

**Po Leung Kuk  
Tam Au-Yeung Siu Fong  
Memorial Kindergarten**

**2024/2025**

**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 18 classes, which comes up to a total of 479 children this school year. The structure of classes and the number of children are as follows:

Class	AM Session		PM Session	
	No. of Classes	No. of Children	No. of Classes	No. of Children
Upper KG	3	85	3	78
Lower KG	3	84	3	77
Nursery	3	82	3	73
Total	9	251	9	228

## 1.3 Our Teaching Staff

### (1) Number of Teaching Staff

- Besides the School Head, the school has 1 vice-principal, 2 senior teacher, 1 assisting senior teacher, 22 full-time teachers, 1 part-time teacher, and 10 support staff (Putonghua teacher, clerks, and janitors).
- There was a turnover of 2 full-time teachers last school year, and this accounted for 7.1%

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

Teacher qualification	Master Degree in Early Childhood Education	Bachelor Degree in Early Childhood Education	Diploma in Early Childhood Education	Certificate in Early Childhood Education
No. of Teachers	2	13	7	6
%	7.1%	46.5%	25%	21.4%

(3) Teaching experience in ECE

Teaching experience in	0 – 3 years	4 – 6 years	7 years or more
No. of Teachers	5	2	21
%	17.9%	7.1%	75%

(4) Teachers' Professional Development

Professional Development Needs for Teachers

Our school is committed to continuously enhancing the professional capabilities of our teachers to optimize teaching quality, particularly in the following areas:

- Enhancing Early Childhood Chinese Language Learning: Design interactive courses to promote children's listening, speaking, reading, and writing development.
- Deepening Understanding of STEAM Education: Master interdisciplinary teaching to cultivate children's creativity and problem-solving skills.
- Improving Teaching Effectiveness: Optimize classroom management, apply diverse teaching resources, and focus on individualized learning needs and engagement.
- Staff Qualifications: Among our teaching staff, four hold master's degrees, including two with a Master's in Early Childhood Education. Additionally, twenty staff members hold bachelor's degrees, with thirteen specializing in Early Childhood Education.
- Current Studies: This academic year, one teacher is pursuing a Bachelor's degree in Early Childhood Education, while another is enrolled in a Master's program in Education.

School-Based Activities

- The school hires external professional organizations to provide training activities tailored to the needs of teachers and the school context. These include training for supporting students with social difficulties, early childhood music training, English phonics instructor training, and early childhood STEAM instructor training, all aimed at enhancing teachers' comprehensive and professional development. For example, the workshop on "Understanding the 16 Personality Types (MBTI)" enables teachers to better understand their own and their students' abilities, allowing them to reassess and adjust learning content and teaching methods. Workshops such as "Canva" and "EdU Playbot" enhance teachers' skills in teaching aid design and classroom planning, enriching the learning environment for children through diverse sensory experiences.

- Additionally, the school participates in the Quality Education Fund's thematic network program—"Play, Learn, Grow" from tertiary institutions, which aims to enhance teachers' ability to integrate game-based teaching with elements of Chinese culture in the classroom.
- This year, the school is also involved in a school-based training program organized by the Centre for Language Education and Assessment at the University of Hong Kong, titled "Teaching and Learning Together: Support Program for Kindergarten Students Learning Chinese." This program includes relevant training and professional mentors who visit the school to help teachers evaluate the school context and collaboratively develop strategies to review and adjust the curriculum direction.
- Furthermore, the school has arranged three visits to Mainland China this year for educational professional exchanges, cultural experiences, and inspections, including visits to various cities in the Greater Bay Area and Chaozhou.

#### Other Activities

- Inter-School Teacher Training: The sponsoring organization provides various teacher training activities for affiliated kindergartens, guided by current educational trends, professional development needs, as well as the needs of parents and students. Additionally, to foster closer communication between kindergartens and primary schools, the organization has implemented the two-year "Navigator Program." This initiative involves middle management from both kindergartens and primary schools participating together to enhance professional exchange, with experienced kindergarten and primary school principals serving as mentors to share their experiences, learn from one another, and encourage each other.
- This year, a total of 199 teachers participated in 55 workshops and seminars, averaging 7.1 training activities per staff member.

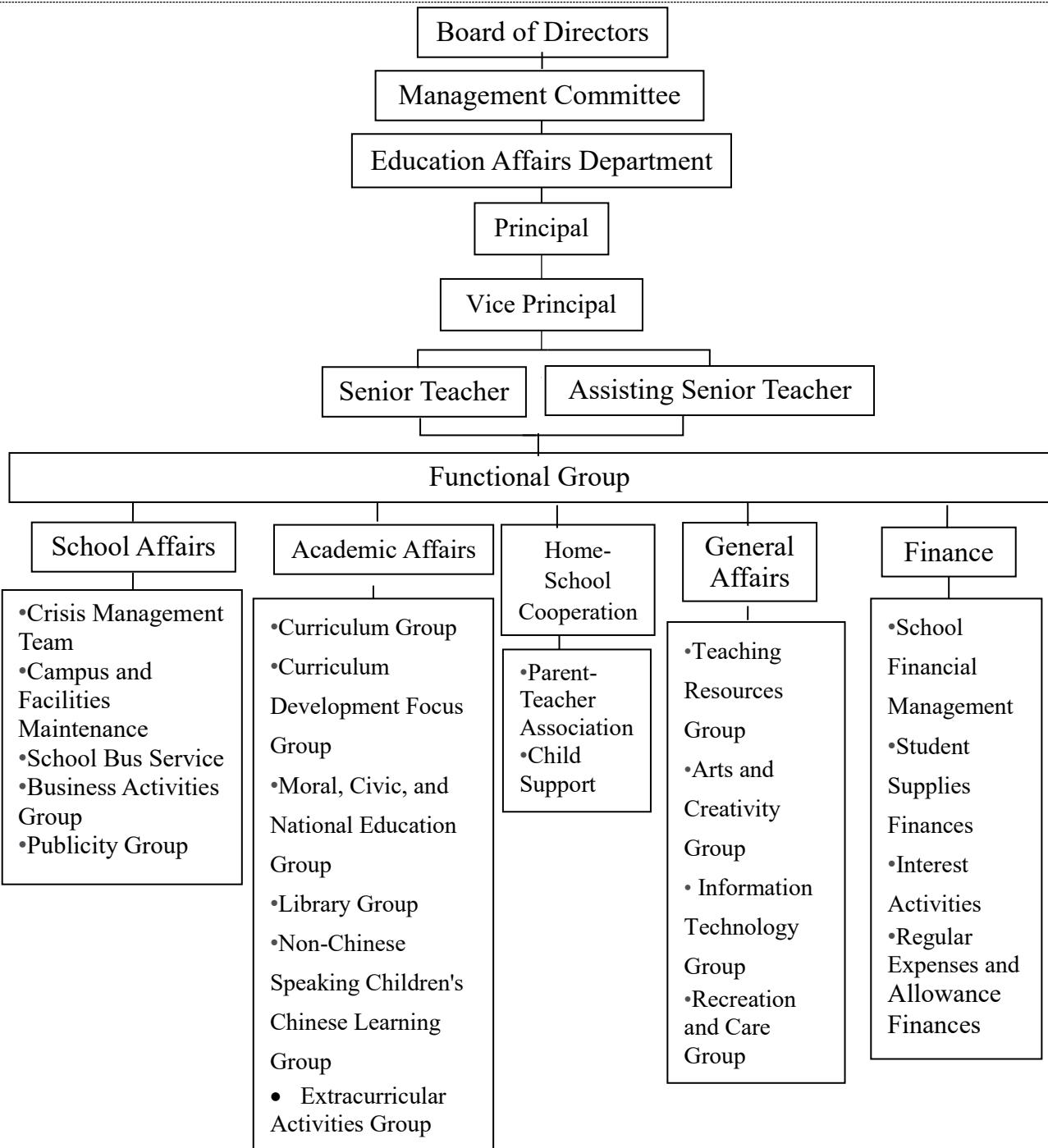
## 1.4 Management and Administration

### (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

*Schools may use words or diagrams to describe the administrative structure of the leading echelons, management, teachers and supporting staff (clerk and janitor staff)*



## 1.5 Safety and Hygiene Measures

- The school has five 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 first aid training to enhance their knowledge.
- The school prioritizes environmental safety, conducting fire drills twice a year and displaying emergency response guidelines in classrooms for staff reference.
- Each classroom, hallway corners, and the pillars and walls of physical activity areas are equipped with anti-collision pads. Protective mats are installed under climbing structures and large play equipment to reduce the risk of accidental injuries. Door gap protection devices are installed in all classrooms to ensure the safety of staff and children.
- Air purifiers are placed in the school lobby, music room, offices, hallways, and each classroom. The property management office cleans the air conditioning filters monthly to enhance the school's antibacterial measures.
- The school has installed several microelectronic mosquito repellent devices at the main and side entrances to prevent diseases transmitted by mosquitoes and to safeguard the health of teachers and students.
- The school has detailed guidelines for safety, hygiene, and outbreak response measures, ensuring effective and timely handling, recording, and follow-up during incidents.
- Each academic year, the school hires a cleaning company to conduct two thorough cleanings, pest control, and disinfection. Additionally, a long-lasting disinfectant coating is regularly applied to all school equipment, including classrooms, activity rooms, restrooms, physical education supplies, toys, and handrails.
- Each classroom is equipped with activity barriers for snack time to reduce the chance of infection when children remove their masks to eat.
- The school also strengthens epidemic prevention and hygiene measures on school buses. In addition to providing hand sanitizer and assisting with proper mask-wearing, school buses are cleaned after each trip, and a cleaning company is hired to regularly disinfect the bus interiors.
- Umbrella water dispensers have been added at the main and side entrances to help reduce the risk of slips and falls from wet floors when parents or visitors enter the campus on rainy days.

