

School No.: 564389

Quality Review Report (Translated Version)

**Sisters of the Immaculate Heart of Mary
Gospel Sau Mau Ping Kindergarten**

**G/F, Wing B & C, Sau Yue House,
Sau Mau Ping Estate, Kowloon**

17, 20 & 22 October 2025

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

This report can be reproduced in part or in whole, but should not be used for any commercial publicity. The original source should be cited when reproducing the report.

This English translation is for reference only. In case of discrepancy between the English version and the Chinese version, the Chinese version shall prevail.

Dates of Quality Review: 17, 20 & 22 October 2025

☒ **School met the standards of Quality Review**

☐ **School did not meet the standards of Quality Review**

School Performance

1. Promoting Continuous Development of School

1.1 The leadership team supports the school by regularly attending meetings and school visits to keep abreast of the development, and provides guidance on human resources and administrative management to facilitate school improvement. In light of the school context, the management introduces external resources and arranges for teachers to participate in training activities to enhance their professional capacity. The school has a performance appraisal system in place to help the teaching team review individual performance, with assessments conducted by the management to help teachers understand their teaching needs. The management allocates duties according to teachers' experience and abilities, and formulates clear work guidelines to ensure the smooth operation of routine affairs. Staff members have served the school for many years and perform their respective duties in different roles, striving to promote children's joyful learning.

1.2 The school has established a school self-evaluation (SSE) mechanism. Adopting a whole-school approach, it leads the team to collect stakeholders' views, review work across various areas, and formulate the annual development plan accordingly. The school uploads the school report to its website, demonstrating transparency. Last school year, the school focused on nurturing children's moral development as its major concern. Through curriculum design, environment set-up and teacher training, it helped shape children's positive values. Over the past two school years, the school has strived to strengthen the elements of free exploration in play. Led by

the instructors, teachers engage in collaborative lesson planning, lesson observation and post-lesson evaluation to enhance their skills in integrating play into free choice and physical activities; the related work is being implemented progressively. In addition, this school year, the school has also set promoting children's gross motor coordination as a major concern. The plan responds to children's developmental needs and its direction is appropriate.

- 1.3 The school caters for learner diversity and collaborates with multi-disciplinary professionals to provide referral and counselling services for children with special needs. Teachers flexibly arrange the daily schedule to help newly admitted children adapt to the new environment, and also use booklets at the beginning of the school year to record children's adaptation status, enabling parents to understand their children's performance at school. To support children's transition to primary school, teachers introduce relevant information through theme-based teaching activities and invite graduates to return to school for sharing, helping K3 children gain an initial understanding of the lesson mode and campus life in primary schools. The school maintains communication with parents through multiple channels, and establishes close relationships with them. Members of the parent-teacher association actively plan activities and exchange views with the school, thereby enhancing home-school interaction and collaboration. Parents trust and support the school, and work hand in hand to nurture children's growth.

2. Learning and Teaching

- 2.1 The school makes reference to teaching packages and picture books, selects themes that align with children's life experiences for an integrated curriculum design, and develops a school-based curriculum that covers all learning areas. Teachers organise project learning and outings to enrich children's learning experiences, with

a view to fostering children's positive values and attitudes as well as enhancing their skills and knowledge acquisition. The school promotes Chinese culture by holding the national flag raising ceremonies on the first school day of each month and on important days, and arranges for K2 and K3 children to take turns serving as flag-raisers, enabling them to understand the symbolic meaning of the national flag and learn to observe the relevant etiquette. Through festival celebrations, opera mask and ink painting creation, children learn about traditional customs and arts, and gradually develop a sense of national identity. Children have sufficient opportunities to participate in music, physical, art and free choice activities every day, with a balanced daily schedule. However, the school should review and remove the overly difficult homework in the learning area of Language for K3 children to better align with children's abilities and developmental needs.

- 2.2 Teachers formulate assessment items with reference to the teaching objectives, and assess children's learning and developmental progress through continuous observation and recording. They develop learning portfolios for children, including assessment forms, activity records, artworks, to provide evidence of children's growth. Teachers regularly meet parents to exchange views on children's performance at school and at home, and jointly discuss strategies to follow up on children's physical and psychological needs. The school is required to devise specific and clear criteria to help teachers conduct assessments objectively, and collate the relevant information as a basis for informing curriculum planning.
- 2.3 The management leads teachers to draw on the curriculum review findings of the previous school year to revise the arrangements for teaching activities and the use of teaching aids. They also monitor the implementation of the curriculum through document review, attending meetings and lesson observations, while providing teachers with guidance and support. The school should review the learning area of

Physical Fitness and Health, and draw up the teaching progress for fine motor skills, health and safety knowledge for each grade level, as well as corresponding formative assessment items, to serve as consideration for activity design and observation of children's performance. The team reflects regularly. Apart from describing children's performance, teachers should further put forward feasible recommendations for improvement from the perspectives such as activity arrangements, environment set-up, teaching skills, with a view to enhancing the effectiveness of learning and teaching.

