1. **School Vision**

   Develop fully students' potentials;
   Equip them with life-long learning skills;
   Help them integrate into local community and
   Develop a global outlook.

2. **School Mission**

   It is our mission to provide a pleasing environment for students' to enjoy learning; to enhance their effectiveness in communication and develop in them a sense of creativity and commitment through a balanced education programme which covers ethical, intellectual, physical, social and aesthetic development.

3. **Major Concerns**

   - Enhance learning and teaching through e-learning.
   - Cultivate students' positive values and confidence.
   - Foster good learning attitude and study skills.

Major Concern 1: Enhance learning and teaching through e-learning

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
Enhance teachers' professional knowledge on e-learning	**Staff Development** - Arrange Staff Development Programme and in-house sharing for all teachers on current practices of e-learning - Setup an IT Support Group to help staff members on practical use of mobile learning devices	- 70% of the teachers find that Staff Development Programme and in-house sharing are useful	- Questionnaire	- Whole Year	- DH and CD	- Professional workshops and CEG Grant
Equip students' e-learning skills and enhance their learning effectiveness	<u>Curriculum Development</u> - Gather and enrich on-line resources, apps, computer programmes according to subjects, levels and topics for teachers' reference and students' learning - Develop an e-learning platform for students' self learning - Discuss the use of e-learning resources in learning and teaching during CLP meetings of 4 major subjects	- A subject-based resource list is made and teachers find it useful - An e-learning platform is established for self-learning - For the assigned levels, at least one lesson (English, Maths and GS) in each term is conducted with e-learning resources	- Questionnaire - Lesson observation and CLP record	- Whole Year	- Subject Panels and IT Support Team - Subject Teachers	- e-learning resources and IT Support Team

	<u>English</u>
	- Implement various Reading and Writing Programmes with the use of i-pads and other e-learning resources
	  - Primary Literacy Programme Reading / Writing (PL-PR/W) in P.1-P.3
	  - Extended Literacy Programme in P.4
	
	- Adopt Longman Express (2nd Ed.) as students' textbooks with more e-learning resources
	
	- Discuss the use of e-learning resources in learning and teaching during CLP meetings
		- 70% of PL-PR/W lessons include the use of interactive whiteboard or i-pads to enhance learning
		- 50% of the P.4 reading or writing tasks would be completed with the help of i-pads
		- 50% of the GE lessons would be run with e-learning resources
		- At least one lesson in each term is conducted with appropriate apps or other e-learning resources according to the related topics in the textbooks
			- Teachers' reflection
			
			- Lesson observation and CLP record
				- Whole Year	- English Panels
					- NET and English Teachers
						- apps and other e-learning resources
						- i-pads and computers

Major Concern 1: Enhance learning and teaching through e-learning (continued)

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
	Chinese - Develop e-textbook with the Publisher to enhance learning and teaching of Chinese - Strengthen students' language ability by playing games on i-pads during recess - Motivate and encourage students to read by using on-line resources	- Two e-textbooks are made in a year - 70% of the students participate in games - All students have read on-line	- Teachers' reflection - Participation Rate - Survey	- Whole Year	- Chinese Panels and Subject Teachers	- Support NCS Grant - e-learning Chinese Reading websites/ resources
	Mathematics - Introduce and apply GeoGebra in teaching - Motivate students to use e-learning materials to facilitate learning	- P.3 to P.6 teachers can apply GeoGebra in teaching at least 1 topic in each term - 70% of the students have used Modern Maths webpage to learn	- Lesson observation and CLP record - Students' reflection	- Whole year	- Maths Teachers	- GeoGebra Software - Modern Maths webpage
	General Studies - Discuss the use of apps and other e-learning resources in teaching science-related topics in P.4-6 classes - Conduct GS Quiz Competition (End of Term Activity) with the use of i-pads to enhance students' participation and effort	- P.4 to P.6 teachers apply the e-learning resources in teaching at least 1 topic in each term - 70% of the students participate in GS Quiz competition using i-pads	- Lesson observation and CLP record - Participation Rate	- Whole year - July 16	- GS Teachers - GS Panel	- apps and other e-learning resources - i-pads and prizes
	Library - Introduce e-book websites and motivate students to read extensively to build up their literacy skills - Arrange e-reading sessions for P.1-6 classes during some of the library lessons	- 65% of the students use e-book websites for reading - 70% of the students like e-reading sessions	- Questionnaire	- Whole year	- Teacher Librarian and Class Teachers	- e-book websites

