

School No.: 215740

Quality Review 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)**

2, 6 & 8 May 2025

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region

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Dates of Quality Review: 2, 6 & 8 May 2025

☒ **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 maintains communications with the management through regular meetings to keep track of the development direction and routine of the school. It deploys resources when necessary to ensure the smooth operation of the school. The school has a well-defined organisational structure that various working groups have been set up for coordinating and implementing affairs of all domains. Duties are clearly defined. The management assigns teaching and administrative work to teachers based on their experiences and abilities. It also arranges experienced teachers as mentors to guide new staff for them to adapt to the work environment the soonest. The school stipulates specific guidelines to assist its staff in grasping the requirements of different tasks. Members of the teaching team discharge their duties properly, communicate and cooperate with one another for giving impetus to the school development.
- 1.2 The school has a school self-evaluation mechanism (SSE) to map out development plans. To tie in with the trends in curriculum development, the school regards promoting Chinese culture to cultivate children's sense of national identity as its major concern of this school year. The school introduces external professional support to strengthen teachers' knowledge in designing relevant learning activities while arranging peer school visits and exchange for teachers to broaden their horizons. In tandem, the school invites parents to take part in activities with children to enhance their understanding of traditional culture. Therefore, the major

concern is being implemented progressively.

- 1.3 The school attaches importance to learner diversity. Teachers identify children with special needs and provide referral services and appropriate support in accordance with the established mechanism. Teachers maintain liaison with parents as well and they work together to facilitate children's growth. The teaching team creates a real-life context for non-Chinese speaking (NCS) children, encouraging them to communicate with teachers and peers in Cantonese to increase opportunities for using Chinese and build up confidence therein. The school furnishes NCS parents with translations of school notices and child assessment information for them to grasp school updates and the performance of their children in school. To create an inclusive campus, the school organises a wide range of parent-child cultural activities for children and parents to learn about and respect the culture of different ethnic groups. Regarding the kindergarten-primary interface, the team arranges primary school visits for K3 children while designing suitable activities based on the learning theme of promoting to primary one such that K3 children can get well-prepared in terms of self-care and emotions. The school provides parenting information on parent-child communication, emotional management, etc., and conducts parent lesson observation to keep parents informed of the developmental and learning needs of their child as well as letting parent volunteers assist with school activities, thereby fostering home-school communication and cooperation.

2. Learning and Teaching

- 2.1 The school refers to the teaching packages to devise an integrated curriculum with themes that align with children's life experiences. The curriculum content covers all learning areas while accommodating the cultivation of attitudes, acquisition of skills and construction of knowledge. Children are arranged to sing the national

anthem on a weekly basis to develop a sense of belonging towards the country. The school organises mixed-age play day regularly and designs interesting games to encourage interaction between children of different grade levels. Children engage in music, physical, art and free choice activities every day. However, they are required to complete designated learning tasks during the free choice sessions, causing them to lack opportunities on choosing corner activities according to their interests. The school must review and improve the daily schedule to ensure that children have a balanced learning experience. With respect to homework, some of the content on Early Childhood Mathematics for K3 is too difficult. The school should remove it to suit children's developmental needs.

2.2 The school has established a mechanism for the assessment of child learning experiences. The team maps out the assessment items and criteria together in alignment with the curriculum objectives to ensure the consistency across assessments. Teachers adopt continuous observation to get hold of the performance of children and prepare activity observation records, thematic assessments and works analysis for them. Teachers also summarise children's learning performance at the end of the school term. The school invites parents to complete the observation records at home in order to deepen both the parents' and the school's understanding on children's behaviour and habits. The assessment information is kept systematically in the learning portfolios for children. Parents are informed of their children's development and suggestions for facilitating children's growth through face-to-face interviews. The team utilises the child assessment information to understand the development progress of individual children and provide relevant support. Such information is also served as reference for revising the teaching content and activity design.

