



**Evaluation of
Annual School Plan 2022-23
Sir Ellis Kadoorie (S) Primary School**



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	Evaluation	Follow-up action
<p>1. To infuse inquiry-based learning skills into the school curriculum</p>	<p>a. Organize professional development workshops for teachers (on topics such as inquiry-based learning, cooperative learning, thinking strategies and problem-solving skills)</p>	<ul style="list-style-type: none"> • 80% of teachers agree that the workshops enhance their professional knowledge 	<p>■ Target achieved:</p> <ul style="list-style-type: none"> • Teachers joined various workshops <ul style="list-style-type: none"> ➤ Staff Development Day for Wanchai Primary Schools ➤ Joint School Staff Development Day ➤ Picture Book Teaching workshops (Chinese Teachers) ➤ Chinese E-Reading Platform Workshop (Chinese Teachers) ➤ English e-reading platform workshop (English Teachers) ➤ Maths online learning platform workshop (Math Teachers) ➤ Mediation skills workshop ➤ STEAM workshop • The feedback from teachers suggests that they are satisfied with the workshop offered. They have expressed their satisfaction with the sessions and indicated that the workshops have met their expectations and professional needs. • Teachers found the content to be relevant, engaging, and useful for their professional development. 	<p>Professional development is encouraged to equip teachers with better questioning skills. Teachers should encourage students to think critically and creatively by asking open-ended questions so as to engage in higher-order thinking.</p> <p>It can also be useful for teachers to reflect on their own teaching practices and to make adjustments as needed.</p>

Targets	Strategies	Success Criteria	Evaluation	Follow-up action
<p>1. To infuse inquiry-based learning skills into the school curriculum</p>	<p>b. Discussion of at least one inquiry-based learning activity/topic during CLP each term.</p> <p>c. Enable students to become inquiry-based learners through holiday assignments (1st term) and project learning (2nd term)</p> <p>d. Forming learning circles with other schools for professional development and sharing.</p>	<ul style="list-style-type: none"> • At least one inquiry-based learning activity done in each term • 70% agree that the assignments help them inquire about the topic • 80% of teachers agree that the learning circles enhance learning efficacy. 	<ul style="list-style-type: none"> ■ For core subjects, inquiry-based learning skills such as problem-solving, and mind-mapping were discussed and implemented in teaching. Subject panels shared good practices in collaborative lesson planning meetings and subject panel meetings. Moreover, the skill was further enhanced in project-based holiday assignments. <ul style="list-style-type: none"> • Chinese <ul style="list-style-type: none"> ○ learnt about Chinese customs and Chinese heroes • General Studies <ul style="list-style-type: none"> ○ graphic organizers were used ○ TV News in HKEcity was incorporated into daily teaching • English <ul style="list-style-type: none"> ○ gather information and write biographies for people they admire ○ students participated in the "Saying of Wisdom (SOW)" Writing competition where they did research using SOW to illustrate their feelings towards personal experience. ■ P.4 Chinese Learning Circle was formed <ul style="list-style-type: none"> ○ Teachers agreed that the learning circles enhanced learning efficacy ○ Inquiry-based learning skills were discussed in the co-planning sessions with the teacher in the learning circle. ○ Sharing sessions and lesson observations within the circle enhanced professional development as well. 	<p>Create learning opportunities and an environment for students to immerse into. Teachers can incorporate activities that encourage students to explore and investigate topics on their own. This might include research projects, experiments, or field trips.</p> <p>To further support NCS learning of Chinese, it is recommended to join NCS Chinese Learning Circles.</p>

