School Code： 324264

Quality Assessment Report

Western Pacific Kindergarten

Shop 2, 1/F Park One, 1 Nam Cheong Street, Sham Shui Po, Kowloon

April 21, 23 and 27, 2026

Education Bureau

Kindergarten Inspection Team

Quality assessment dates: April 21, 23 and 27, 2026

☑ **School Passes Quality Assessment**
☐ **School Fails Quality Assessment**

School Performance

1. Promoting Sustainable School Development

1.1 The school upholds the philosophy of inclusion, respects the diverse needs of children, and is committed to creating a caring and inclusive campus environment where children from different cultural backgrounds can learn happily. Recognizing the diverse cultural backgrounds and experiences of the teaching team members, the management is committed to establishing effective communication mechanisms to improve work efficiency. For example, regular meetings are held to promote information sharing and consensus building; more senior teachers are appointed to coordinating and supporting the teaching work of their respective teams, and to strengthening communication with management. The teaching team cooperates sincerely, leveraging their respective strengths, and works closely together in teaching implementation, classroom management, and parent engagement to jointly promote the school's sustainable development.

1.2 The school has established a self-assessment mechanism. Management leads teachers in participating in the self-assessment process, collecting stakeholder feedback through meetings and questionnaires to understand areas of concern and the progress of work in various areas, thereby formulating development directions. Recognizing the large number of non-Chinese speaking children in the school, who are active and energetic, and building on the school's experience in strengthening exploration elements in activity areas in recent years, this academic year the school has further extended free exploration elements to physical activities, making this a focus. The school has deployed corresponding strategies in teacher professional development and curriculum design, and is systematically promoting related work.

1.3 The school embraces the diversity of children, has mechanisms for identifying and referring children with special needs, and makes good use of community resources to provide them with appropriate guidance and support. The school maintains communication with parents through daily interviews, telephone calls, and other channels to keep parents informed about their children's learning progress; and organizes various parent groups and parent-child activities to enhance parents' parenting knowledge and skills. The school also encourages parents to participate in school activities, such as serving as parent volunteers, observing classes, and participating in festival celebrations, in order to deepen parents' understanding of the school's teaching model and their children's school life, build a trusting partnership between home and school, and jointly promote the all-round development of children.

2. Teaching and Learning

2.1 The school uses a set of reference teaching materials to compile a comprehensive curriculum based on themes, covering all learning areas. Since the school primarily serves non-Chinese speaking children, teachers carefully consider their life experiences and learning characteristics when designing and arranging learning content, selecting appropriate themes and learning materials, and flexibly using whole-class, small-group, and individual learning models to design activities. To give children more opportunities to learn about traditional Chinese culture, the school actively organized diverse experiential activities last academic year to increase children's exposure to related things and help them integrate smoothly into local life. For example, in the "Lunar New Year" theme, teachers invited children to bring food with local characteristics back to school to participate in the reunion dinner activity, experiencing the custom of dining with family during the Lunar New Year and learning about the importance of family reunion in traditional Chinese festivals. In addition, gratitude activities were arranged to complement the festival, including massages for parents and serving tea, allowing children to learn and practice the traditional virtues of filial piety and respect for elders. The school also holds a multicultural parent-child day, arranging for children and parents to watch face-changing performances, make sachets, and taste traditional Chinese snacks, enhancing their understanding and interest in Chinese culture. However, the school's arrangement for preschool children to write characters along dotted lines, and the slightly more advanced curriculum for upper-grade children, fails to meet the developmental needs of the children and requires review and correction.

2.2 The school has established a policy for assessing children's learning experiences, using continuous observation to evaluate children's performance in various aspects. Assessment items are set according to learning objectives, covering all learning areas to effectively reflect children's learning progress. Teachers include assessment data, school life records, and art works in learning portfolios and report on children's learning outcomes and school life to parents on parent-teacher meetings.

