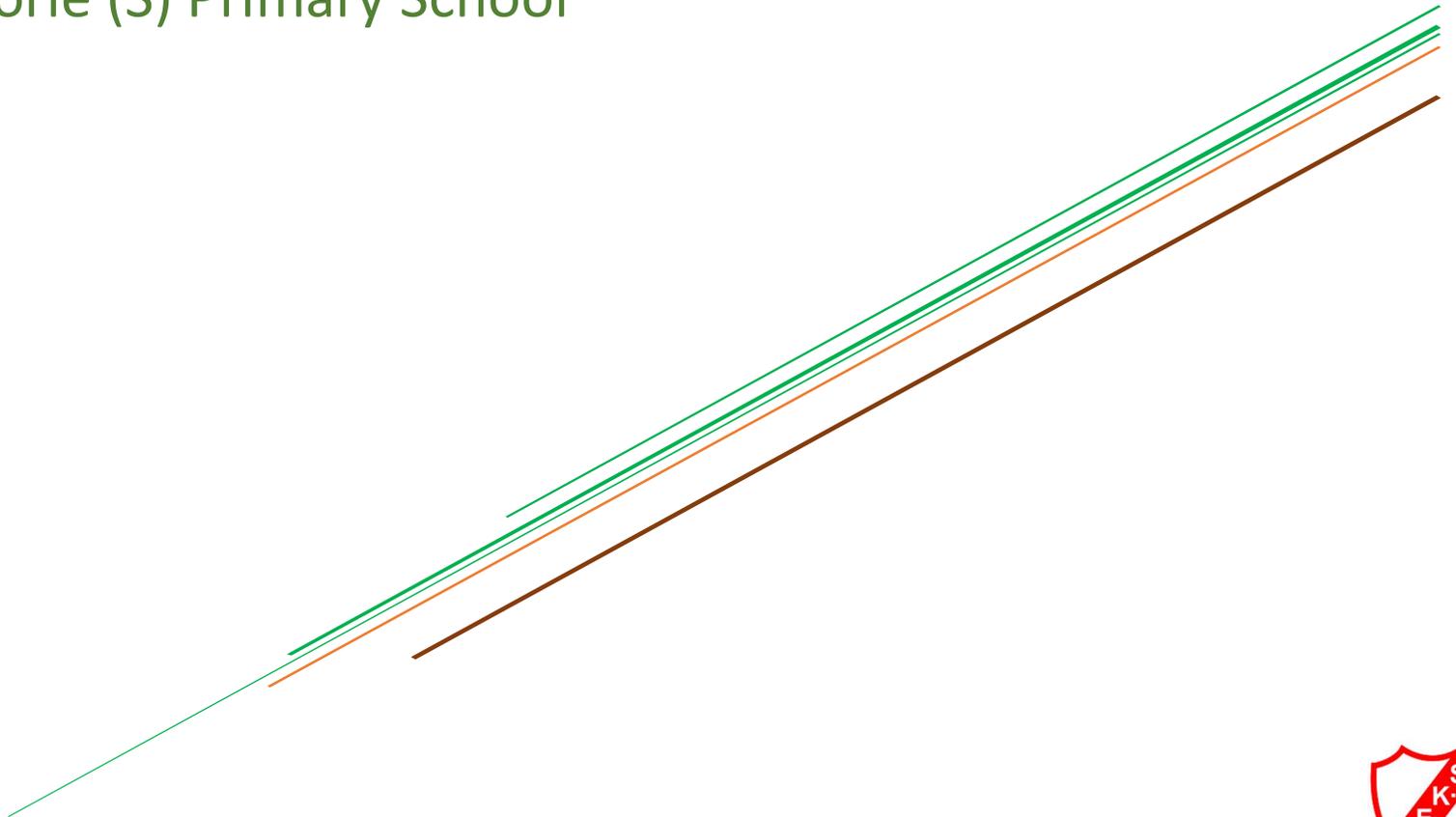


Evaluation of Annual School Plan 2020-2021

Sir Ellis Kadoorie (S) Primary School



June 2021

Major Concerns

1. To enhance teaching and learning effectiveness through self-directed learning.
2. To cultivate students' positive values with focus on honesty.
3. To enhance parents' involvement in parent education.

