Sir Ellis Kadoorie (S) Primary School

Annual School Plan 2023-24

Major concern 1:   To enable students to acquire 21st-century skills: to develop a passion for lifelong learning and become a self-directed learner.

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
1. To infuse inquiry-based learning skills into the school curriculum	a. Organize professional development workshops for teachers (on topics such as inquiry-based learning, cooperative learning, thinking strategies, questioning skills and/or problem-solving skills)	• 80% of teachers agree that the workshops enhance their professional knowledge	Survey and observation	Whole year	DH, CD2	OEP
	b. Discussion of at least one inquiry-based & one cooperative learning activity/topic during CLP in each term.	• At least one inquiry-based & one cooperative learning activity done in each term	Record	Whole year	Core subject panels	/
	c. Create learning opportunities (e.g. research projects, experiments, field trips etc.) for students to immerse into.	• 80% of teachers agree that the learning circles enhance learning efficacy.	Survey	Whole year	CD2	Life-wide Learning Grant
	d. Enable students to become inquiry-based learners through holiday assignments (1st term) and project learning (2nd term)		Record	Whole year	CD1	/
	e. Forming learning circles with other schools for professional development and sharing		Record	Whole year	CD 2	School Support Service

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Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
2. To empower students to set learning goals and evaluate the goals set	a. To incorporate refined goal-setting skills in core subjects: - English: (Dict) set goals for the no. of target vocabulary students can spell - Chinese: set goals for high-frequency vocabulary to be able to read in each chapter - Maths: set targets for multiplication tables to be recited	• 80% of pupils can set their learning targets and achieve them	Teacher observation	Whole year	Core Subject teachers	/
	b. To further promote self-directed learning through note-taking, and encourage students to reflect on their learning process and to think about how they can improve their skills.	• 80% of students being able to take notes	Survey	Whole year	Subject teachers	/
	c. Refined note-taking skills: To encourage the use of abbreviations and symbols.	• 80% of students being able to use symbols and abbreviations.	Survey	Whole year	Subject teachers	/
	d. To further promote the use of flipped classroom activities such as online reading materials, or videos to as to set goals for learning.	• at least 2 flipped classroom activities to be arranged for main subjects in each term.	Record	Whole year	Subject teachers	/

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Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
3. To promote STEAM education	a. To encourage teachers to attend workshops/ seminars related to STEAM education such as coding, robotics etc	• 90% of the teachers participate in at least one STEAM workshop/seminars	CPD record / Survey	Whole year	Creativity & STEAM Stream	Life-wide Learning Grant
	b. To organize STEAM activities to introduce and promote the learning of STEAM. ■ To arrange whole school STEAM activities ■ To arrange a STEAM elite group for gifted students ■ To participate in inter-school STEAM activities	• 80% of teachers agree that the activities can promote STEAM education.	Observation and survey	Whole year	Creativity & STEAM Stream	Life-wide Learning Grant
	c. To organize STEAM Day activities for each level, hosting or participating in Science Fairs, Makers Fairs, or Coding Fairs.	• 80% of students agree that the STEAM activities can enhance their knowledge across STEAM through problem-solving with practical solutions and innovative designs	Survey	2nd term	Creativity & STEAM Stream	Life-wide Learning Grant

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4. To have student-centered classrooms that promote life-long learning	a. Collaborative learning (peer and group) activities (e.g. roleplay, Readers' Theatre) are adopted to enable students to share their learning experience achievements in learning and make real world connections with their learning (at least once per term in core subjects).	• 80% of teachers agree that collaborative learning can enhance students' ability to share their learning experience achievements.	Teachers' observation survey	Whole year	Subject teachers	/

	b. To develop strategies to cater for learners' diversity
	  a. To encourage more capable students to participate in groups which help further develop their potential
	  b. To organize remedial groups for students who need assistance
	  c. To organize peer tutoring/mentoring activities to encourage more engagement and motivation in leaning activities. (such as big brother big sister program, language ambassadors etc)
		• 80% of teachers agree that student-centered learning activities can cater for learner diversity	Teacher's observation and student feedback	Whole year	SENCO, Subject panels, and teachers	School-based Grant

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

	c. To promote and encourage students to develop the habit of reading
	  a. To organize a reading campaign with the aim to create a joyful reading experience.
	  b. Morning Story Reading time and extension of school library opening hours will be arranged
	  c. Book sharing sessions will be arranged to foster love of reading by exposing individuals to new books and genres,
		• 60% of students read at least 20 books which include both English and Chinese books.
		
