



SIR ELLIS KADOORIE(S) PRIMARY SCHOOL

School Development Plan

2021-24

Sir Ellis Kadoorie (S) Primary School

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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 to develop in them a sense of creativity and commitment through a balanced education program which covers ethnical, intellectual, physical, social and aesthetic development.

3. School Motto

“Seize the Day” – We encourage students to treasure everyday and make use of the time meaningfully.

4. Core Values

- Provide a balanced curriculum with emphasis on literacy
- Nurture students to become independent learners to strive for excellence
- Cultivate students' positive values and stretch their potentials
- Develop students' generic skills and foster life-long learning.

5. Holistic Review

Effectiveness of the School Development Plan 2018-2021

	Major Concerns	Extent of targets achieved e.g.: Fully Achieved; Partly achieved; Not achieved	Follow-up action e.g.: Incorporated as routine work; Continue to be major concerns in the next SDP; Others
1	To enhance teaching and learning effectiveness through self-directed learning	The programmes were implemented as scheduled and were found to be effective, targets fully achieved.	<p>Self-directed learning strategies will be incorporated as routine work.</p> <ul style="list-style-type: none"> ● E platform and E-assessments were implemented in all levels to enhance the quality of teaching and learning. Students showed great interest in the tasks prepared. E-platforms will be used in daily teaching and learning activities so as to further enhance effectiveness in promoting self-directed learning habits. ● Reading across the curriculum and book recommendations by subject teachers and librarian will be incorporated as routine work to as to open up channels for students to explore themselves in self-directed learning. ● Experience sharing and keeping a e-resource bank is essential for teachers to design meaningful activities for students. Moreover, learning support programs played a very important role in the preparation of teaching and learning activities, thus the teachers will play an active role in participating in support programs organized by EDB or universities. <p>Follow up action</p> <ul style="list-style-type: none"> ● Cross-subject reading programs and/or cross curricular learning projects will be arranged. ● Building up students' presentation skills and high-order thinking skills is needed to further enhance the effectiveness in self-directed learning.

	Major Concerns	Extent of targets achieved e.g.: Fully Achieved; Partly achieved; Not achieved	Follow-up action e.g.: Incorporated as routine work; Continue to be major concerns in the next SDP; Others
2.	To cultivate students' positive values	The programmes were implemented as scheduled and were found to be effective, targets fully achieved.	<p>Programs and strategies used will be incorporated as routine work.</p> <ul style="list-style-type: none"> ● The whole-school approach award scheme was organized to encourage students to build up positive values, strategies carried out were found effective and will be incorporated as routine work in the next cycle. <ul style="list-style-type: none"> ■ The majority of the students were found eager to participate in the activities and tried their best to earn stamps. ■ Target setting for students and promotion of values via campus TV is found to be effective. <p>Follow up action</p> <ul style="list-style-type: none"> ● Timely promotion or reminders is needed to enhance students' awareness on related activities or schemes. ● Experience sharing and reflections of pupils should be encouraged during class period or assembly. ● The idea of promoting positive values from individuals to community can be developed.

	Major Concerns	Extent of targets achieved e.g.: Fully Achieved; Partly achieved; Not achieved	Follow-up action e.g.: Incorporated as routine work; Continue to be major concerns in the next SDP; Others
3	To enhance parents' involvement in parent education	The programmes were implemented as scheduled and were found to be effective, targets fully achieved.	<p>The programme and strategies used will be incorporated as a routine work.</p> <ul style="list-style-type: none"> ● Class teachers will continue to maintain a good communication network with parents of their class regarding performance of the students and any important issues in school administration. ● Level Parents Day will be held at a regular basis in which parents will be informed of the performance of their children and also the expectations of the school. <p>Follow up action</p> <ul style="list-style-type: none"> ● The operation of issuing e-circulars and collecting parents' response will be included as routine work of IT administrative stream. ● Class teachers and the IT administrative stream will continue to provide support for parents who are not familiar with the e-platform.

