

School No.: 540498

Quality Review Report (Translated Version)

Anani Kindergarten

**Unit B & C, Podium Level, Shopping Centre, Shek Yam Estate,
Kwai Chung, New Territories**

19, 20 & 22 January 2026

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 19, 20 & 22 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 The leadership team keeps abreast of the school's circumstances through regular meetings and reviews of school reports, and provides timely advice and support. The management has served the school for years and is familiar with its operation. In light of teachers' strengths and experience, the management assigns them to different functional groups to follow up on various areas of duties and provides guidance through daily communication. The school also arranges for experienced teachers to mentor and support new members, enabling them to adapt to their teaching duties as soon as possible. The management organises training activities in line with the school's development foci, including workshops and exchange programmes outside Hong Kong, to strengthen teachers' professional capacity and broaden their horizons. Team members perform their respective duties, ensuring the smooth implementation of various tasks.
- 1.2 The school has established a school self-evaluation (SSE) mechanism. The management, in collaboration with teachers, reviews work in various areas, and before the end of each school year, leads the team to evaluate the effectiveness of the major concerns, and discuss and formulates the annual development direction in light of the school context. The school has followed up on the recommendations from the previous inspection, with refining the mechanism for assessing children's learning experiences as its priority work in the last school year. It has progressively revised the assessment items and methods, with a view to facilitating teachers make

effective use of assessment data to inform curriculum planning. This school year, the school's major concerns are improving the teaching of the Nature and Living learning area and enhancing children's understanding of Chinese culture. Strategies have been devised in areas such as teacher training, activities arrangement and setup of interest corners. Among these, the work plan on promoting Chinese culture has entered its second year. The team continues to carry out the strategies adopted in the previous school year, with a focus on enhancing the design of extended activities to enrich children's learning experiences. Such initiatives are gradually being rolled out.

- 1.3 The school caters for the diverse needs of children. An identification and referral mechanism is in place to allow children to receive appropriate support services as early as possible. The school arranges teaching assistant to provide interpretation services to help non-Chinese speaking (NCS) parents understand school matters and their children's learning. In caring for newly admitted children, the school organises parents' meetings and flexibly arranges school attendance hours to help children gradually adapt to school life. The team communicates with parents through various channels, including daily conversations, lesson observations and the planning of parent-child activities, so that parents are kept informed of their children's learning progress and the school's developmental direction. The school recognises the importance of home-school cooperation and organises seminars and workshops that cater for parents' needs, enabling them to acquire child-rearing skills and relieve parenting stress, thus enhancing their parenting competence. To further strengthen parental engagement, the school established the parent-teacher association in last school year, and works with parent volunteers to assist in the implementation of school activities. Parents trust the school and actively participate in school matters, joining hands with the school to foster children's development.

2. Learning and Teaching

- 2.1 The school makes reference to the teaching package and selects real-life themes to design an integrated curriculum covering various learning areas. In order to help children gradually develop positive values, the school devises moral education goals based on children's development, starting with nurturing virtues related to personal behaviour and family, and then extending the focus to the community, the nation and the world. Teachers plan the weekly morning assembly content in connection with themes and current affairs, taking into account children's life experiences, and guide them to understand attitudes such as caring and gratitude. Children have opportunities to take part in music, physical, art and free choice activities every day. However, some K2 and K3 children are required to join group learning activities during physical or free choice activity sessions on a weekly basis. The school must make adjustments to ensure that all children have a balanced learning experience every day. Besides, some of the learning content and homework for K3 are rather difficult. The school must review and revise the curriculum arrangement and homework design to ensure they are appropriate for children's developmental needs.
- 2.2 The school regarded improving assessment effectiveness as its major concern in the last school year and arranged training to strengthen teachers' skills in observing and analysing children's performance. The management led the team in revising the assessment approaches and content, including introducing thematic assessments, formulating assessment items that tie in with the learning content of each grade level, and standardising the assessment methods and criteria. Teachers continuously observe children's development and adjust teaching content and strategies based on the assessment results. The school regularly reports to parents, helping them understand their children's learning progress. At the end of each school term, the school concludes children's performance using rating scales and descriptive

comments. However, the rating scales are calculated based on the average scores of each thematic assessment and then presented in chart form. This approach does not help parents effectively grasp their children's developmental progress. The school is required to revise the method of end-of-term assessment in accordance with the purpose of assessment.

2.3 The school has established a curriculum management mechanism. The management keeps track of the curriculum implementation through participating in meetings, reviewing documents, and conducting classroom walkthroughs. They place emphasis on strengthening the effectiveness of curriculum review by setting reflection foci for teachers, with a view to guiding them to review their teaching from different perspectives, including activity arrangement, environmental design and children's performance. However, most of the team's reflections primarily describe children's learning and record whether the activity flow has been carried out smoothly, with little focus on exploring the effectiveness of teaching strategies in relation to the activity objectives. The management is required to enhance its curriculum leadership and increase teachers' effectiveness in reviewing teaching, so as to help the team objectively analyse teaching practices and challenges, and follow up on suggestions for improvement, thereby enabling continuous curriculum enhancement.

