

School No.: 151564

Quality Review Report (Translated Version)

Our Lady of Lourdes Catholic Kindergarten

D.D. 3 Lot No. 1709, Lamma Island, New Territories

12, 13 & 15 December 2023

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 12, 13 & 15 December 2023

- 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 and cares about the school. It understands the school matters and gives advice through joint-school meetings and school visits. There have been personnel changes at the school in recent years. The management arranges training and face-to-face communication to help newly recruited teachers grasp the teaching requirements and adapt to the work environment the soonest. The management also organises experience sharing and social events in order to foster communication among team members and stabilise the team. The school plans professional development activities according to the development direction and needs of teachers, helping them master the relevant teaching skills. Members of the team discharge their duties properly to drive the school development with concerted efforts.
- 1.2 The school has established the school self-evaluation (SSE) mechanism to practise the rationale of SSE in daily operation. The management leads teachers to evaluate the effectiveness of development plans with reference to child assessment information. Taking into consideration the school context and views of stakeholders, the management devises development foci and makes timely evaluation. Over the past few years, the school has regarded promoting positive education as its major concern, deployed strategies and implemented relevant tasks from different aspects. Reviews are made afterwards with results observed. Hence, such strategies are included in routine work in this school year. At the time when the epidemic situation was subsiding in the last school year, the school introduced community resources to carry out experiential activities, helping children understand people and things around them and broaden their horizons. In this school year, the school further nurtures an attitude of care for the community in children based on the prior foundation for development. The work is under way in an orderly manner.
- 1.3 The school embraces learner diversity and establishes a mechanism for identification and referral such that children can receive professional support as early as possible.

There are many non-Chinese speaking (NCS) children on the campus. The school respects the diversified cultural context of children and strives to create a culturally inclusive atmosphere. To support NCS families, the school prepares bilingual school notices, assessment forms and so forth to inform parents of school affairs and learning progress of their child. Teachers also adapt the homework design for NCS children and add QR codes to learning materials. Therefore, children can build the habit of listening to and speaking Chinese by practising more at home. Before the commencement of a school year, the school holds meetings for parents. In tandem, it keeps on sharing information about school development on its website and newsletters, deepening parents' understanding of the school. Meanwhile, the school arranges talks and primary school visits for children who are about to be promoted to primary one and their parents. It provides information about choosing primary school as well in light of their family contexts and needs, thus assisting them in getting ready for the new learning stage. The management employs community resources and cooperates with the neighbourhood actively to co-organise teacher training, parent education and community experiential activities based on the school's development needs, thereby facilitating the sustainable development of the school.

2. Learning and Teaching

2.1 With reference to the teaching packages and according to the life experiences and interests of children, the school sets themes and plans an integrated curriculum. The learning content is comprehensive to cover children's cultivation of values and attitudes as well as the acquisition of skills and knowledge, which addresses their developmental needs. The school lets children tend and grow different plants in the school garden based on seasons, cultivating their attitude of caring for nature. In response to the mixed number of Chinese speaking children and NCS children, the school is keen to foster an inclusive atmosphere for children to have opportunities to understand different cultures. NCS children also learn about and experience traditional Chinese custom through festivities. The national flag raising ceremony is arranged for children regularly to guide them to build respect for the national flag and anthem and cultivate their sense of national identity from an early age. Regarding the daily schedule, children of half-day classes have ample opportunities for music, physical, art and free choice activities. However, music and physical

activities are slightly insufficient on some days for the whole-day classes. The school must arrange a balanced schedule for the whole-day classes.

- 2.2 The school has a well-established assessment mechanism. Teachers conduct assessments through continuous observation and keep relevant information, including assessment forms, observation records and children's work, in the learning portfolios for children, providing parents with a clear overview of their child's learning and development. The thematic assessments are designed based on the learning foci to keep records of children's performance in various learning areas. The school also refers to the assessment tools for child development stipulated by the organisation to summarise children's progress in different domains of development in every school term. The assessment items and criteria are explicit and specific which help teachers evaluate the performance of children objectively. The school has followed up on the recommendations of the previous Quality Review. The management has steered the team to analyse children's developmental needs by utilising the assessment results, informing the work for continuous improvement of the school.
- 2.3 The management is responsible for curriculum coordination and leading teachers to conduct collaborative lesson planning before the commencement of themes and discuss the teaching design and environment set-up. Teachers then take turns to prepare lesson plans. By scrutinising documents and conducting classroom walkthroughs, the management monitors the curriculum implementation and understands teachers' performance in teaching while giving support, demonstration and feedback as needed. The school has revised the reflection forms in recent years with a view to facilitating teachers to review their strengths and areas for improvement in teaching. Teachers carry out reflections in groups from time to time and conclude the reflections of each grade level during the regular meetings periodically. However, teachers mostly focus on children's extent of participation and commitment in their reflections. Teachers are required to review the teaching effectiveness against each teaching objective and make targeted strategies for improvement, thereby enhancing the effectiveness of learning and teaching.
- 2.4 The school has strived to nurture children's attitude of care for the community in recent years. It has actively explored the resources available in the community for arranging a variety of experiential activities which include knowing about the culture of fishing village by visiting stilt houses and recognising the hard work of farming by paying a visit to homesteads on the island. Hence, children can gradually

