School No.: 325252

Quality Review Report
(Translated Version)

Sheng Kung Hui
Sham Shui Po Kei Oi Church Kindergarten

Block 1, High Block, Chung Hou House, Li Cheng Uk Estate, Kowloon

26, 27 & 29 January 2026

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: 26, 27 & 29 January 2026

☑ **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 Through regular meetings and school visits, the leadership team provides advice on administrative and financial matters to support the school's decision-making and development. The management has served the school for many years and is familiar with school operations. It can arrange suitable duties according to team members' expertise and the nature of their work, enabling each person to give full play to their strengths. It also empowers teachers to serve as grade-level coordinators and participate in curriculum coordination work, accumulating administrative experience and broadening their horizons in curriculum leadership. The management timely revises the work guidelines, providing more comprehensive reference for child care and support for the team to follow. The management values the team's professional growth and organises professional development activities in light of teachers' preferences and school-based needs. Peer sharing is also arranged to facilitate knowledge exchange and support the implementation of the major concerns. The team is stable with members having established good communication and rapport, able to give play to collaborative strength to jointly drive the school's continuous advancement.

1.2 The school adopts a whole-school approach to conduct school self-evaluation. It is able to take into account the school context and children's needs when formulating suitable major concerns. In the past two years, the school has set enriching children's learning experiences as a development focus. It has arranged visits in

line with teaching themes to lead children outside the school and broaden their horizons, while continuously optimising visit arrangements during implementation to make them more suited to children's interests and developmental needs. In this school year, the school has also regarded promoting learning through play as another major concern. It has formulated appropriate strategies in aspects such as teaching design, scheduling and parent education, including adding play sessions to encourage children to select materials and design their own ways of playing, so as to cultivate children's spirit of active exploration and creativity. In view of the progress of the work plan, the team timely reviews and adjusts various strategies to ensure effective implementation, thus achieving the plan's objectives.

1.3 The school attaches importance to children's diverse needs. It has established a mechanism to identify and refer children with special needs, and maintains close communication with parents to help them understand their children's developmental needs and provide appropriate follow-up and support. The school is committed to creating an inclusive campus, incorporating cultural elements from various countries, such as national flags, traditional clothing and food, into learning activities and environment setup, guiding both Chinese-speaking and non-Chinese speaking (NCS) children to appreciate the traditional cultures of different places and respect different living habits. At the same time, the school arranges teachers to provide in-class support and designs language enrichment activities. It makes appropriate adjustments to homework design and assessment arrangements, such as using pictures to assist word recognition, helping them learn Chinese more effectively and enhancing their confidence. Regarding kindergarten-primary interface, the school makes use of picture books and drama activities to let K3 children understand primary school life in a lively way, helping them adapt to the emotional and social changes involved and preparing them for entering primary school. The school

makes conscious effort to raise parents' awareness of child protection and is also concerned about their physical and psychological health. By organising seminars, parent groups and workshops, the school helps parents understand relevant regulations and shares with them positive parenting, stress management and parent-child communication skills. Parents respond positively and participate actively, working hand in hand to foster children's joyful growth.

2. Learning and Teaching

2.1 The school selects themes which are closely related to children's life experiences and interests, and makes reference to teaching resource packages and picture books to design an integrated curriculum covering different learning areas. The school puts emphasis on moral education and affective development. It sets a monthly theme and uses stories and scenarios during morning assemblies and religious activities to guide children to practise good behaviours such as caring for others, cherishing things and being honest. It incorporates social and emotional learning into the curriculum to help children express their feelings when facing different situations to build a positive mindset. The school proactively promotes Chinese culture by incorporating content such as traditional games and arts and crafts in thematic teaching, while arranging parent-child activities such as snack making and appreciation of performances featuring the quintessence of Chinese culture for children and parents to experience the joy of Chinese culture together. Overall speaking, the learning activities are diversified, with children having sufficient time every day to participate in physical, music and art activities. Children also design their own games in the weekly play sessions, unleashing their creativity. However, the school arranges designated learning activities during the free choice activity sessions in the afternoons of the whole-day classes, affecting children's opportunities

for free exploration. The school is required to make appropriate adjustments.

2.2 The school continuously observes and records children's learning performance, and establishes learning portfolios for them. The portfolios cover thematic assessments, activity observation records and artwork, which provide evidence of children's growth and enable teachers to analyse children's performance and provide appropriate guidance. In recent years, the school has enriched the content of thematic assessments. Apart from using rating scales to present children's ability development, it also adds photos and brief descriptions to record an overview of their learning in interest corners, during play sessions and in other activities, reflecting children's learning journey from different perspectives. The school specifically provides children with sketch books for recording their discoveries during play, and distributes them to parents monthly so that children can share snippets of learning with their families. The sketch books include parent tips, which help parents grasp the rationale and methods of learning through play, extending learning to the family, thus jointly supporting children's whole-person development.