Major Concern 1: Enhance learning and teaching through e-learning (continued)

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
	<u>Music</u> - Gather and enrich on-line resources and apps for learning and teaching of Sol-fa Names, Letter Names, Time Signature, Intervals and Rhythm for different levels	- Students use i-pads for learning in music lessons at least 2 times in each term	- Teachers' reflection	- Whole year	- Music Teachers	- apps and other e-learning resources - i-pads
	<u>Visual Art</u> - Use VA software (Paint, Photo Impact) or other apps available to nourish students' learning in digital arts	- 80% of VA teachers use e-learning resources in VA lessons - 70% of the students can use the software or apps to design their artwork	- Teachers' reflection - Teachers' observation	- Whole year	- VA Teachers	- VA software and apps - Computers and i-pads
	<u>Information Technology</u> - Adopt IT e-textbook for P.4 and P.5 levels to strengthen students' IT skills - Motivate P.4 and P.5 students to use the e-textbook for lesson preparation and self-learning at home - Encourage students use their own computers, mobile devices or tablets to browse the e-platform (SharePoint Website) at home	- Over 60% of P.4 and P.5 students can complete the exercise in the e-textbook for exam assessment - Over 50% of P.4 and P.5 students revise the learning materials and do preparation for IT lessons - Over 30% of P.1 to P.6 students use their own devices to browse the e-platform at home	- IT assessment record - Teachers' observation - Survey	- Whole year	- IT Teachers - Student Support Team	- e-textbook - e-platform and e-learning devices
	<u>Student Support</u> - Arrange ALAs to have individual or small group support by extra teachers during lessons, recesses and after school by using e-learning materials	- 80% of the students show improvement in their learning	- Teachers' observation	- Whole year	- Student Support Team	- apps and other e-learning resources - i-pads

Major Concern 2: Cultivate students' positive values and confidence

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required

Cultivate students' positive values, sense of responsibility and their role of a student
 	
Boost students' confidence and self esteem so that they can become healthy and competent individuals
	Student Guidance
	- Implement the Whole School Approach Award Scheme – "Be a Good Kadoorian" to award students' positive behaviours with focus on "Responsibility"
	- Correlate the Programme with "Chops Ahoy", students could exchange a gift with 10 chops on a monthly basis
	- Implement the Understanding Adolescent Project
	  - Arrange talks and activities to enhance the value of life and students' roles in family and school for all students
	  - Enhance students' self esteem and help them develop resilience skills for those joining the Intensive Programme of UAP
	- Launch Special Group Learning Activities
	  - Provide leadership training for student leaders on a monthly basis
	  - Provide social skills cum cultural sensitivity training sessions in CCA periods
		- 80% of the students can get the Bronze Award
		
		- 95% of the students can exchange a gift or more
		
		- 70% of the students agree that they benefit from the talks and activities
		
		- Students joining IP have 80% attendance
		
		- 80% of the students joining IP agree that they can benefit from the programme
		
		- 80% of the student leaders attend the monthly training activities
		
		- 70% of the participants show improvement
			- Whole School Approach Record Book
			
			- Questionnaire
			
			- Attendance record
			
			- Questionnaire
			
			- Attendance record
			
			- Pre-test and post -test
				- Whole Year	- Student Guidance Personnel	- Chops & Record Book
						- Prizes
						- UAP organizer
						- Small Group Facilitators

	Discipline - Create chances for students to serve in school through "A Kid A Job" Scheme - Launch "Responsibility Award" Scheme to encourage students to be responsible to the service groups and activity teams - Implement "Superkid" Programme with focus on Homework, Punctuality and Self-discipline	- 80% of the students serve properly in or outside classroom - 70 credits are given out to acknowledge good service - 40% of the students can meet the criteria set in each phase and get Super kid Award	- Teachers' observation - Service record - Checklist and handbook	- Whole Year	- Discipline Mistress, Service Groups and Activity Teams Teachers, Class Teachers	- Prizes

Major Concern 2: Cultivate students' positive values and confidence (continued)