		• 60% of students are more motivated to read.
			Record	Whole year	Librarian	Life-wide Learning Grant

	d. Celebrate and recognize student's achievements to reinforce their love of learning and promote a growth mindset.	• 80% teachers agree that positive reinforcement can promote a growth mindset	Survey	Whole year	Subject teachers, and Class teachers	ECA

Major concern 2: To nurture students into Good Kadoorians

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
1. To foster acts with good manners with the aim to be able to collaborate with each other.	1. To develop behaviours that are socially acceptable by familiarizing students with basic good manners. a. Flash cards with three languages (Cantonese, English and PTH) of good manners will be taught and displayed in each classroom. b. Table manners and bathroom manners will be promoted. c. Topics about good manners to be taught in MCE lessons. d. Emphasize the importance of empathy, compassion and care for each other. e. Set clear expectations to students of what good behaviors are expected.	• 70% of teachers agree that students show improvement in manners	Observation, and survey	Whole year	Discipline	ECA
	2. Create an environment where good manners are expected a. To launch "Discipline Competition" in each school term to create awareness, and to encourage good manners at all times. The competition will be class-based so that students can lead each other by examples.		Observation, and survey	1st and 2nd term	Discipline	ECA

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Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
2. To develop creativity in students.	a. Organize student activities in various subjects and ECA to nurture creativity. b. Arrange student to participate in inter-school activities/competitions to broaden their scope of experience in creative activities	• Students participated in the activities, at least 70% of the student enjoyed the process of being creative	Teacher Observation External Competition Record	Whole year Whole year	Cultural & ECA Coordinator Cultural & ECA Coordinator	Life-wide Learning Grant /
	c. Organize student work exhibitions and publish students' work to create a successful experience to encourage creativity.	• Competitions, Exhibitions held, and student work published.	Record, SCOOP	Whole year	Curriculum 1, Creativity & STEAM	Life-wide Learning Grant
	d. Recommend students with potential to participate in creation, invention, and innovation activities. Technology can be a tool for fostering creativity.	• Open ended questions will be incorporated into student assignments.	Worksheets/	Whole year	Creativity & STEAM	Life-wide Learning Grant
	e. Invite artists and experts to hold workshops to provide a unique and engaging learning experience that promotes creativity, self-expression and cultural appreciation.		Record	Whole year	Subject Panels	Life-wide Learning Grant/ECA
	f. Open-ended assignments are encouraged to help foster creativity in students.		Holiday assignments	Christmas, CNY, Easter	Subject panels / Curriculum 1	/

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3. To develop students' skills and confidence to communicate with others.	a. To facilitate students with presentation skills to present their ideas in both English and Chinese in their lessons. Role playing exercises, group discussions are encouraged.	• 60% of the P4-6 students take up leadership roles in the activities.	Survey & Observation	Whole year	Chi and Eng Panels,	/
	b. To facilitate P.6 students with presentation, group discussion and interview skills	• 80% of the teachers agree the activities can develop students' confidence and communication skills.	Survey & Observation	Whole year	Student Affairs 1	Life-wide Learning Grant
	c. To organize English, Chinese, and PTH ambassadors to promote using of the language for effective communication purposes. Video conferencing and public speaking is also encouraged.			Whole year	Chi, PTH & Eng Panels	/
	d. To organize English and Chinese drama activities to foster communication skills and confidence.	• By record	Survey & Observation	Whole year	Chi Panels	CEG
	e. To organize Chinese drama activities for non-Chinese speaking students to foster their confidence in using Chinese as their second language.	• 70% of the NCS students agree that they have more confidence is speaking Chinese	Survey & Observation	Whole year	Chi Panels	Additional Funding to Enhance Support for Learning and Teaching Chinese for Non-Chinese Speaking (NCS) Students
	f. To organize Big Brother and Big Sister programme to boost SEN students' confidence in communication	• 50% of P4-5 students take up the activities	Survey and Observation	Whole year	SENCO	LSG

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Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
4. To build a connection to the community and globally.	a. Select P4-6 students with leadership qualities to be school prefects. • Foster leadership qualities and skills by arranging leadership training.	• Students have at least one opportunity to join voluntary service.	Record.	Whole year	Discipline	/
	b. Organize a class-based "A kid a job" scheme with revised job titles • Let students understand about their characters or strength in MCE lessons. • Nurture class leaders inside classrooms by appointing them with mini duties according to their strength	• All students take up at least one service role at school	Record & observation	Whole year	Discipline	ECA
	c. Organize service-learning groups • Provide students with opportunities to connect to the community and serve the needy • Encourage students to participate in different uniform groups or community service	• 60 % or above of participants agree that the activities can help them know more about the community and globally.	Survey	Whole year	SGP	ECA
	d. Provide opportunities for students to participate in exchange programs with students from mainland China.	• 50% of pupils agree that they have a better understanding of Chinese Culture and ways of life in China	Survey	2nd term	CD 2	Sister School Grant

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5. To build up positive moral values	a. To nurture students' positive values and attitudes focus on "responsibility" and "diligence" • A campaign namely "The Kadoorian Hero" will be launched, and students will be awarded for achieving goals set. • Topics regarding similar topics will be discussed and taught in MCE lessons. • Assembly, seminars, and workshops will be arranged to strengthen positive values and attitudes.	• 80% of the students will get an award • 90% of the teachers agree that students are more aware of the importance of the targets set	Teacher Observation & Survey	Whole year	MCE Coordinator	Life-wide Learning Grant
	b. To nurture the feeling of love and appreciation within students, teachers and parents. • Students will get gratitude cards from class teachers and express their gratitude to people concerned to show their appreciation. • gratitude and appreciation towards each other in the spirit of love.	• 70% of students are able to show their gratitude towards their teachers and parents • 80% of the teachers agree that students are more willing to show appreciation to one another	Teacher Observation & Survey	Whole year	MCE Coordinator	ECA