

**School No.: 605662**

# **Quality Review Report (Translated Version)**

## **Hong Kong Christian Service Pario Kindergarten**

**G/F, Kwai Wah House, Lower Ngau Tau Kok Estate, Kowloon**

**26, 27 & 29 November 2024**

**Kindergarten Inspection Section  
Education Bureau**

**Education Bureau**  
**The Government of the Hong Kong Special Administrative Region**

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**Dates of Quality Review: 26, 27 & 29 November 2024**

- 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 school upholds the mission of cultivating children’s whole-person development and strives to create a joyful learning environment. The leadership team has a good understanding of the school situation. It conducts meetings with the affiliated kindergartens of the organisation at different levels to foster communication among schools and bring together professional capacity, which is effective in supervising the implementation of various tasks as well as supporting and promoting school development. The school has a clear organisational structure with proper administrative management. The management empowers teachers to give full play to their strengths in varied roles and perform the functions of planning, coordinating and monitoring. The school attaches importance to the professional growth of teachers that it draws up diversified training activities to tie in with the implementation of major concerns and cater for the individual developmental needs of teachers. In tandem, the school arranges focused peer lesson observations for teachers to learn from and share experience with one another. The school has a well-developed induction mechanism to offer appropriate assistance to newly recruited teachers, including sharing the school vision and building consensus. Team members share a common goal and drive the sustainable development of the school with concerted efforts.
- 1.2 The school has a stable self-evaluation mechanism. It has applied the rationale of school self-evaluation (SSE), viz. planning, implementation and evaluation in the

daily practices. The development plans are devised based on the school context and the developmental needs of children. The management guides teachers to review the effectiveness regularly. In recent years, the school has regarded nurturing children's positive character as its major concern. In the last school year, the school strengthened the elements of moral education in the learning activities and organised the relevant workshops and seminars for parents. Parents and school jointly fostered positive attitudes in children. In this school year, the major concern of the school is enhancing children's exploratory spirit, with strategies deployed such as teacher training, designing suitable learning activities and enriching environment setup. The plan is implemented smoothly.

- 1.3 The school cares for learner diversity and identifies children with special needs as early as possible to provide appropriate support to them. The school caters for the needs of newly admitted children. At the beginning of a school year, teachers observe and keep records of children's performance. They follow up on the individual needs of children by meeting with parents and scheduling lesson in a flexible way, allowing children to gradually adapt to school life. The school arranges proper kindergarten-primary transition activities including primary school visits for K3 children, helping them get prepared psychologically to embrace the new learning stage.
- 1.4 The school puts emphasis on home-school communication. It maintains close liaison with parents through diversified channels. Having established for years, the parent-teacher association serves as a bridge of communication between the school and parents to collect parents' views and assist in disseminating school information to keep parents informed of the development direction of the school. The school utilises community resources to organise a wide range of parent-child activities. Parents support the school and take part in voluntary services to take care of children

during visits. They also serve as parent storytellers to read stories with children. Besides, the school holds parent workshops and talks to strengthen parents' understanding and grasp of positive parenting. It works with parents to jointly foster children's healthy growth.

## **2. Learning and Teaching**

- 2.1 The school makes reference to the curriculum framework of the organisation to design an integrated curriculum using themes. The comprehensive and appropriate curriculum content covers various learning areas for children to nurture positive attitudes, develop skills and acquire knowledge. The teaching team plans diverse activities such as visits and project learning to enrich children's learning experience. Children are given ample opportunities to engage in music, physical, art and free choice activities every day, leading to a balanced schedule. Elements of national education are incorporated into the curriculum. For instance, children learn about the traditional customs of Chinese New Year and the meaning of family reunion in thematic learning. The national flag raising ceremony is conducted on important days to help children nurture their sense of belonging towards the country and national identity.
- 2.2 The school formulates clear assessment policy and guidelines which align with the curriculum objectives for teachers to evaluate children's learning in an objective and accurate manner. Teachers get hold of children's performance in each learning area through continuous observation and create learning portfolios for children to systematically maintain various types of assessment information, as evidence of children's growth. The school distributes the reports on child development regularly to parents, keeping them informed of their children's learning performance and needs. Teachers use assessment data to adapt the learning and teaching

strategies to facilitate children's learning.