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<p>2. To empower students to set learning goals and evaluate the goals set</p>	<p>a. To incorporate goal-setting skills in core subjects:</p> <ul style="list-style-type: none"> • English: (Dict) set goals for the no. of target vocabulary students can spell for each chapter • Chinese: set goals for high-frequency vocabulary to be able to read in each chapter • Maths: set targets for multiplication tables to be recited 	<ul style="list-style-type: none"> • 80% of pupils can set their learning targets and achieve them 	<p>■ Target partially achieved:</p> <ul style="list-style-type: none"> ○ In core subjects, students were able to set learning targets for themselves. <ul style="list-style-type: none"> ➤ However, not all students were able to achieve their targets mainly due to unachievable targets were set ■ Moral and Civic Education (MCE) and PE subject <ul style="list-style-type: none"> ▪ Students set individual studying and learning targets at the beginning of the school term in MCE • Students sets targets for themselves to do exercises during a specific period of time <ul style="list-style-type: none"> ➤ It was observed that students are able to complete tasks and achieve targets in non-academic circumstances <p>To help students to set achievable targets, it is suggested to help students:</p> <ol style="list-style-type: none"> 1. To define goals. The goals should be realistic, specific and measurable 2. Small and manageable steps are needed for students, especially for younger students 3. Shorter time line is needed so as to ensure students are motivated 4. Progress should be measured and adjustments are needed during the middle of the school. 5. Celebrate success along the way to reinforce progress and stay motivated 	<p>Narrow down targets to be achieved for students so it would be more manageable for students. Reward for success should also be arranged in a more frequent manner.</p>

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<p>2. To empower students to set learning goals and evaluate the goals set</p>	<p>b. To further promote self-directed learning through note-taking</p> <p>c. To further promote the use of flipped classroom activities.</p>	<ul style="list-style-type: none"> • 80% of students are able to take notes • at least 2 flipped classroom activities to be arranged for main subjects in each term. 	<ul style="list-style-type: none"> ■ Note-taking skills were practised in core subjects <ul style="list-style-type: none"> ▪ Minds maps and concept mapping skills were frequently practised. Students were able to make use of their learning journals to ensure active learning. ▪ Students were able to jot quick notes in doing listening exercises. ■ However, it is observed that some students are not able to take notes on their own if hints are not given, they still need help from teachers. In addition, students do not know how to make use of the notes taken. ■ Flipped classroom activities were arranged as pre-learning tasks in different subjects. <ul style="list-style-type: none"> ▪ Online reading materials are used as the source of flipped classrooms in English ▪ Teachers assigned specific topics for students to research before class so as to start emerging students into specific topics ▪ Teachers agreed that flipped classroom enhances learning and teaching efficacy. ▪ Time can be used more effectively since students have more time for discussion in class. 	<p>Encourage students to reflect on their learning process and to think about how they can improve their skills. This might involve note-taking, self-assessment, or group discussions.</p> <p>More refined note-taking skills for students are needed. Abbreviations and symbols can be introduced.</p> <p>Organization of notes taken can also be introduced to encourage ownership of notes taken.</p> <p>Critical thinking skills are needed as students need to analyze and evaluate information so that they can apply the concepts to their learning. In addition, students need to be able to reflect on their learning experiences and identify areas for improvement so as to set goals for future learning.</p>

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Targets	Strategies	Success Criteria	Evaluation	Follow-up action
<p>3. To promote STEAM education</p>	<p>a. To encourage teachers to attend workshops/ seminars related to STEAM education.</p> <p>b. To organize STEAM activities to introduce and promote the learning of STEAM.</p> <ul style="list-style-type: none"> ■ To arrange STEAM activities in CCA ■ To arrange a STEAM elite group for gifted students ■ To participate in inter-school STEAM activities <p>c. To organize STEAM Day activities for each level</p>	<ul style="list-style-type: none"> ● 80% of the teachers participate in at least one STEAM workshop/ seminars ● 75% of teachers agree that the activities can promote STEAM education. ● 70% of students agree that STEAM Day enhance their interest in STEAM education. 	<p>Target achieved.</p> <ul style="list-style-type: none"> ■ 95% of teachers attended at least one STEAM workshop or seminar. ■ Teachers enjoyed the learning activities and have shown interest in STEM while confidence in learning STEM has improved. ■ Most teachers agreed that school's STEAM activities can promote STEAM education. ■ Whole school STEAM activities and Elite activities were organized. Students enjoyed the activities and has gained hands on experience. ■ Students performance in inter-school activities are satisfactory as well. 	<p>In addition to encouraging teachers to enroll on workshops, it is also suggested to collaborate with each other to develop and share resources.</p> <p>The school can provide teachers with access to STEAM resources and materials, such as robotics equipment, coding software, 3D printers etc. This can help teachers to integrate STEAM activities into their classrooms.</p> <p>It is also encouraged to pair teachers with STEAM experts or mentors who can provide guidance and support as they develop and implement STEAM activities.</p> <p>It is suggested to host more STEAM activities with real-life application so that students can see the relevance and practical value of what they are learning.</p> <p>Hosting or participating in Science fairs, Makers fairs and Coding fairs are encouraged.</p>