## 1.6 Annual Activity Schedule

Training Date	Class	Training Date
9/2024	All Levels	Mid-Autumn Festival Celebration
		Mandarin Activity Day
	Upper class	Parent Seminar: "Primary One Admission Talk" (in Chinese and English)
		Visit to the Legislative Council Complex
	2025/2026 New Students	2025/2026 New Student Admissions
10/2024	All Levels	Birthday Celebration — Fantasy World (September and October)
		Class Photo Shoot
		Influenza Vaccination Program (First Dose)
		"Healthy Living Little Warriors" Reward Program
	Upper class	Visit to the Legislative Council Complex
		Research Project: "The Impact of Game-Based Learning on Children's Engagement and Computational Thinking in Robot Programming Activities" — Pre-Test 1
		Music and Storybook Workshop
11/2024	All Levels	Birthday Celebration — Rainbow (November and December)
		Non-Chinese Speaking Support Program — Classroom Observation Activities
		Dental Health Parent Seminar
		Positive Parenting Training and Parent-Child Activity — How to Cultivate "Positive Emotions" (Part 2)
		Leisure and Cultural Services Department — "One Person, One Flower" Program
		Influenza Vaccination Program (Second Dose)
		Parent-Child Red Packet Design Competition
	Upper class	Research Project: "The Impact of Game-Based Learning on Children's Engagement and Computational Thinking in Robot Programming Activities" — Pre-Test 2
	Lower class	School-Based Positive Education Program — Classroom Observation Activities
		Thematic Activity — Fashion Show
	Nursery class	Home-School Activity — "Storytelling Parents"
		Thematic Activity — Sandwich Making
	2025/2026 New Students	2025/26 New Student Interview Day
		K2 & K3 Transfer Student Interviews

12/2024	All Levels	Christmas Celebration and Po Leung Kuk Dress Day
		Dental Check-Up
		Learning Journey Sharing Day (First Semester)
	Upper class	Early Childhood Alliance "Campus Music Ambassador Program" — Visit to Elderly Center
	2025/2026 New Students	Announcement of 2025/26 New Student Interview Results
1/2025	All Levels	Parent-Teacher Association — Parent-Child Trip
		Fire Drill
		Parent-Child New Year Celebration and Chinese Culture Day
		Curriculum Review Day
		Parents' Day
	Lower class & Upper class	School-Based Positive Education Program — "Positive Education: Physical and Mental Health" Parent-Child Seminar
	Nursery class	On-Site Social Worker Seminar — Positive Parenting Seminar
	2025/2026 New Students	2025/26 New Student Interview Day
		2025/26 New Student Registration Day
2/2025	All Levels	Birthday Celebration — Space Shuttle (January and February)
		School-Based Positive Education Program — "Service Ambassador" Program
		On-Site Social Worker Seminar — "Parental Love" Parent-Child Art Workshop
		School-Based Positive Education Program — Positive Parenting Seminar
		Parent-Child Dental Health Program
	Upper class	Queen's College Alumni Association Game Activities at School
		School-Based Positive Education Program — Classroom Observation Activities
	Nursery class	Thematic Activity — "I Can Brush My Teeth"
3/2025	All Levels	Po Leung Kuk Charity Walk
		Birthday Celebration — My Future (March and April)
		Environmental Education Activity — "Connecting with the Earth in 15 Minutes"
		School-Based Positive Education Program — "Little Angels of Love" Praise Reward Program
		School-Based Support Program — Classroom Observation Activities for the "University of Hong Kong School of Professional and Continuing

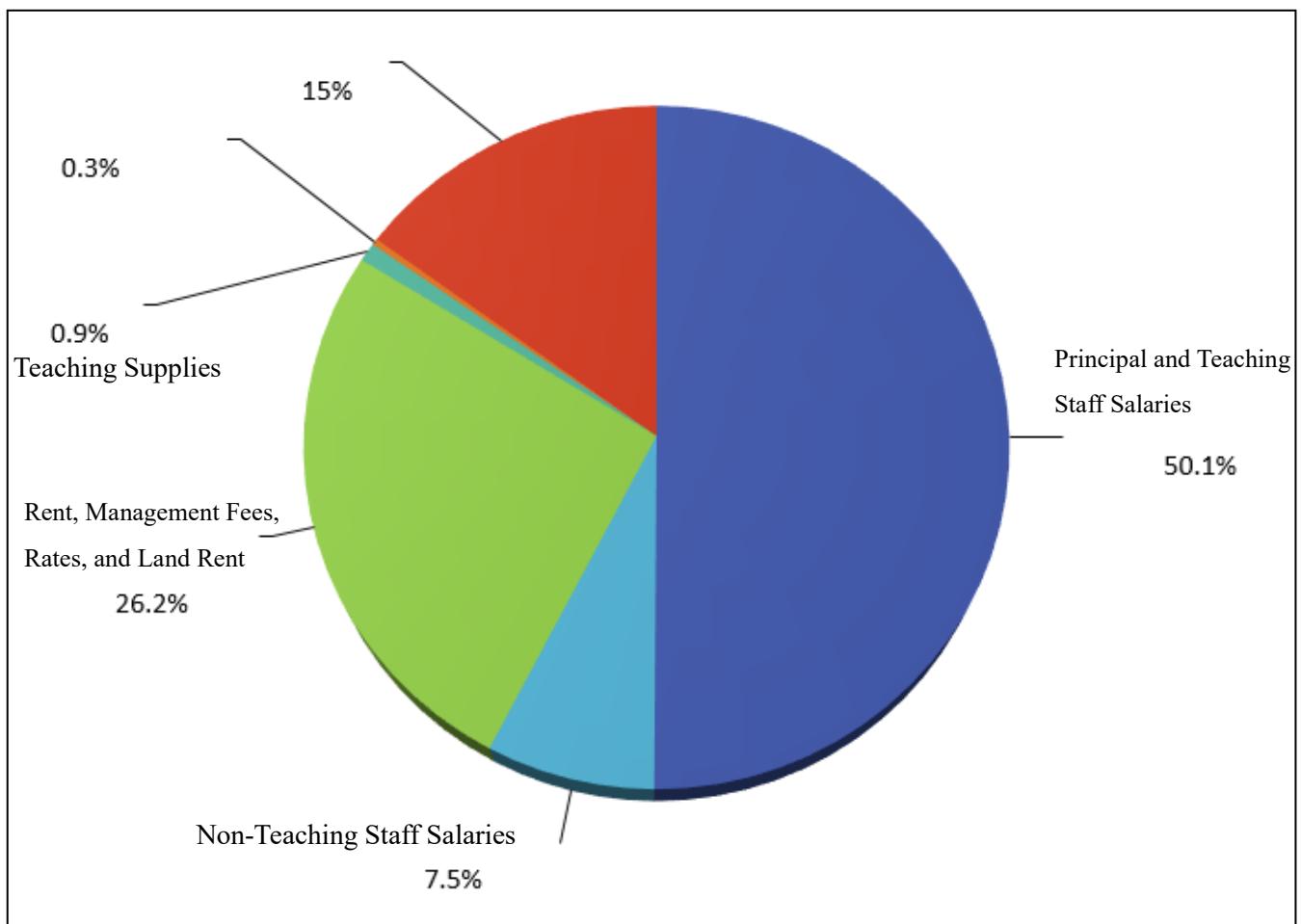
		Education Language Education and Assessment Centre Teaching and Learning Together: Support Program for Kindergarten Students Learning Chinese"
	Upper class	Parent Classroom Observation
	Lower class	Visit to Sunshine Smiles Play Park
		Parent Classroom Observation
	Nursery class	Visit to Hygiene Education Exhibition and Information Centre
	Nursery class & Lower class	Visit to Po Leung Kuk Luk Hing To Primary School (for Parents)
4/2025	All Levels	Easter Fun Day
		Department of Health "Happy Fruit Month" Program
	Upper class	Po Leung Kuk "Early Childhood Alliance" Activity — Po Leung Kuk Lam Man Chan English Primary School Sports Day
		Parent Classroom Observation
		School-Based Positive Education Program — Parent-Child Yoga Workshop
	Nursery class & Lower class	Po Leung Kuk "Early Childhood Alliance" Activity — Visit to Po Leung Kuk Lam Man Chan English Primary School (for Parents)
		Po Leung Kuk "Early Childhood Alliance" Activity — Visit to Po Leung Kuk Chan Sau Yan Primary School (for Parents)
	Lower class & Upper class	School-Based Positive Education Program — Parent Seminar "The Meaning of Positivity"
		Low Carbon Lifestyle Little Angels Program
	2025/2026 New Students	Easter Fun Day
5/2025	All Levels	Birthday Celebration — Pajama Party (May and June)
		Parent-Child Sports Day
		Po Leung Kuk Affiliated Kindergartens Joint Swimming Gala
		Dragon Boat Racing Activity for Tuen Ng Festival
	Upper class	School-Based Positive Education Program — Positive Classroom Observation
		Individual Graduation Gown Photo Shoot
		Po Leung Kuk "Early Childhood Alliance" Activity — Game Activities at Po Leung Kuk Choi Kai Yau School
		Outdoor Learning Activity — Jockey Club Hong Kong Philharmonic Concert
	Lower class	School-Based Parent Seminar: Primary One Information Day