- 2.3 The school has a solid and stable curriculum management mechanism. The management puts much effort into children's learning. It keeps track of the implementation of the curriculum through classroom walkthroughs, scrutiny of teaching documents and children's works, etc. The management renders timely suggestions for improvement to teachers and plays the role in monitoring and promoting curriculum development. Teachers set clear learning objectives and structured teaching arrangements for themes. They reflect on the effectiveness based on the performance of children after class and provide concrete suggestions for improvement. At the end of a school term, the team collates the review information of the year to serve as reference to inform the curriculum.
- 2.4 The school has regarded nurturing children's positive character as its major concern in recent years. It organises teacher training and peer lesson observations to sharpen teachers' skills in designing and conducting moral education activities. Teachers plan the activities using storybooks for children to learn about showing care and respect to others, and protecting the community and nature. Children are also given opportunities to share their good behaviour. They are able to comfort their peers who are sad, play and share materials together. Children help and love for one another with mutual respect. They express their concerns to the aged through visits to elderly homes. The effectiveness of the plan has been observed.
- 2.5 In this school year, the school takes enhancing children's exploratory spirit as its major concern. By introducing external professional support, the school improves teachers' knowledge and skills in designing exploratory activities. This includes the enhancement of the corner activity setups. The school encourages children to explore the properties of objects. For example, children use a scale to compare the weight of items and build castles with a variety of materials. Teachers demonstrate

using a dehydrator to dry the wet towels, during which teachers give timely clues and encouragement to children. Children are then arranged to compare the difference before and after a towel get dried, and observe the water in the dehydrator. Children may extend the thematic learning activities in the interest corners to consolidate knowledge. The plan is being implemented in a step-by-step manner and the effectiveness is seen progressively.

2.6 The school arranges mixed-age free choice activities and provides games of different levels of complexity to cater for the needs of children. Children can choose corner activities from the classrooms of two grade levels and play with schoolmates of different ages so that they can learn getting along with others, which is conducive to their affective and social development. Corner activities are diversified. Children can tend and feed lizards, beetles, goldfish and other animals in the nature corners to observe their living habits. Children can also grow vegetables in the corners and thus knowing that plants can be grown in water or soil. Abundant materials are placed neatly in the art corners for children's easy access. They can create artworks with assorted materials. The role-play corners are furnished with the scenes of a Chinese restaurant, bakery and home where children can play different roles and interact with peers. Apart from observing children's performance and giving timely assistance, teachers also read books with children. After play, teachers invite children to share their activity experiences and guide them to collate what they have learnt.

2.7 Teachers make good use of storylines and games to arouse children's learning interest. They explain clearly and vividly, helping children grasp the learning content with photos and real objects. Teachers pose children questions to encourage children to express their thoughts and feelings, thereby promoting teacher-child interaction. Teachers facilitate non-Chinese speaking (NCS) children's

understanding of the learning content by using body languages and adjusting the pace of speech. Meanwhile, teachers let NCS children and Chinese speaking children play together, which is favourable for NCS children's integration to school life. In music activities, children imitate story characters to participate in activities, including listening to the sounds of musical instruments and respond accordingly, following the music melody to sing and perform rhythmic movements, or tapping musical instruments to the beat to throw themselves into the activities. The indoor playground is spacious with a rich diversity of physical equipment. Teachers make demonstration first, and then observe children's movements and provide timely rectification. Children can also choose physical activities freely such as riding tricycles, bouncing balls and climbing. All these are beneficial to children's development of body coordination.

2.8 Children love to go to school and have learning motivation. They actively take part in class activities and are able to employ daily life experiences and prior knowledge to construct new knowledge. Children listen to teachers' questions carefully and speak enthusiastically. They express their opinions clearly and have good speaking skills, showing their self-confidence. Children have developed activity routines and the activities are switched smoothly and orderly. Children put things back after use and are willing to complete simple learning tasks assigned by teachers, showing their sense of self-discipline and responsibility.

### **3. Recommendations for Enhancing Self-improvement of School**

Through the sound SSE mechanism, the school devises the plans that tie in with the school and the developmental needs of children. It facilitates children's moral development and enhances their exploratory spirit. In view of the personnel changes of the teaching team, the management could keep exhibiting its curriculum leadership to strengthen the

professional capacity of teachers in order to enhance the effectiveness of learning and teaching continuously.