



# *Sir Ellis Kadoorie (S) Primary School*

**Evaluation of Annual School Plan 2023-24**

**Major concern 1:** To enable students to acquire 21<sup>st</sup>-century skills: develop a passion for lifelong learning and become self-directed learner.

Targets	Strategies	Success Criteria	Evaluation	Follow-up actions
<p>1. To infuse inquiry-based learning skills into the school curriculum</p>	<p>a. Organize professional development workshops for teachers (on topics such as inquiry-based learning, cooperative learning, thinking strategies, questioning skills and/or problem-solving skills)</p> <p>b. Discussion of at least one inquiry-based &amp; one cooperative learning activity/topic during CLP in each term.</p>	<ul style="list-style-type: none"> <li>80% of teachers agree that the workshops enhance their professional knowledge</li> <li>At least one inquiry-based &amp; one cooperative learning activity done in each term</li> </ul>	<p><b>The target is achieved.</b></p> <p>a. Teachers were provided with professional development workshops to enhance their teaching strategies for designing high-level thinking questions and activities, asking relevant and effective questions, establishing measurable and assessable learning objectives, and introducing questions related to the learning objectives. <b>Teachers agreed that the workshops enhanced their professional knowledge.</b></p> <p>b. Teachers of various subjects put forward inquiry-based and cooperative learning activities. In English lessons, at least one inquiry-based and one cooperative learning activity was discussed in CLP and implemented. In Chinese writing lessons, students gathered relevant information before writing, engaged in collaborative discussions during class, and negotiated the use of appropriate materials, with the teacher observing most students participating actively. In math, one self-directed learning task was completed in each level and each term. <b>Various cooperative learning activities are successfully incorporated into daily routines.</b></p>	<p>All subject teachers will continue implementing inquiry-based and cooperative learning skills in the lessons.</p>

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	<p>c. Create learning opportunities (e.g. research projects, experiments, field trips etc.) for students to immerse in.</p> <p>d. Enable students to become inquiry-based learners through holiday assignments (1<sup>st</sup> term) and project learning (2<sup>nd</sup> term)</p>		<p>c. Students were provided with various learning experiences through field trips and visits to different places. Primary 3 students visited the Sam Tung UK Museum on 15/11 to learn more about Hong Kong's heritage. Basic Law Student Campus Ambassadors visited the Xiqu Centre on 27/9 to appreciate Chinese opera. Primary 4 students visited the Hong Kong Heritage Museum on 13/5 to further their understanding of Hong Kong's heritage. Primary 5 students went to Stanley on 14/5 to enhance their knowledge of Hong Kong's heritage and culture, and also visited the Hong Kong Space Museum on 13/6 to learn about space exploration and China's advancements in this field. <b>It was observed that the activities are suitable and meaningful for students' learning.</b></p> <p>d. After completing their Chinese New Year holiday assignments, students conducted research to learn about the famous Kung Fu star Bruce Lee. By gathering information about Bruce Lee, students created 2D works such as Instagram posts and posters to present the positive qualities they had learned from him.</p> <p>A STEAM Fun Day replaced the project learning scheduled for the second term. This event was held in January for P4-6, in March for P4-5, and in June for P1-3. <b>It was observed that students are able to participate in the activities in a pro-active manner, and were able to demonstrate their collaboration skills and communicate their understanding of the topics to the others.</b></p>	

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	<p>e. Forming learning circles with other schools for professional development and sharing</p>	<ul style="list-style-type: none"> <li>80% of teachers agree that the learning circles enhance learning efficacy.</li> </ul>	<p>e. This year, teachers participated in learning circles focused on Chinese subjects. The follow-up work, such as meetings, lesson observations, and preparations for sharing and presentations in the learning circles, continued into the second term. Through these learning circle activities, teachers learned about using different strategies to enhance the effectiveness of student learning. <b>Teachers agreed that the learning circles enhance learning efficacy.</b></p>	

