Po Leung Kuk
Tam Au-Yeung Siu Fong
Memorial Kindergarten

2025/2026

School Report

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Part One Our School

1.1 School Mission and Vision

- **School Mission:** Upholding Po Leung Kuk's founding mission of 'protecting the young and innocent', we fulfill our educational mission of cultivating virtue and talent. Guided by our school motto of 'Love, Respect, Diligence, and Sincerity', we provide young children with opportunities to enrich their knowledge, inspire their potential, and strengthen their physical health. We place strong emphasis on nurturing children's fine character, positive sentiments, and correct values, achieving a balanced development in the five domains of moral, intellectual, physical, social, and aesthetic education, while fostering children's affection for their country and nation.
- **School Vision:** To provide young children with opportunities to develop generic skills comprehensively, master the ability to 'learn to learn', and become 'lifelong learners'. We enable children to achieve all-round development in the five domains, foster their ability for active learning and independent exploration, and unleash their inner potential. Within a campus filled with love and care, we help them understand Chinese culture and grow up with confidence and happiness.

1.2 Our Children

The school has 18 classes, which comes up to a total of 480 children this school year. The structure of classes and the number of children are as follows:

Class	AM Session		PM Session		AM Session	
	No. of Classes	No. of Children	No. of Classes	No. of Children	No. of Classes	No. of Children
Upper KG	3	81	3	86	/	/
Lower KG	3	81	3	71	/	/
Nursery	3	82	3	79	/	/
Total	9	244	9	236	/	/

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 1 full-time teachers last school year, and this accounted for 3.3%

(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	14	6	6
%	7.2%	50%	21.4%	21.4%

(3) Teaching experience in ECE

Teaching experience in	0 – 3 years	4 – 6 years	7 years or more
No. of Teachers	7	1	20
%	25%	3.6%	71.4%

(4) Teachers' Professional Development

You may first describe the teachers' professional development needs for this academic year, and then outline the implementation status, including school-based activities and other initiatives.

Professional Development Needs for Teachers

- Enhance teachers' skills in designing structured and diversified self-directed activities to promote children's holistic conceptual development and bilingual expression abilities.
- Elevate teachers' capacity in designing and facilitating gamified and experiential Chinese culture activities, thereby strengthening children's interest and skills in learning Chinese while fostering positive values such as filial piety, respect, appreciation, and cooperation.
- Align with the implementation of the Mandatory Reporting of Child Abuse Ordinance to strengthen staff awareness of child protection work, and enhance professional capabilities in the early identification, assessment, and handling of suspected child abuse cases
- Promote continuous professional development for teachers to enhance their understanding of school management, curriculum development, school-based self-evaluation, and emerging educational trends, thereby further refining the school development mechanism.

School-Based Activities

- **"Enhance teachers' ability to design quality self-directed activities and Chinese learning environments through Professional Learning Communities (PLCs):** Participating in the EDB School-Based Support Services 'Teaching and Learning in Synergy, Hand in Hand – Support Program for Kindergarten Students' Learning of Chinese (2025/26 School Year), the EDB School-Based Support Section provides on-site support tailored to school development needs. Through co-planning, lesson observation, and professional exchanges, teachers are assisted in designing structured and tiered self-directed activities, as well as optimizing learning environments and activity content, thereby promoting children's holistic conceptual development and bilingual expression abilities. Furthermore, through monthly grade-level and lesson-planning meetings, as well as multiple on-site support sessions throughout the year, teachers continuously review the implementation of the program and refine teaching strategies and curriculum design.
- **Strengthen teachers' capacity in implementing Chinese culture education through professional collaboration:** Participating in the 'Joyful Learning, Broadening Thoughts, Shaping the Future' Program (2025–2026) organized by the Centre for University and School

Partnership (CUSP), Faculty of Education, The Chinese University of Hong Kong, teachers jointly design and implement gamified and experiential Chinese culture learning activities through co-planning, peer lesson observation, and post-lesson evaluation. Through ongoing professional exchange and reflection, teachers further master the abilities and strategies for promoting Chinese culture education, and integrate positive values—such as filial piety, respect, appreciation, and cooperation—into daily learning activities, thereby enhancing teaching effectiveness.

- **Enhance staff's professional capacity in child protection through systematic training:** Arrange for management, teachers, support staff, and school janitors/workers to attend multiple child protection-related seminars and workshops, covering areas such as identifying signs of child abuse, statutory reporting responsibilities, case handling procedures, and inter-professional collaboration. Through such training, staff members deepen their understanding of child protection responsibilities and related procedures, enhance their ability to early identify high-risk cases and provide appropriate support, and jointly build a safe and caring campus environment.

Other Activities

- **Master educational trends and enhance leadership through diversified training:** Middle managers participate in Po Leung Kuk's 'Navigator Companion Program', deepening their understanding of school-based management, team building, and leadership effectiveness through seminars, professional exchanges, and mentor sharing, while establishing a cross-school professional networking circle. Meanwhile, the management team and teachers participate in complaint handling skills training, Po Leung Kuk joint-school seminar days, and school report writing skills workshops, so as to elevate professional capacities in school management and self-evaluation work.
- **Broaden the professional horizons of management and teaching staff to meet the needs of educational innovation and development:** To grasp the trends of educational technology and innovative development, the Principal participates in the Po Leung Kuk Kindergarten-Primary Alliance Greater Bay Area Study Tour, and all school teachers take part in GBA teacher professional exchange activities to understand the application and development of artificial intelligence and digital education in kindergarten education. Furthermore, English teachers participate in STEAM exploration activity training to enhance their ability to design and implement cross-disciplinary learning activities, supporting the continuous development and innovation of the curriculum.
- **Deepen diverse creative teaching and practical application:** Participate in the Po Leung Kuk Educational Seminar 'Creative Thinking & Innovative Teaching'. Through project-based learning, teachers are helped to master diverse skills in creative teaching, such as learning how to use story plots and mobile short-video creation to help transform children's daily campus life scenarios into engaging works. Meanwhile, the 'PIP (Pleasure Imagination Play) Pedagogy' enhances teachers' ability to convey teaching focal points through artistic forms, stimulating children's creative potential via gamified learning.

1.4 Management and Administration

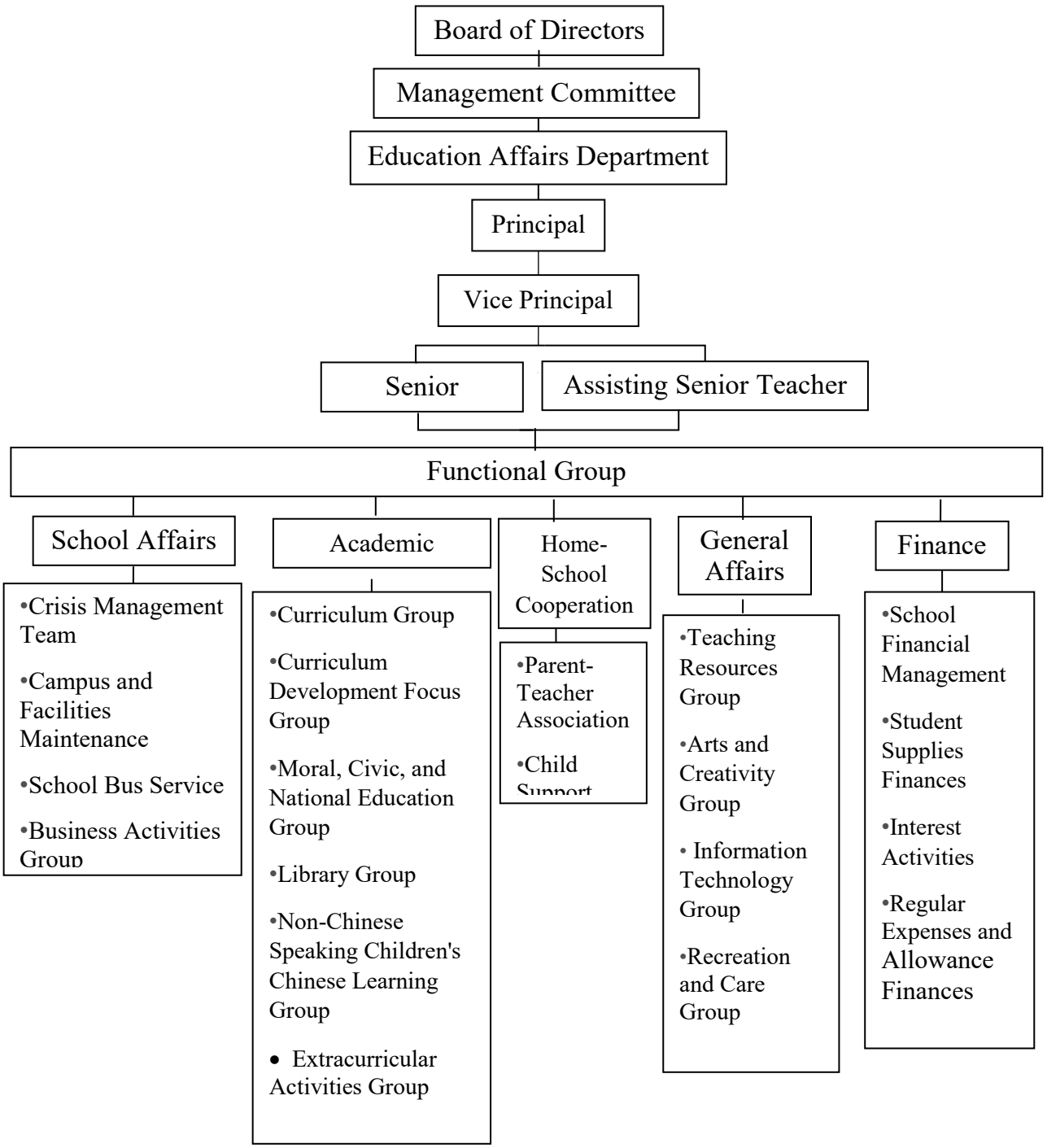
(1) Members of the School Management Committee and their Duties

The categories of School Management Committee (SMC) / Incorporated Management Committee (IMC) members must be clearly specified (including: sponsoring body nominees, other kindergarten stakeholders, or independent school managers/directors).

- 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 School Management Committee (SMC) monitors school operations, reviews the quarterly school reports submitted by the Principal, the annual school self-evaluation, and the school development plan, and holds regular meetings to deliberate and decide on major school policies and activities.
- The Education Services Department, Finance Department, Human Resources Department, Central Administration Department, Property and Engineering Department, Corporate Communications and Public Relations Department, Internal Audit Department, Information Technology Department, Social Services Department, and Recreation Services Department are established to respectively oversee the administrative, academic, financial, personnel, engineering, and information technology operations of the schools.
- The School Management Committee (SMC), Education Services Department, and the Principal maintain close contact. Through regular meetings, they provide professional advice and deliberate on school affairs, jointly formulate long-term goals and policies on important matters, and understand the progress of school administration, regularly review work progress, and put forward appropriate improvement and follow-up suggestions through school visits, classroom activity inspections, monitoring school operation conditions, and reviewing appraisal reports of staff at all ranks.

(2) Administrative Structure

You may choose to describe the administrative organizational structure—encompassing the leadership, management, teaching staff, and support personnel (clerks and school janitors/workers)—either through descriptive text or organizational charts.



