



Sir Ellis Kadoorie (S) Primary School

2025-2026 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 To cultivate national identity and positive values	<p>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</p> <ul 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 (Chinese, English, Maths, GS, Science, Humanities, IT, Music, Putonghua, Visual Arts) to enhance students' understanding of Chinese history and their appreciation of Chinese culture • Implement Famous Chinese People project 	<p>80% of teachers agree that the activities enhance students' appreciation of Chinese history, culture and values</p> <p>80% of students agree that the activities enhance their appreciation of Chinese history, culture and values</p>	<p>Teachers' observation and questionnaire</p> <p>Student questionnaire</p>	Whole year	Subject panels	Production of the display boards of Chinese poems Chinese Cultural Day Expenses

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
	<p>1.1.2 To nurture students' 12 priority values and attitude</p> <ul style="list-style-type: none"> Through subject-based learning activities, teachers integrate values education into their teaching and worksheet design using a more systematic and explicit approach that guides students through the cognitive, affective, and action levels to develop the twelve priority values and attitudes. Good Kadoorian Scheme is implemented as a whole school approach to reinforce and reward students who demonstrate positive values. 	<p>80% of teachers & students agree that the related worksheet designs help students develop positive values.</p> <p>80% of teachers agree that the activities encourage students to build up positive values</p> <p>80% of students agree that the activities encourage them to build up positive values</p>	<p>Teachers' observation and questionnaire</p> <p>Student questionnaire</p> <p>Teachers' observation and questionnaire</p> <p>Student questionnaire</p>	<p>Whole year</p> <p>Whole year</p>	<p>PSM (CD), All subject Panels</p> <p>Values, Life Planning, Moral and MCE Stream, Discipline Stream,</p>	<p>CLP</p> <p>Printing the booklet Prizes</p>

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
	<p>1.1.3 Encourage students to adopt a growth mindset, resilience, and a commitment to lifelong learning and self-improvement.</p> <ul style="list-style-type: none"> Under the Moral and Civic Education Programme (MCE), students are asked to set goals for their learning and whole-person development during the school year. 	<p>80% of students set at least one academic goal and one whole-person development goal at the start of the school year.</p> <p>80% of students review and adjust their goals at least once during the year, showing reflection and adaptability.</p> <p>80% of teachers agree that students demonstrate a willingness to learn from mistakes and persist in challenges.</p> <p>Evidence from student reflections shows that at least 70% of students can articulate how they improved in one area (academic or personal growth).</p>	<p>Teachers' observation and questionnaire</p> <p>Student questionnaire</p>	<p>Whole year</p>	<p>Values, Life Planning, Moral and MCE</p>	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
	<ul style="list-style-type: none"> Big Brother Big Sister Programme is arranged to encourage peer-to-peer mentorship programs when students from upper levels can model values for P.1-2 students. 	<p>80% of P.1–2 students agree (via questionnaire) that their Big Brother/Big Sister helps them learn positive values (e.g., respect, kindness, responsibility).</p> <p>80% of mentors (upper-level students) agree that the programme gives them opportunities to model positive values.</p> <p>80% of teachers agree that the programme enhances younger students' appreciation of values.</p>	<p>Teachers' observation and questionnaire</p> <p>Student questionnaire</p>	Whole year	Student Learning Support Stream	

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
1.2 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"> • Develop cross-curricular projects in P.4 to enhance students' creativity and problem-solving skills. • Project-based learning activities will be conducted in the GS Project Week • Implement Science experiments on P1 & P4 	80% of teachers agree that students' comprehensive knowledge and skills have been improved	Teachers' observation and student questionnaire	Whole year	CD, subject panels GS & Science Subject Panel GS Subject Panel	Project materials
	<p>1.2.2 Organize field trips and guest speaker sessions that demonstrate the real-world applications of the learned concepts</p> <ul style="list-style-type: none"> • Organize field trips that demonstrate the real-world applications of the learned topics in G.S. • Incorporate field trips, service-learning, and other community-based learning opportunities to provide students with exposure to real-world applications of their learning through the UAP programme. 	75% of students agree that students' comprehensive knowledge and skills have been improved	Teachers' observation and student questionnaire	Whole year	Values, Life Planning, Moral and MCE Stream, Discipline Stream	Transportation fees