		On-Site Social Worker — "Mother's Day Fresh Flower Arrangement" Parent-Child Workshop
	Nursery class	On-Site Social Worker Workshop — Fluid Rabbit Parent-Child Workshop
	Lower class & Upper class	Low Carbon Lifestyle Little Angels Program
		Mother's Day Parent-Child Yoga Class
6/2025	All Levels	Activity Week
		Learning Journey Sharing Day (Second Semester)
	Upper class	Queen's College Alumni Association Activity at Wong Po School
		Joint Graduation Ceremony Rehearsal
		Joint Graduation Ceremony
	Lower class	Orbis Eye Care Seminar and "Blind Tasting" Snack Event
		Cantonese Pronunciation Test
		Po Leung Kuk "Early Childhood Alliance" Activity — Po Leung Kuk Chu Cheng Yuen Primary School STEAM Parent-Child Experience Day
	Nursery class	Parent Seminar — Lower Class Curriculum Information Day
	Lower class & Upper class	Po Leung Kuk "Early Childhood Alliance" Activity — Po Leung Kuk Ho Sau Nam Primary School "Ho Sau Nam Children's Cantonese Opera Music Concert"
	2025/2026 New Students	2025/2026 New Student Enrollment Procedures
	2026/2027 New Students	2026/2027 New Student Applications
7/2025	All Levels	Activity Week
		Birthday Celebration — Summer Party (July and August)
		"Enneagram" Father-Child Workshop
		Three Generations Together Parent-Child Workshop
		Curriculum Review Day
		Po Leung Kuk Flag Day
	Upper class	Po Leung Kuk "Early Childhood Alliance" Activity — Po Leung Kuk Ho Sau Nam Primary School "Primary School Experience Game Day"
		Graduation Activity — Graduation Dinner Rehearsal
		Parent-Teacher Association — Graduation Dinner
		Photo Day
		Semester Summary Day
	Nursery class	Visit to MTR Exhibition

	Lower class	How to Help Children Face Interview Challenges: Stress Management & Preparation Strategies (Online Parent Seminar)
		Helping Children Face Interview Challenges: Effective Stress Management and Preparation Strategies (Online Parent Seminar)
	Lower class & Upper class	Low Carbon Lifestyle Interactive Theater
	Nursery class & Lower class	Parents' Day
		Speech Day
	2025/2026 New Students	Welcome Day
8/2025	Lower class & Upper class	New School Year Parents' Meeting
	2025/2026 New Students	School Adjustment Activities (Parent-Child)

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

- The expenditure account for 2023/24 is as follows:



Item	Actual Expenditure Amount (\$)	Actual Expenditure Amount (%)
Principal and Teaching Staff Salaries	\$11,190,733	50.1%
Non-Teaching Staff Salaries	\$1,673,385	7.5%
Rent, Management Fees, Rates, and Land Rent	\$5,863,355	26.2%
Teaching Supplies	\$196,770	0.9%
Staff Training and Professional Development	\$73,032	0.3%
Other Expenses	\$3,357,077	15%
Total:	\$22,354,352	

<sup>1</sup> 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)

In a comprehensive positive education environment, practice the development of higher-order thinking skills in young children through play.

#### Task Objectives and Strategies

	Work Objectives	Strategies
1.	Establish a positive educational school culture to enhance the well-being of all staff, thereby creating a positive, supportive, and enjoyable learning environment for young children.	<p>a. Develop a school-based positive education policy to provide professional development training for teachers, assisting them in fostering a positive team spirit that extends to their teaching practices.</p> <p>b. Curriculum leaders encourage teachers to share teaching insights through peer observations, school visits, and curriculum meetings, promoting a growth mindset among educators, establishing a professional development community, and fostering a culture of collaboration.</p> <p>c. Continuously enhance the work of the "Recreation and Care Group" to strengthen the nurturing campus environment and support for newly recruited teachers, improving staff relationships, well-being, and sense of belonging to the school.</p>
2.	Through game-based curriculum design, allow young children to learn through play and play through learning, fostering creative thinking and problem-solving abilities, and developing higher-order thinking skills.	<p>a. Teachers participate in early programming teaching training to learn effective game-based teaching strategies. They then lead senior kindergarten children in a research project organized by The Education University of Hong Kong titled "The Impact of Game-Based Teaching on Robotics Programming: Engagement and Computational Thinking in Young Children." Through this program, children can learn to use robotic programming to complete various classroom activities, fostering autonomous learning and enhancing their higher-order thinking skills.</p> <p>b. Teachers design diverse game-based teaching scenarios aligned with different teaching themes, providing rich teaching materials and frequently using low-structure materials (such as toilet paper rolls and plastic bottles) to stimulate children's curiosity and exploratory desire. This approach cultivates children's creative thinking and problem-solving abilities, thereby developing their higher-order thinking skills.</p>

	<p>c. When designing classroom activities, teachers provide ample time and space for children to fully practice the 3E elements (Empowerment, Exploration, Expression). They encourage children to engage in self-directed participation and exploration activities, promoting the expression of their thoughts and opinions to develop higher-order thinking skills.</p> <p>d. Teachers utilize open-ended questioning techniques and "effective praise," along with the "Praise Angel" reward program. This program aims to encourage children to exhibit positive behaviors (including helping others, being optimistic, appreciating and praising, and being willing to try new things), making these behaviors habitual and fostering positive values. It recognizes their good behavior both inside and outside of school, thereby reinforcing a growth mindset in young children.</p>
3.	<p>Strengthen parent education to help parents understand the principles of positive education and play-based learning, encouraging them to collaborate with the school in practice and extend these concepts into family life.</p> <p>a. Regularly hold positive parenting workshops, inviting experts to explain the principles of positive education and the benefits of play-based learning. Provide parents with hands-on experiences and ideas for parent-child games, allowing them to actively participate in suitable activities.</p> <p>b. The school will regularly organize home-school cooperation activities, such as Parent-Child Game Day, family trips, and Christmas celebrations, incorporating positive and playful elements to enhance parent-child interaction and deepen parents' understanding of positive education and play-based learning. Additionally, invite parents to assist in these activities, helping them gain a better understanding of their children's learning processes.</p> <p>c. Extend the "Parent-Child Mini Missions" to be conducted in preschool and lower grades, creating a "Parent-Child Mini Missions" game book. This will allow parents and young children to engage in game activities at home or in the community during weekends and holidays, encouraging each other with positive elements to foster positive relationships.</p> <p>d. Establish multiple communication channels; in addition to traditional phone and email, create dedicated WhatsApp groups for each grade (preschool, lower, and upper) to enhance real-time communication between teachers and parents.</p> <p>e. Introduce a "School Quarterly Report" to keep parents informed about school activities, curriculum developments, and future plans, encouraging them to align with the school's educational philosophy and extend it into family life.</p>

		f. Implement an "Outstanding Parent Recognition Program" to acknowledge parents who actively participate in home-school activities and support the school's initiatives in positive education and play-based learning.
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**Remarks (if any)**

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<b>Effectiveness</b>	
<b>I. Evaluation of Effectiveness</b>	<b>Reference Evidence</b>
<p>1a. 100% of teachers participated in the “Positive Health” and “Positive Meaning” training, and 95% agreed that professional training in positive education helps build a positive team spirit. The “Positive Health” training enhances teachers’ well-being and stress resilience. By learning principles of positive psychology—such as gratitude, optimism, and resilience—teachers develop a more positive mindset, effectively cope with work stress, and improve overall happiness. The training promotes physical and mental health, encourages teachers to care for their own well-being, and fosters healthy living habits. The “Positive Meaning” training equips teachers with skills to use positive language, build strong teacher-student relationships, and support students’ strengths, thereby creating a more supportive and encouraging learning environment. Teachers also learn how to integrate positive education strategies into their teaching, such as cultivating students’ character strengths and promoting social-emotional development, which enhances students’ well-being and engagement.</p> <p>Overall, these trainings not only improve teachers’ personal well-being and health but also empower them to implement positive education in the classroom, fostering students’ holistic development and cultivating a more harmonious school culture.</p> <p>1b. 90% of teachers agreed that peer lesson observations, classroom videos, school visits, and sharing teaching experiences are applicable to their teaching. These exchanges allow teachers to objectively reflect on their teaching behaviors, language use, questioning techniques, time management, and student interactions.</p> <p>Teachers are exposed to diverse teaching methods and strategies, such as</p>	<ul style="list-style-type: none"> <li>-Training Questionnaire</li> <li>-Classroom Videos</li> <li>-Photos</li> <li>-Stakeholder Questionnaire</li> <li>-Curriculum Outline</li> <li>-Teaching Reflections</li> <li>-Meeting Minutes</li> <li>-Praise Angel Record Cards</li> <li>Activity Record Form</li> <li>-Activity Photos</li> <li>-Teacher Questionnaire</li> <li>-Parent Questionnaire</li> <li>-Activity Questionnaire</li> <li>-Campus Newsletter</li> </ul>

questioning techniques, group activity design, and the use of information technology, thereby enhancing their teaching skills. The school arranges various professional development opportunities, including the “School-based Curriculum Support Program,” “Teacher Training Program,” Po Leung Kuk Kindergarten Education Seminar, HKU SPACE Language Education and Assessment Centre’s Chinese Learning Support Program, and the Chaozhou-Shantou Mainland Early Childhood Education Exchange Tour. These opportunities deepen teachers’ understanding of their own teaching, allow them to learn from others’ practices, and grow within professional communities. Ultimately, these experiences translate into more effective teaching strategies and improved student learning outcomes. The school actively fosters professional development to support teachers’ continuous growth and overall school advancement.