1.5 Safety and Hygiene Measures

- The school has 5 teachers holding valid first aid certificates. Each classroom is equipped with a portable first aid kit, disinfection supplies, and hygiene items (such as face masks, gloves, and disinfecting wet wipes). The school encourages more teachers to participate in the aforementioned training to acquire first aid knowledge.
- The school places great emphasis on environmental safety, conducting fire drills twice a year and posting incident response guidelines inside classrooms for easy reference by teaching staff.
- Anti-collision padding is installed in every classroom, corridor corners, as well as on the pillars and walls of physical activity areas. Protective mats are laid underneath large play equipment such as climbing frames to reduce the risk of accidental injuries. Anti-pinch finger guards have been installed on the doors of all classrooms to safeguard the safety of both staff and children.
- Air purifiers are installed in the main lobby, music room, office, corridors, and every classroom within the school. The estate management office cleans the air conditioner dust filters once a month to strengthen anti-bacterial measures on campus.
- Multiple micro-electronic mosquito repellers are installed at the main and side entrances of the school to prevent mosquito-borne diseases and safeguard the health of teachers and students.
- The school is equipped with detailed guidelines on emergency measures for safety, hygiene, and infectious disease outbreaks, enabling effective and timely handling, recording, and proper follow-up in the event of unexpected incidents.
- In each academic year, the school engages an external cleaning company to conduct comprehensive cleaning, pest control, and disinfection twice. Furthermore, long-lasting disinfection coatings are regularly sprayed on all facilities across the school, including classrooms, activity rooms, washrooms, physical activity equipment, toys, and handrails.
- Movable partitions are installed in every classroom for use during snack time, reducing the risk of cross-infection among young children when they remove their masks to eat.
- The school also strengthens anti-epidemic and hygiene measures for school buses. In addition to hand sanitization with alcohol-based handrub and assistance with proper mask-wearing, school buses are cleaned after every trip transporting students. Furthermore, an external cleaning company is engaged to regularly clean and comprehensively disinfect the interior of the school buses.
- Umbrella de-watering machines have been added at the main and side entrances of the school to reduce the risk of accidents caused by slippery floors inside the campus when parents or visitors enter on rainy days.

1.6 Annual Activity Schedule

Training Date	Class	Training Date
9/2025	All Levels	Mandarin Activity Day
		Chinese Culture Stories - Parent-Child Reading Workshop
		Chinese Culture Parent-Child Air-Dry Clay Workshop
	Upper class	Parent Seminar: "Primary One Admission Talk" (in Chinese and English)
		Visit to the Legislative Council Complex
	2026/ 2027 New Students	2026/ 2027 New Student Admissions
10/2025	All Levels	Birthday Celebration — Fantasy World (September and October)
		Mid-Autumn Festival Celebration
		School tour
		Influenza Vaccination Program (First Dose)
	Upper class	Visit to the Legislative Council Complex
	Lower class	Thematic Activity — Fashion Show
	Nursery class	Home-School Activity — "Storytelling Parents"
11/2025	All Levels	Birthday Celebration — Odd Socks Party (November and December)
		Class Photo Taking
		PLK Dr. Jimmy Wong Chi-Ho (Tin Sum Valley) Primary School Principal Seminar《The Digital Education Era: How Parents Can Collaborate with Schools via AI to Cultivate the Children of the Future + WCH Education》
		Fire Drill
		Influenza Vaccination Program (Second Dose)
		Leisure and Cultural Services Department — "One Person, One Flower" Program
	Upper class	Fire Safety Seminar

		Po Leung Kuk 'KG-Primary Alliance' Activity --- Inter-School Robot Problem-Solving Challenge 2025: Kindergarten-Primary Combined Experience
		Wizefloor Mobile Projection Games
		"Little Chinese Medicine Practitioner Workshop
	Lower class	Friendship Day
	Nursery class	Home-School Activity — "Storytelling Parents"
		Picture Book 'A House of 100 Storeys' -- Little Architect Creative Workshop

Training Date	Class	Training Date
	2026/2027 New Students	2026/ 2027 K1 Interview Day (full day)
		2025/2026 K2&K3 Interview Day
12/2025	All levels	Learning Journey Sharing Day (1st Semester)
		Parent-Child Yoga Class
		PLK "Kindergartens-Primary Schools Alliance" Positivie Sports Fun Fair
		Po Leung Kuk Charity Poon Choi Banquet
		Christmas Party & PLK Dress Special Day
		Rehearsal for 25th Anniversary Ceremony
		25th Anniversary Ceremony
	Upper class	Matatalab Competition (Preliminary round)
	2026/ 2027 New Students	2026/ 2027 interview (second round)
1/2026	All levels	Birthday Party --- Space Travel (Jan & Feb)
		PTA Picnic
		Student Dental Check-up
		Term Evaluation Day
		Parents' Day (1st Semester)
		School Social Work Service: 'Success in the Year of the Horse' Chinese New Year Parent-Child Workshop

	Upper class	Matatalab Competition (Final)
		"Po Leung Kuk 'KG-Primary Alliance' Activity — Low-Carbon Small Handcraft Activity (Mrs. Chan Nam Chong)
	Lower class	Visit HK Zoological & Botanical Gardens
		SKH Fung Kei Millennium Primary School - English Fun Games Day
	2026/ 2027 New Students	2026/ 2027 Interview (Final Round)
		2026/ 2027 Registration Day

Training Date	Class	Training Date
2/2026	All levels	Po Leung Kuk Charity Walk
		District Low-Carbon Living Carnival
		Parent-child Chinese Cultural Day
		Brighter Smiles Playland -- Parent-Child Dental Care Programme
	Nursery class	Thematic Activity — Making Osmanthus Cake
3/2026	All levels	Birthday Party --- Crazy Hair Day (March & April)
		Parent-child Sports Day
		Fire Drill
		Easter Activity Day
	Upper class	Parents Observation
		Po Leung Kuk Board of Directors Inauguration Banquet
	Lower class	Visit Brighter Smiles Playland
	Lower class & Upper class	Po Leung Kuk Joint-Kindergarten 'Low-Carbon Little Angels' Tai Tong Day Trip
	Lower class & Nursery class	Parents visitn PLK Luk Hing Too Primary School
4/2026	All levels	Easter Activity Day
	Upper class	Graduation Photo Taking
		Po Leung Kuk 'KG-Primary Alliance' Activity — Po Leung Kuk Lam Man Chan English Primary School Sports Day

	Lower class	Green Education and Resource Centre
		Visit PLK Stanley Ho Sau Nan English Reading Day
		Parents Visit to PLK Lam Man Chan English Primary School
		Parents Observation
	Nursery class	Parents Observation
	26-27 K1 New Students & Public	Easter Activity Day

Training Date	Class	Training Date
5/2026	All levels	Birthday Party --- Pyjamas Party (May & June)
		Swimming Gala
		Parent's seminar (Chinese) --- Effective Strategies for Toddler Emotional Management
		PTA Photo Taking
	Upper class	GCEPSA Whampoa Primary School Workshop
		Joint-graduation Ceremony 1st Rehearsal
	Lower class	K2 Parents Primary School Info Day (Alliance Primary School, Whampoa)
		Po Leung Kuk 'KG-Primary Alliance' Activity — Primary School Transition Parent Seminar (Po Leung Kuk Chan Shu Kui Primary School)
	Nursery class	School Social Work Workshop — Pouring Fluid Bear/Rabbit Parent-Child Workshop
		Home-School Communication Meeting (Progression Preparation)
	Lower class & Upper class	K3 Students and K2 Parents Visit to Hong Kong Taoist Association Wun Tsuen School
	2026/ 2027 K1 New Students	Final Registration
6/2026	All levels	Activity Week
		Tuen Ng Festival Activities

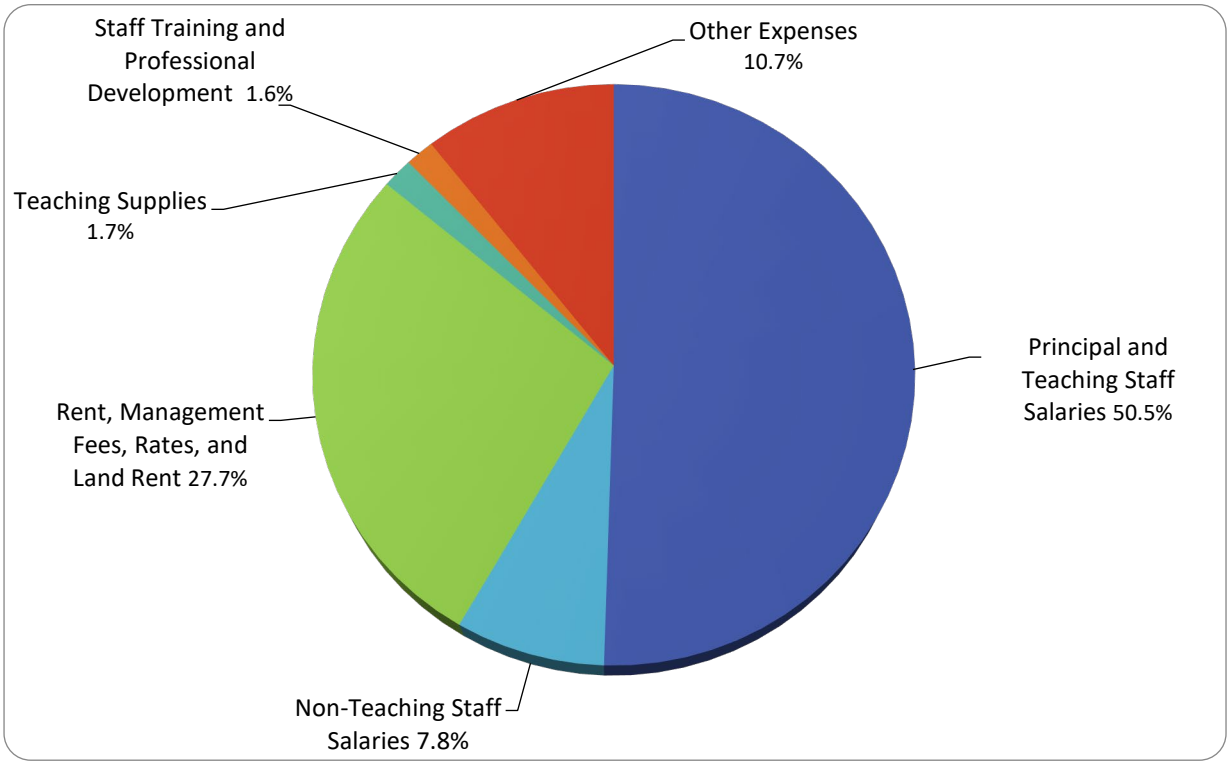
		Learning Journey Sharing Day (2nd Semester)
		Alumni Reunion Day and Campus Open Day
		Po Leung Kuk 'Happy School Project' — 'Forest & Stream Study: Little Shopkeeper Experience' Parent-Child Activity
	Upper class	GCEPSA Whampoa Primary School Workshop
		Joint Graduation ceremony rehearsal
		Joint Graduation Ceremony
	Lower class	Orbis "Difficult-Tea"
	Nursery class	Visit Discovery Space
		Visit to Station Rail Voyage

Training Date	Class	Training Date
7/2026	All Levels	Activity Week
		Birthday Celebration — Summer Party (July and August)
		Curriculum Review Day
		Po Leung Kuk Flag Day
		Term Conclusion Day
	Upper class	Graduation Activity — Graduation Ceremony Rehearsal
		Parent-Teacher Association — Graduation Ceremony
		Photo Day
	Lower class	Po Leung Kuk 'KG-Primary Alliance' Interesting and Interactive English Learning and Teaching Programme — English Storytelling Activity (School-Visiting Programme by Po Leung Kuk Lam Man Chan English Primary School)
		Cantonese Pronunciation Test
	Nursery class & Lower class	Parents' Day
		Speech Day
	2026/2027 New Students	Welcome Day

8/2026	Lower class & Upper class	New School Year Parents' Meeting
	2026/ 2027 New Students	School Adjustment Activities (Parent-Child)
	2027/ 2028 New Students	Curriculum and Admission Briefing Session

1.7 Summary of Expenditure [1]

- The expenditure account for 2025/26 is as follows:



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

Item	Actual Expenditure Amount ($)	Actual Expenditure Amount ($)
Principal and Teaching Staff Salaries	$11,125,143	50.5%
Non-Teaching Staff Salaries	$1,715,264	7.8%
Rent, Management Fees, Rates, and Land Rent	$6,104,355	27.7%
Teaching Supplies	$370,574	1.7%
Staff Training and Professional Development	$354,911	1.6%
Other Expenses	$2,345,951	10.7%
Total:	$22,016,198	100%

Part Two Self-evaluation

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

Based on Part 3 'Action Plans for the Next Academic Year' of the previous year's school report, fill in the major concerns, work objectives, and implementation strategies. If the content of the major concerns has been revised, it is advisable to briefly describe the reasons and details of the revision under the 'Remarks' section.