Major concern 1: To enhance teaching and learning effectiveness through self-directed learning

Targets	Strategies	Success Criteria	Evaluation	Follow up Actions
<p>1. To enhance students' self-directed learning strategies and study skills</p>	<ul style="list-style-type: none"> • Increase self-learning components in assignments including worksheets/ tasks/mini projects • Enhance students' study skill with a focus on high order thinking skill • Encourage students to do self-reflection and self-evaluation of their learning goals and progress 	<ul style="list-style-type: none"> • At least 2 self-directed tasks are arranged in each school term for P.1- P.6 • 75% of students are able to integrate self-learning components in assignments • 60% of students are able to apply high order thinking skill in the lesson or assignments • 70% of students are able to write self-reflection or self-evaluation of their learning goals and progress <ul style="list-style-type: none"> ▪ P.1 – P.3: verbal reflection ▪ P.4 – P.6: writing reflection 	<p>The target is achieved.</p> <ul style="list-style-type: none"> • For core subjects, self-directed learning tasks (online preparation tasks, pre-lesson worksheets, mini projects) were prepared and done in all levels. • 92% of the teachers made use of e-resources (E platform such as MS365, Padlets) to prepare assignments for learning. It was observed that students are able to complete the tasks and collecting necessary information/ materials for self-directed learning tasks. <ul style="list-style-type: none"> ➢ Christmas Holiday Challenge, Chinese New Year Projects are good examples of self-directed learning tasks. ➢ High-order thinking skills were enhanced in the projects: students explored possible possibilities and explained reasons to support their choices ➢ 85% of the students were able to do self-reflections and self- evaluations in most subjects. Students of lower primary levels were able to reflect verbally in class whereas, more abled students were able to write paragraphs to explain themselves. ➢ 92% of the teachers agreed that student's generic skills and study skills were developed. ➢ It was observed that some students were not confident enough to do presentations in lessons, especially when using Chinese for presentations. 	<ul style="list-style-type: none"> • Self-directed learning tasks and self-reflection habits will be incorporated as routine work. • More open-ended question will be asked to practice high order thinking skills whereas students will be encouraged to give reasons to explain and elaborate their answers • Positive and encouraging experiences should be created so as to boost confidence in students for presentation, thus thinking strategies and presentation skills should be incorporated in daily teaching activities.

Targets	Strategies	Success Criteria	Evaluation	Follow up Actions
2. To improve students' reading habit	<ul style="list-style-type: none"> • Implement 'Reading award scheme' to engage students' reading habit • Develop cross-subject reading programme • Arrange at least 2 theme-based books display in the library to promote reading of different materials • Conduct at least 3 theme-based book recommendation sessions through campus T.V. 	<ul style="list-style-type: none"> • 75% of student hand in reading Award scheme record • Cross-subject reading programmes are arranged in project learning or core subjects • 70 % of students agree that the book displays can help them develop a better reading habit • 70 % of students enjoy the presentation on book recommendation conducted by schoolmates 	<p>The target is partially achieved.</p> <ul style="list-style-type: none"> • 50% of the students were able to complete the “My Joyful Reading” book records and write comments regularly. Due to the restrictions under the pandemic, students were not allowed to borrow books for home reading. Besides, public libraries were closed. Students had less chance than usual to have books for home reading. • The use of E-reading platforms are encouraged. 75% of students joined the HK EDCITY’s reading scheme. They read books regularly. Students were very eager to read online books. • Cross curricular reading was incorporated into Christmas and CNY holiday assignments. Students shown great interest in the reading and positive feedbacks were gathered from their assignments. Students were able to further elaborate contents and concepts of the stories they read. • Book display were not done due to anti-epidemic restrictions. However, book recommendations were done during library lessons by school librarian. 60% of students enjoyed different varieties of books recommended. • Campus TV was used as a channel for Library Subject for book recommendation. 70% of students shown interest in the broadcast and feedbacks were collected. 	<ul style="list-style-type: none"> • Theme-based books display will be incorporated as routine work. • Book recommendation sessions will be incorporated as routine work. • Cross-curricular subject reading programs are suggested to be arranged in the coming years.