1c. 95% of new teachers agreed that the school provides a caring atmosphere and effective support. Through the sponsoring body’s “New Teacher Induction Program,” new teachers meet colleagues, build initial relationships, and integrate into the school community.

The “Recreation and Care Group” proactively supports new teachers in work and life, offering practical help and guidance, such as answering work-related questions, sharing teaching experiences, and introducing the campus. This alleviates anxiety and helps new teachers adapt quickly. By participating in group activities, new teachers better understand the school’s philosophy, culture, and team spirit, fostering alignment with school values. The group also organizes staff birthday parties, tea gatherings, and holiday celebrations, offering moments of relaxation.

95% of staff agreed that the group’s efforts enhance their sense of belonging and foster a caring atmosphere among colleagues. Shared activities create collective memories, strengthen emotional bonds, and build a cohesive team. Relaxed interactions promote open and trusting communication, reducing misunderstandings. Through diverse activities, the group spreads care throughout the campus, creating a warm and harmonious environment.

2a. Through the Education University of Hong Kong's research project "Game-Based Teaching in Robotics Programming: Impact on Young Children's Engagement and Computational Thinking," children enhanced their computational thinking by operating screen-free programmable robots. According to stakeholder teacher surveys (average score: 4.6), core team members agreed that early programming training and effective game-based strategies helped design scalable, evidence-based, and engaging early learning programs.

2b. Curriculum leaders designed game-based scenarios aligned with themes, allowing children to use various materials to create fun games—e.g., making vehicles from cardboard boxes for physical games or using eco-friendly materials for recycling games. Children engaged deeply, collaborating and communicating with peers. Through teacher observations and group discussions, children used imagination, proposed creative ideas, evaluated material feasibility, and found suitable solutions, enhancing higher-order thinking. Survey results (average score: 4.6) showed teachers agreed that diverse game-based scenarios significantly improved children's social development and motivation to explore new problems.

2c. According to teacher surveys (average score: 4.6), teachers agreed that children express themselves through various modes—language, movement, art—during self-directed play and exploration. Before starting a theme, teachers observe children's prior knowledge and interests to design and adapt suitable curricula. Children plan game processes during environmental setup, naturally developing expression, organization, working memory, and executive function, which supports higher-order thinking and helps teachers design better curricula.

2d. The school continued the "Praise Angel" reward program, focusing on a positive value each month (e.g., "Helping Others" in January, "Optimism" in February). Teachers praised children's positive behaviors using "reward cards" to reinforce and encourage them. 90% of children met the monthly goal (over 50% stamp completion), indicating the program effectively fosters positive values and attitudes. Parent surveys (average score: 4.6) showed parents believed the program helped children learn to appreciate

themselves and others. 90% of parents agreed the activity encouraged them to use specific, positive language to praise children, promoting children's positive development through home-school collaboration.

3a. The school regularly holds positive parenting workshops. 90% of parents found the games practical and easy to apply at home. 85% observed more positive emotional expression and reduced parent-child conflict. 92% hoped for continued workshops with deeper themes (e.g., "Building Resilience"). Teachers explained positive psychology concepts—optimism, growth mindset, emotional regulation—and emphasized "learning through play." Activities included storytelling, mindfulness, crafts, and interactive games like gymnastics, helping parents guide children in emotional expression and communication. Parents gained positive parenting skills and created joyful memories with their children, strengthening bonds and supporting holistic development. The workshops were well-received and enhanced family positivity and parental confidence.

3b. 94% of parents were satisfied with home-school collaboration activities, including sports days, Christmas parties, Lunar New Year events, storytelling, and parent volunteer teams. These events integrated positive education and Chinese cultural values. Parents participated in game booths, witnessing firsthand their children's creativity, problem-solving, and social skills. This deepened their understanding of positive parenting and strengthened home-school partnerships. The school will continue optimizing these activities to promote understanding of positive education and learning through play.

3c. To deepen home-school collaboration and promote positive education, the school created a "Parent-Child Missions" booklet for K3 students. Each week featured a fun activity (e.g., "Family Cleaning Day," "Community Explorer," "Talent Show," "Be a Good Citizen") with positive interaction prompts like "Give each other compliments—color a star" or "Write a gratitude note together." Parents could choose tasks based on their child's interests and abilities. 92% of participating parents agreed the booklet provided quality interaction opportunities. The activity extended positive education from school to home, integrating it into daily family life.

4a. The school uses the EVI app and WhatsApp class groups to share activity updates and photos, keeping parents informed. 88% of parents agreed communication channels were sufficient, and 85% felt the school responded appropriately to feedback. In addition to meetings, phone calls, and parent days, parents could attend learning showcases, lesson observations, and orientation sessions. The school also collected feedback after events for continuous improvement.

4b. To enhance communication, the school publishes a “Campus Quarterly” newsletter each term. 90% of parents agreed it helped them understand school activities and curriculum development. The newsletter featured highlights of key events (e.g., charity drives, cultural celebrations) and updates on curriculum initiatives promoting positive thinking. 86% of parents said it helped them apply school values at home and integrate positive education into parenting. The newsletter serves as a bridge between school and families, strengthening collaboration.

4c. To promote collaboration and recognize dedicated parents, the school launched the “Outstanding Parent Recognition Program.” 87% of parents agreed it encouraged participation. The program honored parents who actively volunteered, helped organize events, and supported field trips. Selection criteria included service hours, involvement, and contributions. Awardees received certificates at year-end. The program boosted parents’ sense of belonging and set positive examples, encouraging more to volunteer. Volunteer records showed a 60% increase in service hours compared to the previous year. Overall, the program enhanced parent engagement and strengthened home-school partnerships.

## II. Assessment of Achievement Level

- Fully Achieved
- Partially Achieved
- Unable to Commence Work Plan
- Other [Please Specify] \_\_\_\_\_

## Follow-ups/ Recommendations for Sustainable Development

1. It is recommended that each grade level change at least one theme for project-based teaching next year, allowing children to vote on the theme to enhance their autonomy and spontaneous learning.
2. More parent-child positive activities that can be implemented at home could be added to the parent workshops, such as cooperative games, problem-solving games, strategic games, and in-depth emotional discussions. This will help parents find suitable interactive methods for their children and enhance the practicality of the positive parent-child workshops.
3. During parent-child activities, "Parent-Child Task Cards" could be distributed. For example, before the Christmas celebration, parents could be invited to prepare a collaborative Christmas decoration to share and decorate the school. This extends the activity to the family, increasing parent-child interaction and cooperation while enhancing the effectiveness of the activity.
4. To increase parent participation in the "Parent-Child Task" booklet, the school could set up a "Task Sharing Wall," where teachers select the most diligent task booklets in class to display. This allows parents and children to appreciate the efforts as they pass by, fostering interaction between the school staff, students, and parents, and encouraging them to engage seriously in the tasks.
5. It is suggested to digitize the "Principal's Mailbox" by adding a QR code, allowing different stakeholders to choose to submit their feedback online.
6. The "Campus Newsletter" could include special columns, such as how to implement positive education activities at home and responses to common parenting questions. The school could also collect parent feedback to set the themes for these columns, increasing parent engagement with the "Campus Newsletter."
7. In addition to teacher nominations, the school could open the nomination for the "Outstanding Parent Recognition Program" to parents' mutual recommendations. Parents could fill out the names of outstanding parents they believe deserve recognition, along with specific examples, which would be reviewed by the Parent-Teacher Association to select the award-winning parents.

## 2.2 Our Learning and Teaching

Assessment of Work Effectiveness	Reference Evidence
<p><b>1. Curriculum Planning</b></p> <ul style="list-style-type: none"> <li><b>Clear Educational Goals and School-based Curriculum Design:</b> The school designs a comprehensive curriculum based on life themes, following the "Kindergarten Education Curriculum Guide (2017)" and the school-based plan. This curriculum covers the development of children in moral, intellectual, physical, social, and aesthetic aspects. It is flexible and considers children's interests, abilities, and multicultural backgrounds, employing diverse teaching strategies to ensure that children have opportunities to express themselves. For example, the curriculum incorporates the 3E (Empowerment, Exploration, Expression) concept, with teachers designing classroom activities through collaborative planning meetings and providing low-structure materials to stimulate children's curiosity and desire to explore.</li> <li><b>Innovative Teaching Models:</b> Teachers at all levels engage in discussions during collaborative planning meetings to design classroom activities based on themes, ensuring sufficient time and space in the classroom to practice the 3E (Empowerment, Exploration, Expression). The school has introduced pioneering programming instruction, with senior class teachers participating in early programming training to integrate programmable robots into daily lessons. In programming activities, children can independently operate screen-free robots to complete simple tasks, demonstrating improvements in logical thinking and problem-solving skills.</li> <li><b>Five Senses Area:</b> The newly added "Five Senses Area" provides a variety of materials to stimulate children's sensory development and promote social interaction and knowledge absorption. During activities in the "Five Senses Area," children engage with large, soft, low-structure materials, showcasing positive social interactions, such as collaborating with peers to build structures and sharing materials, indicating an enhancement in their social skills.</li> <li><b>Chinese Learning Support Program:</b> Participating in the support program offered by the University of Hong Kong School of Professional and Continuing Education, teachers enhance their ability to teach Chinese to non-Chinese-speaking children through research cycles, peer observations, and inter-school network activities, while also promoting values education (such as integrity and compassion). In the "Picture Book Creation" activity, children can draw and narrate simple stories, expressing the values of integrity and compassion, showing improvements in creativity and language skills.</li> </ul>	<ul style="list-style-type: none"> <li>-Training Questionnaire</li> <li>-Classroom Videos</li> <li>-Photos</li> <li>-Stakeholder Questionnaire</li> <li>-Curriculum Outline</li> <li>-Teaching Reflections</li> <li>-Lesson Plan Reflections</li> <li>-Meeting Minutes</li> <li>-Activity Record Form</li> <li>-Activity Questionnaire</li> </ul>

- **Promotion of Chinese Culture and National Education:** The school integrates Chinese culture and national security education through festive activities (such as the Mid-Autumn Festival, Dragon Boat Festival, National Day, etc.) and daily morning assemblies and flag-raising ceremonies, fostering children's national identity and sense of belonging.