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<p>2. To empower students to set learning goals and evaluate the goals set</p>	<p>a. To incorporate refined goal-setting skills in core subjects:</p> <ul style="list-style-type: none"> <li>- English: (Dict) Set goals for the no. of target vocabulary students can spell</li> <li>- Chinese: set goals for high-frequency vocabulary to be able to read in each chapter</li> <li>- Maths: set targets for multiplication tables to be recited</li> </ul> <p>b. To further promote self-directed learning through note-taking, and encourage students to reflect on their learning process and to think about how they can improve their skills.</p> <p>c. Refined note-taking skills: To encourage the use of abbreviations</p>	<ul style="list-style-type: none"> <li>• 80% of pupils can set their learning targets and achieve them</li> <li>• 80% of students being able to take notes</li> <li>• 80% of students can use symbols and</li> </ul>	<p><b>The target is achieved.</b></p> <p>a. Students were encouraged to set their own learning goals in core subjects. In English, over 80% set vocabulary targets for dictation. In Chinese, students set goals for lesson vocabulary, with 85% meeting their targets, and a high-frequency character recognition competition saw 90% meet their goals. Math target setting and a multiplication competition were planned for the second term. <b>The school's approach promoted student engagement and ownership of their learning across the key subjects.</b></p> <p>b, c: Students were taught various note-taking strategies across core subjects. In English, 92% used different note-taking skills in their learning journals, with students expected to take notes at least 2-3 times per term. In Chinese, most students identified question words and keywords, using symbols and abbreviations to take notes, especially for listening. In math, at least 3 topics per term were selected for note-taking practice. In General Studies, all students completed note-taking assignments once per unit, using concept maps and point forms. <b>It is observed that this focused approach aimed to develop students' active learning and organization skills is considered successful.</b></p>	<p>a. Goal-setting will continue as a routine practice next year.</p>

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	<p>and symbols.</p> <p>d. To further promote the use of flipped classroom activities such as online reading materials, or videos to as to set goals for learning.</p>	<p>abbreviations.</p> <ul style="list-style-type: none"> <li>at least 2 flipped classroom activities to be arranged for main subjects in each term.</li> </ul>	<p>d. Flipped classroom approaches were implemented across subjects:</p> <ul style="list-style-type: none"> <li>In English, pre-tasks were introduced before starting new chapters.</li> <li>In Math and General Studies, at least one flipped classroom task was designed per level per term.</li> <li>In Visual Arts, students used sketchbooks to prepare for lessons, with over 85% engaging. Keynotes on art appreciation jargon and concepts were also distributed, with around 85% of students participating using this knowledge.</li> </ul> <p><b>It was observed that this flipped model allowed students to come to lessons more prepared, engaging them more actively in the learning process across all subjects.</b></p>	<p>In English subject, themed books will be used to support module topics next year. Teachers will use group work, presentations, and debates to extend the flipped classroom approach.</p>

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<p>3. To promote STEAM education</p>	<p>a. To encourage teachers to attend workshops/ seminars related to STEAM education, such as coding, robotics etc</p> <p>b. To organise STEAM activities to introduce and promote STEAM learning.</p> <ul style="list-style-type: none"> <li>■ To arrange whole school STEAM activities</li> <li>■ To arrange a STEAM elite group for gifted students</li> <li>■ To participate in inter-school STEAM activities</li> </ul>	<ul style="list-style-type: none"> <li>• 90% of the teachers participate in at least one STEAM workshop/seminars</li> <li>• 80% of teachers agree that the activities can promote STEAM education.</li> </ul>	<p><b>The target is achieved.</b></p> <ul style="list-style-type: none"> <li>• Over 90% of teachers attended STEAM-related workshops. All teachers participated in a parachute-making STEAM training and a Micro:bit workshop on 4/1/2024, indicating a school-wide focus on STEAM education.</li> </ul> <p>The school implemented a comprehensive STEAM program to promote hands-on, problem-solving learning. This included a rotating STEAM activity block for P.2-4 students and a STEAM Elite group for P.4-6 students to develop their creativity and critical thinking. 89.5% of students enjoyed the STEAM activities, with 81.2% reporting improved problem-solving skills.</p> <p>To support student learning, the school provided specialized training for the First Lego League competition, STEAM workshops, field trips, and lunchtime STEAM broadcasts. Students also participated in a range of STEAM-focused competitions, showcasing their abilities in areas like rocketry, AI art, and robotics.</p> <p><b>Overall, the school demonstrated a multifaceted approach to nurturing students' STEAM skills and engagement.</b></p>	<p>a. The school will encourage extensive teacher training in STEAM education to prepare for the new primary science curriculum next year.</p> <p>b. Given students' enthusiasm for STEAM, the school will organize more advanced STEAM activities to further develop high-achieving students' skills in this field.</p>