6. Evaluation of the School's Overall Performance 2018-21

Major Concerns	Major Strengths	Areas for Improvement
1. School Management	<ul style="list-style-type: none"> ● The school had a clear direction of development. ● Both school administration and curriculum development align with the School Development Plan and Annual School Plan. ● The School Self Evaluation was conducted accordingly. Evaluation was conducted after each major school event, and results are reported to stake holders. ● The school is able to collect data on Learning and Teaching with a view to monitoring students' performance and progress. ● The school had a 'Teachers' Handbook', 'Policies and Procedure Manuel' as well as 'Subject Guidelines' for teachers to follow. The contents are updated accordingly. ● Continuous improvement in school facilities and network of the school campus. 	<ul style="list-style-type: none"> ● School's policy and procedural manual need to be updated accordingly. ● Teacher's handbook needs to be enriched for the benefit of all teachers.

Major Concerns	Major Strengths	Areas for Improvement
<p>2. Professional Leadership</p>	<ul style="list-style-type: none"> ● School leaders are able to oversee school work effectively. ● The principal and the middle management had a harmonious working relationship with teachers. ● The school actively commends teachers for their fine performances at work or personal achievements ● Resources are deployed effectively. <ul style="list-style-type: none"> ■ The school makes effective utilization of internal and external resources to strengthen learning and teaching including NET section, the University of Hong Kong and the Education Bureau. The school joined various support programmes including Chinese for Non-Chinese students, Maths and STEM education. ● Teachers' professional development was enhanced through collaborative lesson planning and peer lesson observations. <ul style="list-style-type: none"> ■ Peer lesson observations are subject-based and lessons are open to subject teachers of all levels to observe. Post-lesson meetings also held for evaluation and sharing of teaching ideas. ● Teachers are encouraged to attend workshops or talks related to their teaching or administrative duties. 	<ul style="list-style-type: none"> ● Review administrative duties to enhance efficiency in school operation and administration, whereas to optimize staff's potential and to promote professional interflow and collaboration. ● The staff appraisal system should be used as a tool to promote professional development rather than solely for the purpose of performance appraisal.

Major Concerns	Major Strengths	Areas for Improvement
<p>3. Curriculum and Assessment</p>	<ul style="list-style-type: none"> ● The school strategically arranges different learning modes and opportunities for students in the light of students' abilities, interest and needs. ● The curriculum development of the school is in line with the trend of the educational development. ● Collaborative Lesson Planning was well established so that teachers could co-plan their lessons and share their ideas to better their teaching. ● Subject panels are able to monitor curriculum implementation of their own subjects. <ul style="list-style-type: none"> ■ Subject panels have refined school-based curriculum according to the current curriculum development and students' need. ■ Subject panels monitor curriculum implementation through regular meetings, lesson observations and evaluations. ■ Graded worksheets are designed to cater for learning discrepancies. ● Internal assessment results were systematically analyzed with recommendations made by subject teachers to monitor students' performance and progress. ● E-learning elements are integrated into the curriculum of various subjects to enhance learning and teaching efficiency. 	<ul style="list-style-type: none"> ● The objectives and policies of school-based curriculum need to be defined more specifically. ● The school needs to monitor curriculum implementation more effectively. ● Reading across curriculum should be further encouraged. Other than print-out version of books, E-books are also encouraged. ● More teachers should be involved in STEM education other than mainly those of GS subject.

Major Concerns	Major Strengths	Areas for Improvement
<p>4. Student Learning and Teaching</p>	<ul style="list-style-type: none"> ● Teachers are able to adjust teaching contents and strategies according to student's learning progress ● Teachers can engage students in active inquiry and construction of knowledge ● Most students are willing to learn, and are able to use a variety of resources in learning. ● The school actively encourages students to participate in extracurricular activities ● Students have developed a habit of doing e-assessment and online tasks on MS365 platform. They were eager to share their learning outcome on the e-platform. ● Students show great interest in e-learning. ● Students are encouraged to read at home and in their spare time. Reading Corner is set up in each classroom. Magazines, fictions and non-fictions in both English and Chinese are chosen for students. 	<ul style="list-style-type: none"> ● Group discussions and oral presentations should be further enhanced. ● Learning strategies such as goal setting, pre-lesson preparation, using concept maps, tool books and online resources can be further encouraged so as to encourage students to be responsible active learners. ● Students are generally weak in Chinese, thus the atmosphere of learning Chinese should be further enhanced. ● Reading Programs across the curriculum can be organized.