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.	Promoting children's conceptual development in areas such as scientific exploration, logical concepts, language arts, and creative expression through the design of structured choice-based activities.	a. Participating in the Quality Education Fund (QEF) Thematic Network Project 2025-2026—'Happy Learning, Broad Thinking, Nurturing the Future' organized by the Centre for University and School Partnership (CUSP) of the Faculty of Education, The Chinese University of Hong Kong (CUHK). Core teacher training, lesson planning, lesson observation, and feedback are provided by professional consultants. Curriculum leaders lead teachers across all grade levels to design thematic bilingual choice-based activities (such as STEAM activities, simple story creation, and construction art activities), ensuring that teaching plans have clear learning objectives to promote children's conceptual development.
		b. Integrating digital tools (such as interactive learning applications) to enhance activity engagement, learning effectiveness, and assessment quality.
		c. The school makes effective use of space by creating thematic learning areas in the foyer, offering self-directed interactive games covering all domains of holistic development. Through hands-on operation and peer collaboration, children construct cross-disciplinary cognition in the exploratory process, and significantly enhance their bilingual oral expression skills through real-time interaction.
2.	Enhancing children's bilingual expression abilities in English and Cantonese through highly interactive choice-based activities.	a. Strengthening the language elements in choice-based activities within instructional design and planning, featuring comprehensive bilingual displays and operation, and intensifying peer-to-peer ('student-to-student') interaction.
		b. Organizing a 'Learning Journey Sharing Day' every semester, where children lead parents in exploration and experiential activities to showcase their learning outcomes while simultaneously enhancing their bilingual expression abilities in English and Cantonese.

		c. The school regularly implements a 'Show and Tell' session every Friday, aiming to establish an interactive language practice platform for children. By taking turns presenting their personal items to peers, children actively communicate in English and Cantonese, thereby effectively enhancing their bilingual communication skills, logical thinking, and self-confidence in expression.

Remarks (if any)

a. In addition, to promote 'peer interaction' and 'self-assessment' within choice-based activities—guiding children to internalize concepts and bilingual expression through peer collaboration and self-reflection—the school has adopted the following strategies:

b. Placing bilingual cooperative task cards that require pairs or groups of children to complete in choice-based areas (such as the construction area and science exploration area), encouraging Chinese-speaking (CS) and non-Chinese-speaking (NCS) peers to work together on tasks and promoting bilingual communication through interaction.

c. Deepening children's self-directed learning processes by utilizing a 'Choice-based Activity Record Chart' to guide children in documenting their self-selected activities and establishing peer sharing and communication. Reflecting on activity content promotes children's oral expression skills, enhancing their expression confidence and social interaction.

d. Teachers conduct qualitative observations during choice-based activities, focusing on children's problem-solving thinking in 'peer collaboration', and provide real-time scaffolding guidance in the process to enhance social development.

Utilizing the formulated success criteria and the collected review data, analyze the effectiveness and/or deficiencies of the major concerns from the perspective of promoting children's learning. Summarize the facilitating and hindering factors, and briefly review the degree of achievement of the major concerns.

Effectiveness

I. **Evaluation of Effectiveness**	Reference Evidence
1a. In the current academic year, 100% of K1 and K2 teachers actively participated in the 'Happy Learning, Broad Thinking, Nurturing the Future' project, with 95% agreeing that the project contributed to the conceptual development of young children across various domains. Under the guidance of the expert team from The Chinese University of Hong Kong (CUHK), core training, collaborative lesson planning, classroom observation, and feedback were conducted. 100% of the participating teachers reported that the project significantly enhanced their ability to design bilingual choice-based activities. Empowered by the core teacher training, collaborative lesson preparation, lesson observations, and professional feedback provided by the professional mentorship team, teachers' curriculum design and pedagogical paradigms were comprehensively elevated. Under the leadership of curriculum leaders, teachers across all grade levels meticulously planned diverse thematic bilingual choice-based activities, ensuring that teaching plans possessed explicit learning objectives to foster children's conceptual development and cross-disciplinary cognitive abilities. In teaching practice, teachers integrate bilingualism and cross-disciplinary learning into choice-based corner activities: in scientific exploration, children test different objects' positions in water through sinking and floating tests, with teachers guiding them to record observation results using vocabulary such as 'Sink or Float?'; in story creation, children use picture cards and character puppets to weave stories, practicing simple plot narration in both languages to enhance language expression and logical thinking, enabling young learners to actively explore and learn autonomously within an immersive bilingual environment. In conclusion, the project has not only significantly enhanced teachers' professional competence in curriculum development, bilingual teaching, and pedagogical reflection, but has also created a high-quality learning environment that is both inspiring and interactive for children, laying a solid foundation for their cross-disciplinary conceptual development and holistic growth. 1b. According to the stakeholder teacher questionnaire mean score of 4.34, children's engagement and learning interest have noticeably increased when using digital tools. In daily teaching, teachers seamlessly integrate digital technology with cross-disciplinary choice-based activities. Taking the 'Lunar New Year' thematic activity as an example: in the language arts and creative expression domain, teachers utilize AI technology to generate interactive videos of foreign friends exploring Chinese culture, creating an authentic cross-cultural context. Children act as 'cultural ambassadors' in self-selected corners, using bilingualism and body language to introduce traditional festive foods such as	- Training Questionnaires - Classroom Videos - Photographic Records - Stakeholder Questionnaires - Curriculum Framework - Teaching Reflections - Minutes of Meetings - Free-Choice Activity Observation Records - Activity Photos - Teacher Questionnaires - Parent Questionnaires - Activity Questionnaires - Campus Quarterly Report

Nian Gao (New Year cake) and dumplings, along with their symbolic meanings, to the foreign friends in the video. In class, teachers use tablets to capture and record children's behaviors, projecting them onto an interactive whiteboard for real-time assessment and learning feedback. Meanwhile, in the scientific exploration and logical concepts domain, children hands-on construct a simulated New Year food stall in the simulation corner, and attempt to use tablets to capture and record their process. Through classroom observation, over 80% of children are able to independently operate digital tools and complete tasks on their own. In conclusion, through the innovative integration of structured choice-based activities and digital tools this academic year, the school has not only created a learning environment that is both engaging and in-depth for children—effectively driving their multi-dimensional concept construction in science, logic, language, and creativity—but has also substantially enhanced the teaching team's professional capacities in curriculum research and development and digital teaching assessment, successfully achieving the expected outcomes. 1c. The school has achieved remarkable results in promoting children's autonomous learning and cross-disciplinary development. According to the stakeholder teacher questionnaire mean score of 4.37, structured choice-based activities effectively promote children's conceptual development in domains such as scientific exploration, logical concepts, language arts, and creative expression. In terms of campus environment creation, the school demonstrates exceptional spatial planning capabilities by making full use of lobby resources to design 'thematic learning zones', providing children with autonomous and interactive learning opportunities covering holistic development. For instance, in the school's established 'Wonderful Sound Exploration Museum' thematic zone, children can personally explore physical properties such as sound frequency by striking various eco-friendly musical instruments. When facing problem-solving tasks such as the 'door-unlocking challenge' and 'color mixing', children exhibit outstanding peer collaboration abilities, actively discussing and seeking solutions together. In addition, in creating a bilingual learning environment, children naturally transform into 'little scientists' and 'docents' during play, fluently using bilingualism (e.g., 'Look! Red and blue make purple!', 'Listen to the high sound!') for real-time situational communication, which significantly enhances their bilingual oral expression skills and fulfills the goals of joyful learning and autonomous learning. 2a. The school has achieved remarkable practical results in promoting children's bilingual expression skills in English and Cantonese. According to the long-term professional observations of frontline teachers, as many as 90% of children—whether in the lobby's 'thematic learning zone' or in daily 'choice-based activity classrooms'—demonstrate outstanding bilingual code-switching abilities; they are not only able to accurately understand bilingual displays and instruction cards in the environment, but can also naturally switch languages for dialogue when interacting with peers according to different game contexts.	

Overall, by organically integrating bilingual elements with choice-based activities, the school has successfully constructed a language immersion environment equipped with 'listening, speaking, reading, and application' for young learners. Teacher observation data and practical feedback consistently indicate that children's frequency and fluency in using bilingual expression with peers across diverse contexts have met expected targets. This teaching initiative has not only effectively optimized children's bilingual communication effectiveness in English and Cantonese, but has also established cross-cultural social literacy and a language foundation for lifelong learning in their daily lives. 2b. The school holds 'Learning Journey Sharing Days' twice per academic year, allowing children to act as 'junior teachers' to conduct bilingual sharing and inviting all parents to the school to experience the entire thematic learning journey. Children also perform Chinese and English nursery rhymes learned within the theme. According to the activity questionnaire survey, which yielded a high mean score of 4.54, parents widely agree that the activities effectively produce a positive impact on children's bilingual abilities. This corroborates that the school's strategy of extending bilingual education from the campus to the family has achieved rewarding success. In the specific practice on the day of the activity, children comprehensively demonstrated their excellent bilingual abilities to parents through multi-sensory interaction and expression. Children first performed English and Cantonese bilingual songs together with their peers, and in subsequent sessions proactively led parents to explore and experience, allowing parents to personally observe daily learning outcomes. Especially in front of various learning booths and exhibition areas, children skillfully used bilingualism in English and Cantonese to introduce their own works, learning journeys, and operation methods of daily choice-based activities to parents in detail, fully demonstrating remarkable bilingual expression, organizational, and explanation abilities. In conclusion, this child-led bilingual achievement sharing not only breaks the framework of traditional one-way reporting, but also effectively allows parents to witness firsthand how children flexibly switch between bilingual languages to express themselves clearly to adults and peers. Through this positive home-school co-education interaction, the school has successfully integrated language learning with real-life experiences, not only significantly strengthening children's bilingual application abilities in authentic contexts, but also further consolidating the consensus of home-school partnership, jointly constructing a more effective and sustainable bilingual learning environment for young children. 2c. The 'Show and Tell' session implemented by the school aims to enhance children's bilingual communication skills, logical thinking, and expression confidence. The effectiveness of this daily practice is strongly supported by data in the latest stakeholder questionnaire survey. Among them, in the parent questionnaire, regarding the item 'My child is confident in learning', the mean score reached as high as 4.36, reflecting that parents generally observe children exhibiting a positive and confident attitude during the learning process. Meanwhile, in the teacher stakeholder questionnaire, for the item 'Children show confidence when conversing with others', it also achieved a high satisfaction	

mean score of 4.23, fully corroborating the dual efficacy of this teaching strategy at both the school and family levels.

In conclusion, the dual positive feedback from both teacher and parent questionnaires fully corroborates that the school's teaching strategy, which combines 'Show and Tell' with bilingual choice-based activities, has successfully helped children overcome psychological barriers in language application. Whether viewed from teachers' professional assessments at school or parents' daily observations at home, it is evident that children can use bilingualism more confidently and fluently when conversing with others, truly achieving the simultaneous growth of bilingual competence and confident personality.

3a. In various self-selected learning corners, teachers adjust and deploy 'collaborative' materials, transforming individual play into peer cooperative experiences to promote peer interaction and communication among children, stimulate their inquiry motivation, and implement bilingual collaboration. More materials requiring multi-person cooperation to complete are deployed in the classroom: for instance, props requiring two-person coordination are placed in the role-play corner, allowing students to divide labor and complete role-play situational tasks; single-player toys are also transformed into collaborative toys, such as converting magnetic tiles into multi-person collaborative construction, where each child is responsible for different components or steps, working together to complete a designated work. This creates opportunities for negotiation and division of labor in the physical environment, promoting children's cooperation in solving and completing tasks.

By setting up 'bilingual task cards' in various self-directed corners, the school encourages Chinese-speaking (CS) and non-Chinese-speaking (NCS) peers to complete tasks together, promoting bilingual communication through interaction. In different self-directed corners, teachers pre-post 'bilingual task cards' and encourage children to cooperate and communicate using bilingualism in authentic contexts. For example, pictures of different block structures and task cards marked with the sign '(2)-person cooperation' (e.g., 'Work with a friend to build a castle') are placed in the block basket; in the role-play corner, doctor and nurse props are placed along with dialogue prompts, allowing children to cooperate in completing the medical consultation process through role interaction while speaking target bilingual sentences. These task cards combining visual images and bilingual texts integrate bilingual learning into children's natural play contexts, becoming practical tools to support peer collaboration and task completion.