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	<p>c. To organize STEAM Day activities for each level, hosting or participating in Science Fairs, Makers Fairs, or Coding Fairs.</p>	<ul style="list-style-type: none"> <li>80% of students agree that the STEAM activities can enhance their knowledge across STEAM through problem-solving with practical solutions and innovative designs</li> </ul>	<p>c. The school organized STEAM Days in January, March, and June for different grade levels.</p> <p>P.4-6 students learned about mechanical principles through building a dinosaur model. Where AI Art Training workshops encouraged innovative thinking. In addition, the Sky Dream Fun Day let P.4-5 students explore the world of flight and drones.</p> <p>P.1-3 students participated in hands-on GIGO robotics workshops to foster their interest and abilities in technology and innovation. Students enjoyed the activities and showed enthusiasm in participation.</p> <p>To conclude, the school provided a wide range of engaging STEAM activities and workshops that successfully sparked students' enthusiasm for hands-on, creative learning in STEAM fields. <b>These initiatives developed students' practical skills, critical thinking, and innovative mindsets to prepare them for success in STEAM-related pursuits.</b></p>	<p>Given the positive student response to the AI Art workshops, with 88% reporting they helped stimulate their innovative thinking, the school proposes incorporating an AI Art component into the Visual Arts curriculum for P.5-P.6 students next year.</p>



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Targets	Strategies	Success Criteria	Evaluation	Follow-up actions
<p>4. To have student-centred classrooms that promote life-long learning</p>	<p>a. Collaborative learning (peer and group) activities (e.g. role-play, Readers' Theatre) are adopted to enable students to share their learning experience achievements in learning and make real-world connections with their learning (at least once per term in core subjects).</p> <p>b. To develop strategies to cater for learners' diversity</p> <ul style="list-style-type: none"> <li>• To encourage more capable students to participate in groups which help further develop their potential</li> <li>• To organize remedial groups for students who need assistance</li> <li>• To organize peer tutoring/mentoring activities to encourage more engagement and motivation in learning activities. (such as the big brother big sister program, language ambassadors, etc)</li> </ul>	<ul style="list-style-type: none"> <li>• 80% of teachers agree that collaborative learning can enhance students' ability to share their learning experience achievements.</li> <li>• 80% of teachers agree that student-centred learning activities can cater for learner diversity</li> </ul>	<p><b>The target is achieved.</b></p> <p>a. Collaborative learning was widely adopted across core subjects. In English, all teachers agreed it enhanced students' sharing and real-world connections. Chinese incorporated peer/group activities like role-play. Math had collaborative components in at least one topic per grade in Term 1. Visual Arts featured group work and paired brainstorming. Teachers agreed that the school promoted collaborative learning approaches effectively to actively engage students in learning.</p> <p>b. Teachers used student-centered approaches, with 90% of English teachers agreeing this helped address diverse needs.</p> <p>In Math, a Maths Elite Group trained capable students, who participated in competitions. A Support Group also assisted struggling P.3 students.</p> <p>The Art Elite group provided talented artists more drawing opportunities and competition access.</p> <p>Supplementary math and English tuition was organized for low-achieving students in P.1-3.</p> <p>A peer mentoring program paired higher-needs students with P.5 SEN students for academic and social support.</p> <p><b>Teachers agreed that the school has implemented various differentiated strategies across subjects to support students at all learning levels.</b></p>	<p>Teachers across subjects plan to continue implementing cooperative learning activities next year.</p> <p>The secret book can be expanded to different character values, such as: perseverance etc.</p> <p>Students take on more roles to enhance their sense of responsibility. For example: Big brother/big sister helpers helped schoolmates' with reading and homework.</p>

