

School No.: 215740

Focus Inspection Report (Translated Version)

St Anna Anglo-Chinese Kindergarten

**Shop P901, 2/F, Kwun Hoi Terrace, Tung Hoi Mansion,
8 Taikoo Shing Road & Podium of Nam Hoi Mansion,
2 Tai Wing Avenue, Quarry Bay, Hong Kong
(Including Child Care Centre)**

31 March 2023

**Kindergarten Inspection Section
Education Bureau**

Notes to the Focus Inspection Report

This report gives an overview of the school's learning and teaching.

Education Bureau
The Government of the Hong Kong Special Administrative Region

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1. School Performance

- 1.1 With reference to the teaching packages, the school devises an integrated curriculum using real-life themes. The curriculum is comprehensive in content, covering all learning areas to foster children's acquisition of skills and knowledge as well as the cultivation of positive values and attitudes. The school values children's moral development and regards "courtesy, respect and getting along with others" as the foci of moral education this year. Teachers set different goals in view of the needs of children at each grade level while designing simple learning tasks to encourage them to practise good behaviour at home and at school. In addition, the school holds mixed-age play day on a regular basis such that the interaction among children is enhanced through interesting activities. Children can also experience the fun of games. The daily schedule of the school is well-developed. Children have sufficient time to participate in music, physical, art and free choice activities daily which contribute to their balanced development. However, some pieces of homework for K3 are too difficult. The school must review and revise the homework design accordingly to cater for children's abilities and learning needs.
- 1.2 The school has established a mechanism for the assessment of child learning experiences. It maps out assessment items for various areas based on the teaching objectives and formulates explicit assessment criteria to assist teachers in evaluating children's learning and developmental progress impartially. Teachers create learning portfolios for children to maintain formative and summative assessment information properly and let parents know their children's performance in a timely manner, so that the school works with parents to nurture children's growth. Teachers collate the assessment information, adjust teaching activities according to children's needs and inform the curriculum planning, thereby increasing the learning effectiveness of children.

- 1.3 The school is flexible in allocating the space within the school premises and arranging a variety of activities in different locations for children. There are diversified and adequate art materials, fine motor teaching aids and toys in the classrooms for children to choose and play of their own accord during free choice activities, facilitating their learning. Exploration corners are set up in the classrooms where children make attempts to hang clothes with assorted tools. They hold water bottles tightly to learn about how objects in the bottles move around as well as putting marbles in the bottles to observe changes in the water level. They demonstrate curiosity and an exploratory spirit with careful observation and by making comparisons and predictions. To further enhance children's interaction with the environment, teachers are required to refine the set-up of role-play corners by creating theme-related scenarios and arranging relevant materials to help children unleash their creativity and imagination. Furthermore, teachers are suggested to optimise the set-up of book corners, enabling children to read quality reading materials and develop reading interest and habit in comfortable and spacious areas.
- 1.4 Teachers are conscientious in teaching and explain clearly, which are conducive to children's comprehension of learning content. Being amiable and friendly, teachers care about and embrace the needs of children, which leads to good teacher-child relationship. Teachers put effort into catering for children with special needs by providing individual guidance and often encouraging them to participate in class activities for effective learning. After free choice activities, teachers review the activities with children and help them summarise and extend their learning experiences. Children are eager to share their views and feelings and possess good understanding and expression abilities in language. Children enjoy engaging in music and physical activities. They sing, perform rhythmic movements and play musical instruments along with music, thus enhancing their aesthetic development

progressively. Meanwhile, they practise running, jumping and throwing energetically in the physical play area. Children are obedient, self-disciplined as well as having good self-care abilities and a spirit of service. Non-Chinese speaking children are willing to communicate with teachers and peers in Cantonese and get along well with peers, adapting to school life.

- 1.5 Teachers produce curriculum outline in light of the learning interests, abilities and needs of children. Teachers stipulate the learning objectives of children in different grade levels for each learning area, which strengthens the interface of curriculum across the grade levels. The management conducts lesson planning with teachers, instructs them and makes suggestions for improvement in terms of teaching activities that teachers have designed. The management scrutinises teaching documents and children's work and observes classroom activities to know about the curriculum implementation so as to give opinions and timely support. Teachers reflect on their teaching effectiveness continuously. Building on the understanding of children's learning performance, the management may lead teachers to further evaluate teaching plans, activity arrangements and the use of teaching aids, with an aim of providing specific and feasible follow-up recommendations and boosting the efficacy of curriculum review.

2. Recommendations for Fostering Sustainable Development of School

The school has a comprehensive curriculum that promotes the balanced development in children. On this basis, the school is required to strengthen the effectiveness of curriculum review, refine the set-up of the interest corners and revise the design of some homework tasks for K3 for sustainable enhancement in the quality of learning and teaching.