3b. In self-directed activities, the school promotes a 'self-assessment' mechanism combined with the 'Plan – Do – Review' thinking cycle to guide children in gradually completing self-reflection. Teachers use the 'self-directed activity chart' as a visual tool, asking children to choose the self-directed activities they will participate in before the activity (Plan); and record the completed activities after the activity (Do). Following the self-directed activity, teachers also invite children to present their activity charts to peers, sharing the content and feelings of the completed activities (Review), thereby enhancing oral expression skills and building expression confidence. The above mechanism enables children to

gradually establish a good learning habit of 'planning first, acting second, and reflecting last', allowing them to concretely evaluate their goal-achievement degree through the activity chart. 3c. During self-directed activities, teachers conduct qualitative observations and provide scaffolding guidance to promote peer collaboration among children. Teachers focus on observing children's problem-solving thinking performance in 'peer collaboration'. When observing that children encounter bottlenecks in communication or problem-solving, teachers do not resort to direct intervention, but instead provide scaffolding guidance. For instance, teachers encourage children with higher abilities to assist other children, and foster problem-solving abilities through open-ended questioning. This practical model combining 'qualitative observation' and 'real-time guidance' provides opportunities for children to seek solutions on their own and cooperate with peers to complete different activities. In conclusion, through multiple strategies such as bilingual task cards, self-directed activity charts, and teachers' qualitative observations, the school promotes children's 'peer interaction' and 'self-assessment' in self-directed activities. This has not only deepened the process of autonomous learning, but also tangibly enhanced children's problem-solving thinking, social qualities, and confidence in communicating using bilingualism within authentic social interactions, laying a solid foundation for children's comprehensive development.	

II. Assessment of Achievement Level

Please put a '✓' in the appropriate space.

- ☑ Fully Achieved
- ☐ Partially Achieved
- ☐ Unable to Commence Work Plan
- ☐ Other [Please Specify]_____

With reference to the degree of attainment of the major concern, follow-up methods and/or areas for further development in the future are outlined as follows (e.g., incorporating into routine work / adjusting work targets to serve as the major concern for the next academic year):

Follow-ups/ Recommendations for Sustainable Development

1. When implementing self-directed activities, teachers need to continuously reflect on the appropriate timing of intervention. When children want to share their achievements, teachers should not intervene too early; otherwise, it will undermine their autonomy. Teachers should give children time to organize their sentences and provide verbal prompts when children are in need.

2. Teachers must also actively implement 'Plan – Do – Review'. In terms of 'Plan', teachers should not directly set goals for children, but rather provide scaffolding. For example, using simple visual planning charts ('Today I want to try:', 'I need to use:'), teachers guide children to break down large goals into executable small steps. In terms of 'Do', teachers should position themselves as 'observers and scaffolding providers'. When finding children stuck, instead of giving direct answers, they guide through questioning, which allows an immediate connection between 'Do' and 'self-assessment'. In terms of 'Review', the assessment must be concrete, instrument-based, and diversified. We need to transform abstract 'reflection' into indicators that children can understand and see.

3. Teachers can also promote peer interaction, allowing children to leverage each other's strengths and independently practice bilingual communication. In planning the number of participants for self-directed activities, teachers deliberately maintain child groupings featuring 'complementary language development abilities' in each corner, allowing them to naturally engage in learning during cooperative play. In addition, before the end of self-directed activities, 5 minutes are reserved for a mutual sharing session, enabling children to share each other's achievements in the self-directed activities.

4. In planning learning corners, the school can designate a flora and fauna corner, because plants and animals are closely intertwined with science learning. During self-directed activity periods, children can visit the flora and fauna corner to learn about the living environments and characteristics of plants and animals, water flowers, care for small animals, and record the growth process of plants. Coupled with tools such as magnifying glasses and flashlights, as well as text and image recording, children are enabled to transform into 'little scientists' and enjoy the fun of science.

5. When children engage in manipulative/learning toy activities, teachers can design levels and ways of play with varying degrees of difficulty to suit children of different ability levels. They can also allow children to autonomously choose the levels they wish to challenge, ensuring that every child can participate.

Based on Part 3 of the previous academic year's School Report 'Work Plan for the Coming Academic Year', fill in the major concerns, work targets, and implementation strategies. If the content of a major concern has been revised, it is advisable to briefly state the reasons and details of the revision in the 'Remarks'.

Major Concern (2)

Through gamified and experiential Chinese culture activities, enhance children's interest in Chinese and elevate their Chinese learning skills, while cultivating positive values such as filial piety, respect, appreciation, and cooperation.

Task Objectives and Strategies

	Work Objectives	Strategies
1.	By implementing gamified thematic activities centered on Chinese culture, the school aims to heighten young learners' enthusiasm for the Chinese language and refine their Chinese language acquisition skills.	a. Participated in the 'HKU School of Professional and Continuing Education (HKU SPACE) Centre for Language Education and Assessment — Mutual Growth and Hand-in-Hand Progress: Support Scheme for Kindergarten Students Learning Chinese'. b. K3 children learn 'Chinese Culture' through the project approach. Teachers design gamified classroom activities and provide experiential Chinese culture activities to enhance their motivation to learn Chinese.
2.	Through experiential Chinese culture activities, cultivate positive values such as filial piety, respect, appreciation, and cooperation.	a. Utilize national education picture books to integrate positive values such as filial piety, respect, diligence, and honesty into daily teaching, and encourage practice through K3 parent-child mini-tasks while commending outstanding students. b. Organize parent-child Chinese culture experiential activities, achievement exhibitions, and Chinese culture gala performances, etc., to enhance home-school cooperation in positive values education.

Remarks (if any)

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Utilizing the formulated success criteria and collected evaluation data, and reflecting from the perspective of promoting children's learning, the school analyzes the effectiveness and/or deficiencies of the major concerns, summarizes the factors of success and obstacles, and succinctly reviews the degree of attainment of the major concerns.

Effectiveness

Evaluation of Effectiveness	Reference Evidence
1. The school is honored to participate in the 'Support Scheme for Kindergarten Students Learning Chinese: Mutual Growth and Hand-in-Hand Progress' organized by the HKU School of Professional and Continuing Education (HKU SPACE), achieving a 100% participation rate among all teachers. Teachers unanimously agreed that the scheme has yielded remarkable results in stimulating children's interest in learning Chinese and enhancing their language skills through gamified Chinese cultural activities, while seamlessly integrating core values such as 'filial piety, fraternal love, benevolence, and integrity' into daily learning. Cultivating fine character relies on home-school collaboration. According to the stakeholder parent questionnaire with an average score of 4.42, parents provided encouraging feedback; regarding practical application in daily life, they highly agreed that after participating in 'experiential Chinese cultural activities', children are able to genuinely practice positive values such as filial piety, respect, diligence, and honesty in their daily lives. According to the stakeholder parent questionnaire with an average score of 4.4, regarding close home-school collaboration, they strongly agreed that through 'parent-child Chinese culture experiential activities' and 'achievement exhibitions', not only were children's positive values enhanced, but home-school cooperation was also greatly strengthened, promoting mutual growth between parents and children. – Through lesson observation feedback, reflection, and mutual exchange provided by the project team's mentors, teachers' lesson plans have received positive evaluations. According to the stakeholder teacher questionnaire with an average score of 4.38, core team members agreed that through the 'Support Scheme for Kindergarten Students Learning Chinese', teachers are able to design gamified classroom activities that incorporate Chinese culture themes. – According to the stakeholder teacher questionnaire with an average score of 4.23, the school provides a rich and appropriate learning environment for children, sparking their interest in learning. Children demonstrate significant motivation for learning Chinese in gamified teaching activities guided by teachers. From classroom observations and post-lesson observation feedback, it can be seen that children are engaged in activities, willing to participate in various forms of classroom activities including role-play, group discussions, sharing, and contextual picture cards, through which	● Daily Lesson Plans ● Minutes of Lesson Preparation Meetings ● Post-Lesson Feedback Records ● Classroom Observations ● Child Learning Observation Records ● Activity Photos ● Learning Assessments ● Stakeholder Questionnaires ● Activity Attendance Statistics ● Parent Interviews ● Activity Questionnaires

they internalize language sense and enhance oral expression and logic. - According to teachers' classroom observations and learning assessments, over 80% of children demonstrated progress in Chinese listening and speaking skills in activities. Children can attentively listen to story teachers speak, and understand complex sentences containing spatial, temporal, and causal relationships; children can also gradually progress from speaking simple short clauses to expressing their thoughts fluently and methodically, and use newly learned sentence patterns to express their ideas and opinions. - According to the stakeholder teacher questionnaire with an average score of 4.38, the majority of teachers are able to design gamified classroom activities that incorporate Chinese culture themes (such as festivals and traditional customs). The activity content designed by teachers includes traditional festivals and customs (Spring Festival, Lantern Festival, Dragon Boat Festival, Mid-Autumn Festival), traditional arts and folk toys (ink painting and calligraphy experiences), and explorations of food and clothing culture (Chinese traditional attire, traditional Chinese delicacies, and tea art), among others. - According to teachers' classroom observations, children's learning observation records, and learning assessments, over 80% of children actively participated and showed enhanced motivation in learning Chinese. Experiential activities designed by teachers (such as story theaters and role-play, etc.) created 'meaningful communication contexts' for children. Children actively participated in activities, and their willingness for oral expression increased significantly. Observations revealed that children actively used Chinese for social communication during free play time, and the frequency of retelling stories and proactively asking 'why' increased. In addition, children gained a deeper understanding of culture-related vocabulary (such as festival customs and daily polite expressions); children could naturally transfer what they learned in class to daily life, such as spontaneously applying etiquette learned from tea art classes during snack time, handing items with both hands and saying 'Please' and 'Thank you'. 2. This academic year, picture books published by the Po Leung Kuk Cheng Chee Keung Education Services Centre were utilized to create story protagonists aligned with the sponsoring body's school motto 'Love, Respect, Diligence, and Integrity'. The storytelling content aimed to cultivate positive Chinese cultural values among children, such as filial piety, respect, appreciation, and cooperation. 90% of teachers agreed that after reading the picture books, coupled with role-playing activities, daily teaching, and worksheets, children enhanced their understanding and recognition of Chinese cultural values. All grade levels featured parent-child	

mini-tasks or holiday worksheets, with 95% of parents and children jointly completing these tasks. Children shared the contents of their worksheets in class and displayed them in classroom layouts, creating a positive immersive atmosphere for every child. - According to the stakeholder parent questionnaire with an average score of 4.42, parents strongly agreed that through experiential Chinese cultural activities, children are enabled to try practicing positive values such as filial piety, respect, diligence, and honesty in their daily lives. Coupled with school activities, these positive Chinese cultural values are demonstrated in their daily lives. - This academic year, the school organized various parent-child Chinese culture experiential activities, including the Parent-Child Chinese Culture Day cum New Year Celebration, Parent-Child Chinese Culture Experiential Workshops, and Parent-Child Air-Dry Clay Workshops, among others. Works from the Parent-Child Air-Dry Clay Workshop were exhibited during the Parent-Child Chinese Culture Day cum New Year Celebration. Furthermore, Nursery (K1) parents were invited to the school to share unique Chinese New Year traditions, fostering an appreciation and respect for Chinese culture. According to the stakeholder parent questionnaire with an average score of 4.35, general parents agreed that they actively participated in school activities; according to attendance statistics for various Chinese culture activities, the parent attendance rate reached over 90%. - According to the stakeholder parent questionnaire with an average score of 4.4, parents agreed that participating in parent-child Chinese culture experiential activities and achievement exhibitions effectively enhanced children's positive values and home-school cooperation. According to responses from teacher-parent interviews, 90% of parents expressed willingness to participate in similar activities again in the future, showing a positive and enthusiastic response. According to the stakeholder parent questionnaire with an average score of 4.43, parents agreed that the school can help my children develop good character. According to the stakeholder parent questionnaire with an average score of 4.43, parents agreed that the school can build a partnership with parents to support children's growth.	