2.3 Team members jointly develop the curriculum outline. Teachers of each grade level

discuss the details of thematic teaching during lesson planning meetings and take turns compiling lesson plans. The management keeps abreast of the curriculum implementation through meetings, scrutiny of teaching documents and in-class assistance. It renders timely guidance and arranges peer lesson observations to encourage teachers to learn from each other, increasing the professional competence of the team. Teachers reflect on teaching every day and discuss the teaching effectiveness during meetings to inform the curriculum. That said, the reflection mainly describes the teaching arrangements and children's performance with a few specific suggestions for improvement. The team is advised to review the extent to which the learning objectives have been achieved, the efficiency of teaching strategies and so forth while proposing and following up on the recommendations for improvements to strengthen the effectiveness of learning and teaching.

2.4 The school regards promoting Chinese culture as its major concern of this school year. The team introduces Chinese music appreciation in music activities. Children try making creation full of traditional characteristics, including paper cutting, dyed paper and ink painting, in art activities. Teachers select appropriate nursery rhymes and share good Chinese stories with children, encouraging them to know about virtues through parent-child reading. The team holds a 3-day Chinese culture week in each school term and designs different learning activities such as shadow play and Chinese dance shows, Chinese paper fan and opera mask drawing, along with lion dance and paper making. The school carries out the plan according to the deployed strategies. It takes into consideration providing more opportunities for children to expose to Chinese culture and art in next school year.

2.5 The campus is tidy. There is a small pond at the school main entrance. Children can observe the movements and growth of goldfish. Children's artworks and activity photos are shown along the corridors and in classrooms for children to

appreciate each other and revisit learning. Different interest corners are set up in classrooms. For instance, kaleidoscopes, mirrors and magnifying glasses are placed in exploratory corners. A wide range of building blocks is available in toy corners. Flashcards and words are posted in language corners while a number of books are displayed in reading corners. The teaching team is recommended to make good use of the classroom space and design more corner activities. Moreover, it could enhance the play elements of activities and make them more fun to encourage children to explore and interact. The team could also refine the display of books to attract children to read.

2.6 Teachers are kind and friendly. They have good relationship with children, explain and give instructions clearly while often asking questions to arouse children's learning motivation. Some teachers are advised to give more time to children for thinking and making responses so that they can share their experiences and express views more often. Teachers set learning tasks and requirements, and provide various materials and tools for children to be engaged in activities and unleash their creativity. In physical activities, teachers create theme-related story scenarios and utilise different physical items to design games, helping children grasp basic body movements. Teachers pay attention to the performance of children and offer timely guidance. Yet, some teachers spend time on explaining the knowledge on the themes. As a result, children have inadequate time for exercise. Such activity arrangement has to be revised. The team should reduce the use of electronic devices to facilitate teaching as far as possible. Instead, it could use real objects and employ other strategies for children to have more opportunities to learn through manipulation.

2.7 Children observe the rules and are polite. They pay attention in lessons and share ideas willingly to show good expression abilities and self-confidence. Children are

pleased to talk and play together. They are cheerful and get along well. Children properly keep their belongings, take out food from schoolbags on their own during snack time, keep the environment clean when eating and take the initiatives to help tidying up, showing their sense of responsibility and good self-care abilities. However, children generally are unable to hold a pencil properly. Teachers are advised to render adequate fine motor activities and individual guidance to get children prepared in the pre-writing stage, thereby cultivating a good writing habit.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 Members of the school team collaborate to devise the major concerns. When devising school development plans, they are advised to draw up explicit and concrete task objectives, strategies and success criteria with a view to evaluating the progress or effectiveness precisely, thus fostering the continuous development of the school. The school could make use of the stakeholder questionnaires provided by the Education Bureau to collect views and analyse data, which is conducive to grasping the school context and enhancing the SSE effectiveness. Besides, the school has established an appraisal system and is recommended to formulate respective appraisal items in light of the duties of senior teachers and teachers in order to get hold of the work performance of staff, as well as composing specific training programme based on teachers' needs so that the appraisal system can function effectively.
- 3.2 The school is required to improve the daily schedule to let children have sufficient opportunities to take part in free choice activities every day. The school must also revise the homework design for K3 in Early Childhood Mathematics to cater for children's developmental needs. The management is advised to steer teachers to sharpen their skills in teaching reflection, make good use of campus to set up more

interesting corner activities while adjusting the physical activity design in a bid to facilitate the effectiveness of learning and teaching.