Targets	Strategies	Success Criteria	Evaluation	Follow up Actions
<p>3. To enhance teachers' professional knowledge on self-directed learning</p>	<ul style="list-style-type: none"> • Arrange at least 2 subject-based teachers' workshops or talks on self-directed learning focus on self-reflection • Arrange subject panels to run inter-school exchange programme on self-directed learning • Discuss teaching strategies and students' self-reflective learning element(s) in CLP meetings 	<ul style="list-style-type: none"> • 80% of teachers agree that the workshops enhance their professional knowledge in teaching • At least one core subject and cross subject meetings are arranged in each school term • At least 2 subject-based self-directed learning teaching strategies and self-reflective learning element(s) would be discussed in CLP in each school term 	<p>The target is achieved.</p> <ul style="list-style-type: none"> • Experiential workshops were held for teachers in the second term. Through learning by doing, 97% of teachers showed great effort and good team work together. <ul style="list-style-type: none"> ■ A reflection task were done by teachers. • Workshops on “Storytelling across the curriculum” and “Enhancing explanation and explanation with mathematics apps” were arranged for teachers. <ul style="list-style-type: none"> ■ Teachers reflected that the workshops were useful for their teaching. • The school is engaged in a number of support program, namely: <ul style="list-style-type: none"> ➤ Chinese support program (P5) <ul style="list-style-type: none"> • Enhancing the NCS ability to learn Chinese through designing and adapting the school-based curriculum. ➤ STEM support program (P4) <ul style="list-style-type: none"> • SDL as a strategy to promote STEM Education ➤ Math support program (P5) <ul style="list-style-type: none"> • Catering for cultural and linguistically diverse learners in primary mathematics classrooms ➤ Math Learning Community <ul style="list-style-type: none"> • Designing of different assessment tasks and questions to cater for learning diversity and develop students' SDL capabilities • SDL strategies and self reflective learning elements were discussed in CLP and were carried out in teaching. 	<ul style="list-style-type: none"> • School-based support services for teachers' professional development will be continued. • Core subject experience sharing meetings and cross subjects meeting will be incorporated as routine work to strengthen teachers' professional development.

Major concern 2: To cultivate students' positive values with focus on honesty

Targets	Strategies	Success Criteria	Evaluation	Follow up Actions
<p>1. To foster students with the positive attitude on reporting the truth to personnel around them.</p>	<ul style="list-style-type: none"> • Arrange at least 2 workshops and 2 educational talks to students for practicing their positive attitude with the focus on 'Honesty' • Display models of showing honesty to direct students on putting the value into practice in daily and school lives through Campus TV 	<ul style="list-style-type: none"> • 90% of teachers agree that the modeling approach helps in building students' positive value on 'Honesty' • 80% of students can achieve the target related to 'Honesty' 	<p>The target was partially achieved.</p> <ul style="list-style-type: none"> • 90% of teachers agreed that the modeling approach helped in building students' positive value on 'Honesty' <ul style="list-style-type: none"> • "Honesty" was the main theme for Moral and Civic Education this year. <ul style="list-style-type: none"> • Workshops and educational talks were conducted with "Honesty" as the theme. It was observed that students were able to understand the concept. LEAP (Life Education Activity Program) workshops with the topics "Cyber safe" and "Cyber smart" were arranged in the to further enhanced student's awareness of being honest. • Campus TV broadcast was not done in the first term due to suspension of on campus lessons. The presentation style for Campus TV broadcast was amended in the second term. Teacher / Student interaction was done on the e-platform instead of face to face debriefing during class hours. • Video clips with the theme "honesty" were produced and broadcasted via campus TV in the second term to promote the importance of being honest, followed by e-worksheets for the purpose of evaluation and collecting feedbacks. 	<ul style="list-style-type: none"> • Pupils will be encouraged to share their reflections of being honest and other positive behaviors in their daily occasions. • Assembly time will be allocated for pupils to share their experiences so as to enhance their awareness on the core value of honesty. • Honesty, or other moral and civic education topics can be set as topics for writing and reading in different subjects. Articles can be selected for display, publications or any other follow-up activities.

	<ul style="list-style-type: none"> • Provide common targets about honesty for students as ultimate goals and provide guidance on assessing their own progress and improvement • Facilitate students to think about the importance of honesty in a community in a pre-target setting session • Morning assemblies sharing about honesty will be arranged. 	<ul style="list-style-type: none"> • 80% of students agree that the activities and award schemes can reinforce them to show ‘Honesty in Communications’ and ‘Honesty in Conduct’ in everyday life. 	<ul style="list-style-type: none"> • More than 80% of students achieved the targets related to ‘Honesty’ and agreed that the related activities and award schemes could reinforce them to show ‘Honesty in Communications’ and ‘Honesty in Conduct’ in everyday life. <ul style="list-style-type: none"> • Class teachers explained to students and set target for achievement at the beginning of the school year. • It was observed that students were able to tell the importance of being honest. • Worksheets were designed for students to reflect on the topic “honesty” in MCE lessons. Students were able to explain and elaborate on the worksheets. • The core value of honesty was incorporated in English and Chinese writing exercises, and MCE lessons. Pupils reflected their behavior on being honest in their writing. Good works were shared in the lessons and hence the value of honesty was boosted in the class. • Assemblies were not held due to epidemic measures taken; Special time-tabling were arranged thus not much time were allowed for assemblies. 	
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	<ul style="list-style-type: none"> Integrate 'honesty' into whole-school chop award scheme as one of the awarding criteria to inculcate the core value 'Honesty' to students Implement 'Honest Kid' programme of which 'Honest Note' will be awarded to students who behave honestly 		<ul style="list-style-type: none"> "Honest Kid" programme was implemented when face-to-face class resumed. This was incorporated in the school-based award scheme as well. Students were highly motivated in the scheme as chops and certificates were awarded to students with good performance. 	
<p>2. To foster students with the positive attitude on reporting the truth to personnel around them.</p>	<ul style="list-style-type: none"> Organize activity in collaboration with Library Studies subject disciplines to enhance students' awareness on the core value of honesty. Stories on the theme 'Honesty' will be shared during library lessons and students are required to share their reflection. 	<ul style="list-style-type: none"> 90% of teachers agree that the cross-curricular approach helps enhance students' awareness on the core value. 	<p>The target was achieved.</p> <ul style="list-style-type: none"> 90% of teachers agreed that the cross-curricular approach helps enhance students' awareness on the core value. Books about honesty were recommended to P.1-P.3 students in the library lesson in the 1st term. P.4-P.6 students shared their reflections on stories about honesty in the 2nd term. Both the speakers and the listeners were aware of the core value of honesty 	