III. Assessment of Achievement Level

Please put a '✓' in the appropriate space.

- ☑ Fully Achieved
- ☐ Partially Achieved
- ☐ Unable to Commence Work Plan
- ☐ Other [Please Specify]_____

With reference to the degree of attainment of the major concerns, briefly describe the follow-up methods and/or consider areas for further development in the future (for example: incorporating into routine work / adjusting work targets to serve as major concerns for the next academic year).

Follow-ups/ Recommendations for Sustainable Development

1. This academic year, only national education picture books published by the Po Leung Kuk Cheng Chee Keung Education Services Centre were selected, covering only four Chinese cultural values (filial piety, respect, diligence, and honesty). It is recommended that picture books from different publishing houses could be selected in the future, such as the first local color children's picture book 'The Stars in the Sky Are Not Simple', launched by the Government of the Hong Kong Special Administrative Region to promote National Security Education Day.
2. Establish Chinese culture exhibitions across all grade levels, tailored to different themes: Nursery (K1) classes will exhibit items related to traditional Chinese toys; Lower Kindergarten (K2) classes will exhibit items related to traditional Chinese attire (Hanfu); Upper Kindergarten (K3) classes will exhibit items related to traditional Chinese crafts.
3. Design 'home-school integration' experiential activities, such as the 'Hanfu and Tea Art Parent-Child Experiential Day', featuring a 'Filial Piety Tea Ceremony' where children serve tea to their parents to express gratitude and filial piety. This embodies 'filial piety and respecting the elderly' and 'home-school joy together', allowing children to practice traditional etiquette through specific a sense of ritual.
4. Incorporate 'One-Minute Moral Stories' into the regular curriculum. During the 3-5 minutes before class starts every day, teachers tell a short folk story about 'yielding to others', 'sharing', or 'perseverance'. After the storytelling, children are guided to clap their hands or nod simply in response. Using relatable traditional stories as an entry point, this imperceptibly cultivates children's positive values.
5. When designing learning corners, incorporate 'One Solar Term, One Plant' into the Science Corner. Place several common plants in the Science Corner (such as jasmine for Major Heat, and chrysanthemums for Cold Dew), combining traditional solar term wisdom to guide children in learning to be grateful and cherish nature.

2.2 Our Learning and Teaching

Evaluate the effectiveness of work this academic year from three areas: curriculum planning, children's learning and teaching, and curriculum evaluation, and select children's performance exemplars as illustrations as needed, so as to grasp the areas where the school needs to improve or further develop.

Assessment of Work Effectiveness	Reference Evidence
1. Curriculum Planning - **Clear Educational Goals and School-based Curriculum Design:** The school curriculum takes 'learning by doing' as its core, constructing knowledge through personal experience and sensory exploration, showcasing curriculum design highlights: - **Implementing Five-Senses Experience and Life Practice:** The school emphasizes five-senses experience and hands-on manipulation, allowing children to directly interact with the environment through active participation, thereby discovering problems, verifying ideas, and summarizing meaning from them. This approach not only aligns with the developmental characteristics of young children, but also helps transform abstract cognition into concrete bodily memory, making learning interesting and meaningful. - **Integrating Multiculturalism and Authentic Language Contexts:** The school curriculum appropriately integrates multicultural elements, using different cultural materials and simulating social scenarios to allow children from diverse backgrounds to encounter rich language expressions in natural interactions. This design provides children with more interactive opportunities, where they need to negotiate, divide labor, and mutually support each other in joint tasks. It not only promotes social-group development and a sense of belonging, but also drives children to communicate using biliteracy and trilingualism, progressively enhancing vocabulary richness through authentic interactions. - **Reserving Curriculum Flexibility to Foster Innovative Thinking:** The curriculum deliberately retains ample space and flexibility to encourage children in open-ended creation and imagination. The school values children's unique thinking trajectories and personal interpretations in the process. To effectively cultivate children's self-expression skills, aesthetic appreciation, and flexible thinking to bravely challenge frameworks, teachers encourage children to be bold in trying during the learning process, examine their shortcomings, and learn from mistakes and reflect. - **Implementing the '3E' Innovative Teaching Model:** Through regular collaborative lesson planning meetings, teachers across all levels closely linked learning themes to plan classroom activities, translating the core concepts of 'Empowerment, Exploration, and Expression' into teaching practice. The classroom provides children with ample autonomous learning, yielding remarkable results; the	● Curriculum Framework ● Teaching Reflections ● Classroom Videos ● Photographic Records ● Child Development Portfolios ● Log Book ● Minutes of Meetings ● Activity Record Sheets ● Activity Questionnaires ● Training Questionnaires ● Stakeholder Questionnaires

stakeholder questionnaire result with an average of 4.37 reflects that students exhibit a strong learning interest and initiative. - **Regularly Updating the 'Five-Senses Zone' Setup:** The school regularly sets up a 'Five-Senses Zone' on campus in conjunction with themes, placing low-structure materials with different textures such as large and soft items to stimulate children's sensory development. The activity design aims to promote peer collaborative construction and material sharing, organically integrating social-group development into the environment. - **Setting up Permanent 'Exploration Corners' in Classrooms:** The school plans and sets up exclusive 'Exploration Corners' within each classroom as a physical base for promoting inquiry-based play learning. The exploration corners regularly provide inspiring scientific manipulation tools (such as magnifying glasses, magnets, balances, etc.) and natural science materials, allowing children to conduct independent exploration at any time during daily group time. - **Creating a Diversified Campus Environment:** The school makes full use of space throughout the corridors, regularly setting up 'interactive wall-mounted teaching aids' covering Chinese, English, early mathematics, art, scientific exploration, and problem-solving elements. This allows children to operate them independently during arrival and group time, using the environment to stimulate intrinsic motivation for autonomous learning. - **Promoting Chinese Culture and National Education (Adding Thematic Details):** The school integrates school-based 'Chinese Culture Thematic Activities' into the regular curriculum, starting from a perspective connected to daily life to guide children in exploring traditional 'food' and 'art' culture (such as the craft design of traditional pastries and festival foods). In addition, through festival projects such as the Mid-Autumn Festival, Tuen Ng Festival, and National Day, combined with daily morning/afternoon assemblies and flag-raising ceremonies, the team organically integrates traditional culture with national security education, establishing it as a regular element of the school-based curriculum to practically cultivate children's national identity and cultural literacy. The stakeholder questionnaire recorded a high mean score of 4.42, reflecting that children effectively establish and practice good positive values in related educational practices **2. Children's Learning and Teaching** - **Gamified Exploratory Learning:** Through low-structure materials and exploratory activities, teachers encourage children's autonomous learning and stimulate curiosity. Stakeholder questionnaire surveys show that a mean score of 4.38 of teachers agree that the school can successfully design and implement the curriculum with play as the	

core strategy; meanwhile, a mean score of 4.45 of parents agree that their children hold a strong interest in learning. Whether in the permanent 'Exploration Corners' in the classrooms, the 'wall-mounted teaching aids' in the corridors, or the regularly opened 'Five-Senses Zones', children can conduct active exploration in play scenarios, truly practicing the educational vision of 'learning through play' and 'learning by doing'. - **Internalizing Positive Morals and Values:** Continuing the 'Little Praise Angel Project' from the last academic year, the school implements the 'Positive Good Behavior Reward Scheme' this academic year. The activity uses a lively and interesting 'mountain-climbing progress' format to encourage children to practice good behaviors such as respecting teachers and learning to yield in daily life. - **Building Resilience and Confidence through Diverse Physical Activities:** The school is committed to promoting children's physical activities, aiming to help children establish regular exercise habits. This academic year, activities such as the 'Po Leung Kuk Kindergarten-Primary Alliance Positive Sports Day', 'Parent-Child Sports Day', 'Inter-school Swimming Gala', and the Jockey Club 'Skip to Achieve' Skipping Programme were organized, giving children the opportunity to personally experience diverse and interesting sports items, inspiring children's sports interest and potential, and gradually nurturing the spirit of perseverance and a sense of self-affirmation during the participation process. - **Diverse Learning Experiences:** Through the 'Friday Activity Day' established every week, diverse experiential activities are regularly held to promote children's holistic development in areas such as artistic expression, physical coordination, and social interaction. At the same time, the competitive games and art activities integrated into the activity day create a broad platform for children to showcase their talents, thereby further enhancing their creativity and rich imagination, and building excellent teamwork spirit in collaborative efforts. - **Promoting Life-Oriented Parent-Child Chinese Culture Experiences and Rooting National Identity:** The school is committed to organically integrating Chinese culture and national education into the school-based curriculum. In terms of teaching, through hands-on practical activities such as the 'Mid-Autumn Festival Celebration', 'Parent-Child New Year Celebration cum Chinese Culture Day', 'Dragon Boat Festival Dragon Boat Racing Experience', and paper-cutting and hanging ornament making, children are guided to explore the origins of festival customs and cultivate cultural and artistic aesthetic appreciation. In terms of regular cultivation, besides promoting the 'Putonghua Activity Day' before National Day to deepen children's understanding of the national flag, national emblem, and guard of honor, the school also implements the daily singing of	

the national anthem during morning/afternoon assemblies, weekly flag-raising ceremonies, and holds solemn flag-raising ceremonies on New Year's Day, Reunification Day, National Day, and the first day of school, subtly laying the foundation for children's attitude of respecting the country. In addition, the school promotes the parent-child reading scheme, guiding families to make good use of the national education picture books from the Po Leung Kuk Cheng Kam Chung Education Services Centre to jointly deepen the four core values of 'filial piety, respect, diligence, and honesty'. The stakeholder questionnaire rating recorded a high approval of 4.42, affirming the remarkable effectiveness of experiential parent-child cultural activities and results exhibitions in establishing children's positive values and promoting home-school collaboration. **3. Curriculum Evaluation** - Stakeholder Questionnaire Feedback: A mean score of 4.27 of teachers agree that the school provides a comprehensive curriculum, while a mean score of 4.45 of parents also unanimously agree that the school can provide a balanced curriculum for holistic development and through exploring children's diverse potentials. The curriculum closely aligns with children's growth and development needs, effectively triggering autonomous learning through diverse exploration contexts, creating a comprehensive learning and capability development platform for children that accommodates individual differences. - Through curriculum review meetings, 97% of teachers frequently arrange diverse activities such as small experiments, discussions, and oral presentations in class; meanwhile, classroom observation questionnaires show that 97% of parents agree after classroom observation that different learning corners (such as science corners, language corners, art corners) are set up in the classrooms, reflecting that the school's environment creation and teaching strategies can be organically combined, effectively ensuring that children can comprehensively enhance their diverse abilities in scientific exploration, logical concepts, language arts, and creative expression through daily free play and autonomous manipulation. - 96% of parents agree that the school can effectively help their children develop good morals, and children gradually internalize positive values in an interesting atmosphere, practicing and demonstrating excellent character in daily bits and pieces. - Stakeholder Questionnaire Feedback: A mean score of 4.4 of parents and teachers agree that the school successfully promotes Chinese culture and national education through festival activities, Putonghua courses, and flag-raising ceremonies, effectively helping children concretely understand traditional festivals, the national flag, and the national anthem, thereby gradually enhancing their personal national identity; at the same time, through personal participation in different Chinese culture experiences, children are prompted to learn to	

appreciate the artistic essence of Chinese culture in practice, comprehensively promoting their holistic development.	

Recommendations for Improvement/ Further Development

1. **Expanding School-Based Exploratory Learning Elements and Strengthening Teacher Team Professional Training:** In terms of enriching the environment for inquiry-based learning, in addition to the existing 'interactive wall-mounted teaching aids', the school will continuously optimize and plan to introduce more diverse school-based exploration elements and manipulative materials in different spaces. At the same time, the school can arrange relevant teacher professional training courses to enhance the teaching team's professional skills in designing inquiry-based questions and guiding children in scientific exploration.

