to develop higher-order thinking skills through play.

3.1 Work Plan for Next School Year

Major Concern (1): In a comprehensive positive education environment, implement practices that help children develop higher-order thinking skills through play.

	Objectives	Strategies	Time Scale	Success Criteria	Evaluation Tools/ Information	People in Charge	Resources Required
1.	Establish a Positive Education Culture to Enhance the Well- Being of All Staff Members, thereby Creating a Positive and Enjoyable Learning Atmosphere for Children.	 Develop a School-Based Positive Education Policy: Provide professional development training for teachers to help establish a spirit of positive teamwork that extends into their teaching practices. Encourage Peer Observations and Collaboration: Curriculum leaders should promote peer observations (both in-person and via video), inter-school visits, and sharing of teaching experiences in curriculum meetings to foster a growth mindset among teachers, build a professional development 	18-19 / 7 / 2024 9/2024-8/2025 Once in each semester	 1a. 100% of all staff members attend each training workshop. 1b. 90% of teachers agree that positive professional training helps establish a spirit of teamwork. 2. 90% of teachers agree that peer observations, classroom videos, inter- school visits, and sharing teaching experiences can be applied in their teaching. 3a. 95% of new teachers agree that the school fosters 	 Meeting Minutes Training Surveys Classroom Videos Photos Stakeholder Surveys 	 Principal Vice Principal Senior Teacher All Staff Members 	•Observa tion Forms •Video Camera

2	Through play-based	 community, and create a culture of collaboration. 3. Optimize the Work of the "Recreation and Care Team": Continuously enhance the group's initiatives to strengthen a caring campus environment and support for new teachers, ultimately improving team relationships, staff well-being, and a sense of belonging to the school. 1. Participate in the research 	9/2024-8/2025 Once every two months	 a caring campus atmosphere and provides effective support. 3b. 95% of staff agree that the work of the Recreation and Care Team enhances their sense of belonging to the school and helps create a caring environment among staff. 	Monting	•Dringing]	•Pohot
2.	Through play-based curriculum design, allow children to learn through play and play through learning, fostering creative thinking and problem- solving abilities while developing higher- order thinking skills.	1. Participate in the research project "Applying Game-Based Teaching in Robot Programming Activities: Effects on Children's Classroom Engagement and Computational Thinking," where researchers from The Education University of Hong Kong provide professional training for teachers to learn about robot operations and teaching applications, implementing game-based teaching methods.	One session on 5/10/2024 and another on 19/10/2024. Pre-test for the project from 7/10/2024 to 29/11/2024: 19/9/2024 and 20/9/2024. Post-test for the project: 17/12/2024 and 18/12/2024.	 1a. 100% of core team members attend training sessions. 1b. 100% of core team members learn robot operation and its application in teaching. 1c. 90% of staff agree that the game-based teaching method in robot programming activities fosters children's autonomous learning and 	 Meeting Minutes Curriculum Outline Teaching Reflections Photos Event Photos Stakeholder Surveys 	 Principal Vice Principal Senior Teacher Core Team All Staff Members 	•Robot •Low- Structure Materials •"Praise Angels" Reward Program Record Book

2. Curriculum leaders guide	9/2024-6/2025	helps develop higher-order	•Daily	
teachers in designing diverse game-based teaching scenarios aligned with the instructional	Four sessions per semester.	thinking skills.	Observations	
themes, enriching teaching materials by using low-structure resources to stimulate children's curiosity and desire to explore, fostering creative thinking and problem-solving skills, and developing higher-order thinking abilities.		2. 90% of staff agree that diverse game-based teaching scenarios and the use of low-structure materials can cultivate children's creativity and problem-solving abilities.		
 3. In classroom design, provide sufficient time and space to implement the 3E (Empower, Explore, Express) framework, allowing children to participate independently and explore, which promotes diverse forms of expression and develops higher-order thinking skills. 4. Teachers at all levels will conduct post-lesson reflections and summaries in a group discussion format, refining the use of open-ended questioning 	9/2024-6/2025 Ongoing throughout the year.	 3. 90% of staff, through classroom observations, agree that providing sufficient time and space allows children to participate independently and explore, promoting diverse forms of expression and developing higher-order thinking skills. 4a. 90% of staff agree that post-lesson group discussions and open-ended 		

	techniques and "effective praise." Additionally, the "Praise Reward" program will be fully implemented, with three levels of goals set each month to reinforce children's growth mindset.		 questioning can develop children's higher-order thinking skills. 4b. In the "Praise Reward" program, 70% of children achieve the minimum goal each month. 			
3. Strengthen parental education to help parents understand the concepts of positive education and play- based learning, encouraging them to align with the school's practices and extend these principles into family life.	 Regularly hold positive parenting workshops, inviting experts to explain the principles of positive education and the benefits of play-based learning. These workshops will provide parents with hands-on experiences and ideas for family games, allowing them to engage in suitable activities. The school will regularly organize family collaboration events, such as parent-child game days, family trips, and Christmas celebrations, enhancing positive and playful elements during these activities to promote parent-child 	9/2024-6/2025 One session per level in each semester 9/2024-6/2025 One activity conducted each month	 85% of parents agree that positive education seminars and workshops help them establish positive values for their children from an early age. 90% of parents indicate through surveys that participating in parent-child activities helps them understand their child's development and enhance parent-child relationships. 90% of parents agree that parent-child mini mission games promote positive 	 Stakeholder Surveys Activity Reviews Activity Questionnair es Photos Daily Observations Mini Mission Booklets 	 Principal Vice Principal Senior Teacher Core Team All Staff Members 	 Mini Mission Game Booklet Phone Commun ication Campus Quarterly Certific ates of Recognit ion

interaction and deepen parents'		relationships between them	•Phone	
understanding of positive		and their children.	Communicati	
education and play-based learning. Additionally, parents		4a. 90% of parents agree	on	
	12/2024-6/2025 A total of 8 sessions for the K1 class and 4 sessions for the lower primary class			
4. Establish multiple communication channels: In addition to traditional phone and email, each level (K1, K2, K3) will have dedicated WhatsApp groups to enhance real-time communication between teachers and parents. A "Principal's	9/2024-7/2025 Ongoing throughout the year	curriculum developments, and future plans. 6. 85% of parents agree that the Outstanding Parent Recognition Program encourages active participation.		

			Π	Т	
	Mailbox" will also be set up to				
	allow stakeholders to express				
	their opinions to the principal in a				
	timely manner, strengthening				
	connections.				
	5. Introduce a "Seasonal				
		11/2024			
	Newsletter" to keep parents	3/2025			
	regularly informed about school	7/2025			
	activities, curriculum	7/2025			
	developments, and future plans.				
	This will encourage parents to				
	align with the school's				
	educational philosophy and				
	extend these principles into their				
	home life.				
	6. Implement an "Outstanding	9/2024-7/2025			
	Parent Recognition Program" to	Specific activities or			
	commend parents who actively	events			
	participate in school activities				
	and support the implementation	From September			
	of positive education and play-	2024 to July 2025:			
	based learning.	Ongoing throughout			
		the year, with			
		awards presented at			
		the end of the school			
		year			