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
	Moral and Civic Education - Implement the school-based Moral and Civic Education Curriculum - Further revise and enrich the MCE curriculum with visual technology - Arrange Talks on "Responsibility" on the value education topics during MCE or CCA lessons - Arrange follow-up activities of different value education topics - Arrange a Pledge Day on "Responsibility" - Integrate Self-management Programme into P.1-P.3 curriculum to help them take care of belongings and homework bag - Guide students set smart targets and make evaluation twice a year	- 90% of the students show positive responses to the talks and follow-up activities - 90% of the teachers agree that the MCE curriculum is helpful in building up students' positive values and attitude - 80% of the students can set smart targets and try their best to work towards them	- Teachers' observation - Questionnaire - Teachers' observation and students' self evaluation	- Whole Year	- Discipline Mistress - MCE Team - Class Teachers	
	CCA - Set up an award system to encourage students to be responsible in their tasks in post-lesson activities - Provide trainings to strengthen students' aesthetic and physical development in different areas - Arrange performance and competitions for students to showcase their abilities and talents	- 40% of the students achieve 100% attendance and 85% of them achieve 80% attendance in post-lesson activities - 60% of the students find that the post-lesson activities help build up their skills and confidence	- Attendance record - Questionnaire	- Whole Year	- CCA Mistress	- Certificates - Coaches for different post-lesson activities
	Student Support - Organize peer support group, the Little Tutor Group, for students to develop their confidence in helping the junior students in studies and enhancing SEN students in communicating with others	- 80% of the tutors show confidence while performing their duties - 80% of the SEN students show improvement in communication	- Teachers' observation and students' self evaluation	- Whole Year	- Student Support Team	

Major Concern 2: Cultivate students' positive values and confidence (continued)

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
	English - Organize a writing competition with the theme on "Responsibility" in different text types for different levels - Train students to join English Speech Festival and other competitions - Guide and train students to participate in Broadcasting Programme and as MCs in school functions - Launch Top 10 Award Scheme to award students who can achieve good marks in dictations and quizzes	- Majority of students reflect their positive attitude on responsibility in their writing tasks - Teachers find that 90% of the participants show responsible participation in English Speech Festival and other competitions - The selected students reflect that they have developed confidence in public speaking - 50% of the students can be commended in the award scheme	- Teachers' observation and students' work - Teachers' observation and competition results - Small group interview - Dictation and quiz records	- Whole year	- English Panels - English Teachers	- Prizes - Stickers and WSA chops
	Chinese - Arrange activities on the theme of "Responsibility" and encourage students to be responsible in learning - Train students to join Chinese Speech Festival - Guide and train students to participate in Broadcasting Programme - Motivate students to speak in Cantonese and play language games on Chinese Days - Launch Top 10 Award Scheme to award students who can achieve good marks in dictations and quizzes	- Majority of students show positive responses in the activities - 80% of the participants recite the poem confidently and participate in Chinese Speech Festival - 70% and 75% of students like the Broadcasting Programme and Chinese Day respectively - 40% of the students can be commended in the award scheme	- Teachers' observation - Teachers' observation and competition results - Questionnaire or survey - Dictation and quiz records	- Whole year	- Chinese Panels - Chinese Teachers	- Stickers and WSA chops

Major Concern 2: Cultivate students' positive values and confidence (continued)

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
	Mathematics - Launch Top 10 Award Scheme to award students who can achieve good marks in dictations and quizzes - Implement "Fun with Maths" Activity for students to find enjoyment and develop confidence in Mathematics	- 40% of the students can be commended in the award scheme - Most of the students reflect that they like "Fun with Maths" and show confidence in their participation of the activity	- Quiz record - Participation rate and survey	- Whole year	- Maths Panels and Teachers	- Stickers and WSA chops
	General Studies - Train P.4-6 students to do news cutting and share their opinions about the topics - Train and guide selected students to do news report in Broadcasting Programme - Launch Top 10 Award Scheme to award students who can achieve good marks in quizzes	- 70% of the students can share the news in the classroom and be more open to accept others' views - Both teachers and students find that they are more aware of current issues and are confident in sharing the news with others - 60% of the students can be commended in the Award Scheme	- Teachers' observation - Questionnaire - Quiz record	- Whole year	- GS Panels - GS Teachers	- newspapers - Stickers and WSA chops
	Music - Develop students' aesthetic development through Concerts, Choir, Percussion Band, Music Festival and Broadcasting Programme - Train Student MCs for School Concerts, Christmas Party and Talent Show	- 80% of the participants reflect that they gain confidence and skills in playing the instruments or joining the activities	- Questionnaire	- Whole year	- Music Panels - Music Teachers	- Coach for Percussion Band

Major Concern 2: Cultivate students' positive values and confidence (continued)