2. **Making Good Use of Innovative Technology Interactive Devices to Stimulate Children's Autonomous Learning Motivation:** The school will systematically integrate the 'Wisefloor interactive floor device' into the school-based thematic curriculum, and design more diverse, sensory-stimulating, and interactive game activities in coordination with teaching themes at all levels, further enriching children's dynamic learning experiences, thereby optimizing classroom interaction effectiveness and significantly enhancing children's autonomous learning motivation.

3. **Optimizing the School-Based Curriculum Evaluation Mechanism and Establishing a Three-Tiered Consistent Assessment Standard:** The school will continuously optimize the existing curriculum evaluation mechanism. Through sorting and adaptation, it will gradually establish and implement a 'three-tiered consistent' appraisal mechanism and review standards involving management, level coordinators, and frontline teachers, ensuring the objectivity and reliability of curriculum assessment, and prompting evaluation results to more accurately feed back into teaching and enhance the overall effectiveness of learning and teaching.

4. **Deepening Children's Mental Health Education and Creating a Campus Soul-Soothing Space:** Next year, the school will regularly plan 'Mindfulness Rest Periods' during birthday parties (such as arranging 15 minutes of dimming or turning off lights). By matching light music, mindfulness or breathing relaxation exercises, children are guided to learn to settle emotions and perceive their inner selves after bustling celebration activities, cultivating children's ability to pay attention to personal mental health and self-emotional regulation from an early age.

5. **Establishing a Parent-Child Cultural Life Practice Mechanism to Deepen Family Cultivation:** Next year, the school will innovatively implement the 'School-Based Chinese Culture Parent-Child Practice Passport' scheme, transforming cultural education from campus grand events into daily family life. The school designs interesting parent-child life tasks (such as: finding traditional buildings in the community with parents, experiencing the 'food art' related to the Twenty-Four Solar Terms in traditional Chinese teahouses, or jointly conducting 'good behavior practice' of traditional virtues such as the Twenty-Four Filial Exemplars at home), guiding parents to use sensory exploration to record children's cultural bits and pieces, allowing the essence of Chinese culture and art and fine virtues to truly take root in warm family interactions.

2.3 Our Support for Children and Teachers

Services Arranged for Children with Special Needs	
Interdisciplinary Service Team	*Please put a '✓' in the appropriate space.* ☑ On-site Early Intervention Services (including Tier 1 Support Services) ☑ On-site Social Worker Services ☐ Integrated Services ☐ Other (Please Specify) _____

Briefly describe and evaluate the work/measures undertaken in response to contextual shifts or service needs of the school during the current academic year, and propose areas requiring improvement or further development.

I. Assessment of the Effectiveness of Care and Support Services	**Reference Evidence**
The targets of support services may include children with special needs, diverse background needs, new admissions, and those about to enter Primary One. As the support of the multi-professional support services team listed in the table above has been regularized, the school is not required to review the effectiveness of its measures/services. 1. **Admission Adaptation: Comprehensive and Progressive Support to Build a Sense of Security and Good Adaptation** - **Diverse Campus Experiences:** Before K1 new students start school, the school specially arranges different on-campus activities (such as: Easter parent-child fun day, open day, and campus orientation day) for K1 new students and parents who have enrolled for the coming year to participate together, allowing children to enter the campus multiple times accompanied by parents. Through fun games, handicraft creation, and interaction with teachers, children can get to know the new environment and teachers in a joyful atmosphere, increasing their understanding of the school and sense of security; while the campus orientation day arranges classroom visits, toy experiences and other sessions, accompanied by parents to explore the learning space. These activities not only ease the separation anxiety between children and parents, but also establish a good foundation for teacher-student interaction and build trust in the school and teachers. According to stakeholder questionnaires for parents, 'children like going to school' and 'get along well with classmates' received high scores with mean values of 4.56 and 4.48 respectively; satisfaction with care for new and transfer students also reached 4.43, confirming the remarkable effectiveness of the school's adaptation strategies.	● Activity Photos ● Questionnaires on Lectures and Workshops ● School Social Work Service Questionnaires ● Parent Questionnaires ● Minutes of Meetings ● Primary School Visit Activity Plan ● Activity Review ● Chinese Language Proficiency Assessment Report for Non-Chinese Speaking (NCS) Students ● Stakeholder Questionnaires

- **Gradual Class Hours:** Before the start of the school year, the school arranges two days of one-hour parent-accompanied orientation days for K1 new students, allowing children to have a preliminary understanding of their homeroom teachers and peers before officially starting school, increasing their sense of familiarity. Starting in September, the school adjusts the class hours for K1 children, gradually increasing from 1-hour classes on the first day of school to 1.5 hours, and then progressively increasing to normal school hours (3-hour classes), allowing children to gradually adapt to campus life.

- **Peer Support:** For K2 and K3 transfer new students, to help them smoothly adapt to the new environment, the school also arranges orientation days for transfer students' parents, briefly introducing the school curriculum and school opening preparations before the start of term, allowing parents to understand how to cooperate and adapt to the new environment. Regarding supporting transfer students joining mid-term, homeroom teachers implement the 'Little Buddy Scheme' during their initial admission period, where more proactive children in the class act as 'little guides' to help newcomers familiarize with the classroom environment and daily routines. At the same time, through 'finding friends' interactive games, peer exchange is promoted. The classroom is also equipped with emotional soothing toys and a reading corner with diverse picture books, allowing children to gradually adapt in a secure environment. In the parent stakeholder questionnaire, a mean score of 4.43 shows that parents agree the school can appropriately care for new and transfer students, enabling them to easily adapt to the new environment.

2. **Individual Learning Needs: Teaching Students in Accordance with Their Aptitude and Differentiated Teaching to Promote the Enhancement of Every Child's Ability. The school implements flexible differentiated teaching strategies.**

- **School-Based Diverse Homework and Flexible Adjustment:** The school actively compiles diverse homework and exercises with school-based characteristics, which can effectively align with children's learning characteristics, preferences, and individual development differences. In terms of curriculum, the school's teacher team independently designs a series of highly school-based diverse homework and exercises, the content of which is based on the 'Kindergarten Education Curriculum Guide', and tailored to children's learning characteristics and preferences to compile appropriate homework exercises for their development needs at different stages. In addition, during the teaching practice process, if there are children with individual learning needs or inconsistent progress, teachers will flexibly and timely adjust the homework content and difficulty according to children's needs and abilities, and also design teaching materials and aids of different levels, allowing children to obtain appropriate learning and training according to their development

abilities, enabling them to be promoted, so as to comprehensively assist children with different learning needs. This kind of homework arrangement and flexible adjustment mechanism of teaching students in accordance with their aptitude not only consolidates children's learning effectiveness, but also reflects the school's high professionalism in promoting inclusion and quality early childhood education. ◦

- **Focusing on Sense of Achievement and Motivation Cultivation:** The school implements highly effective differentiated teaching strategies in daily teaching activities to ensure that children of different abilities can receive appropriate learning support. In daily learning activities, teachers also keenly design classroom activities and teaching aids of different difficulties according to children's developmental abilities. This arrangement allows children with different abilities to gradually complete learning tasks at their own pace and ability during the learning process, and experience the joy of learning from it. This teaching design can effectively cater to children's individual ability differences, allowing every child to experience a sense of achievement in daily learning, which has a decisive positive impact on cultivating children's learning motivation, curiosity, self-confidence, and a sense of success.

3. **Students from Diverse Linguistic Backgrounds: Multicultural Inclusion and Language Enrichment, Comprehensive Support for Chinese Learning, Effectively Enhancing Non-Chinese Speaking Children's Chinese Listening and Speaking Abilities and Cultural Identity through Technology-Assisted and Cultural Exchange**

- **Dedicated Teachers and Gamified Learning:** The school is committed to building a diverse and inclusive learning environment, admitting children of different nationalities and cultural backgrounds. Currently, Non-Chinese Speaking (NCS) children account for over a quarter of the total student population in the school. To support NCS children in learning Chinese, this year the school utilized the Education Bureau's grant for supporting non-Chinese speaking students, employing three NCS support teachers responsible for planning and implementing related support work, and made the following arrangements:

- First, arrange NCS support teachers to conduct language enrichment activities with NCS children during group time, designing gamified learning activities (such as singing and movement, role-play, etc.) based on school-based themes, complemented by diverse teaching aids, allowing NCS children to cultivate an interest in learning Chinese in a natural and joyful environment. At the same time, NCS support teachers adopt picture book teaching to guide NCS children in reading pictures and key texts in picture books, guiding them to share what they see and feel, thereby enhancing NCS children's

comprehensive Chinese listening, speaking, reading, and writing abilities.

- Second, to consolidate the learning effectiveness of NCS children, NCS support teachers conceived thematic worksheets and art and craft activities integrating linguistic elements and free creation, enhancing NCS children's motivation to learn Chinese. The school also continues the practice of pasting Quick Response (QR codes) in Chinese homework books. After parents help scan them, the stroke order and standard pronunciation of words can be displayed, allowing NCS children to repeatedly review at home, and parents can also provide auxiliary assistance from the side, so as to reduce the pressure of NCS children in completing Chinese homework.

- Third, the school conducts continuous assessment for NCS children. NCS support teachers regularly interview and communicate with homeroom teachers to provide appropriate individual support, allowing homeroom teachers to grasp the learning situation of NCS children and provide guidance and suggestions for NCS parents. According to the parent questionnaire for supporting NCS children this academic year, 100% of NCS parents expressed satisfaction with the school's performance in effectively supporting NCS children's learning.

- **Cultural Inclusion:** NCS support teachers flexibly adapt teaching pace and content according to the cultural backgrounds and ability differences of NCS children. During the 'Chinese Culture' thematic teaching period, different levels carried out various learning activities: K1 used 'food' as an introduction to introduce Chinese cultural foods such as dumplings and tangyuan to NCS children; K2 learned about the traditional festive culture of the Lunar New Year through making fai chun; and K3 learned traditional Chinese zodiac stories to deepen their understanding of traditional culture. In addition, the school also held 'Cultural Sharing: New Year Celebration Activities around the World', inviting NCS parents to the school to share their hometowns' unique New Year traditions, costumes, and foods, promoting two-way cultural exchange and appreciation.

- **Technology-Assisted Autonomous Learning:** In addition to daily integrated learning and mutual exchange with local children, the school also actively provides autonomous learning resources. The school has pasted Quick Response (QR codes) on the children's reading books—the Green Field Series 'I Can Read Myself' books—and set up talking pens in the classroom, helping NCS children to repeatedly listen to story content and review pronunciation both at school and at home, and gradually enhance their Chinese listening and speaking abilities through 'listening more and speaking more'.

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4. **Student Support for Primary One Admission: Cross-School Peer Interaction and Simulation Experiences to Achieve Seamless Articulation between Kindergarten and Primary School**

- The school actively builds a cross-school peer interaction platform, successfully reducing K3 children's unfamiliarity and anxiety about future primary school life. This interactive mode mediated by primary school peers not only eliminates children's awe of primary school students, but also allows children to build positive expectations for primary school life in a relaxed and joyful atmosphere.

- **Po Leung Kuk 'Joint Primary and Kindergarten Alliance' Policy:** The school provides children and parents with extremely valuable practical educational resources and practical opportunities. Under the close cooperation framework of the 'Joint Primary and Kindergarten Alliance', affiliated primary schools generously opened their campus facilities for the school's children to share. At the main school, the principal of Po Leung Kuk Dr. Jimmy Wong Chi-ho (Tin Sum Valley) Primary School was invited to visit the school and share practical primary school preparation strategies with parents; arrangements were also made for our school parents to visit campuses and attend curriculum briefing sessions at Po Leung Kuk Lam Man Chan English Primary School, Po Leung Kuk Chan Siu Hon Primary School, and Po Leung Kuk Luk King Too Primary School. In addition, children also gained more opportunities to interact with primary school students by participating in diverse alliance activities, such as the Joint Alliance Positive Sports Day, unplugged coding experience, Healthy Family Festival booth activities, joint anniversary singing and rope skipping performances, district low-carbon carnival, and interesting interactive English activities. This all-round and multi-dimensional cooperation mechanism not only broadens children's learning horizons and collaboration abilities, but also provides parents with professional primary school psychological support, successfully realizing the goal of seamless primary school transition. Activity questionnaires at Po Leung Kuk Lam Man Chan English Primary School showed that 96% of parents expressed clarity regarding the school's teaching philosophy, campus environment, and primary school preparation; activity questionnaires at Po Leung Kuk Chan Siu Hon Primary School showed that up to 99% of parents were satisfied and agreed that the activities could effectively enhance their understanding of the school, comprehend its educational philosophy, and know how to prepare their children for Primary One.