express concerns about their community while learning more about the importance of environmental protection and treasuring resources. In the last school year, children got familiar with the community and learnt to care about things around them through exploratory activities. Meanwhile, children had opportunities to interact with different people, gradually developing proper interpersonal attitudes. As observed, children were curious about their surroundings and took the initiative to talk and share to others. The work plan has laid a foundation for development and has been implemented in an orderly manner, with result to be seen.

- 2.5 The school makes good use of its premises to arrange indoor and outdoor free choice activities for children. Children have opportunities to play diversified games. The school sets up a creative entryway next to the outdoor playground with children's artworks displayed all along the long passage. Those artworks include colourful two-dimensional and three-dimensional creations, which successfully create a warm learning environment to foster children's mutual appreciation. There are plentiful materials in art corners. Teachers encourage children to find inspiration in daily life, for example, doing creative work by using dried leaves, grains, buttons together with other art and craft materials. Children's artworks carry various features and demonstrate their tastes and ideas. There are different interest corners in classrooms. Teachers provide theme-matching books, self-made teaching aids and games to deepen children's understanding of the learning content. The teaching aids are manipulative with different levels of complexity. Children can choose according to their abilities and preferences, which is effective for catering for their diversity. To offer more opportunities for NCS children to listen and speak Chinese, teachers place portable voice recorders in the interest corners for children to listen to audios and recognise words. They can also record their voices to foster language learning.
- 2.6 Teachers are patient and soft-spoken. They mostly use real objects and simple teaching aids for teaching. In the free choice activities, they intervene and offer assistance in light of children's performance in games. Some free choice activities include a concluding session that teachers invite children to share their experience of participating in the corner activities. However, teachers are advised to take a step further to guide children, enhance their questioning skills and follow up on children's responses, stimulating children for further thinking and exploration. In addition, some teachers have yet to master the foci of music activities. Their demonstration and instructions are also unclear, undermining the efficacy of activities. Teachers must improve the teaching design and strengthen the elements of music while

sharpening their skills in conducting activities so that children can enjoy and be engaged in the music activities. Besides, the management is recommended to facilitate professional exchange among teachers through collaborative lesson planning, focused lesson observations, etc., boosting teaching effectiveness.

- 2.7 Children are cheerful and outgoing. They love going to school and are curious about different things. They can follow teachers' instructions to learn. After activities, children tidy up their toys, personal belongings and lightweight physical equipment, demonstrating good self-care abilities. The school endeavours to create a positive atmosphere on campus. Children feel relaxed and at ease to engage in various types of games, in particular the outdoor activities, showing good gross motor skills. There are quite a number of NCS children in the school. As observed, most of them were able to understand simple Chinese instructions and respond in simple Cantonese under the guidance of teachers. Children and their peers got along well but they still often communicated in English. The school could adjust the grouping arrangement for language learning and provide more opportunities for NCS children to interact with their Chinese speaking peers, with an aim to facilitating NCS children to speak Chinese more frequently in real life context.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The school actively brings in community resources and develops distinctive activities in accordance with the living environment to enrich children's learning experiences. However, the school must review the daily schedule to ensure children of whole-day classes have a balanced learning experience every day.
- 3.2 It is necessary for the management to enhance the curriculum leadership in aspects including equipping teachers with skills in questioning and conducting activities, guiding teachers to improve the arrangements of the music activities as well as strengthening their reflection abilities in teaching. The school could devise foci of lesson observation in view of the teaching performance of teachers and the development direction of the school, so that it can review teachers' teaching effectiveness in a focused way, thus promoting the professional growth of the team.