## 2. Children's Learning and Teaching

- **Autonomous Learning and Higher-Order Thinking:** Teachers encourage children's autonomous learning and stimulate curiosity through low-structure materials and exploratory activities. According to the stakeholder teacher questionnaire (average score 4.6), children have shown significant progress in expressing ideas and creative problem-solving thinking. In programming activities, children can follow instructions to design the movement path of a robot and adjust their strategies after failure, demonstrating their creative problem-solving abilities and practicing "learning by doing."
- **Holistic Development, Moral Education, and Values:** To promote holistic development in children and respond to the Po Leung Kuk "Low Carbon Lifestyle Little Angels" program, our school participated in the World Wildlife Fund (WWF) "Earth Hour" green activity. During this event, all teachers and students participated in "turning off the lights for fifteen minutes," integrating environmental concepts into children's daily lives and cultivating their awareness of energy conservation, while establishing low-carbon living habits from an early age.
- **Physical Fitness and Health:** To promote physical activities among children and establish exercise habits, the school held a "Parent-Child Sports Day" this year to enhance children's gross motor development. The atmosphere during the sports day was enthusiastic, featuring parent-child relay races and eight sports game booths, allowing children to experience various fun and diverse sports activities. This helps children build resilience and confidence to explore their athletic interests and enhance teamwork. To promote children's health and establish a correct lifestyle, our school continued to participate in the "Healthy Living Little Warriors" reward program organized by the Department of Health. We also held a "Happy Fruit Day," inviting parents to assist children in preparing fruits as snacks to encourage them to eat more fruits and exercise, thereby helping them develop healthy living habits. To strengthen children's hygiene awareness, teachers also aligned with the theme by teaching brushing techniques through visits to health education exhibitions. Lower-grade children visited the "Sunshine Smile Paradise," and dentists from the University of Hong

Kong conducted dental check-ups for all children, enhancing their self-care abilities and cultivating good hygiene habits from an early age.

- **Diverse Learning Experiences:** The school established a Friday activity day, offering various activities such as fashion shows and concerts to promote children's development in arts, physical fitness, and social skills. Competitive games and artistic activities further enhance children's creativity, imagination, and team spirit.
- **Promotion of Chinese Culture:** To familiarize children with traditional Chinese festivals and culture, the school organizes various festive activities on traditional holiday dates. This helps children understand Chinese festivals and customs, such as the Mid-Autumn Festival celebration, Parent-Child New Year celebration and Chinese Culture Day, Dragon Boat Festival activities, and making rice dumplings. This year, the Mandarin curriculum also incorporated elements of Chinese culture, with a "Mandarin Activity Day" before National Day to introduce flag-raising ceremonies and the national flag and emblem. Before the Lunar New Year, children from different grades participated in traditional Chinese activities such as making tangyuan (glutinous rice balls), paper cutting, and crafting for the Year of the Snake. The Dragon Boat Festival activities not only allowed children to experience dragon boat racing but also to learn about the origins and customs of the festival. Through various activities, children deepen their understanding of traditional Chinese festivals and learn to appreciate the essence of Chinese cultural arts.

In addition, the school plays the national anthem during daily morning and afternoon assemblies; holds a flag-raising ceremony once a week, and conducts flag-raising activities on important festive days, such as New Year's Day, the establishment day of the Hong Kong Special Administrative Region, National Day, and the first day of school. This helps children recognize the national flag and anthem from a young age, fostering their respect for the country and enhancing their sense of national identity.

### 3. Curriculum Evaluation

- The average score of 4.6 from the stakeholder teacher questionnaire indicates that teachers highly agree on the effectiveness of the curriculum design, programming instruction, and activities in the Five Senses Area, believing these activities effectively promote children's creativity, expression, and social skills. After peer observations, teachers adjusted their teaching strategies regarding the challenges faced by non-Chinese-speaking children in learning Chinese, such as increasing the use of visual

aids and interactive games, which enhanced children's participation in Chinese classes.

- The average score of 4.4 from the stakeholder parent questionnaire shows that parents find the parent seminars relevant to their needs, with 80% of non-Chinese-speaking parents providing positive feedback on educational activities. Parents reported a deeper understanding of how to assist their children in learning Chinese, enabling them to communicate more effectively with their children in Chinese, thereby supporting their children's Chinese learning at home.
- 100% of teachers participating in the support program offered by the University of Hong Kong School of Professional and Continuing Education reported a significant improvement in their professional capabilities through research cycles, peer observations, and inter-school exchanges, particularly in teaching Chinese to non-Chinese-speaking children and integrating values education.
- Teacher training (e.g., in programming instruction) has provided support for curriculum innovation, with an average score of 4.34 indicating that teachers can flexibly apply new resources in the classroom.
- Environmental education and health awareness have improved, with activities like "Earth Hour" and the "Healthy Living Little Warriors" program successfully integrating low-carbon and health consciousness into children's daily learning. During the "Earth Hour" activity, 85% of children actively suggested turning off lights at home to save energy, demonstrating an increase in environmental awareness.
- Through festive activities, Mandarin courses, and flag-raising ceremonies, 100% of teachers have successfully promoted Chinese culture and national education. Children have gained knowledge of traditional festivals, the national flag, and the national anthem, enhancing their national identity. Activities such as making tangyuan (glutinous rice balls) and paper cutting have allowed them to appreciate the essence of Chinese culture, promoting holistic development.

### **Recommendations for Improvement/ Further Development**

1. **Curriculum Integration and Coherence:** Develop a clearer curriculum framework that tightly integrates Chinese culture, national education, and innovative teaching methods (such as exploratory learning, digital teaching tools, and the Five Senses Area) into daily thematic learning to avoid fragmented activities.
2. **Individualization and Inclusivity:** Design differentiated teaching activities for children of varying abilities and backgrounds (such as non-Chinese-speaking children or those with slower development) and provide more individualized support.

3. **Deepening Parental Involvement:** Increase the participation of non-Chinese-speaking parents through multilingual materials or online platforms to ensure they can actively engage in school activities.
4. **Improvement of Evaluation Mechanisms:** Introduce diverse evaluation tools (such as children's learning portfolios and internationally recognized assessment tools) and establish a long-term effectiveness tracking mechanism to ensure the sustainability of curriculum improvements.
5. **Balancing Resources and Training:** Ensure that resource allocation for innovative activities (such as the Five Senses Area and programming) does not negatively impact other curriculum areas, while providing ongoing professional training for teachers to strengthen teaching quality.

## 2.3 Our Support for Children and Teachers

Services Arranged for Children with Special Needs	
Interdisciplinary Service Team	<p><input checked="" type="checkbox"/> On-site Early Intervention Services (including Tier 1 Support Services)</p> <p><input checked="" type="checkbox"/> On-site Social Worker Services</p> <p><input type="checkbox"/> Integrated Services</p> <p><input checked="" type="checkbox"/> Other (Please Specify)</p> <p>"Growing Together" School-based Teacher Support Program</p>

Assessment of the Effectiveness of Care and Support Services	Reference Evidence
<p><b>New Student Adaptation:</b></p> <ul style="list-style-type: none"> <li>The school assists new students in preparing for their upcoming kindergarten life through various activities. Before K1 enrollment, different school activities (such as the Easter Parent-Child Play Day and the Campus Welcome Day) are specifically arranged for incoming K1 students and their parents to participate together. This allows children to explore the campus with their parents, getting acquainted with the new environment and teachers through fun games and hands-on activities, thereby increasing their familiarity and sense of security about the school. The Campus Welcome Day includes classroom visits and toy experiences, allowing parents to accompany their children in exploring the learning spaces. These activities not only alleviate separation anxiety for students and parents but also lay a good foundation for positive teacher-student interactions.</li> <li>Prior to the start of school, two 20-minute virtual welcome sessions are arranged for K1 new students, allowing them to have an initial acquaintance with their class teacher and peers before school begins. In early September, the school will adjust K1 students' class times, starting from 1 hour on the first day to 1.5 hours, gradually increasing to the normal class duration of 3 hours, helping children to adapt to school life progressively. An average score of 4.49 from the parent stakeholder questionnaire indicates that children enjoy going to school, reflecting that they have ample time to prepare for separation from their parents and adapt well.</li> <li>To help K2 and K3 transfer students smoothly adapt to the new environment, class teachers implement a "Buddy Program" in the initial period of their enrollment, where more active children in the class serve as "little guides" to assist new students in familiarizing themselves with the classroom environment and daily routines. Interactive games like "Find a Friend" promote peer communication. The classroom is also equipped with emotional</li> </ul>	<p>-Activity Photos</p> <p>-Seminar and Workshop Questionnaires</p> <p>-On-site Social Worker Service Questionnaires</p> <p>-Parent Questionnaires</p> <p>-Meeting Minutes</p> <p>-Primary School Visit Activity Plans</p> <p>-"Chinese Language Proficiency Assessment for Non-Chinese-Speaking Students" Report</p> <p>-Stakeholder Questionnaires</p>

comfort toys and a diverse book corner, allowing children to adapt gradually in a safe environment. An average score of 4.39 from the parent stakeholder questionnaire shows that the school is well-prepared in arranging appropriate activities and addressing the needs of transfer students, helping children adapt smoothly to the new environment and reducing anxiety.