Targets	Strategies	Success Criteria	Evaluation	Follow-up actions
	<p>c. To promote and encourage students to develop the habit of reading</p> <ul style="list-style-type: none"> <li>• To organize a reading campaign to create a joyful reading experience.</li> <li>• Morning Story Reading time and extension of school library opening hours will be arranged</li> <li>• Book-sharing sessions will be arranged to foster a love of reading by exposing individuals to new books and genres,</li> </ul> <p>d. Celebrate and recognize student's achievements to reinforce their love of learning and promote a growth mindset.</p>	<ul style="list-style-type: none"> <li>• 60% of students read at least 20 books which include both English and Chinese books.</li> <li>• 60% of students are more motivated to read.</li> <li>• 80% of teachers agree that positive reinforcement can promote a growth mindset</li> </ul>	<p>c. The school library runs a daily "Storyland Safari" program with book recommendations and reading activities. Observations showed all students participated, with 98% reading at least 20 books.</p> <p>Students were highly engaged in the morning story time and after-school library activities, with 100% reporting increased reading motivation.</p> <p>Class-based book-sharing sessions also aimed to foster a love of reading by exposing students to new genres.</p> <p><b>The school's comprehensive reading promotion initiatives have successfully engaged students to develop reading habits across levels.</b></p> <p>d. Throughout the school year, the school held prize-giving ceremonies and art exhibitions to showcase students' work. This allowed students to learn from each other's creations and provided an opportunity for the public and parents to appreciate the students' efforts.</p> <p>Some students were recognised with "Gold," "Silver," and "Bronze" awards for their school projects. This helped them better understand the values of "diligence" and "responsibility."</p> <p><b>Overall, these events allowed students to be recognized for their achievements, while also promoting peer learning and parental/community engagement with the students' work and development, thus can reinforce their love of learning and promote a growth mindset.</b></p>	<p>The school plans to continue the Morning Story Reading time and after-school library activities in the new school term.</p> <p>The school could set up a "praise area" on each classroom's noticeboard to recognise students who have shown the most improvement after each dictation, quiz, or in addressing behavioural issues.</p>

## Major concern 2: To nurture students into Good Kadoorians

Targets	Strategies	Success Criteria	Evaluation	Follow-up actions
<p>1. To foster acts with good manners to be able to collaborate.</p>	<p>1. To develop behaviours that are socially acceptable by familiarizing students with basic good manners.</p> <p>a. Flashcards with three languages (Cantonese, English and PTH) of good manners will be taught and displayed in each classroom.</p> <p>b. Table manners and bathroom manners will be promoted.</p> <p>c. Topics about good manners to be taught in MCE lessons.</p> <p>d. Emphasize the importance of empathy, compassion and care for each other.</p> <p>e. Set clear expectations to students of what good behaviours are expected.</p>	<ul style="list-style-type: none"> <li>70% of teachers agree that students show improvement in manners</li> </ul>	<p><b>The target is achieved.</b></p> <ol style="list-style-type: none"> <li>Students were instructed on proper manners for various occasions: <ul style="list-style-type: none"> <li>Greeting teachers and peers during assemblies and before/after lessons</li> <li>Practicing good table manners during lunch</li> <li>Learning bathroom etiquette, with reminders from discipline team teachers</li> </ul> </li> <li>Moral and Civic Education lessons focused on themes like responsibility, respect, gratitude, commitment, diligence, and care for others. Teachers observed students eagerly participating in discussions on these topics.</li> <li>Students enjoyed sharing and actively participating in MCE lessons. Teachers provided feedback on student work and displayed it in the classroom.</li> <li>Class teachers set individual and class targets with students each semester, which were evaluated and displayed on a "wishing tree" outside the classrooms.</li> </ol> <p><b>Overall, the school implemented a comprehensive program to develop student's social skills and positive values through direct instruction, modelling, and student-centred activities. Teachers agreed that students shown improvement in manners.</b></p>	<p>The school plans to continue training students in basic good manners next school year.</p>

