



# Annual School Plan 2022-23

## Sir Ellis Kadoorie (S) Primary School

**Major concern 1:** To enable students to acquire 21<sup>st</sup>-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 and problem-solving skills)	<ul style="list-style-type: none"> <li>80% of teachers agree that the workshops enhance their professional knowledge</li> </ul>	Survey	Whole year	DH, PSMCD	
	b. Discussion of at least one inquiry-based learning activity/topic during CLP in each term.	<ul style="list-style-type: none"> <li>At least one inquiry-based learning activity done in each term</li> </ul>	Worksheet	Each term	Core subject panels	
	c. Enable students to become inquiry-based learners through holiday assignments (1 <sup>st</sup> term) and project learning (2 <sup>nd</sup> term)	<ul style="list-style-type: none"> <li>70% agree that the assignments help them inquire about the topic</li> </ul>	Assignments	Each term	PSMCD	
	d. Forming learning circles with other schools for professional development and sharing	<ul style="list-style-type: none"> <li>80% of teachers agree that the learning circles enhance learning efficacy.</li> </ul>	Survey	Whole year	PSMCD	

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2. To empower students to set learning goals and evaluate the goals set	a. To incorporate goal-setting skills in core subjects: <ul style="list-style-type: none"> <li>- English: (Dict) set goals for the no. of target vocabulary students can spell for each chapter</li> <li>- Chinese: set goals for high-frequency vocabulary to be able to read in each chapter</li> <li>- Maths: set targets for about multiplication tables to be recite</li> </ul>	<ul style="list-style-type: none"> <li>• 80% of pupils can set their learning targets and achieve them</li> </ul>	Goal-setting Checklist	Whole year	Core Subject teachers	
	b. To further promote self-directed learning through note-taking	<ul style="list-style-type: none"> <li>• 80% of students being able to take notes</li> </ul>	Survey	Whole year	Subject teachers	
	c. To further promote the use of flipped classroom activities.	<ul style="list-style-type: none"> <li>• at least 2 flipped classroom activities to be arranged for main subjects in each term.</li> </ul>	Record	Whole year	Subject teachers	

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3. To promote STEAM education	a. To encourage teachers to attend workshops/ seminars related to STEAM education.	<ul style="list-style-type: none"> <li>80% of the teachers participate in at least one STEAM workshop/seminars</li> </ul>	CPD record / Survey	Whole year	STEAM & Creativity Stream	
	b. To organize STEAM activities to introduce and promote the learning of STEAM. <ul style="list-style-type: none"> <li>To arrange STEAM activities in CCA</li> <li>To arrange a STEAM elite group for gifted students</li> <li>To participate in inter-school STEAM activities</li> </ul>	<ul style="list-style-type: none"> <li>75% of teachers agree that the activities can promote STEAM education.</li> </ul>	Survey	Whole year	STEAM & Creativity Stream	
	c. To organize STEAM Day activities for each level	<ul style="list-style-type: none"> <li>70% of students agree that STEAM Day enhance their interest in STEAM education.</li> </ul>	Survey	2 <sup>nd</sup> term	STEAM & Creativity Stream	

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4. To have student-centred classrooms that promote life-long learning	1. Collaborative learning (peer and group) activities (e.g. jigsaw reading) are adopted to enable students to share their learning experience achievements in learning (at least once per term in core subjects).	<ul style="list-style-type: none"> <li>80% of teachers agree that collaborative learning can enhance students' ability to share their learning experience achievements.</li> </ul>	Teachers' observation	Whole year	Subject teachers	
	2. To develop strategies to cater for learners' diversity <ul style="list-style-type: none"> <li>a. To encourage gifted students to participate in groups which help further develop their potential</li> <li>b. To organize remedial groups for students who need assistance</li> </ul>	<ul style="list-style-type: none"> <li>80% of teachers agree that student-centered learning activities can cater for learner diversity</li> </ul>	Student performance	Whole year	SENCO, Subject teachers	
	3. To promote and encourage students to develop the habit of reading <ul style="list-style-type: none"> <li>a. To organize a reading campaign with the aim to create a joyful reading experience.</li> </ul>	<ul style="list-style-type: none"> <li>60% of students read at least 20 books which include both English and Chinese books.</li> </ul>	Record	Whole year	Subject teachers, and Librarian	

**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.	<ol style="list-style-type: none"> <li>1. To develop behaviours that are socially acceptable by familiarizing students with basic good manners.               <ol style="list-style-type: none"> <li>a. Examples and phrases of good manners will be taught and displayed at school</li> <li>b. Emphasize the importance of empathy, compassion and care for each other.</li> <li>c. Set clear expectations to students of what good behaviors are expected.</li> </ol> </li>   <li>2. Create an environment where good manners are expected               <ol style="list-style-type: none"> <li>a. To launch "Discipline and Courtesy Competition" in each school term to create awareness, and to encourage good manners at all times</li> <li>b. The competition will be class-based so that students can lead each other by examples</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• 70% of teachers agree that students show improvement in manners</li> </ul>	Observation	Whole year	Discipline teamA	