- Teachers pay attention to each child during their initial school period and maintain close communication with parents. Through meetings or phone interviews, the average score of 4.28 from the parent stakeholder questionnaire indicates that both parties understand the child's adaptation and developmental performance at school and at home, providing parents with strategies to assist their children in integrating into school life. Most transfer students successfully complete the adaptation process within one to two weeks and get along well with their peers.

#### **Individual Learning Needs:**

- In terms of the curriculum, the school has designed a series of highly distinctive, school-based diverse assignments and exercises. The content is tailored to the learning characteristics and preferences of our children, providing appropriate assignments to meet their developmental needs at different stages. When necessary, teachers adjust the assignment content according to the children's needs to comprehensively assist those with varying learning requirements.
- Beyond assignments, in daily learning activities, teachers also design classroom activities and teaching aids of different difficulty levels based on children's developmental abilities. This allows children of different abilities to complete learning tasks according to their own capabilities, thereby increasing their confidence and sense of achievement. An average score of 4.36 from the parent stakeholder questionnaire indicates that the curriculum designed by the school is balanced and diverse, enabling children to learn through play, fostering their self-learning abilities, and unlocking their multifaceted potential.

#### **Students from Different Language Backgrounds:**

- Our school admits children from various nationalities and cultural backgrounds, with non-Chinese-speaking children making up about one-quarter of the total student population. To support non-Chinese-speaking children in learning Chinese, the school has employed three non-Chinese-speaking support teachers this year, funded by the Education Bureau's support for non-Chinese-speaking students. In addition to integrating with local children in daily learning and interaction, the school arranges for non-Chinese-speaking support teachers to conduct language enrichment activities

with non-Chinese-speaking children during group time. According to the NCS teachers' stakeholder questionnaire, 100% of teachers believe that the activities designed for non-Chinese-speaking children effectively assist them in learning Chinese. These activities are based on school-based themes and are child-centered, focusing on everyday topics such as food, animals, and transportation, encouraging non-Chinese-speaking children to learn through play. Various games and diverse teaching aids help cultivate their motivation and interest in learning Chinese in a natural and enjoyable environment.

Additionally, non-Chinese-speaking support teachers appropriately adjust the teaching pace and content according to the cultural backgrounds and ability differences of the non-Chinese-speaking children. For example, during the "China" theme in senior classes, support teachers invite non-Chinese-speaking children to share items and experiences from their home countries, promoting cultural integration. Furthermore, non-Chinese-speaking support teachers implement picture book teaching in language enrichment activities, using rich and beautifully illustrated picture books to engage children and guide non-Chinese-speaking children in reading the pictures and key texts, thereby enhancing their overall Chinese language abilities.

- In addition, to provide more appropriate individual support to non-Chinese-speaking children, support teachers assess their Chinese language development stages before the end of the semester and regularly hold meetings with class teachers to ensure that teachers understand the children's learning needs and training situations at home. They also provide recommendations to encourage non-Chinese-speaking parents to continue practicing Chinese with their children at home.
- To reinforce the learning of non-Chinese-speaking children, support teachers create rich teaching materials, worksheets, and language-rich art activities for various themes to increase the enjoyment of learning Chinese. The school has also specifically placed QR codes in the Chinese homework books of non-Chinese-speaking children, which parents can scan to display the stroke order and pronunciation of words. This enables non-Chinese-speaking children to review and revisit the content at home, helping parents to guide and participate, thereby reducing the pressure and difficulties associated with completing Chinese homework. According to the NCS parent stakeholder questionnaire, 100% of parents are willing to guide their children in learning at home and actively cooperate with the school.
- The school has placed QR codes on the reading books from the "Qingtian" series titled "I Can Read Myself" and set up talking pens in the classrooms to assist non-Chinese-speaking children in repeatedly listening to the story content and reviewing pronunciations both at home and at school. Through "listening more and speaking more," children can reinforce their Chinese learning. According to the parent questionnaire supporting non-Chinese-

speaking children, over 80% of non-Chinese-speaking parents strongly agree that the school effectively supports their children's learning.

### **Support for Students Advancing to Primary One:**

- To better prepare K3 children for their upcoming transition to Primary One, the school has arranged a series of transition activities and visits. This academic year, in February and June, students from the Kwok Leung Hung Alumni Association's Whampoa School visited, allowing over twenty Primary Six students to engage in interactive learning activities such as games, origami, and storytelling with our K3 students. In May, students from Po Leung Kuk Choi Kai Yau School were also invited to interact with K3 students through games, providing the K3 students with the joy of interacting with older peers. Whampoa Evangelical Primary School also invited our children and parents to participate in "STREAM" and ceramics-making activities to experience primary school learning.
- Additionally, the Po Leung Kuk kindergartens and primary schools work closely together under the "Kindergarten-Primary Alliance," sharing diverse quality resources. The affiliated primary schools not only open their facilities for shared use by the kindergartens but also invite our students to visit schools such as Po Leung Kuk Ho Sau Nam Primary School, Po Leung Kuk Chu Cheng Yin Primary School, and Po Leung Kuk Lam Man Chan English Primary School. During these visits, primary school teachers and students guide our students in exploring the primary school environment, storytelling, participating in sports days, and engaging in experiential learning activities, helping children understand the unique features of different primary schools. Our curriculum leaders and K3 teachers were also invited to attend meetings at Po Leung Kuk Chan Sau Yan Primary School to discuss the Primary One curriculum and the transition program.
- Finally, during the activity week in June, teachers and children participated in a simulated Primary One adaptation program, such as break times and subject-based learning, allowing them to better grasp the primary school class model and prepare for their transition. An average score of 4.32 from the parent stakeholder questionnaire reflects that the activities provided by the school effectively support children in preparing for and understanding the transition to Primary One.

II. Assessment of the Effectiveness of Establishing School Partnerships	Reference Evidence
<ul style="list-style-type: none"> <li>The school continues to participate in the Po Leung Kuk's Early Intervention Program "Aiming High," which provides support for students with different learning needs. This program arranges on-site support services and training through a professional team, including educational psychologists, speech therapists, occupational therapists, physical therapists, and special needs staff, offering targeted support to help students overcome learning obstacles and reach their full potential.</li> <li>This year, a total of 36 children participated in the "Aiming High" on-site services, distributed across three levels (K1 to K3). Among them, 31 children received Tier 1 support. The program team provides individualized learning plans, observation and assessment reports, parental education, and close communication with teachers. For example, the professional team meets with teachers to discuss individualized learning plans and provide various strategies to support and resolve difficulties encountered in the classroom. The professional team regularly communicates with parents, allowing them to understand their children's situations and progress at school. They also conduct home visits to understand the children's circumstances at home, helping to create suitable individualized learning plans that incorporate home training, fostering collaboration between parents and the school to enhance children's overall abilities.</li> <li>This year's on-site social worker comes from the "Christian Alliance Social Services" organization. Throughout the academic year, the social worker has provided professional counseling and referral services to parents and children, handling 20 cases and 11 referral cases (including 9 referrals for children to receive on-site services, 1 referral for applying for financial aid, and 1 referral for mediation services). Support for parents includes face-to-face meetings, phone contact, and seminars offering counseling and strategic support. For children, support includes classroom observations, in-class assistance, and play therapy. For teachers, the social worker occasionally meets with them to provide emotional and mental support, alleviating stress related to teaching and managing relationships with children and parents.</li> <li>The on-site social worker regularly observes children's behavior in the classroom and organizes group activities to enhance children's self-care, emotional management, and social skills. Based on the needs of parents and children, the social worker has designed various activities, groups, and workshops. To cater to the needs of non-Chinese-speaking families, English seminars and bilingual (Chinese and English) activities are organized, reinforcing the school's multicultural and inclusive culture. Additionally, the social worker provides parents with information on parenting and</li> </ul>	<ul style="list-style-type: none"> <li>On-site Social Worker Service Review Meeting Minutes</li> <li>On-site Social Worker Service Questionnaires</li> <li>Child Observation Records</li> <li>Parent Questionnaires</li> <li>Meeting Minutes</li> <li>Parent-Teacher Conference Records</li> <li>Stakeholder Questionnaires</li> <li>Activity Plans</li> <li>Website and Social Media Platforms</li> </ul>

family support, and when necessary, assists parents in accessing child assessment services for appropriate support.