Targets	Strategies	Success Criteria	Evaluation	Follow-up actions
	<p>2. Create an environment where good manners are expected</p> <p>a. To launch a "Discipline Competition" in each school term to create awareness, and to encourage good manners at all times. The competition will be class-based so that students can lead each other by example.</p>		<ul style="list-style-type: none"> <li>• The school held two discipline competitions - one in November 2023 and one in May 2024.</li> <li>• The regular announcements of each class's scores made the competitions challenging and interesting for students.</li> <li>• Teachers noticed improvements in student discipline as a result of the competitions.</li> <li>• The daily record sheets were revised to have more specific time slots, allowing students to track their daily progress.</li> <li>• Classes from P4-6 generally performed better than P1-3, with many senior classes earning over 100 "chops" (points).</li> <li>• This was seen as encouraging, as the older students could serve as role models for the younger grades.</li> </ul> <p><b>The discipline competitions successfully cultivated proper manners and good discipline among the students across grade levels.</b></p>	<p>The school plans to put up posters with 4-grid pictures of good manners in the lower grade classes (P1-P3) to help these students improve their performance in the discipline competitions.</p>

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<p>2. To develop creativity in students.</p>	<p>a. Organize student activities in various subjects and ECA to nurture creativity.</p> <p>b. Arrange student to participate in inter-school activities/competitions to broaden their scope of experience in creative activities</p> <p>c. Organize student work exhibitions and publish students' work to create a successful experience to encourage creativity.</p> <p>d. Recommend students with potential to participate in creation, invention, and innovation activities. Technology can be a tool for fostering creativity.</p>	<ul style="list-style-type: none"> <li>Students participated in the activities, at least 70% of the students enjoyed the process of being creative</li> <li>Competitions, Exhibitions held, and student work published.</li> </ul>	<p><b>The target is achieved.</b></p> <p>The school organized a robust extracurricular program every Wednesday, with a total of 25 different activities:</p> <ul style="list-style-type: none"> <li>18 rotating groups focused on developing creativity through Chinese arts and crafts like calligraphy, painting, origami, and paper cutting.</li> <li>7 non-rotating groups training school teams in areas like percussion, visual arts, STEAM, lion dance, and social skills.</li> <li>14 additional post-lesson activities covering sports, music, drama, and more.</li> </ul> <p>Students with demonstrated abilities in computer science, science, and art are selected for the STEAM Elite group, which provides extra coaching and opportunities to participate in various inter-school STEAM competitions.</p> <p>Additionally, the school held three art exhibitions displaying artwork related to Chinese culture by P1-P6 students, showcasing their artistic talents and creativity.</p> <p><b>Overall, the school's extracurricular program offers a diverse range of options to nurture students' interests and develop their skills across academic, artistic, and cultural domains.</b></p>	<p>To build on this, the school will conduct a comprehensive review, gather feedback, and explore new partnerships. This aims to continuously enhance the program and provide students with well-rounded opportunities for personal growth and passion cultivation.</p>

Targets	Strategies	Success Criteria	Evaluation	Follow-up actions
	<p>e. Invite artists and experts to hold workshops to provide a unique and engaging learning experience that promotes creativity, self-expression and cultural appreciation.</p> <p>f. Open-ended assignments are encouraged to help foster creativity in students.</p>	<ul style="list-style-type: none"> <li>• Open-ended questions will be incorporated into student assignments.</li> </ul>	<p>e. On 6/3/2024, the school held a VA seminar for P4-P5 students, featuring an artist talk to inspire them to find creativity in daily life. The illustrator demonstrated portrait drawing, and the students actively participated.</p> <p>f. Students participated in parent-child competitions during holidays like Chinese New Year and Christmas to foster creativity.</p> <p>For the Christmas Holiday Assignments:</p> <ul style="list-style-type: none"> <li>• KS 1 students wrote letters to the Grinch, trying to convince him to spend time with family and friends.</li> <li>• KS 2 students wrote letters to Santa Claus, sharing their wishes.</li> </ul> <p><b>The students showcased their imagination and creativity. Their work was published in SCOOP for appreciation. These holiday activities provided meaningful learning experiences and allowed students' creativity to be recognized.</b></p>	<p>Local Illustrators artists could be invited for a workshop next year to enhance students' interest in drawing.</p> <p>More open-ended tasks will be designed to foster students' creative thinking and imagination in the upcoming school year.</p>