Major Concern 3: To enhance parents' involvement in parent education

Targets	Strategies	Success Criteria	Evaluation	Follow up Actions
<p>1. To raise parents' expectation on students' studies</p>	<ul style="list-style-type: none"> • Organize theme-based talks for parents on reading skills e.g. building life-long readers • Conduct workshops for parents about self-directed learning • Invite parents to give rating and comments on students' assignment. A total of 6 pieces of assignment will be collected. These include <ul style="list-style-type: none"> ➢ English Writing (1 piece of writing for each term) ➢ GS Project ➢ VA artworks (1 piece of artwork for each term) ➢ Chinese Writing for P.1 – P.6 Chinese Elites students • Implement Parent-child Co-reading Card to encourage students to develop reading habits at home. 	<ul style="list-style-type: none"> • 70% of participants agree that the talks or workshops are useful in providing them the skills concerned in supporting their child's study • 80% of parents agree that they become more aware of the academic performance of their child • 75% of parents and children agree that they read for at least 15 minutes every day at home 	<p>The target is partially achieved.</p> <ul style="list-style-type: none"> • Face-to-face parent talks were not conducted due to the epidemic. Besides, the school had difficulties to find suitable speakers to provide the online talks for parents. • Parents were invited to give comments on Chinese Writing and English Writing, Christmas and Chinese New Year Assignments, and GS projects as well. • Parents were also invited to give ratings and comments in Maths Level Award Scheme. • 76% of parents showed their concern in the academic performance of their child and knew more about the academic requirements of the core subjects. • Due to the pandemic, students were not allowed to borrow books for home reading. Hence, Parent-child Co-reading Card was not conducted as scheduled. 	<p>The school and the PTA will arrange workshops and talks for parents on helping children with their study. These talks or workshops will be conducted on a regular basis.</p> <p>Inviting parents to give comments on their child's writing work will be conducted as a routine work.</p>

<p>2. To enhance parenting skills on providing a healthy life to their children</p>	<ul style="list-style-type: none"> • Organize parent workshops on food nutrients in collaboration with NGO on preparing healthy diet to their children. • Organize workshops for parents on home safety at the school event ‘Tea With Headmistress’ • Organize parent exercise sessions in collaboration with NGO to raise parents’ awareness of doing exercise. These include Tai Chi, Dancing and Meditation. 	<ul style="list-style-type: none"> • 70% of participants agree that the workshops are useful in enriching the skills concerned to provide better caring for their child 	<p>The target is partially achieved.</p> <ul style="list-style-type: none"> • Parent Academy was implemented to promote positive value on parents’ aspect. • Online parent workshops or talks were arranged due to anti-epidemic measures to be taken: <ul style="list-style-type: none"> ○ Take care of emotional health ○ Health Talk on spine protection and back pain relief ○ How to practice mindfulness at home ○ Essential keys for better communication ○ Zentangle Workshop ○ Using Boardgames to enhance parent-child bonding ○ Healthy cooking methods and cooking demonstrations • The activity “Tea with Headmistress” was replaced by online workshops. The headmistress joined the online workshops together with parents instead. • Parent exercise sessions were not organized due to anti-epidemic measures to be taken at school. 	<p>Student Affair administrative stream will continue to organize activities to remind parents of the importance of providing healthy life to their children. The PTA will organize parent workshops or talks using the Home School Cooperation grant to enhance parenting skills in these areas.</p>
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