2.4 The school places emphasis on the promotion of Chinese culture, which has been regarded as the major concern for the past two years. Elements of understanding our country and traditional culture are continuously incorporated into the curriculum. The team formulates relevant new learning objectives in accordance with the learning themes, such as introducing national events, appreciating Chinese music and fostering traditional virtues. It also deepens children's understanding of festivals and enhances their learning interest through experiencing festive customs, including

making glutinous rice balls and viewing lanterns. The school selects Tang poetry as teaching materials for designing Chinese culture activities. However, some of these activities mainly aim to promote children's language development. The school is recommended to review the activity design to ensure that the content and approach are more closely aligned with children's life experiences and learning needs, so that the development plans can remain focused on enhancing children's understanding and appreciation of Chinese culture.

2.5 Another major concern of the school year is improving the teaching effectiveness of the Nature and Living learning area. Teachers have attempted to apply what they have learnt from training by incorporating exploratory elements into different themes and the learning environment. They have improved the setup of some exploratory corners by arranging interesting hands-on experiments, such as discovering ways to generate wind and observing static electricity. At this stage, the team has yet to extend these activities and the principles of environmental design to all themes. In terms of skills in conducting exploratory activities, some teachers are gradually able to guide children to make more attempts. However, some teachers still emphasise explaining scientific principles, which affects teaching effectiveness. The team is advised to design exploratory activities that are aligned with children's life experiences and developmental stages, so as to arouse their curiosity and provide them with sufficient opportunities to express their ideas. They should also increase opportunities for children to engage in hands-on manipulation and experimentation, so as to further develop children's exploratory spirit.

2.6 In recent years, the school has carried out renovation works to improve its facilities, including the provision of a shared reading space and the installation of partitions in the lobby to reduce mutual interference between music and physical activities, thereby enhancing the flexibility and effectiveness of utilising school space. The

campus is bright and neat as a whole. Children's artworks and activity highlights are displayed on the walls and along the corridor to encourage children to revisit their learning. Teachers set up interest corners in accordance with themes. Thematic corners are equipped with various materials for children to engage in construction and role-play. K2 children simulated waste separation while K3 children built castles with recycled materials, consolidating their learning through play. Teachers arrange art and craft activities in the artwork corner, and children complete their works by following the given steps. It is suggested that teachers provide a wider variety of materials to encourage children to create freely and unleash their creativity. During the review session after free choice activities, children mainly talked about the corners they had visited. Teachers could guide them to share their play experiences, so as to consolidate or extend their learning.

- 2.7 Teachers care for the diverse needs of children and provide specific praise for children's good behaviour from time to time. Team members collaborate and build a rapport with each other. They create scenarios through dialogue and role-play to arouse children's interest in learning. Teachers adjust the learning objectives and questioning based on the performance of NCS children, and arrange for them to sit closer to the front and be accompanied by Chinese-speaking children. As observed, NCS children got along well with Chinese-speaking children. They played together and were willing to use Chinese in their conversations. When introducing physical activities, teachers give clear demonstrations and guide physical movements in a systematic manner. Some teachers adjust the level of difficulty to encourage children to challenge themselves, thereby promoting their gross motor development. In music activities, children follow teachers' instructions to move to the rhythm, accompany music, and create graphic scores, enjoying the fun of the activities. Teachers attempt to use questioning and sharing sessions to enhance children's

engagement. However, some teachers have yet to flexibly master the relevant skills, and the teaching effectiveness is not yet satisfactory. The management is recommended to strengthen its guidance, including arranging peer observation for teachers to learn from one another and facilitate professional exchange, so as to help teachers improve their teaching.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 The team has implemented the cyclical SSE process, viz. planning, implementation and evaluation in routine work. The school is recommended to review the progress of the implementation of its major concerns in a timely manner, adjust strategies in light of the pace of development, and build on the foundation of the newly-established parent-teacher association, to increase opportunities for parental participation and home-school cooperation, so as to further increase the effectiveness of the plans.
- 3.2 The management is required to strengthen its curriculum leadership and lead the team to review and revise the overly difficult content and homework in view of children's development, as well as to design exploratory activities that align with children's life experiences. The management could also steer the team to reflect from multiple perspectives in alignment with the learning objectives, and follow up on improvement suggestions pragmatically, in order to enhance the effectiveness of learning and teaching.
- 3.3 The school has gradually improved its assessment tools. However, the information and results of the end-of-term assessments have not been able to adequately reflect children's performance. The school must adhere to the principle of assessment for learning by collecting appropriate assessment information to provide feedback to parents, enabling them to accurately grasp their children's developmental progress.