- According to the average score of 4.33 from the teacher stakeholder questionnaire (indicating over 97% agreement), teachers recognize that the school's guidelines are clear and that there is a comprehensive mechanism for addressing and supporting children with learning needs. This helps teachers provide appropriate strategies for caring for children and allows for early identification of children with different learning needs. When potential learning needs are detected or during case handling, the social worker collaborates with the principal, vice-principal, and department head to observe classrooms and discuss follow-up directions with responsible teachers, providing crucial information and appropriate support for families in need. The social worker maintains close connections with various community organizations, such as the Shared Parenting Support Center, Integrated Family Service Center, and Family and Child Protection Services, coordinating efforts to provide appropriate services to parents and children, thus enabling families to access more community resources.
- To enhance teachers' sensitivity and awareness regarding supporting children with learning needs, the school has arranged training for teachers. This year, the school applied for the "Growing Together" school-based teacher support program and successfully secured funding from the "Po Leung Kuk Lee Siu Chung Quality Education Fund." This program aims to bring in a teacher with qualifications and experience related to special needs education to provide support services to our teachers. The support teacher offers teaching resources, teacher training, on-site support services, teaching aid design skills, and communication techniques with parents, training teachers to effectively support children with significant learning differences in daily classrooms, thereby improving their learning outcomes and overall development. In regular meetings, the support teacher and teachers discuss and share strategies and techniques for handling students with different needs, enriching teachers' experiences in supporting children with learning needs.
- The support teacher officially joined the school in January and provides support and training services from Monday to Thursday each week. They observe classrooms and apply effective strategies to assist children with learning needs, allowing teachers to learn and immediately apply and adjust strategies in the classroom to enhance the effectiveness of training and timely adjustment of children's needs. Meetings are held approximately every two months to integrate observations and adjust plans. Additionally, the support teacher discusses cases and provides consultations daily with relevant teachers to promptly adjust classroom activities, thereby reducing learning pressure on both children and teachers for maximum effectiveness.
- After receiving support teacher training, the sensitivity of our teachers has increased, with an average score of 4.37 from the teacher stakeholder questionnaire

indicating that the training effectively enhances teachers' ability to 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's learning need, they communicate with parents to understand the child's daily life and any difficulties encountered in parenting, providing strategies and techniques to alleviate parents' stress. Teachers regularly communicate with parents to understand children's situations both at school and at home, offering appropriate suggestions and strategies, and fostering positive thinking to ease parents' concerns.

- By effectively utilizing parent resources to promote quality education while reducing teacher workload, the school has organized a parent volunteer team.

Through various volunteer activities (e.g., story-telling sessions, organizing school supplies, jointly creating teaching aids, and assisting children on field trips), the average score of 4.36 from the parent stakeholder questionnaire indicates that parents recognize the activities arranged by the school as highly relevant to their needs. The school actively encourages parental involvement in school activities, with an average score of 4.44 from the questionnaire, indicating that activities foster partnerships with parents to support children's growth. Through parent volunteer gatherings, parents feel a greater sense of belonging to the school and gain insights into the school's educational philosophy, operational model, and children's learning needs, while also providing valuable human resources to alleviate teachers' workload and enrich children's learning experiences.

- This year, the school continued to promote positive education, cultivating children's positive traits such as optimism, confidence, and gratitude to help them build good interpersonal relationships and resilience, thereby facilitating holistic development. Various positive education seminars and workshops were held to increase parents' understanding of positive education and how to apply it in child-rearing.

- From January to April, three "Positive Parenting" seminars were held, featuring on-site social workers and school-based training social workers as speakers. Through these seminars and parent-child activities, parents gained a better understanding of their children's needs. A survey conducted during the activities indicated that 100% of parents agreed that the seminars provided practical knowledge and skills to help them and their children face life challenges, enhancing resilience and utilizing external and internal resources to overcome difficulties, fostering a positive and optimistic mindset among parents, optimizing parent-child relationships, and aiding children's effective learning and joyful growth.

- Additionally, the on-site social worker conducted four parent-child workshops in May, allowing parents to spend quality time with their children amidst their busy

lives, enhancing communication between them. The school also organized two parent-child yoga classes, where participants practiced together to relieve stress and enhance flexibility, balance, and concentration, deepening mutual understanding and emotional connections, allowing mothers and children to enjoy healthy moments in a joyful atmosphere.

- The school arranged a series of transition activities and seminars for advancing to Primary One. According to activity surveys, 95% of parents were satisfied with the content of these activities, which helped them understand the primary school environment, curriculum, and learning models, equipping them with specific methods and considerations for the transition, thereby alleviating parental anxiety and enabling them to assist their children in adapting to primary school life smoothly. In September, a seminar was held at the Holy Catholic Church Wong Kei Primary School, where principals from both the Holy Catholic Church Wong Kei Primary School and the Hong Kong Taoist Association Yuen Chuen School spoke to help parents understand the procedures, considerations, and arrangements for Primary One enrollment, providing them with better insights into their children's learning models and school selection mechanisms, thus alleviating parental concerns.
- Additionally, in May, the school held a Primary One information day, inviting K3 parents and parents of children already attending primary schools to share insights on school selection, application, interview strategies, and other relevant information to assist K2 parents in preparing for their children's school selection and enrollment in Primary One.
- The school actively aligns with the Po Leung Kuk's "Kindergarten-Primary Alliance" philosophy and frequently receives invitations from affiliated primary schools. From January to June, K2 and K3 parents were arranged to visit Po Leung Kuk Luk Hing To Primary School, Po Leung Kuk Lam Man Chan English Primary School, Po Leung Kuk Chan Sau Yan Primary School, Po Leung Kuk Chu Cheng Yin Primary School, and Po Leung Kuk Ho Sau Nam Primary School for parent briefings, tours, classroom experiences, and transition information, enabling parents to understand the schools' educational philosophies, environments, and preparations required for their children advancing to Primary One.
- The school pays great attention to parents' needs, arranging various types of activities for parents and students to support and enhance their needs in different areas. The average score of 4.38 from the parent stakeholder questionnaire indicates that a good partnership has been established between parents and the school, collaboratively supporting parents and students in various aspects.
- This year, we optimized electronic communication tools. The school utilizes the mobile application "EVI" 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 suspending activities due to weather conditions, through the class representative.

- The school continuously updates information about school events and children's activities on "Facebook" and the school website. This year, we also added "Instagram" as a social media platform, allowing parents to receive school news instantly.

### **Suggestions for Improvement / Areas for Further Development**

- The motivation for parents to use on-site social worker services is low. The on-site social worker needs to continue collaborating with teachers and the on-site professional team to proactively provide parents with discipline strategies to reduce caregiving pressure.
- Non-Chinese-speaking families at our school have limited awareness of special learning needs and generally exhibit resistance. It is recommended to hold more suitable activities to help non-Chinese-speaking families understand local support, child development, and parenting techniques.
- There are many dual-income families within the school. It is suggested to try organizing activities at different times to reach more families and provide services to them.
- More positive elements should be integrated into daily learning activities to help children naturally cultivate positive values and establish a positive attitude.
- Utilize parent volunteers effectively to gather parents' professional knowledge and skills, allowing them to provide valuable resources to the school. This can help organize diverse learning activities led by parents, enriching children's learning experiences.

## Part Three Development Plan

### 3.1 Exploring Ways for Sustainable Development

Key Work in the Future	Foundation for Development	Opportunities/ Challenges
1. Optimize Self-Selected Activities to Promote Children's Concept Development and Bilingual Expression Skills	<ul style="list-style-type: none"> <li>Through game-based curriculum design, we have successfully fostered children's creative thinking and higher-order thinking skills, laying a solid foundation for the deepening of self-selected activities.</li> <li>The existing positive education culture has enhanced children's motivation and self-confidence, facilitating their active exploration and expression during self-selected activities.</li> <li>The school has established bilingual teaching resources and teacher training experiences, which can support the design of more targeted self-selected activities to promote concept development and bilingual abilities.</li> </ul>	<ul style="list-style-type: none"> <li>There are significant differences in children's language abilities and interests, necessitating the design of diverse and tiered activities to meet varying needs.</li> <li>Teachers' professional skills in bilingual instruction need further enhancement, which may require additional training and resource support.</li> <li>Technology-assisted teaching (such as interactive applications) can be integrated into self-selected activities to increase children's learning interest and practical opportunities for bilingual expression.</li> <li>Collaborating with the Centre for University-School Partnership at the Faculty of Education, Chinese University of Hong Kong, under the Quality Education Fund thematic network project titled "Joyful Learning, Expanding Thinking, Nurturing the Future" for 2025-2026, could introduce innovative self-selected activity models and enrich the curriculum content.</li> </ul>

<p>2. Enhance Children's Chinese Learning Abilities and Cultivate Positive Values through Experiential Chinese Cultural Activities</p>	<ul style="list-style-type: none"> <li>This year's positive education culture has laid a foundation for cultivating children's positive values, facilitating the integration of positive values from Chinese culture into activities.</li> <li>Game-based teaching experiences can be applied to the design of experiential activities, allowing children to maintain interest and engagement while participating in cultural events.</li> <li>Successful practices in parent education provide a basis for home-school collaboration, encouraging parents to participate in cultural activities and reinforcing learning outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Society places importance on Chinese cultural education, and the government and community can provide abundant resources and support.</li> <li>Experiential activities (such as festival celebrations and traditional crafts) can capture children's interest and enhance their motivation to learn Chinese.</li> <li>Collaborating with relevant organizations can offer richer activity content and provide professional guidance and materials.</li> <li>Teachers' understanding of Chinese culture and teaching abilities vary, necessitating strengthened training in this area.</li> </ul>
<p>3. Deepen Home-School Collaboration to Extend Positive Education and Chinese Cultural Learning into Families</p>	<ul style="list-style-type: none"> <li>This year, significant emphasis has been placed on parent education, and parents have developed a certain understanding of the concepts of positive education and play-based learning, laying a foundation for further collaboration.</li> <li>The school culture of positive education has gained parental recognition, facilitating the promotion of related concepts into family life.</li> </ul>	<ul style="list-style-type: none"> <li>Differences in parents' backgrounds and levels of participation may lead to varying effectiveness in collaboration, necessitating the design of flexible participation methods.</li> <li>Increased parental willingness to engage in early childhood education can be further promoted through parent-child co-learning activities, extending positive education and Chinese culture.</li> <li>Digital platforms (such as parent-exclusive applications or online resources) can provide convenient ways for home-school interaction, facilitating the extension of educational concepts.</li> <li>Community resources (such as libraries and cultural performances) can serve as external support for home-</li> </ul>

		school collaboration, enriching family learning activities.
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### 3.2 Major Concerns

1. Optimize self-selected activities to promote children's comprehensive concept development and bilingual expression skills.
2. Enhance children's interest in Chinese and improve their Chinese learning skills through gamified and experiential Chinese cultural activities, while cultivating positive values such as filial piety, respect, appreciation, and collaboration.