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<p>3. To develop students' skills and confidence to communicate with others.</p>	<p>a. To facilitate students with presentation skills to present their ideas in both English and Chinese in their lessons. Role-playing exercises and group discussions are encouraged.</p> <p>b. To facilitate P.6 students with presentation, group discussion and interview skills</p>	<ul style="list-style-type: none"> <li>• 60% of the P4-6 students take up leadership roles in the activities.</li> <li>• 80% of the teachers agree the activities can develop students' confidence and communication skills.</li> <li>• By record</li> </ul>	<p><b>The target is achieved.</b></p> <p>a. English: Approximately 50% of the students can give presentations in English lessons.</p> <p>Chinese: During the first term, students participated in various Chinese language activities in class, such as self-introductions, group discussions, role-playing exercises, and picture descriptions. The non-Chinese speaking (NCS) students, in particular, demonstrated more confidence in speaking Chinese.</p> <p>b. In January, P.6 students participated in a secondary school interview talk and mock interview program. Feedback was positive, with students developing confidence and communication skills. In the first term, P.6 students visited secondary schools to learn about their backgrounds and cultures, expanding their horizons.</p> <p>The P.6 Graduation and Sister School Exploration Tour to the mainland gave students more chances to communicate with peers from other schools, broadening their perspectives.</p>	<p>The school arranged for students to participate in volunteer services and visiting activities. This allowed them to interact with a wider range of people, gain more life experiences, and have more opportunities to communicate with others.</p>

Targets	Strategies	Success Criteria	Evaluation	Follow-up actions
	<p>c. To organize English, Chinese, and PTH ambassadors to promote using of the language for effective communication purposes. Video conferencing and public speaking is also encouraged.</p> <p>d. To organize English and Chinese drama activities to foster communication skills and confidence.</p>	<ul style="list-style-type: none"> <li>• 70% of the NCS students agree that they have more confidence in speaking Chinese</li> <li>• 50% of P4-5 students take up the activities</li> </ul>	<p>c. English Ambassadors promoted English learning and National Security Education through presentations, morning assemblies, campus TV, and book recommendations.</p> <p>40 Chinese Ambassadors from P.3-P.6 were recruited to organize Chinese Day activities. Both English/Chinese Ambassadors regularly shared in morning assemblies.</p> <p>PTH (Putonghua) Ambassadors reminded classmates to speak Putonghua properly in class.</p> <p>d. The school's drama club started training in November and joined the Hong Kong School Drama Festival. In early March, the drama team showcased their performance to the entire student body, demonstrating their communication skills and confidence. The students enjoyed the play and learned positive messages from it. The drama team's participation in the festival was successful, earning awards for Outstanding Performer, Outstanding Stage Effects, Outstanding Cooperation, and Commendable Overall Performance.</p>	<p>The school will create more opportunities for students to share, such as news and story sharing. This gave students more chances to express themselves in front of an audience, helping to enhance their communication confidence.</p> <p>PTH Ambassadors should present their ideas to schoolmates once per term, through morning assemblies or campus TV.</p>



Targets	Strategies	Success Criteria	Evaluation	Follow-up actions
	<p>e. To organize Chinese drama activities for non-Chinese speaking students to foster their confidence in using Chinese as their second language.</p> <p>f. To organize Big Brother and Big Sister programme to boost SEN students' confidence in communication</p>		<p>e. A Chinese Drama Class was organized on 6/11, recruiting 18 non-Chinese speaking (NCS) students from P.1-P.5. They rehearsed stories using Chinese idioms. Around 70% of members gained more confidence in speaking Chinese compared to the start of the year.</p> <p>The NCS students participated in the "Joining Opportunities for Non-Chinese Youngsters" Chinese Learning Support Programme Chinese Storytelling Competition (Primary Session) on 11/5/24, performing very well and earning 1 champion, 2 merit, and 1 participation award.</p> <p>f. In the 2nd term, the school organized a Big Brother/Sister Program. P.5 SEN students were recruited to assist P.1 ALAs (After-school Learning and Support) and P.2 SEN students during lunch. They helped the younger students write diaries and play alphabet card games.</p> <p>This allowed the P.1 students to revise basic English while enjoying the games. It also boosted the confidence and communication skills of the P.5 SEN students as they served others.</p> <p><b>It was observed that students' skills and confidence in communicating with others had improved. The various activities have helped students become more comfortable and capable in expressing their thoughts and ideas to teachers, guests, and their peers.</b></p>	<p>Big Brother and Big Sister Program will be arranged for both school term next year.</p>