2.3 The school has established the mechanism for curriculum coordination, monitoring and review. Through collaborative lesson planning, teachers exchange ideas on activity design and the use of picture books, enhancing teaching quality. Teachers take turns to serve as grade-level coordinators and are responsible for reviewing the learning objectives, content and activity arrangements of teaching plans. While providing feedback to their peers, they also gain inspiration from good teaching designs to foster professional exchange and growth. With respect to teaching reflection, teachers analyse the difficulties in view of children's performance and propose specific suggestions for improvement in pedagogies and environment setup. Through regular meetings, the management keeps track of the implementation of the curriculum at each grade level and discusses with teachers the support strategies for

catering for children's diverse needs. It also follows up on children's performance in free exploratory play and provides timely advice, effectively performing its curriculum leadership functions. The team conducts curriculum review at the end of the school year and has adjusted some homework that was relatively difficult for K3 children.

2.4 The school has set enriching children's learning experiences as the major concern. Through field visits and encouraging children to design their own games, it nurtures their exploratory spirit and creative thinking. Teachers arrange a variety of visits that align with the themes, for example, visiting parks to observe the growth of trees and fire stations to learn about firefighters' work and equipment. This allows children to observe and explore in real environments, connecting their firsthand experiences with classroom learning. In addition, the school arranges play sessions and provides various materials for children to unleash their creativity when designing their own games. After the activities, children record their memorable discoveries in sketch books using pictures or words. Teachers assist children in recording as necessary. The content of the sketch books shows children's rich imagination. Children design throwing and constructive games using bean bags, bowling pins and small rubber rings. While playing with pinwheels, some children also notice the shadows cast by sunlight on their clothes and record what they see by drawing, demonstrating good observation.

2.5 Teachers set up diversified interest corners according to the themes, enabling children to extend their learning interests through hands-on manipulation and exploration. The exploratory corner contains simple games. For example, children use suction cups to test the effect of different objects being sucked, from which children learn to compare and record the results, and they use balance scales to compare the weights of various fruits, which helps them develop the concept of heavy and light. The art

corner has sufficient materials. Children may refer to the pictorial guides with simple and clear steps when they create artwork, or freely incorporate their own ideas such as making hotpot ingredients with light clay to tie in with the theme of food. Children make flexible use of light clay, red packets and paint to create Lunar New Year flowers and tangerines, reflecting children's imagination through distinctive work. Apart from displaying books, the reading corner also places puppets, paper dolls and story scroll boxes. Children use these teaching aids together with their peers to create stories that are full of childlike fun, while developing their expression abilities through interactive dialogues. The review sessions after free choice activities help children consolidate their experiences. At present, teachers guide them to share the interest corner activities in which they participated and their feelings. However, teachers seldom guide children to talk about the specific discoveries made, difficulties encountered and solutions found during the process. Teachers are advised to encourage children to express themselves to deepen their learning experiences.

2.6 Teachers are well prepared for teaching with clear teaching objectives and activities are designed at different levels of complexity. They can flexibly adjust the pace in response to children's learning performance, enabling them to master knowledge and skills with ease. Teachers express clearly at an appropriate speech rate, and with visual cues and repeated simple instructions, effectively cater for the learning needs of NCS children. NCS children are generally able to communicate with teachers and peers in simple Cantonese and actively participate in classroom interaction, demonstrating a lively and engaging learning atmosphere. Regarding physical activities, teachers make good use of movement demonstrations to help children grasp the correct postures with ease. They also integrate the skills that children have acquired to design circuit games and progressively increase the level of difficulty,

enabling them to develop physical coordination and enjoy the fun of exercise. In music activities, teachers lead children to move their bodies along with changes in the music and also guide them to tap cajons according to simple notation, showing a good sense of rhythm.

3. Recommendations for Enhancing Self-improvement of School

The school has set broadening children's learning experiences and promoting learning through play as its major concerns in response to its context and children's needs. It progressively strengthens the element of free exploration in the curriculum to promote children's active learning. The school is advised to adjust the arrangement of free choice activities for whole-day classes to provide children with sufficient opportunities for free exploration. After activities, teachers are also advised to encourage children to share their experiences and discoveries so that children can consolidate what they have learnt and deepen their learning experiences.