Major Concerns	Major Strengths	Areas for Improvement
5. Student Support	<ul style="list-style-type: none"> ● The school's extra-curricular activities can help extend students' learning experience. ● Students are actively encouraged to participate in extra-curricular activities. ● The school's discipline and guidance work is geared to students' development needs, and have reinforced students' positive values. ● Whole school approach to guidance and discipline is established. School plans are tailored to meet the needs of students. ● To cater for learner's diversity, strategies and plans are developed so as to support students' learning: ie. Split classes and small group teaching in Chinese subject for local and NCS students, after-school learning support programs, special examination arrangements for SEN students, and social-skills training groups etc. ● The school works closely with non-government organizations to arrange talks and workshops for whole-person development of students. ● Teaching staffs, students and parents maintain a harmonious relationship. Students like to come to school, and the teaching-pupil bonding is strong. 	<ul style="list-style-type: none"> ● Student needs help to know more and get involved in the local community so as to develop a sense of belonging to school and Hong Kong. ● More emphasis on gifted education for the more capable students. ● Parent education on student support needs to be further enhanced.

Major Concerns	Major Strengths	Areas for Improvement
6. Partnership	<ul style="list-style-type: none"> ● The school and parents maintain harmonious relationship. ● Both Parent-Teacher Association and Alumni Association are supportive to school. Alumni are eager to join the annual activity Home-coming Day. ● Activities are organized by the school and PTA for parents to participate, as a way to foster home-school cooperation. ● Parent-education activities were organized with a focus to support students' learning and mental health, and parenting skills. ● Parents are willingly to act as serving parents in school events and for the well-being of the students. ● E-class Parent App and Microsoft TEAMS are implemented to further enhance the communication between parents and school. Parents were well informed of school affairs and development through circulars, school newsletters and school webpage. ● Parents responded well to e-circular. ● Alumni are invited to share their experience on study and career achievement to upper primary students. 	<ul style="list-style-type: none"> ● Parents should be encouraged to participate in parents' workshops. Thus, creating a home-school support for students. ● Workshops on helping NCS parents to learn more about the local community is needed. ● Alumni should be invited to share their experience on the importance of getting involved into the local community.

Major Concerns	Major Strengths	Areas for Improvement
7. Attitude and Behaviour	<ul style="list-style-type: none"> ● Students respected teachers and maintain good relationship with teachers. ● Students are in general pleasant and willing to learn. ● The students had a strong sense of belonging to the school and loved going to school. Students enjoyed school life and were eager to do services for the school. ● Most students were well-behaved and obedient. ● Most students got along with schoolmates and most of them showed care for others. ● The school cultivated positive value such as honesty, gratitude and love and care through Moral and Civic Education, Understanding Adolescent Programme, Whole School Approach Award Scheme and Honest Kid Programme. ● The 2 Student Guidance Personnels maintained good relationship with students. 	<ul style="list-style-type: none"> ● Students' self-discipline can be further enhanced. ● Students' resilience and perseverance can be further enhanced. ● Encourage students to be kind and considerate to others. ● Students should learn to be grateful to those who helped them.

Major Concerns	Major Strengths	Areas for Improvement
8. Participation and Achievement	<ul style="list-style-type: none"> ● Students are very talented. ● Most students are good at sports, arts and music. ● School provided a lot of opportunities for students to participate in various extra-curricular activities ● Students are active in competitions, and have gained good results in interschool's competitions. ● Various school teams were set up and including cricket team, basketball team, football team, rope-skipping team, drama group, percussion band, Chinese dance and Western dance. ● The school has provided platforms for students to demonstrate their expertise thus students have great confidence in themselves. ● Students were encouraged to serve the community through participating in voluntary work. 	<ul style="list-style-type: none"> ● The school can further explore platforms for students to demonstrate their expertise and learn to appreciate one another in various subjects. ● A more systematic approach to develop talented / gifted students should be explored. ● Parents are encouraged to provide more support to students in participation of non-academic activities. ● Students should be encouraged to participate in more local activities regardless of culture and ethnic.