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<p>4. To have student-centred classrooms that promote life-long learning</p>	<p>a. 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).</p>	<ul style="list-style-type: none"> 80% of teachers agree that collaborative learning can enhance students' ability to share their learning experience achievements 	<p>Target achieved.</p> <ul style="list-style-type: none"> Collaborative learning strategies (pair-work, discussion and presentation) were employed. All teachers agreed that collaborative learning can enhance students' ability to share their learning experience achievements. 	<p>Promote active learning through hands-on activities, collaborative projects, and experiential learning opportunities so that students can take ownership of their learning.</p> <p>Incorporate opportunities for students to reflect on their learning experiences, identify areas for improvement, and set goals for future learning.</p> <p>Help students make real-world connections between what they are learning in the classroom and their future careers, interests, and goals.</p> <p>Celebrate and recognize students' achievements and successes, both big and small, to reinforce their love of learning and promote a growth mindset.</p>

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<p>4. To have student-centered classrooms that promote life-long learning</p>	<p>b. To develop strategies to cater for learners' diversity</p> <p>i. To encourage gifted students to participate in groups which help further develop their potential</p> <p>ii. to organize remedial groups for students who need assistance</p> <p>c. To promote and encourage students to develop the habit of reading</p> <p>i. To organize a reading campaign with the aim to create a joyful reading experience.</p>	<ul style="list-style-type: none"> • 80% of teachers agree that student-centered learning activities can cater for learner diversity • 60% of students read at least 20 books which include both English and Chinese books. 	<ul style="list-style-type: none"> • 100% of teachers agreed that student-centred learning activities can cater for learners' diversity. <ul style="list-style-type: none"> ○ Work was done in various subjects to cater for learner's diversity including worksheets and exercises with differentiated instructions, and inclusive learning environment/groupings, etc. ○ Extra learning support programs were organized ○ Program / teams for more abled students are arranged. ○ Students are very eager to read especially reading from online platforms. ○ The school's "Joyful Reading Scheme" and book fair is well received by pupils. 	<p>Continue to use technology to promote lifelong learning, such as online resources, e-books, and educational apps that can be accessed from anywhere, at any time.</p> <p>Promotion of active learning through hands-on activities, collaborative projects, and experiential learning opportunities.</p> <p>Continue to provide access to online reading materials. Online book clubs are encouraged to promote online discussions. Incorporate multimedia elements to make reading more enjoyable.</p> <p>Book-sharing sessions can also be arranged at school. It can help to foster a love of reading by exposing individuals to new books and genres that they may not have discovered on their own.</p>

Major concern 2: To nurture students into Good Kadoorians

Targets	Strategies	Success Criteria	Evaluation	Follow-up action
<p>1. To foster acts with good manners with the aim to be able to collaborate with each other.</p>	<p>a. To develop behaviours that are socially acceptable by familiarizing students with basic good manners.</p> <p>i. Examples and phrases of good manners will be taught and displayed at school</p> <p>ii. Emphasize the importance of empathy, compassion and care for each other.</p> <p>iii. Set clear expectations to students of what good behaviours are expected.</p>	<ul style="list-style-type: none"> ● 70% of teachers agree that students show improvement in manners 	<p>Target Achieved.</p> <p>a. Most teachers agreed that students show improvement</p> <ul style="list-style-type: none"> ● “Good manners” was introduced to students ● Topics on “Empathy” and “Courtesy” were discussed in Moral and Civic Education lessons ● Talks were also given. It was observed that students were very interested in the topic and were eager to participate in discussions. ● Courtesy Campaign and Discipline competitions were held ● Gratitude activities were done to reinforce gratitude to one another 	<ul style="list-style-type: none"> ● On top of some of the existing activities, the following activities can be considered: <ul style="list-style-type: none"> ■ Role-playing: Students can act out scenarios where they use polite language, show respect to others, and practice good behaviour in different social situations. ■ Classroom discussions: students share their thoughts and ideas respectfully and listen actively to their classmates. ■ Setting up a kindness challenge, where students are encouraged to perform acts of kindness for others, can help promote empathy and good manners ■ Table manners and bathroom manners worth promotion, too