- **Cross-School Exchange:** The school helps children build an objective understanding of different primary school systems and school cultures. This academic year, the school received warm invitations from primary schools such as Po Leung Kuk Ho Sau Nam Primary School, SKH Fung Kei Primary School, Hong Kong Taoist Association Un Chau School, and Whampoa Alliance Primary School, arranging for K2 and K3 children to participate in primary school experience activities and visits.

During the visits, primary school student representatives personally shared the process and insights of campus activities, while primary school teachers and students led our school children to tour the campus, tell stories, and conduct experiential learning activities. Diversified on-site observations can effectively deepen children's learning experiences, helping them draw a clear and concrete blueprint of primary school life in their minds, laying a solid foundation for future school adaptation. Various visits and thematic activities have won high recognition from parents. Activity questionnaire data showed that 89% of parents agreed that the activities helped them understand primary schools' teaching philosophy, campus environment, and preparations needed for children entering Primary One. At the same time, the K2 Primary One Information Day held by the school also successfully played its role. Activity questionnaires showed that 100% of parents were satisfied with the event arrangement and indicated that they could comprehensively grasp information on different primary schools' teaching philosophies, campus environments, and Primary One preparations. These data fully prove that the primary transition activities held by the school not only inspire children, but also practically answer parents' doubts, achieving excellent home-school synergy in primary articulation.

- **Primary One Simulation Adaptation Week:** The school integrates systematic simulation experiences into the regular curriculum, practically helping children master primary school classroom routines and daily operation modes. During the activity week in June, school teachers and children jointly conducted a one-week 'Primary One Simulation Adaptation' activity. Teachers simulated primary school subject-based teaching modes in class, and designed a 'recess time' experience session, allowing children to learn how to plan activities during recess time, such as packing school bags, finishing snacks, going to the restroom, playing games, and socializing with peers. The design of this simulation curriculum is based on children's developmental abilities and needs, under the specific guidance and assistance of teachers, allowing children to preview and adapt to primary school schedules in a familiar environment, which has a significant positive effect on enhancing children's self-care abilities and psychological adaptability.

5. **Seamless Home-School Synergy and Communication:**

- Teachers care for the physical and mental development and learning performance of every child. Teachers communicate with parents through regular parent interviews or telephone interviews to understand children's adaptation situations at school and at home, providing parents with school adaptation strategies to help children integrate into campus life. According to the stakeholder parent questionnaire average of 4.39, parents agree that the school frequently reports children's learning situations and performance to parents. The school sets up 'Learning Journey Sharing Day' every semester, inviting parents to school to understand children's learning modes and results. At the same

time, 'Parent Observation Day' is held every academic year to allow parents to observe children's performance in class. Finally, the school provides different communication channels, including the EVI home-school communication platform, WhatsApp groups, emails, and other social platforms, to maintain school transparency and effective close communication.	
II. Assessment of the Effectiveness of Establishing School Partnerships	**Reference Evidence**
What initiatives does the school undertake in home-school cooperation and external networking? Please introduce the implementation measures of these initiatives and their impact on promoting children's learning or growth. **1. Cross-Disciplinary Professional Team Collaboration: Deepening Pre-school Rehabilitation Support to Achieve Differentiated Teaching and Potential Development** – **Cross-Professional On-Site Support:** The school continues to deepen cross-sectoral cooperation with professional institutions, providing targeted pre-school rehabilitation support for children with different learning needs. This academic year, the school continues to participate in the 'Project Soar' (I can Fly) on-site pre-school rehabilitation service under the Social Services Department (Child Care Services) of Po Leung Kuk, gathering a professional team including educational psychologists, speech therapists, occupational therapists, physiotherapists, and special child care workers. These experts regularly visit the campus to provide on-site support and intensive training targeting children's individual differences, directly supporting obstacles encountered by children in learning and development. Through this high-quality professional intervention, teaching and support strategies are shared with our school teachers, allowing our teachers to apply techniques and strategies in the classroom to support children with individual learning needs. Thus, the school has successfully practiced the philosophy of tailored teaching according to aptitude, enabling every child to fully develop their personal potential during the critical period of growth. – **Home-School Extension and Home-Based Training:** The professional team formulates Individualized Educational Plans (IEPs) and assessment reports for children. This academic year, the effectiveness of 'Project Soar' has been significant. Through horizontal teacher training support and vertical home-school cooperation, it comprehensively enhances children's various abilities. This academic year, 40 children participated in the project (distributed across K1 to K3 levels), and 44 children participated in the first-tier support. The 'Project Soar' team not only formulates individualized learning plans, observation, and assessment reports for each child, but the professional team also holds close meetings with teachers to provide practical teaching strategies to overcome classroom support difficulties. At the same time, experts also regularly communicate with parents and conduct home visits to deeply understand children's home conditions, providing appropriate and individualized guidance for parents to cooperate with home-based training, extending training from the	• Minutes of the School Social Work Service Review Meeting • School Social Work Service Questionnaires • Students' Observation Record • Parents' Questionnaires • Minutes of Meetings • Log Book • Stakeholder Questionnaires • Activity Plan • Website • Social Media Platforms

classroom to the family collaboration mechanism, embodying the highest value of home-school cooperation, and jointly building a solid step for children's comprehensive upgrading.

2. **School Social Worker Mechanism and Holistic Well-Being: Comprehensive Psychological Counseling to Build a Strong Defense for Young Children's Healthy Growth**

- **Comprehensive Case Management and Professional Referral:** The effective operation of the school social worker mechanism provides the school community with professional case management, psychological counseling, and referral services. This academic year, the school continues to employ the school social worker from 'Christian Alliance S.W.S. Limited', which has efficiently handled 52 counseling cases and 17 referral cases (including 4 cases waiting for pre-school assessment in private institutions and government, 10 cases referred to receive pre-school subsidized services, 1 case referred to primary school case service, and 2 cases referred to kindergarten case service). The support level of the social worker is extremely extensive, providing classroom observation, in-class support, and play therapy at the children's level; providing strategic support through interviews, telephone calls, and seminars at the parents' level; and irregularly conducting interviews at the teachers' level to provide spiritual and mental relief, reduce teaching and communication pressure, and provide teacher training and workshops. The comprehensive professional intervention of the social worker not only practically solved the urgent needs of multiple families, but also created a healthy and stable teaching and growth environment for the entire school.
- **'4RS' Physical, Psychological, Social and Spiritual (Well-Being) Initiative:** This academic year, the school also received additional resource allocation from Po Leung Kuk to launch the '4RS' initiative in March, deploying an additional social worker to implement '4RS' physical, psychological, social and spiritual emotional health education in the school, benefiting children, parents, and all staff of the school.

3. **Cross-Cultural Adaptability Support: Breaking Language Barriers and Creating a Harmonious and Inclusive Growth Environment for Young Children**

- **Adaptive Small Groups and Bilingual Parental Support:** The school actively implements an inclusive culture, taking care of the unique needs of every child and family through social worker-led adaptive group activities and bilingual support. The school social worker regularly goes deep into the classroom to observe children's behavioral performance, and opens specific group activities covering self-care, emotional management, and social skills according to their development needs. To carry out the school's diverse and inclusive culture, the social worker especially caters to the needs of non-Chinese speaking (NCS) families, holding English seminars, bilingual activities in Chinese and English, NCS family parent-child day camps, and NCS student parent-child primary school experience activities. At the same time, parenting and family support information is distributed to all

parents, and referrals for children's assessments are assisted when necessary. These thoughtful support measures with an international perspective have successfully broken the barriers of language and culture, ensuring that children from different backgrounds can thrive in an equally caring and harmonious atmosphere.

4. **Child Protection Mechanism and Community Outreach: All-Staff Professional Training and Parental Empowerment to Jointly Build a Child Safety Network**

- **All-Staff Training and Digital Information Dissemination:** In preparation for the implementation of the 'Mandatory Reporting of Child Abuse Ordinance' starting on January 20, 2026, the school has arranged 'Online Child Protection Course' training for staff members before the implementation of the ordinance. All teaching and non-teaching staff of the school have completed the online training course and successfully obtained certificates with a 100% passing rate. At the same time, the school social worker also distributed information on the 'Mandatory Reporting of Child Abuse Ordinance' that can be opened using mobile phones' NFC function to parents, allowing parents to read relevant information anytime and anywhere, thereby raising parents' awareness of child protection.

5. **Parent-Teacher Association: Deepening Home-School Synergy and Collaboration**

- **The Parent-Teacher Association Actively Plays a Bridging Role between Home and School:** PTA committee members closely connect parents and the school, comprehensively supporting school development and establishing a win-win partnership based on mutual trust.
- **Promoting Parent-Child Bonds and Mental Well-Being:** In alignment with the school's development, the PTA assists in organizing large-scale parent-child activities, promotes various parent seminars and physical, psychological, social and spiritual well-being activities, strengthens parental education strategies, alleviates family parenting pressure, and promotes harmonious family relationships.
- **Co-Building a Caring Campus Culture:** By mobilizing parent volunteers to participate in school activities and community service, it demonstrates a united heart between home and school, creating a healthy, stable, and caring growth and learning environment for young children.

Suggestions for Improvement / Areas for Further Development

1. This academic year, parents' trust and motivation to use the school social worker service have shown a significant upward trend. To continue and deepen the effectiveness of this service, the school social worker needs to continuously build a close horizontal network with teachers and on-site professional teams, proactively identifying potential support needs. Social workers should focus on providing parents with practical positive parenting strategies to fundamentally reduce parents' daily caregiving pressure.
2. Focusing on Parents' Mental Health: This academic year, different parent education and parent-child workshops have been added. Through the activity process and questionnaire

collection, it is understood that parents' pressure in taking care of young children stems from their quality of life. Therefore, it is recommended to organize more activities or workshops related to '4RS' for relieving mental stress or physical, psychological, social and spiritual health in the coming year, enabling parents to fundamentally improve problems and enhance healthy family relationships.

3. Development Effectiveness and Improvement Directions: The school will arrange more 'Chinese and Non-Chinese Speaking (NCS) child matching partners' in the classrooms to enhance two-way communication through daily games and story-sharing, and encourage NCS parents to participate more in campus inclusion activities, allowing NCS children to continuously improve their Chinese listening and speaking abilities and campus sense of belonging in a natural and stress-free language environment.

Part Three Development Plan

3.1 Exploring Ways for Sustainable Development

Reviewing the development of the school in recent years, with the purpose of promoting children's learning, exploring future key tasks, combining the school's developed foundation, the opportunities and challenges faced, and thereby formulating the major concerns that need to be followed up.