7. SWOT Analysis

Our Strengths

- The school is blessed with caring and passionate teachers, a harmonious relationship is built between stakeholders.
- The school has a good reputation in the public of being a “Happy School”.
- The variety in ethnicity of students provides the school with a very satisfactory English-speaking culture and a joyful learning environment.
- Small class teaching enables teachers to better cater individual needs.
- Students are provided with lots of extra-curricular activities which help to extend their learning experiences
- The PTA is willing to participate in school's activities.

Our weakness

- The Chinese standard of students is relatively low. Students are not motivated to learn Chinese and they are not eager to know what is happening in the local community.
- The learning motivation of some students needs to be improved.
- Parental support is weak, especially in learning Chinese.
- The diversified needs of students from the gifted to the low achievers are yet to be better catered to.
- School-based curriculum could be further refined to improve vertical and horizontal integration.
- Many facilities like IT facilities are wearing out

Opportunities

- The school has many talented teachers.
- A collaboration network (ie learning circles) is built to implement the formal curriculum and other learning programs.
- Smaller class sizes allow teachers space and time to cater for learner's diversity
- The popular use of e-learning allows students more active participation in their learning.

Threats

- There is competition from other schools such as private schools, DSS and International Schools
- Student diversity is our main challenge as aside from SEN students, the school also needs to help cater to students from around the world who may have difficulties with both Chinese and English.
- Due to the rising opportunities of using portable electronic device, misbehaviour in using social media caused by the increase use of the internet, e.g. Instagram, WhatsApp and Teams generate a problem.

8. Major Concerns for 2021/24

To help students to become “future ready”

1. To enable students to acquire 21st century skills: to develop a passion for life-long learning and become a self-directed learner.
2. To nurture our students into Good Kadoorians.

Major Concerns	Targets	Time Scale			General outline of strategies
		Year 1	Year 2	Year 3	
1. To enable students to acquire 21st century skills: to develop a passion for life-long learning and become a self-directed learner.	<ul style="list-style-type: none"> To infuse inquiry-based learning skills into the school curriculum 	✓	✓		<ul style="list-style-type: none"> Organize professional development workshops for teachers. Organize project learning week where students can make use of co-operative learning skills, thinking strategies, and problem solving skills.
	<ul style="list-style-type: none"> To empower students to set learning goals and evaluate on the goals set. 	✓	✓	✓	<ul style="list-style-type: none"> To further promote the mode of flipped classroom in the curriculum. To further promote self-directed learning through the development of note taking skills
	<ul style="list-style-type: none"> To promote STEM education 	✓	✓	✓	<ul style="list-style-type: none"> To encourage all members of staff to attend workshops/seminars related to STEM education To foster students' innovative thinking by providing students with STEM-related learning activities at all levels.
	<ul style="list-style-type: none"> To have student-centered classrooms that promote life-long learning 	✓	✓	✓	<ul style="list-style-type: none"> To develop strategies to cater for learner's diversity (whole school approach to help both gifted and SEN students)

Major Concerns	Targets	Time Scale			General outline of strategies
		Year 1	Year 2	Year 3	
2. To nurture our students into Good Kadoorians.	<ul style="list-style-type: none"> To foster acts with good manners with the aim to be able to collaborate with each other. 	✓	✓	✓	<ul style="list-style-type: none"> To develop behaviors that are socially acceptable and respectful by familiarizing students with basic good manners.
	<ul style="list-style-type: none"> To develop creativity in students. 	✓	✓	✓	<ul style="list-style-type: none"> To encourage creativity in all subjects
	<ul style="list-style-type: none"> To develop student's skills and confidence to communicate with others. 	✓	✓	✓	<ul style="list-style-type: none"> To facilitate students with the skills to present their ideas in both English and Chinese. Create opportunities for students to present their ideas Create opportunities for students to solve problems, make decisions and negotiate with appropriate skills and manners.
	<ul style="list-style-type: none"> To build a connection to the community and globally. 	✓	✓	✓	<ul style="list-style-type: none"> To foster leadership skills. To implement service-learning providing students with opportunities to serve the needy with love and care. To facilitate students with the habit of knowing their local community.
	<ul style="list-style-type: none"> To build up positive moral values 	✓	✓	✓	<ul style="list-style-type: none"> To nurture students' positive values and attitudes (such as perseverance, resilience, respect etc) through assemblies, Moral and Civic Education lessons, seminars and workshops