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	<p>b. Create an environment where good manners are expected</p> <ul style="list-style-type: none"> • To launch "Discipline and Courtesy 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 with examples 		<ul style="list-style-type: none"> ■ To raise awareness of being courteous, a "Courtesy Logbook" was given out <ul style="list-style-type: none"> • Based on the guidelines of being kind, thoughtful, generous, humble, respectful and polite stated in the logbook, students evaluated their own daily behaviour at school, at home and in public areas and marked them in the logbook. • by observation, both students were eager to participate in the activity. ■ Two Discipline Competitions were held <ul style="list-style-type: none"> • pupils found the competition challenging and interesting. • Teachers also noticed pupils' improvement in discipline. 	<p>Continue to create an environment that encourages good manners and positive behaviour, the school can help students develop important social skills and a sense of responsibility for themselves and others.</p> <p>Clear expectations should be established, good behaviours should be modelled, and encourage positive interactions</p>

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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 students 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 the potential to participate in creation, invention, and innovation activities.</p>	<ul style="list-style-type: none"> • Students participated in the activities, at least 70% of the student enjoyed the process of being creative • Exhibition held, and student work published. 	<p>Target Achieved.</p> <ul style="list-style-type: none"> ➤ 95% of teachers observed that students actively participated in CCA and enjoyed the process of being creative. ▪ Students looked forward to CCA and after-school activities which are organized to develop students' artistic and physical potential. ▪ Students participated in interschool competitions and have achieved outstanding results ▪ Student works were exhibited <ul style="list-style-type: none"> ➤ in the school's publication ➤ displayed on the corridor and in the classroom ➤ during special events ➤ in Virtual Arts Exhibition • Students with potential in computer, science, and art were selected to join the STEAM Elite groups <ul style="list-style-type: none"> ➤ students were selected to join the "Design in Action" program where design thinking is encouraged 	<p>Continue to provide opportunities for creative expression through art, music, drama, and creative writing classes. These can help students develop their imagination and creativity in a supportive and structured environment.</p> <p>Technology can be a tool for fostering creativity in students. The school can provide access to tools such as graphic design software, video editing software, and coding etc to help students develop their creativity and technical skills.</p> <p>Assignments that are open-ended and allow for multiple solutions can help foster creativity in students. These assignments can encourage students to think creatively and develop their own unique solutions to problems.</p> <p>Schools can help students develop the creativity and innovation skills they need to succeed in the 21st century.</p>

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<p>3. To develop students' skills and confidence to communicate with others.</p>	<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>	<ul style="list-style-type: none"> • 60% of the P4-6 students take up leadership roles in the activities. • 80% of the teachers agree the activities can develop students' confidence and communication skills. • 60% of the NCS students agree that they have more confidence in speaking Chinese 	<p>Target achieved.</p> <ul style="list-style-type: none"> ■ Students did an English presentation at least once in class. <ul style="list-style-type: none"> ▪ P.4-P.6 students did a self-introduction ▪ Students presented ideas in SOW competitions ▪ Interview skills training were organized for P6 students ▪ Chinese, English and PTH ambassadors were recruited and hosted whole school activities ▪ English and Chinese Drama classes were organized. Students showed confidence to use different languages to express themselves ▪ Big Brother Big Sister Program was arranged during recess time for SEN students ▪ Teachers agreed that the activities can help students build up skills needed 	<p>More opportunities should be provided to practice their communication skills in a safe and supportive environment. This might include role-playing exercises, group discussions, or other activities that encourage social interactions.</p> <p>Effective communication skills should be introduced to students of all levels. These include active listening, using appropriate body language, and expressing themselves clearly and respectfully.</p> <p>Encourage collaboration and teamwork (as in student ambassadors) can help students develop their communication skills by learning how to work effectively with others towards a common goal.</p> <p>Incorporate technology into communication activities, such as video conferencing or online discussion boards, to help students develop their digital communication skills.</p> <p>Encourage public speaking, such as giving presentations or speaking in front of the class, to help students develop their confidence and communication skills.</p>

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	f. To organize Big Brother and Big Sister Program to boost SEN students confidence in communication			Provide additional support for students who struggle with communication, such as speech therapy, and/or Cantonese for NCS students to help them develop the skills and confidence they need to communicate effectively.