- 2.4 Over the past two school years, the school has regarded strengthening the elements of free exploration in play as its major concern. Teachers apply what they have learnt from training by setting up scenarios of a pet shop and a supermarket in the role-play corners, with a variety of materials for children to engage in activities in different corners and design their own ways of play. Building on the experience of implementing free choice activities last school year, the school has incorporated the elements of free exploration into physical activities this school year. Children use stepping stones and balance beams to create play routes. During the process, they carry blocks of different sizes, sometimes jumping and sometimes balancing, and flexibly controlling their bodies, and thoroughly enjoying the activities. The school is advised to provide a richer variety of materials to increase the variations in play and stimulate children's creativity and curiosity. In addition, the school places emphasis on children's gross motor coordination. It participates in external support programmes, through instructional demonstrations by instructors, to enhance teachers' skills in leading physical activities. Teachers design circuit games and guide children to pretend to be animals in the forest, enabling them to master skills such as crawling and stepping over. Teachers observe children's performance and provide guidance timely. Children are energetic. They enjoy playing with peers

in tossing and catching bean bags, shooting basketballs and playing badminton, with sufficient physical activity.

2.5 The school values moral development in children and incorporates religious and positive education into daily teaching, with this as a major concern in the last school year. Teachers share religious stories with children, establish an award scheme, and often affirm and praise children's efforts with positive words, helping them develop good character traits such as politeness and care for others. Children are courteous and take the initiative to greet others. They energetically welcome their peers at the school entrance. They are caring and helpful, assisting their peers in putting on party costumes and sharing teaching aids with one another. They make greeting cards to send their blessings to teachers, and spontaneously show concern for a peer who has tripped over. Children enjoy serving as little leaders to assist in conducting morning assemblies and warm-up exercises for physical activities, demonstrating a spirit of service.

2.6 The school premises are clean, hygienic and filled with soft lighting. Teachers display children's artworks along the corridors and in the classrooms, allowing children to appreciate their own learning performance and those of their peers. Teachers plan interest corners based on the learning themes. Children manipulate teaching aids and engage in play to extend their learning. In the role-play corners, K1 children sit at a dressing table, look into the mirror, put on accessories and take care of their skin, through which they identify facial features and tidy up their appearance. K2 children mix and match costumes and hairstyles from different ethnic groups for stage performances, demonstrating confidence. K3 children role-play as diners in a restaurant, selecting food items on an order form, while those playing the role of chefs hold cooking utensils, prepare food attentively and warmly serving their peers, developing their social skills through interaction. In the

exploration corners, children use their sense of smell to distinguish the aroma of food, feel the texture of objects with their hands, and test the oil content of food such as boiled eggs and French fries. Through prediction, comparison and other methods, they learn about things around them and acquire new knowledge.

- 2.7 Teachers are conscientious in teaching. They are well-prepared and make good use of pictures to facilitate explanations. Teachers also apply questioning techniques to encourage children to express their ideas verbally, enhancing children's communication skills. Teachers meticulously design teaching aids such as tabletop curling games, to help children compare numerical values through play and consolidate their learning. During free choice activities, teachers participate in children's play to understand their learning pace. In music activities, teachers lead children to play musical instruments and sing, and use body movements to help children understand musical concepts. Children enjoy the fun of music activities which promote their aesthetic development.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school reviews its context through school SSE and formulates annual major concerns as necessary. Teachers should build a consensus on the extent to which the objectives of the plan have been achieved, and devise specific and measurable success criteria using children's performance as evidence. This will enable the team to evaluate the effectiveness of the work plan more effectively and promote the school's continuous improvement.
- 3.2 To enhance the effectiveness of learning and teaching, the school should review and remove the overly difficult language homework for K3 children to align with children's abilities and developmental needs; collate assessment information as a basis for informing curriculum planning; and conduct reflection from the

perspectives such as activity arrangements, environment set-up, teaching strategies and put forward feasible recommendations for improvement to enhance teaching quality.