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
	Visual Art - Display students' artworks in classroom and school website for peer learning and appreciation - Develop students' potentials and talents through different VA activities and competitions - Encourage students to join at least one external VA competition each term	- 75% of teachers agree that displaying students' artworks in classroom and school website build up students' confidence - 70% of teachers agree that the joined VA activities and competitions develop students' potentials and talents - 85% of students join at least one external competition	- Questionnaire - Participation Records	- Whole year	- VA Panels - VA Teachers	- Students' artworks - External VA competitions
	Physical Education - Motivate school team members to attend all sport trainings and wear full set of school team uniform during the trainings - Implement sportACT Award Scheme to encourage all students to do exercise regularly	- Over 80% of the school team members attend all sport trainings and wear full set of uniform during the trainings - Over 80% of the students achieve the criteria of getting the award	- Attendance records and teachers' observation - sportACT handbook	- Whole year	- PE Panels - PE Teachers	- School team uniform - sportACT handbooks and certificates
	Putonghua - Guide and train students to participate in Broadcasting Programme - Train and recommend students with higher PTH ability to join PTH Speech Festival and other competitions	- 80% of the students like the Broadcasting Programme - 90% of the participants complete their competitions successfully	- Questionnaire - Participation records	- Whole year	- PTH Panels - PTH Teachers	- External PTH Competitions

Major Concern 3: Foster good learning attitude and study skills

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
Develop students' good learning habits and attitude to complete homework properly and revise regularly Enable students to apply different study skills in learning	English - Teach P.4-P.6 students to use graphic organizers to do pre-writing tasks and checklist for proof reading - Introduce "Magic Bag" to build up students' vocabulary bank - Implement "Spelling Spy" and "Error Hunt" Activities to enhance students' accuracy in spelling and grammar - Display students' good work for peer learning	- 70% of the students are able to use graphic organizers to do pre-writing tasks and checklist for proof reading - English teachers find that 70% students can make use of the vocabulary items learnt from the 'Magic Bag' and apply them in their reading and writing tasks - 80% of P.1 - P.6 students are able to apply self-correction practice to improve their writing and get the prize in the 'Spelling Spy' activity respectively - At least 80% of students would read and learn from the writing tasks displayed in class	- Teachers' observation - Questionnaire - Teachers' observation and students' performance - Questionnaire	- Whole Year	- English Panels - English Teachers	- Pre-writing tasks - Self correction checklist - Magic Bag Exercise Book - Prizes
	Chinese - Develop students' reading skills and habit in reading Chinese books during Friday Morning Reading Sessions - Display students' good work for peer learning - Enhance students' self correction ability through the use of correction checklist - Make use of "Magic Bag" to build up students' vocabulary bank - Introduce preview worksheet for lesson preparation	- Majority of the students participate actively and answer teachers' questions in the reading sessions - At least 70% of students read and learn from the writing tasks displayed in class - 70% of the teachers find that the correction checklist can help students identify their mistakes and enhance their self correction ability - 50% of the students fill in extra vocabulary items in Magic Bag - 60% of the students can meet the requirement in lesson preparation	- Teachers' Observation - Questionnaire - Teachers' observation and students' performance	- Whole Year	- Chinese Panels - Chinese Teachers	- Chinese story books - e-reading Chinese websites/ resources - Correction checklist - Magic Bag Booklet - Preview WS

Major Concern 3: Foster good learning attitude and study skills (continued)

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
	Mathematics - Seek support from School-based Support Services of CDI to investigate effective teaching strategies to better the learning of Maths and strengthen the numeric skills in P.5 - Strengthen students' numeric skills through mental Maths training and online resources - Train students to take notes for revision and self-learning - Play games with P.1-P.3 students using the learning kit during lunch time - Organize Maths support group to equip P.2 and P.3 with different Maths skills - Encourage P.1-6 students to solve problem solving questions by using number line method - Equip P.1-3 students the skills of solving problems involving comparison	- 70% of the P.5 students show improvement in their numeric skills - 70% of the P.1 – P.6 students improve in Speed Tests - Majority of the students make good use of Maths Smart Notes for learning - 80% of the P.1-P.3 students participate actively in the games - 80% of the participants finish the assigned activities in Maths Support Group - 40% of P.1-P.6 students pass in problem solving questions in Final Exam - 50% of P.1-P.3 students pass in the quiz on word problems involving comparison	- Results in Speed Tests - Teachers' observation - Teachers' observation and students' participation - Students' performance in Final Exam and Quiz	- Whole Year	- Maths Panels - Maths Teachers	- Support Services from CDI - Speed Tests - Maths Smart Notes - Learning Kit
	General Studies - Implement mini-projects and cross-curricular project so as to equip P.1 –P.6 students with study skills and problem solving skills - Introduce and practise different note-taking skills in GS lessons - Guide and motivate students to prepare lessons by checking the unknown words in dictionary and searching information from internet and other sources - Discuss the teaching strategies in CLP on case study and experiments to develop students' problem solving skills - Arrange D& T workshop and motivate students to apply the learnt principle to make their final product	- 90% of students acquire study skills and problem solving skills - 85% of students complete their notes in their note books - 80% of students prepare lessons according to teachers' instructions - 80% of students can handle the case study and the experiments properly - 80% of students can apply the learnt principle and produce their own product	- Teachers' observation and students' performance - Students' performance and learning outcome	- Whole Year	- GS Panels, GS Teachers and Subject Teachers - GS Teachers	- Project learning materials - GS Exercise Book - D& T materials