2.3 The school has established a curriculum management mechanism. Management leads teachers in collaborative lesson planning, discussing appropriate teaching and learning strategies to address the difficulties faced by non-Chinese speaking children learning Chinese. Through classroom observation, review of teaching documents, and other methods, the school understands the implementation of the curriculum and guides teachers on techniques to support non-Chinese speaking children's Chinese learning. Teachers regularly conduct post-lesson reflections, examining teaching effectiveness from different perspectives such as activity design, teaching strategies, and classroom interaction, and proposing specific improvement suggestions to continuously optimize the quality of teaching and learning. However, the team currently mainly follows up on the implementation and effectiveness of learning area settings and related concerns through verbal communication, without documenting the relevant content in detail. The school should strengthen the organization and archiving of relevant data for future reference and review by the team, promoting experience transfer and continuous development of the work.

2.4 The school focuses on enhancing the free exploration element in physical activities and improving children's ability to learn actively. In addition to arranging relevant training for teachers to improve their professional skills in planning and promoting teaching activities, the school also provides diverse materials such as wooden equipment and tires, allowing children to design different games according to their own ideas and increasing opportunities for free exploration. During activities, children place wooden strips on tires to make seesaws, or work together to push their companions sitting on tires forward. They also use wooden strips of different shapes and physical equipment to build balance bridges, slides, and other facilities. They actively participate in various activities, demonstrating good gross and fine motor skills. Teachers provide children with ample time and space to explore and create games, and guide children to adjust the use of equipment when necessary, ensuring the smooth progress of the games. Currently, some children have developed basic safety awareness, such as seeking help from companions when carrying heavy objects, adding anti-slip mats in appropriate locations to secure equipment, and taking turns participating in jumping activities. Given the variety of materials and game formats, in order to further enhance children's overall safety awareness, teachers can make good use of the review session to discuss with children the impact of various behaviors in the game on their own and their peers' safety, thereby cultivating good self-protection awareness and safe behavior habits.

2.5 The school makes good use of classroom and corridor spaces, planning various learning areas to give children more choices. Classrooms feature themed activity areas, such as a traditional Chinese medicine clinic, a pet shop, and a car wash, allowing children to interact with peers through role-playing and building communication and social skills. The art corner provides diverse art materials for children to use their learned skills to create personalized two-dimensional and three-dimensional works, cultivating aesthetics and creativity. The Chinese culture corner displays traditional games such as pitch-pot, spinning tops, and diabolo, allowing children to experience the characteristics and fun of Chinese culture through play and gradually cultivate their interest. In addition, teachers provide children with manipulative teaching aids and sensory exploration materials, encouraging children to construct knowledge through observation, manipulation, and exploration. However, observations show that children rarely read in the book corner during self-selected activities. Teachers should devise corresponding strategies, such as recommending good books to children or reading aloud with them, to attract children to the reading corner and cultivate their reading interest.

2.6 Teachers are approachable and respectful of children's cultural backgrounds, frequently offering timely encouragement and praise. They patiently listen to and respond to children's questions and sharing of life experiences, creating a caring and positive learning environment. Teachers adjust their teaching pace according to children's abilities and learning needs, appropriately adapting course content and requirements, and providing individual support to accommodate learning diversity. Teachers carefully design learning activities, making good use of nursery rhymes, stories, and games to enhance children's interest and participation in learning Chinese; they adjust their speaking speed appropriately according to children's learning needs, repeatedly demonstrating correct pronunciation, and using clear body language and facial expressions to help them understand the content and grasp key learning points.

2.7 Children have a positive attitude towards learning, enjoy participating in various activities, and get along well with their peers, building friendly relationships. They have good self-care and routine performance, consciously queuing up and taking turns during activity transitions, and following the rules; after activities, they actively help tidy up and keep the classroom clean.

3. Recommendations for Promoting School Self-Improvement

The school has established a self-evaluation mechanism and formulates and implements work plans based on children's developmental needs. However, in the process of implementing matters of concern, it is advisable to keep detailed records of the implementation and effectiveness to facilitate timely review and follow-up, and to serve as a basis for experience transfer and continuous optimization. Furthermore, the school should discontinue the practice of having preschool children write along dotted lines and remove inappropriate curriculum content for upper-grade children; it should also devise appropriate strategies to promote reading and enhance children's interest in reading at the book corner during optional activities.