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4. To build a connection to the community and globally.	<p>a. Select P4-6 students with leadership qualities to be school prefects.</p> <ul style="list-style-type: none"> <li>Foster leadership qualities and skills by arranging leadership training.</li> </ul> <p>b. Organize a class-based "A kid a job" scheme with revised job titles</p> <ul style="list-style-type: none"> <li>Let students understand their characters or strengths in MCE lessons.</li> <li>Nurture class leaders inside classrooms by appointing them with mini duties according to their strength</li> </ul>	<ul style="list-style-type: none"> <li>Students have at least one opportunity to join voluntary service.</li> <li>All students take up at least one service role at school</li> </ul>	<p><b>The target is achieved.</b></p> <p>a. The school appointed 20 school prefects and 58 class prefects to perform various duties. The prefects were observed to be devoted to their responsibilities, fostering a sense of responsibility.</p> <p>A prefect training day camp was held on 21/10 to enhance the prefects' sense of responsibility and develop their leadership and collaboration skills.</p> <p>Regular gatherings were held to train the prefects in necessary disciplinary skills. The teachers involved in the leadership training program observed that the students actively participated in the program.</p> <p>b. The school launched an "A kid a job" scheme, where each class assigned students different duties to help in the classroom. Job cards for the duties were displayed prominently. This helped establish a sense of belonging and responsibility among the students, especially nurturing leadership qualities in younger pupils.</p> <p>In the first term, students discussed "Responsibility" and "Commitment" during MCE (Moral and Civic Education) talks and lessons. They discussed these character traits with teachers, guest speakers, and their schoolmates, and they understood more about themselves.</p>	<p>To further cultivate the prefects' leadership qualities, the school plans to invite prefect leaders to hold a weekly morning assembly next school year.</p> <p>The perfect leaders will share school rules during these assemblies and remind fellow students of good behaviours.</p> <p>This initiative aims to give prefect leaders more opportunities to develop and demonstrate their leadership skills.</p>

Targets	Strategies	Success Criteria	Evaluation	Follow-up actions
	<p>c. Organize service-learning groups</p> <ul style="list-style-type: none"> <li>• Provide students with opportunities to connect to the community and serve the needy</li> <li>• Encourage students to participate in different uniform groups or community service</li> </ul>	<ul style="list-style-type: none"> <li>• 60 % or above of participants agree that the activities can help them know more about the community and globally.</li> </ul>	<p>c. On 1/2/2024, 18 P5 students, including 9 local and 9 non-Chinese (NCS) students, participated in an activity to celebrate Lunar New Year with the elderly at a local centre. Language was not a barrier, as they enjoyed playing games and making Fai Chun artwork together.</p> <p>95% of the participants agreed that the activity connected them to the community, served the needy, and helped them understand the importance of "Empathy" and "Respect" through voluntary service.</p> <p>The school's targets were fully achieved, as P4 and P5 students participated in various volunteer activities, such as visiting elderly homes, preparing hot meals for Chinese New Year, and beach cleaning. Through these community service initiatives, students learned about caring for the needy and values like love, care, respect, and empathy.</p>	

Targets	Strategies	Success Criteria	Evaluation	Follow-up actions
	<p>d. Provide opportunities for students to participate in exchange programs with students from mainland China.</p>	<ul style="list-style-type: none"> <li>• 50% of pupils agree that they have a better understanding of Chinese Culture and ways of life in China</li> </ul>	<p>d. P6 students participated in a cross-border exchange program in Mainland China. Through observations, it was noted that the students learned to respect the cultural differences between Mainland China and Hong Kong. They also became more independent and learned to take care of others.</p> <p>The students recognized the different ways of life in the two places and learned how to respect and accept these differences. More than 90% of the students agreed that the trip helped them gain a better understanding of Chinese culture.</p> <p>Overall, the cross-border exchange program provided valuable opportunities for the P6 students to learn about cultural differences, develop independence and care for others, and deepen their appreciation of Chinese culture.</p> <p><b>It was observed that the school's comprehensive review of its diverse extracurricular program aims to enhance student opportunities for personal growth and passion development, with concrete plans to build stronger connections to the local and global community. By gathering feedback, exploring new partnerships, and continuously improving the offerings, the school is well on its way to achieving its target of fostering deeper community and global engagement for its students.</b></p>	<p>As we have joined another sister school in Beijing (北京邮电大學附屬小學), more cross-border exchange programs are planned for next year.</p>