### 3.3 Work Plan for Next School Year

Major Concern (1): Optimize Self-Selected Activities to Promote Children's Comprehensive Concept Development and Bilingual Expression Skills								
	Objectives	Strategies	Time Scale	Success Criteria	Evaluation Tools/Information	People in Charge	Resources Required	Remarks
1.	Promote children's concept development in areas such as scientific exploration, logical concepts, language arts, and creative expression through the design of structured self-selected activities	Participate in the Chinese University of Hong Kong's Faculty of Education - University-School Partnership Centre - Quality Education Fund Thematic Network Project titled "Joyful Learning, Expanding Thinking, Nurturing the Future" for 2025-2026. Professional instructors will provide core teacher training, including lesson preparation, classroom observation, and feedback. Curriculum leaders will guide teachers at all levels in designing thematic bilingual self-selected	9/2025-6/2026	<ul style="list-style-type: none"> <li>100% of core teachers participated in the training program at the Chinese University of Hong Kong and completed all lesson preparation, classroom observation, and feedback sessions.</li> <li>Children demonstrated significant progress in concept development and bilingual expression skills during activities guided by teachers, with at least 80% of children meeting the expected goals.</li> <li>The overall quality of bilingual teaching in the school has improved, with teachers</li> </ul>	Training Records Classroom Observation Records Evaluation Records Daily Teaching Plans Teacher Stakeholder Questionnaires Lesson Preparation Meeting Minutes SelfSelected Activity	Curriculum Leaders Teachers at All Levels	Curriculum Leader Training Teacher Training Diverse Self-Selected Activity Materials Daily Teaching Plan Template Self-Selected	

	<p>activities (such as STEAM activities, simple story creation, and construction art activities), ensuring that the teaching plan has clear learning objectives to promote children's concept development.</p>	<p>receiving at least 85% positive feedback in classroom observation evaluations.</p> <ul style="list-style-type: none"> <li>• Each teacher is able to effectively design and implement at least four different types of exploratory thematic bilingual self-selected activities.</li> <li>• The collaboration rate for lesson preparation among teachers reached 100%, and activities were adjusted based on children's feedback.</li> <li>• 90% of teachers agree that structured self-selected activities promote children's concept development in areas such as scientific exploration, logical concepts, language arts, and creative expression.</li> </ul>	<p>Observation Forms SelfSelected Activity Records Daily Teaching Reflections Thematic Review Meeting Minutes Routine Observations Activity Photos Child Observation Records Child Learning Assessment Forms AfterClass Feedback Meeting Records Teacher Stakeholder Questionnaires</p>	<p>Activity Observation Form Template Self-Selected Activity Record Form Template</p>
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		Integrate digital tools (such as interactive learning applications) to enhance the fun of activities, learning effectiveness, and assessment quality.	9/2025-6/2026	<ul style="list-style-type: none"> <li>• Select at least 2-3 digital tools that align with the curriculum objectives (such as interactive learning applications or electronic whiteboards) and integrate them into at least one self-selected activity.</li> <li>• While using digital tools, children's engagement and learning interest increase, with 80% of children able to actively operate the tools and complete related tasks.</li> </ul>	Daily Teaching Plans  Teacher Stakeholder Questionnaires	Technical Support Staff	Digital Tools  Teacher Training on the Use of Digital Tools  Questionnaires	
2.	Enhance children's bilingual expression skills in English and Cantonese through highly interactive self-selected activities	Enhance the linguistic elements of self-selected activities in teaching design and planning, ensuring comprehensive bilingual presentation and operation to strengthen "peer interaction."	9/2025-6/2026	<ul style="list-style-type: none"> <li>• At least 90% of children are able to engage in self-selected activities, using bilingual expression throughout the process (such as using both Chinese and English vocabulary to describe their work or learning outcomes).</li> </ul>	Activity Observations  Activity Photos	Teachers at All Levels	Questionnaires	

	<p>Hold a "Learning Journey Sharing Day" each semester, where children lead their parents in exploration and experiences, allowing parents to observe children's achievements while simultaneously enhancing children's bilingual expression skills in English and Cantonese.</p>	<p>12/2025 and 6/2026</p>	<ul style="list-style-type: none"> <li>Successfully hold at least one "Learning Journey Sharing Day" each semester, with a parent participation rate of 80%.</li> <li>80% of children are able to use both Chinese and English for simple statements or guidance during the sharing day.</li> <li>Parent satisfaction with the activities reaches over 80%, and they recognize the positive impact of the activities on children's bilingual abilities and confidence.</li> </ul>	<p>Parent Feedback Questionnaires for Activities</p> <p>Activity Photos</p> <p>Teacher Observations</p> <p>Review Meeting Minutes</p>		<p>Questionnaires</p>
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<b>Major Concern (2): Enhance children's interest in Chinese and improve their Chinese learning skills through gamified and experiential Chinese cultural activities, while cultivating positive values such as filial piety, respect, appreciation, and collaboration.</b>								
	Objectives	Strategies	Time Scale	Success Criteria	Evaluation Tools/Information	People in Charge	Resources Required	Remarks
1.	Enhance children's interest in Chinese and improve their Chinese learning skills through gamified Chinese cultural teaching theme activities	Participate in the "Chinese Learning Support Program for Kindergarten Students" organized by the Language Education and Assessment Centre of the University of Hong Kong, where professional instructors lead core teachers in collaborative lesson planning to design gamified activities. This approach enhances the linguistic elements of Chinese learning in the classroom, practicing the concept of "learning through play and playing through learning," thereby improving skills in learning Chinese.	9/2025 – 7/2026	<ul style="list-style-type: none"> <li>100% of core teachers participate in the support program at the University of Hong Kong, completing collaborative lesson planning, classroom observations, and feedback sessions, and design at least 2 high-quality gamified Chinese activities.</li> <li>Core teachers receive at least 85% positive feedback in classroom observation evaluations.</li> <li>Children demonstrate significant motivation for learning Chinese during teacher-guided activities, with</li> </ul>	Daily Teaching Plans Lesson Preparation Meeting Minutes After-Class Feedback Records Classroom Observations Child Learning Observation Records Activity Photos	Curriculum Leaders Core Teachers	Teacher Training Observation Record Forms Planning Questionnaires Learning Assessment Forms	

				<p>at least 80% of children meeting the expected goals.</p> <ul style="list-style-type: none"> <li>80% of children show progress in their Chinese listening and speaking skills during activities (such as correctly using newly learned sentence structures).</li> </ul>	Learning Assessments			
	<p>Children at all levels learn about "Chinese Culture" through a designed activity model, where teachers create gamified classroom activities and provide experiential Chinese cultural activities to enhance motivation for learning Chinese.</p>	11/2025–2/2026		<ul style="list-style-type: none"> <li>90% of teachers are able to design gamified classroom activities that cover Chinese cultural themes (such as festivals and traditional customs).</li> <li>At least 80% of children actively participate, and their motivation for learning Chinese has increased.</li> </ul>	<p>Daily Teaching Plans</p> <p>Classroom Observations</p> <p>Activity Photos</p> <p>Teacher Stakeholder Questionnaires</p>	<p>Teachers at All Levels</p>	<p>Observation Record Forms</p> <p>Questionnaires</p>	

2.	Cultivate positive values such as filial piety, respect, appreciation, and collaboration through experiential Chinese cultural activities	Utilize national education picture books to integrate positive values such as filial piety, respect, diligence, and honesty into daily teaching. Encourage practice through Level 3 parent-child mini-tasks and recognize outstanding students.	9/2025–7/2026	<ul style="list-style-type: none"> <li>80% of children are able to express their understanding of values such as filial piety and respect through role-playing activities and worksheets after picture book instruction.</li> <li>Over 80% of Level 3 parents complete the parent-child mini-tasks.</li> <li>100% of parents of outstanding students agree that their children are able to try to practice positive values such as filial piety, respect, diligence, and honesty in their daily lives.</li> </ul>	Daily Teaching Plans Classroom Observations Activity Photos Completed Parent-Child Mini-Tasks Parent Stakeholder Questionnaires	Teachers at All Levels	National Education Picture Books  Certificates of Excellence for Outstanding Students  Parent-Child Mini-Tasks (Booklet)	
		Organize parent-child experiential Chinese cultural activities, 成果 exhibitions, and Chinese culture showcases to enhance the home-school collaboration in positive values education.	8/2025, 9/2025, 2/2026, 4/2026	<ul style="list-style-type: none"> <li>The parent participation rate for all activities reaches 80%.</li> <li>90% of parents agree that participating in parent-child experiential Chinese cultural activities, achievement exhibitions, and Chinese culture showcases effectively enhances children's positive</li> </ul>	Activity Attendance Statistics Activity Questionnaires Parent Stakeholder Questionnaires	All School Staff	Questionnaires  Statistical Tools  Parent-Child Experiential Chinese	

				values and home-school collaboration.  • 90% of parents express their willingness to participate in similar activities in the future.	Parent Interviews		Cultural Activities  Exhibition and Performance Venues	
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