Major Concern 3: Foster good learning attitude and study skills (continued)

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
	Library - Organize various activities (Chinese Story Telling, Chinese Culture Activity, Book Recommendation, The Most Active Borrowers) to raise students' interest in reading - Increase the library capacity in both Chinese and English books with different topics - Implement Reading Programme for all students - Introduce "Story Association Method" to P.4 to P.6 students to help in memorization of learning content	- There are at least 20 students participating in 80% of the Chinese story-telling sessions and Chinese Culture Activity - At least 40 students can recommend their favourite books - There is a 10% increase in students' borrowing rate compared with last year - 70% of the students achieve the target set in the Reading Programme - 60% of the students find story Association Method useful and apply it in learning	- Participation Records - Record of borrowing library books - Reading Programme Record Book - Questionnaire	- Whole Year	- Teacher Librarian	- Parent Helper - Library Grant - Reading Programme Record Book
	Music - Teach and guide P.3 students to compose their own music with sufficient support from teachers - Motivate and guide P. 4 students to search information from the internet to learn about famous musicians and introduce them to the schoolmates in Broadcasting Programme - Motivate and guide P. 5 students to work in groups and search information to make their own instrument with different materials	- 90% of P.3 students can compose their own music and present it in the music lessons - 80% of P.4 students can make a poster to introduce their famous musician - 90% of P.5 students participate in this activity and produce their own home-made instrument	- Teachers' observation and students' performance - Students' performance and learning outcome (poster for P.4 and instrument for P.5)	- 2nd Term - 2nd Term - 1st Term	- Music Panel - Music Teacher	

Major Concern 3: Foster good learning attitude and study skills (continued)

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
-	**Visual Art** - Motivate students to search for specific art knowledge before lessons from internet or library books - Guide P.4 to P.6 students to do self-evaluation and peer-evaluation at least 2 topics per term by completing the record sheets and sharing in the class	- 70% V.A. teachers find that students are able to search information from the internet or library books for the preparation of the V.A. lessons - 70% of students agree that self-evaluation and peer-evaluation can help them understand more about their artwork and appreciate the beauty of different artwork	- Teachers' observation - Questionnaire	- Whole Year	- VA Panel - VA Teachers	- Self-evaluation and peer-evaluation checklists
	Information Technology - Teach and motivate P.1- P.6 students to use the free MS Office 365 service (Word / Excel / PowerPoint etc…) - Encourage P.1-P.6 students to search and browse the information of the MS Office 365 cloud Platform (SharePoint Website constructed in the form of a Portal including teaching and learning materials, forum, TV Campus etc.)	- Over 50% of P.1-P.6 students can login and logout from the Cloud Platform of Office 365 - Over 50% of the P.1-P.6 students search and browse the information on the Office 365 cloud platform	- Teachers' observation - Survey	- Whole Year	- IT Panel - IT Teachers	- MS Office 365 cloud Platform
	Putonghua - Design PTH speaking tasks and worksheets to help students in oral training, revision and lesson preparation	- 70% of P.1-P.6 students prepare the lessons and revise with the given worksheets	- Teachers' observation and survey	- Whole Year	- PTH Panel - PTH Teachers	- PTH speaking tasks and WS
	Student Support - Join Jockey Club Autism Support Network to organize small group training for Autistic students to enhance their social skills and study skills	- 80% of the SEN students show improvement in their daily performance after training sessions	- Teachers' observation	- Whole Year	- Student Support Team	- Jockey Club Autism Support Network