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<p>2. To develop creativity in students.</p>	<p>a. Organize student activities in various subjects and CCA to nurture creativity.</p> <p>b. Arrange student to participate in inter-school activities/competitions to broaden their scope of experience in creative activities</p> <p>c. Organize student work exhibitions and publish students' work to create a successful experience to encourage creativity.</p> <p>d. Recommend students with potential to participate in creation, invention, and innovation activities.</p>	<ul style="list-style-type: none"> <li>Students participated in the activities, at least 70% of the student enjoyed the process of being creative</li> <li>Exhibition held, and student work published.</li> </ul>	<p>Observation</p>	<p>Whole year</p>	<p>CCA Coordinator and Subject panels</p>	

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3. To develop students' skills and confidence to communicate with others.	<p>a. To facilitate students with presentation skills to present their ideas in both English and Chinese in their lessons</p> <p>b. To facilitate P6 students with presentation and interview skills</p> <p>c. To organize English, Chinese, and PTH ambassadors to promote using of the language for effective communication purposes.</p> <p>d. To organize English drama activities to foster communication skills and confidence.</p> <p>e. To organize Chinese drama activities for non-Chinese speaking students to foster their confidence in using Chinese as their second language.</p> <p>f. To organize Big Brother and Big Sister programme to boost SEN students' confidence in communication</p>	<ul style="list-style-type: none"> <li>60% of the P4-6 students take up leadership roles in the activities.</li> <li>80% of the teachers agree the activities can develop students' confidence and communication skills.</li> <li>60% of the NCS students agree that they have more confidence in speaking Chinese</li> </ul>	Survey and Observation	Whole year	<p>PSMCD, Subject panels</p> <p>Subject panels</p> <p>English Panel</p> <p>Chinese Panel</p> <p>SENCO</p>	



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4. To build a connection to the community and globally.	<p>a. Select P4-6 students with leadership qualities to be school prefects.</p> <ul style="list-style-type: none"> <li>Foster leadership qualities and skills by arranging leadership training.</li> </ul> <p>b. Organize a class-based "A kid a job" scheme.</p> <ul style="list-style-type: none"> <li>Nurture class leaders inside classrooms by appointing them with mini duties</li> </ul> <p>c. Organize service-learning groups</p> <ul style="list-style-type: none"> <li>Provide students with opportunities to connect to the community and serve the needy</li> </ul> <p>d. Encourage students to participate in different uniform groups or service groups, e.g. Flag-raising Team, CYC etc</p> <p>e. Arrange school-based and community-based activities for students' immersion to the community and globally:</p> <ol style="list-style-type: none"> <li>i) Community-based activities: <ul style="list-style-type: none"> <li>Visit/service to elderly centre etc</li> </ul> </li> <li>ii) Globally <ul style="list-style-type: none"> <li>visit / connect with sister school</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>All students take up at least one service role at school, either being a school prefect or class prefect.</li> <li>60 % or above of participants agree that the activities can help them know more about the community and globally.</li> </ul>	<p>By record.</p> <p>By record and observation</p>	Whole year	<p>Discipline steam</p> <p>SGP, NSE Coordinator</p>	

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5. To build up positive moral values	a. To nurture students' positive values and attitudes focus on "responsibility", "perseverance" and "diligence". <ul style="list-style-type: none"> <li>A campaign namely "The Kadoorian Hero" will be launched, and students will be awarded for achieving goals set.</li> <li>Topics regarding similar topics will be discussed and taught in MCE lessons.</li> <li>Assembly, seminars, and workshops will be arranged to strengthen positive values and attitudes.</li> </ul>	<ul style="list-style-type: none"> <li>70% of the students will get an award</li> <li>80% of the teachers agree that students are more aware of the importance of the targets set</li> </ul>	Survey	Whole year	MCE Coordinator	
	b. To nurture the feeling of love and appreciation within students, teachers and parents. <ul style="list-style-type: none"> <li>A campaign will be launched to build healthy relationships</li> <li>Students, teachers and parents will be invited to show their gratitude and appreciation towards each other in the spirit of love</li> </ul>	<ul style="list-style-type: none"> <li>70% of students are able to show their gratitude towards their teachers and parents</li> <li>50% of the parents participated in the campaign</li> <li>80% of the teachers agree that students are more willing to show appreciation to one another</li> </ul>	Observation		MCE Coordinator , PSMCD	