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
1.3 To cultivate essential generic skills to enable students to develop adaptability and become leaders who can navigate the complexities of the modern world.	<p>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.</p> <ul style="list-style-type: none"> • Encourage group work and pair work in different subjects • Set rules for group discussions 	<p>80% Teachers agreed that students showed improvement in communication, collaboration and presentation skills</p> <p>80% of students agree that they actively participate in classroom activities</p>	Teachers' observation and student questionnaire	Whole year	CD/ Subject Panels	Learning Tasks
	<p>1.3.2 Create student leadership roles and opportunities with the school that allow students to apply their leadership skills in real-world settings.</p> <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. • School Ambassadors Scheme is implemented in different subjects for promotion of the subject matters. 	<p>All students have a job in class or at school</p> <p>80% of students agree that the training camp can enhance their leadership skills</p> <p>80% of student ambassadors agree that the School Ambassadors Scheme can enhance their leadership skill</p>	<p>Teachers' observation and student questionnaire</p>	<p>Whole Year</p> <p>Oct 2025</p> <p>Whole Year</p>	<p>Discipline Stream, SGP</p> <p>Discipline Stream, SGP</p> <p>CD/ Subject Panels</p>	<p>Posters</p> <p>Materials for training camp & transportation fee</p>

	<ul style="list-style-type: none"> • Big Brother & Sister Programme and reflections are arranged to encourage student from the upper levels be the leader and role models for students from lower primary classes to follow. • Peer-to-peer mentorship programs when students from upper levels can model values for P.1-2 students 	<ul style="list-style-type: none"> • 80% 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	/
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	1.3.3 Invite guest speakers and successful leaders to share their experiences and insights, providing our students with inspiration and role models.	75% of students indicate that guest speakers and successful leaders enhanced their learning experience by offering valuable insights, inspiration, and role models that support the school's values education and holistic development goals.		Second Term	Values, Life Planning, Moral and MCE Stream	Prizes
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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
1.4 To spark hope and joy in learning.	<p>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.</p> <ul style="list-style-type: none"> • 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. • Gratitude cards will be sent among students and teachers. • Celebrate students' progress, achievements and contributions to foster a sense of accomplishment and pride by prize giving ceremony each term. <p>1.4.2 Integrate mindfulness to help students manage stress, build resilience and develop self-awareness for personal growth.</p> <ul style="list-style-type: none"> • Organize Mental Health Day Activities and stress management workshops to help students manage stress, build resilience, develop self-awareness for personal growth. • Arrange Morning Fitness every week for P.1-3 and P.4-6 students to build up physical fitness and mental health. 	<p>80% of teachers agree that students have shown hope and joy in learning</p> <p>80% 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.</p>	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

Major Concern 2: To enable students to acquire 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"> 85%, 55% and 50% of students feel confident to use English, Cantonese and Putonghua in daily communications, respectively. At least 3 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"> 80% of teachers agree that students are able to present their ideas systematically 80% of teachers & P6 students agreed that are able to apply the interview skills. 	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

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
	<p>2.1.3 Organize excursions and exchange programs that allow students to practice their Cantonese speaking skills</p> <ul style="list-style-type: none"> • Local trips will be provided to NCS students to use Chinese authentically. • Organize China interflow for students to use Putonghua 	<ul style="list-style-type: none"> • 80% of students agree that they can improve their Chinese language skills through excursions and exchange programs 	By student questionnaire	Whole year	DH2	Tour fee

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
2.2 To enhance reading and technology-related competency	<p>2.2.1 Integrate and encourage reading in various subjects</p> <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"> • 80% of students have used e-readers and online reading resources for reading • Students have read 4 books each month on average • 80% of students agree that they can learn relevant knowledge by target reading 	By record, questionnaire, Student interview	Whole year	Librarian, Panels of Chi, Eng, Maths, GS/Sci/ Human	E-read platform and scheme
	<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 • Teacher training for AI workshop <p>2.2.3 Facilitate cross-curricular projects that integrate STEAM concepts with other subject areas such as language arts, general studies, or arts education.</p> <ul style="list-style-type: none"> • Organize Space Discovery Day for students to apply STEAM concepts with different subjects. • Cross curricular project "Making Chinese Lantern Project" will be modified and implemented. 	<ul style="list-style-type: none"> • 80% of students can apply advanced searching skills to search information on the Internet • 80% of teachers agree that the workshop enhanced their knowledge of AI and STEAM education. • 80% of teachers/ students agree that students can apply STEAM concepts in the projects • 80% of teachers/ students agree that students can deepen their STEAM concepts by doing cross-curricular projects 	Teacher observation, Student work By questionnaire, Student interview By questionnaire, Student interview, Teachers' observations	Whole year Whole year Whole year	IT panel, STEAM CD/ STEAM/ Panels STEAM/ CD/ Subject Panels	Life-wide Learning Grant Learning Tools, Tutor Fee, AI workshop fee Learning Tools