Key Work in the Future	Foundation for Development	Opportunities/ Challenges
1. Constructing Exploratory Environments and Project-Based Learning Frameworks to Cultivate Young Children's Higher-Order Thinking Skills	− The teaching team has accumulated rich experience in choice activities and inquiry-based teaching, and young children have also developed a good foundation in bilingual expression and conceptual development. − The school possesses comprehensive hardware facilities and community resources, possessing excellent conditions to transform public spaces into diverse learning corners.	− The Jockey Club 'Joyful Learning at Kindergarten' Project jointly promotes children's exploratory learning. It provides age-appropriate teaching resources, training, and continuous support for young children, while encouraging parent participation. − Teachers need to further refine their questioning skills and guiding strategies to ensure that project-based learning can truly promote young children's logical thinking and problem-solving abilities, avoiding activities becoming superficial.
2. Comprehensively Implementing the '4Rs' Positive Campus Strategy and Constructing a All-Around Physical and Mental Health Support System	− In the previous academic year, positive values of Chinese culture such as 'filial piety, respect, and cooperation' were successfully integrated into the curriculum, and teachers, students, and parents all demonstrated an exceptionally high sense of positive cultural identity. − The profound home-school partnership established over the years has provided strong community support and a foundation of trust for	− Responding to societal concerns about the mental health of teachers and students, the establishment of 'Staff and Student Mental Health Ambassadors' and 'Parent Positive Goodwill Ambassadors' can further consolidate the school's leading position as a regional demonstration school for positive education. − Working parents in dual-income families are busy. How to enhance the participation of parent ambassadors and families

	promoting school-wide mental health strategies.	in continuously implementing '4Rs' (Rest, Relaxation, Relationship, Resilience) in daily life requires meticulous planning of activity schedules.
3. Deepening the 'Home-School-Community' Positive Synergy Mechanism and Creating an Immersive, Positive, and Healthy Campus Life	− The synergistic efficacy and resource repository sharing under the 'Po Leung Kuk Kindergarten-Primary Alliance' policy can provide rich manpower and professional support for campus beautification, mental health activity weeks, and characteristic experiential courses (such as tea art, yoga, and new skill challenge days). − The successful experience in gamified and experiential learning in the previous academic year makes it easy to further promote cross-class mixed-age care mechanisms.	− Through diverse activities and random pairing care mechanisms, positive thinking and 'cooperation and care' in higher-order thinking are transformed into daily campus living habits, comprehensively shaping a healthy campus culture. − Cross-class mixed-age activities and ambassador programs involve more complex administration and time allocation, requiring rigorous coordination of curriculum progress and activity arrangements to ensure no additional administrative burden is placed on teachers.

3.2 Major Concerns

With reference to Section 3.1, formulate the major concerns.
1. Developing Young Children's Higher-Order Thinking through Exploratory Learning and Constructing an Inspiring Learning Environment and Project-Based Learning Framework
2. Comprehensively Implementing the '4Rs' Positive Campus Strategy and Constructing a 'Home-School-Student' Comprehensive Physical and Mental Health Support System

3.2 Work Plan for Next School Year

Formulating and planning the major concerns for the coming academic year.

Major Concern (I): Developing young children's higher-order thinking through inquiry-based learning, and constructing a stimulating learning environment and project-based learning framework.

	Objectives	Strategies	Time Scale	Success Criteria	Evaluation Tools/ Information	People in Charge	Resources Required	Remarks
1	Optimizing Campus Public Spaces and Creating an Inspiring and Interdisciplinary Exploratory Learning Environment	a. Making good use of school premises space, planning and setting up three major thematic public corners: the 'STEAM Interactive Exploration Zone', 'Nature Observation Zone', and 'Five-Senses Library'.	10/2026-7/2027	● 100% of classes are scheduled with fixed time each week to enter public exploration corners for activities. ● Over 85% of young children demonstrate strong inquiry motivation, observation, and comparison skills in corner exploration. ● 90% of parents agree that the campus environment can effectively stimulate young children's interest in learning.	− Environmental Lesson Observation Evaluation Form − Children's Learning Activity Observation Record − Parent Questionnaire Survey	Curriculum Leaders Teachers at All Levels	School-Based Environmental Enhancement Grant / Funding Corner Inquiry Teaching Kit / Apparatus Sets	
		b. Introducing resources from the Jockey Club 'Joyful Learning at Kindergarten' Project, equipped with age-appropriate smart and hands-on science and nature inquiry tools for young children.	10/2026-7/2027			Curriculum Leaders Teachers at All Levels	Funding, Support, and Training of the Jockey Club 'Joyful Learning at Kindergarten' Project	
		c. Creating open-ended multi-	10/2026-6/2027			Curriculum Leaders	Teaching and Research	

		sensory contexts, combined with bilingual environment settings, to stimulate young children's observation, comparison, and comprehensive thinking.				Teachers at All Levels	Training and Workshops	
2	Implementing school-based project inquiry to foster young children's higher-order thinking skills of 'Observation — Questioning — Planning — Execution — Reflection'.	a. Designing a structured project inquiry framework to enable young children to experience a progressive learning process of 'Information Collection — Organization — Collaboration — Presentation'.	11-12/2026	● Each grade level successfully implements at least 1 complete thematic project inquiry. ● Over 80% of young children are able to proactively raise inquiry questions and participate in small-group collaborative problem-solving. ● The project inquiry exhibition received positive	– Teaching Schedule and Curriculum Plan – Children's Project Learning Portfolio – Grade-Level Evaluation Meeting Minutes – Parent Interviews – Parent Questionnaires	Curriculum Leaders Teachers at All Levels	Project-Related Picture Books and Exhibition Materials	
		b. Integrating bilingual presentations and small-group collaboration mechanisms into project inquiry to enhance young children's logical thinking, creativity, and	12/2026-1/2027			Curriculum Leaders Teachers at All Levels	Exhibition Materials	

		problem-solving skills.		evaluations from over 90% of parents.				
		c. Hosting the 'Children's Project Inquiry Exhibition', inviting parents and community partners to participate, and building young children's sense of learning achievement.	2/2027			Curriculum Leaders Teachers at All Levels	Parent Volunteers 'Po Leung Kuk Kindergarten-Primary Alliance' Community Resource Repository	
3	Strengthening teacher professional training, refining questioning skills and guidance strategies, and deepening the efficacy of inquiry-based teaching.	a. Participating in expert training and workshops of the Jockey Club 'Joyful Learning at Kindergarten' Project to enhance teachers' professional capacity in guiding young children's higher-order thinking.	9/2026-5/2027	● Seed core teachers have completed at least 12 hours of professional training in inquiry-based teaching. ● 90% of teachers demonstrated effective open-ended questioning and higher-order thinking facilitation skills during lesson observations. ● Compiling at least 3 sets of	– Teacher Training Attendance Records – Peer Lesson Observation and Curriculum Leadership Observation Records – Minutes of the Sharing Session on Summarizing and Optimizing Practical Experiences	Curriculum Leaders Teachers at All Levels	Jockey Club 'Joyful Learning at Kindergarten' Expert Team School-Based Support Program - Professional Community Exchange	
		b. Establishing a school-based mechanism for 'inquiry-based peer lesson observation and collaborative lesson planning' to regularly	1-3/2027			Curriculum Leaders Teachers at All Levels	Lesson Observation and Evaluation Forms	

		review teaching questioning levels and facilitation quality.		high-quality 'School-Based Inquiry Learning' lesson plan compendiums for K1, K2, and K3.				
		c. Summarizing optimized practical experiences and drafting the 'Teacher's Handbook on Guiding Higher-Order Thinking' and the 'School-Based Inquiry Learning Case Compendium'.	4-7/2027			Curriculum Leaders Teachers at All Levels	Recording Tools and Archiving Mechanisms	

Formulating and planning the major concerns for the coming academic year.

Major Concern (II): Comprehensively implementing the '4Rs' positive campus strategy to build an all-round physical and mental health support system for 'Family-School-Student'.

	Objectives	Strategies	Time Scale	Success Criteria	Evaluation Tools/ Information	People in Charge	Resources Required	Remarks
1	Comprehensively implementing the '4Rs' positive strategies to foster a caring, mindful, and resilient campus atmosphere.	a. Holding a 'Mental Health Week' each semester featuring interactive experiences based on Rest, Relaxation, Relationship, and Resilience—such as tea appreciation, mindfulness, yoga, and new skill challenge days.	1,6-7/2027	● Over 95% of teachers and students actively participated in the '4Rs' mental health activities. ● Achieving 100% class coverage for the random peer-care matching mechanism. ● 90% of teaching staff indicated that the activities effectively relieved stress and enhanced well-being. ● 90% of parents agreed that the activities effectively relieved students' stress and had a positive impact on their physical and mental health.	– Participation Rates and Questionnaire Feedback for '4Rs' Activities – Self-Assessment Scales for Teachers' and Students' Physical and Mental Well-Being – Daily Mood Barometer Records – Parent Questionnaires – Teacher Questionnaires – Parent Interview Records	Senior Teacher School Social Worker All Teacher	Various activity materials Visits by activity instructors and experts to the school	
		b. "Establishing the 'Every Drop of Love' Campus Hydration Station (for physical well-being) and a Random Peer-Care Matching Mechanism (for psychological	20/2026-5/2027			Senior All Teacher	Campus water refilling stations and wellness tea bags	

		well-being) to practice caring behaviors daily.						
		c. Organizing whole-school mindfulness and yoga activities to relieve stress for teachers and students and promote mental health.	10/2026、12/2026、3/2027、5/2027			Senior Teacher All Teacher	Professional mindfulness and yoga instructors Yoga equipment	
2	Establishing a multi-stakeholder ambassador linkage mechanism to empower teachers, students, and parents in jointly promoting a positive campus culture	a. Establishment of 'Staff Mental Health Ambassadors' and 'Student Campus Mental Health Ambassadors' to lead the whole school in performing a teacher-student co-created 'Positive Cheering Exercise'	10/2026	● Successfully recruited and trained over 20 staff, student, and parent ambassadors ● The 'Positive Cheering Exercise' has become a regular school activity (100% whole-school participation) ● Parent ambassadors successfully completed campus environmental beautification and the creation of positive themed corners ● Hosting at least 1 'Ambassador	− Ambassador service and training records − Positive Cheering Exercise participation records − Parent volunteer service records and questionnaires	Teacher committee member of the PTA Chairman of the PTA All teacher	Ambassador appointment certificates and badges	
		b. Recruiting and establishing the 'Parent Positive Goodwill Ambassadors' to participate in campus environmental	10/2026			Teacher committee member of the PTA Chairman of the PTA	Campus beautification materials and artistic floral/plant kits	

		beautification, greening, and the setup of positive themed corners		School-Entry Exchange and Sharing Session' per grade level				
		c. Hosting the 'Ambassador School-Entry Exchange and Sharing Session' to share caring stories and positive energy, thereby establishing a sustainable positive legacy within the campus	11/2026-4/2027			Teacher committee member of the PTA Chairman of the PTA	Event venue	
3	Deepening home-school-community collaborative efficacy, supporting positive parenting for dual-income families, and reducing administrative burdens on teaching staff	a. Leveraging the resource-sharing network of the 'Po Leung Kuk Kindergarten-Primary Alliance' to invite family and parent education experts to host online/in-person positive parenting workshops or parent-child	10/2026、3/2027、5/2027	● Hosting at least 3 positive parenting seminars/workshops with a parent satisfaction rate of 85% or above ● Successfully established a 'Father Parenting Network,' attracting at least 20 fathers to actively participate in online networking and parent-child sports experiences	− Parent seminar and event feedback questionnaires − Activity attendance records and community engagement metrics of the 'Father Network' − Annual review	Teacher committee member of the PTA Chairman of the PTA Teacher committee members and PTA chairpersons of primary schools	Family and parent education experts Venues and sports equipment of affiliated primary schools	

		activities tailored for dual-income parents at affiliated primary schools		● Over 80% of participating fathers reported enhanced communication skills with their children and a deepened sense of shared family responsibility ● 90% of parents agreed that the 'Family 4Rs Healthy Living Tips' and 'New Skills Challenge' parent-child tasks effectively supported positive parenting in dual-income families ● 90% of teaching staff agreed that digital administration effectively reduced their administrative burden when balancing teaching and home-school activities	− Parent interview notes and presentation summaries − Parent questionnaires − Parent interview records − Teacher questionnaires − Performance appraisal documentation			
		b. Distribution of the 'Family 4Rs Healthy Living Tips' and 'New Skills Challenge' parent-child tasks, facilitating flexible participation for dual-income families	12/2026、2/2027、44/2027			Social Worker Senior Teacher	Design and printing of '4Rs Healthy Living Tips' and parent-child task kits	
		c. Gradually implementing digital administration by utilizing digital technologies such as cloud	1-7/2027			Senior Teacher All Teacher	Digital technology tools and programs such as cloud computing, big data, and	

		computing, big data, and artificial intelligence (AI) to transform daily administrative operations—including resource allocation, student management, and home-school communication—into automated, data-driven, and paperless workflows, thereby reducing the administrative burden on teaching staff when balancing teaching and home-school activities.					artificial intelligence (AI) Staff training workshops	