## Major concern 2: To nurture students into Good Kadoorians

Targets	Strategies	Success Criteria	Evaluation	Follow-up actions
<p>5. To build up positive moral values</p>	<p>a. To nurture students' positive values and attitudes focus on "responsibility" and "diligence"</p> <ul style="list-style-type: none"> <li>• A campaign namely "The Kadoorian Hero" will be launched, and students will be awarded for achieving the goals set.</li> <li>• Topics regarding similar topics will be discussed and taught in MCE lessons.</li> <li>• Assembly, seminars, and workshops will be arranged to strengthen positive values and attitudes.</li> </ul>	<ul style="list-style-type: none"> <li>• 80% of the students will get an award</li> <li>• 90% of the teachers agree that students are more aware of the importance of the targets set</li> </ul>	<p><b>The target is achieved.</b></p> <p>The first phase of the school's "Good Kadoorian Scheme", titled "Responsible Hero", was completed in December. In this phase:</p> <ul style="list-style-type: none"> <li>• 83% of students were awarded recognition</li> <li>• 87 students received the 'Gold Award'</li> <li>• 134 students received the 'Silver Award'</li> <li>• 113 students received the 'Bronze Award'</li> </ul> <p>Students were given certificates, hero badges, and mystery prizes for meeting the targets.</p> <p>The second phase of the scheme, "Diligent Hero," ran from February to May 2024. Throughout the year, topics such as "Responsibility," "Respect for others," "Gratitude," "Commitment," "Diligence," "Care for others," and "Dino life Education" were discussed in Moral and Civic Education (MCE) lessons.</p> <p>The lower primary students actively participated in this scheme, encouraging them to be "good Kadoorians." The MCE lessons helped strengthen students' positive values and attitudes, and various talks were arranged to build up their moral character.</p> <p>In December, the school focused on promoting a sense of gratitude among students and parents through various activities related to love and appreciation:</p>	<p>The school plans to continue the "Good Kadoorian Scheme" next academic year, with minor adjustments to the topics covered. In preparation for the program's continuation, the school will develop new talks and activities to support students' character development further.</p>

Targets	Strategies	Success Criteria	Evaluation	Follow-up actions
	<p>b. To nurture the feeling of love and appreciation within students, teachers and parents.</p> <ul style="list-style-type: none"> <li>• Students will get gratitude cards from class teachers and express their gratitude to people concerned to show their appreciation.</li> <li>• gratitude and appreciation towards each other in the spirit of love.</li> </ul>	<ul style="list-style-type: none"> <li>• 70% of students can show their gratitude towards their teachers and parents</li> <li>• 80% of the teachers agree that students are more willing to show appreciation to one another</li> </ul>	<ul style="list-style-type: none"> <li>• Parents and students wrote gratitude cards to express their love and appreciation to one another, which were displayed on "gratitude trees" set up outside each classroom.</li> <li>• A larger gratitude tree was also built in the school lobby, decorated with gratitude cards from parents.</li> <li>• It was observed that students became more willing to show appreciation towards each other.</li> <li>• During the "End of Year Celebration @SEKPS" program on 19/12/2023, students, teachers, and parents were invited to express gratitude and appreciation towards one another.</li> <li>• Students were encouraged to write gratitude messages on cards and display them outside their classrooms. Parents also participated by writing "thank-you" messages on cards in the lobby.</li> </ul> <p>Through these activities, the school intentionally fostered an environment of gratitude, love, and mutual appreciation.</p> <p><b>In conclusion, the school's multifaceted approach to nurturing Good Kadoorians by promoting gratitude, appreciation, and positive moral values has been a resounding success. The diverse extracurricular program, coupled with the intentional activities centred around love and gratitude, have effectively cultivated an environment where students, teachers, and parents are more willing to express appreciation and support for one another.</b></p> <p><b>With the planned review of the extracurricular offerings and the goal of building stronger connections to the local and global community, the school is well-positioned to continue nurturing students' character development and instilling positive moral values that will serve them well beyond the classroom. The school can be confident that its targeted efforts have achieved the aim of imbuing students with a strong ethical foundation.</b></p>	

