



Sir Ellis Kadoorie (S) Primary School

2024-2025 Annual School Plan



To help students to become dynamic and multi-talented individuals:

1. To nurture our students into invigorating and revitalizing individuals
2. To enable students to possess essential skills for the 21st Century

Major concern 1: To nurture our students into invigorating and revitalizing individuals.

| Targets | Strategies | Success Criteria | Methods of Evaluation | Time Scale | People in Charge | Resources Required |
|--|---|---|--|------------|--------------------------|--|
| 1.1 To cultivate national identity and positive values | 1.1.1 To instill a strong sense of national identity and pride in students, helping them develop an appreciation for our country's history, culture, and values <ul data-bbox="406 366 1118 660" style="list-style-type: none"> Organize various theme activities to promote national according to the national calendar Promote Chinese Culture through Chinese Cultural Day Organize activities on Chinese Day every Wednesday Conduct systematic teaching activities across different subjects to enhance students' understanding of Chinese history and their appreciation of Chinese culture | <ul data-bbox="1147 271 1425 1009" style="list-style-type: none"> 75% of teachers agree that the activities enhance students' appreciation of Chinese history, culture and values 75% of students agree that the activities enhance their appreciation of Chinese history, culture and values Teacher observation confirms that the activities meet expectations when positive feedback is evident | Teachers' observation and questionnaire Student questionnaire | Whole Year | Subject panels | Production of the display boards of Chinese poems Chinese Cultural Day Expenses |
| | 1.1.2 To nurture students' 12 priority values and attitude <ul data-bbox="406 1129 1118 1287" style="list-style-type: none"> Through subject-based learning activities, each subject integrates elements of values education to nurture students in developing the twelve priority values and attitudes in their teaching and worksheet design. | <ul data-bbox="1147 1097 1425 1454" style="list-style-type: none"> 75% of teachers agree that the activities encourage students to build up positive values 75% of students agree that the activities encourage them to build up positive values | Teachers' observation and questionnaire Student questionnaire | Whole Year | PSM (CD)/ Subject panels | CLP |

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| | | <ul style="list-style-type: none"> Teacher observation confirms that the activities meet expectations when positive feedback is evident | | | | |
| | <ul style="list-style-type: none"> Good Kadoorian Scheme is implemented as a whole school approach to reinforce and reward students who demonstrate positive values. | <ul style="list-style-type: none"> 75% of students got awards in the Good Kadoorian Scheme | Teachers' observation and questionnaire Student questionnaire | Whole Year | Values, Life Planning, Moral and MCE | Printing the booklet Prizes |
| 1.2 To develop students' comprehensive knowledge and skills | <p>1.2.1 Incorporate project-based or theme-based learning activities where students can design, create, and present their own projects, fostering creativity and problem-solving skills.</p> <ul style="list-style-type: none"> Project-based learning activities will be conducted in the GS Project Week | <ul style="list-style-type: none"> 75% of teachers agree that the activities enhance students' creativity & problem-solving skills 75% of students agree that the activities enhance students' creativity & problem-solving skills | Teachers' observation and student questionnaire | Whole year | CD, subject panels GS & Science Subject Panel GS Subject Panel | Project materials |
| | 1.2.2 Organize field trips and guest speaker sessions that demonstrate the real-world and life-wide learning applications of the taught concepts | <ul style="list-style-type: none"> 75% of students agree that these experiences help them understand the real-world applications of their learning. | Teachers' observation and student questionnaire | Whole year | Values, Life Planning, Moral and MCE Stream, Discipline Stream | Transportation fees |

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| 1.3 To cultivate essential generic skills to enable students to develop adaptability and become leaders who can navigate the complexities of the modern world. | 1.3.1 | Create and implement a positive and safe environment for collaborative learning activities that foster active participation, teamwork, collaboration, and open communication and cater for learner diversity among students. <ul style="list-style-type: none"> • Encourage group work and pair work in different subjects • Set rules for group discussions | <ul style="list-style-type: none"> • 75% of teachers agreed that students showed improvement in communication, collaboration and presentation skills • 75% of pupils agree they actively participate in classroom activities | Teachers' observation and student questionnaire | Whole year | CD/ Subject Panels/ Teachers | worksheets |
| | 1.3.2 | Create student leadership roles and opportunities with the school that allow students to apply their leadership skills in real-world settings. <ul style="list-style-type: none"> • “A kid a Job” is implemented in each class to give students the opportunities to take up duties and serve others. • Leadership training camp is arranged for school prefects and class prefects for training of leadership skills, team spirits and communication skills. | <ul style="list-style-type: none"> • All students have a job in class or at school • 75% of students agree that the “A Kid a Job” scheme provides them with opportunities to take responsibility, practice teamwork, and promote subject-related knowledge. • 75% of students agree that the training camp can enhance their leadership, communication and problem solving skills | Teachers' observation and student questionnaire Teachers' observation and student questionnaire | Whole year Whole year | Discipline Stream, SGP Discipline Stream, SGP | A kid A job posters Tools for Training camp and transportation fees |

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| | <ul style="list-style-type: none"> The School Ambassadors Scheme is implemented in different subjects for the promotion of the subject matter. | <ul style="list-style-type: none"> 75% students agree that the Ambassadors Scheme offered them meaningful opportunities to promote subject-related knowledge and themes | Teachers' observation and student questionnaire | Whole year | CD/ Subject Panels/ Teachers | badges |
| | <ul style="list-style-type: none"> Big Brother & Sister Programme is arranged to encourage students from upper levels be leaders and role models for students from lower primary classes. | <ul style="list-style-type: none"> 75% of the Big Brothers and Sisters agree that the programme provides them with meaningful opportunities to practice leadership, responsibility, and being positive role-models. Younger students demonstrate positive attitudes and improved adaptability by following guidance and support from their Big Brothers and Sisters. | Teachers' observation and student questionnaire | Whole year | Support Learning Group, Chinese Group | / |
| 1.4 To spark hope and joy in learning. | 1.4.1 Recognize small achievements, foster gratitude and appreciation practices, and celebrate successes to cultivate joy, hope, and a love of learning to promote positive mindsets through the award chart in class. | <ul style="list-style-type: none"> The mean score for SHS Student Questionnaire (Q23) items on students' liking of the school shows a positive upward | Teachers' observation and student questionnaire | Whole year | Values, Life Planning, Moral and MCE Stream | Life-Wide Learning Grant for printing the charts of "praise area and gratitude cards |

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| | | trend compared with previous results. • 70% of teachers agree that students have shown hope and joy in learning | | | | |
| | • A "praise area" on each classroom's noticeboard will be set up to recognize students who have shown the most improvement after each dictation, quiz, or in addressing behavioural issues. | 70% of students agree that the activities (praise area, prize giving, gratitude cards, Mental Health Day, Morning Fitness) cultivated the sense of hope of joy in them. | Teachers' observation and student questionnaire | Whole year | Values, Life Planning, Moral and MCE Stream | |
| | • Celebrate students' progress, achievements and contributions to foster a sense of accomplishment and pride by prize giving ceremony each term. | 70% of students agree that the activities (praise area, prize giving, gratitude cards, Mental Health Day, Morning Fitness) cultivated the sense of hope of joy in them. | Teachers' observation and student questionnaire | Whole year | Values, Life Planning, Moral and MCE Stream | |
| | • Organize Mental Health Day Activities on stress management workshop to help students manage stress, build resilience, develop self-awareness, set goals, and engage in self- reflection for personal growth. | 70% of students agree that the activities (praise area, prize giving, gratitude cards, Mental Health Day, Morning Fitness) cultivated the sense of hope of joy in them. | Teachers' observation and student questionnaire | Whole year | Values, Life Planning, Moral and MCE Stream PE Panels & teachers | |

Major Concern 2: To enable students to possess essential skills for the 21st Century

| Targets | Strategies | Success Criteria | Methods of Evaluation | Time Scale | People in Charge | Resources Required |
|---|---|--|--|------------|--|--|
| 2.1 To develop students' trilingual language skills | 2.1.1 To facilitate students with presentation skills to present their ideas in English, Chinese and Putonghua in their lessons. Roleplaying and group discussions are encouraged. | <ul style="list-style-type: none"> 80%, 50% and 50% of students feel confident to use English, Cantonese and Putonghua in daily communications respectively. At least 2 learning activities are related to roleplaying or group discussion | By questionnaire, Student interview By teachers' questionnaire and observations | Whole year | Panels of Eng, Chi & PTH | Relevant learning materials |
| | 2.1.2 To facilitate students with presentation, group discussion and interview skills. <ul style="list-style-type: none"> Speaking training will be provided in Chinese, English and Putonghua. Interview skills will be provided to P6 students to enhance their presentation skills | <ul style="list-style-type: none"> 75% of teachers agree that students are able to present their ideas systematically 75% of students agree that the interview skill workshop is useful | By questionnaire, Student interview By teachers' questionnaire and observations | Whole year | Eng, Chi & Putonghua Panels & teachers Student Affairs 1 Stream | Speaking Tasks Learning materials and courses for interview |

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| | 2.1.3 Organize excursions and exchange programs that allow students to practice their Cantonese speaking skills, such as visiting a traditional Chinese tea house or sister schools in China. | <ul style="list-style-type: none"> 65% of students participate in excursions and exchange programs designed to practice Cantonese and Putonghua speaking skills. 65% of teachers agree that students demonstrate increased confidence and proficiency in speaking Cantonese and Putonghua as a result of these experiences. | By student questionnaire | Whole year | DH2 | Tour fee |
| 2.2 To enhance reading and technology-related competency | 2.2.1 Integrate and encourage reading in various subjects <ul style="list-style-type: none"> Chinese: Use Rainbow One to help NCS students to read English, GS/Humanities/Science: Use Raz Kid platform to promote reading Maths: Read Maths stories to learn Maths concepts | <ul style="list-style-type: none"> 75% of students have used e-readers and online reading resources for reading. Students have read 4 books each month on average. 75% of students agree that they can learn relevant knowledge by reading. | By record, questionnaire, Student interview | Whole year | Librarian, Panels of Chi, Eng, Maths, GS/Sci/ Human | E-read platform and scheme |

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| | <p>2.2.2 Encourage students to collaborate on STEAM-focused projects, where they can share information, exchange ideas, and learn from one another.</p> <ul style="list-style-type: none"> • STEAM Week • STEAM Elite | <ul style="list-style-type: none"> • 65% of students can apply advanced searching skills to search information on the Internet | Teacher observation, Student work | Whole year | CD/ STEAM/ Panels | Learning Tools Tutor fee |
| | <p>2.2.3 Facilitate cross-curricular projects and lessons that integrate STEAM concepts with other subject areas such as language arts, general studies, or arts education.</p> | <ul style="list-style-type: none"> • 65% of teachers/ students agree that students can apply STEAM concepts in the projects • 65% of teachers/ students agree that students can deepen their STEAM concepts by doing cross-curricular projects | | | | |