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<p>4. To build a connection to the community and globally.</p>	<p>a. Select P4-6 students with leadership qualities to be school prefects.</p> <ul style="list-style-type: none"> • Foster leadership qualities and skills by arranging leadership training. <p>b. Organize a class-based "A kid a job" scheme.</p> <ul style="list-style-type: none"> • Nurture class leaders inside classrooms by appointing them with mini duties <p>c. Organize service-learning groups</p> <ul style="list-style-type: none"> • Provide students with opportunities to connect to the community and serve the needy <p>d. Encourage students to participate in different uniform groups or service groups, e.g. Flag-raising Team, CYC etc.</p>	<ul style="list-style-type: none"> • All students take up at least one service role at school, either being a school prefect or class prefect. • 60 % or above of participants agree that the activities can help them know more about the community and globally. 	<p>Target achieved.</p> <ul style="list-style-type: none"> ■ all students took up at least one school service. ■ A prefect training camp was held for school prefects ■ A Kid A Job scheme was organised ■ Service learning groups and UAP program was arranged to help students to build a connection from school to community ■ Basic Law Ambassadors were recruited to promote national identity ■ Community-based Projects were arranged for Newly Arrived Children. ■ Communication with sister school in the mainland are arranged • Over 80 % participants agreed that activities could help them know more about the community and globally. 	<p>Encourage students to engage in community service activities, such as participating in community cleanup events. This can help students feel connected to their community and develop a sense of responsibility and empathy towards others.</p> <p>Foster cultural understanding by teaching students about differences in cultures and traditions. This can help students develop a sense of empathy and appreciation for diversity.</p> <p>Provide opportunities for students to travel or participate in exchange programs with students from mainland China. This can help students develop a global perspective and an understanding of Chinese cultures and ways of life.</p> <p>Incorporate global and local issues into the curriculum, such as understanding how One Country Two System works, and to help students develop a sense of responsibility towards the world around them.</p>

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4.To build a connection to the community and globally.	e. Arrange school-based and community-based activities. Visit to for students' immersion in the community and globally: <ul style="list-style-type: none"> i) Community-based activities: <ul style="list-style-type: none"> • Visit/service to the elderly centre, etc ii) Globally <ul style="list-style-type: none"> • Visit/connect with sister school 			<p>Encourage students to make digital connections with students from other the Mainlands. This can be done through online discussion forums and can help students develop a global perspective and a sense of connectedness with others.</p> <p>Foster a sense of community within the school by encouraging students to support one another, form positive relationships with their peers and teachers, and participate in interschool events and activities.</p>

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<p>5. To build up positive moral values</p>	<p>a. To nurture students' positive values and attitudes focus on "responsibility", "perseverance" and "diligence".</p> <ul style="list-style-type: none"> • A campaign namely "The Kadoorian Hero" will be launched, and students will be awarded for achieving the 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. 	<ul style="list-style-type: none"> • 70% of the students will get an award • 80% of the teachers agree that students are more aware of the importance of the targets set • 70% of students are able to show their gratitude towards their teachers and parents 	<p>Target Achieved.</p> <ul style="list-style-type: none"> ➤ 76% of students were awarded in the Kadoorian Hero scheme. ➤ 95% of the teachers agreed that students were more aware of the importance of the targets set. ➤ Topics on "responsibility", "Empathy", "Integrity", "Gratitude", "Perseverance", "Respect", "Courtesy" and "Diligence" was being discussed 	<p>Teach character education by explicitly teaching positive values such as honesty, respect, responsibility, and empathy. Examples of how these values can be demonstrated in different situations should be provided.</p> <p>Encourage positive behaviour by recognizing and rewarding students who demonstrate positive moral values. This can be done through verbal praise, certificates, or other forms of recognition.</p> <p>Provide opportunities for service by encouraging students to participate in community service activities. This can help students develop a sense of responsibility and compassion and empathy towards others.</p> <p>Promote a culture of kindness by encouraging students to show kindness and empathy towards people of different culture. This can be done through acts of kindness challenges, classroom discussions, and role-playing exercises.</p>

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	<p>b. To nurture the feeling of love and appreciation within students, teachers and parents.</p> <ul style="list-style-type: none"> • A campaign will be launched to build healthy relationships • Students, teachers and parents will be invited to show their gratitude and appreciation towards each other in the spirit of love 	<ul style="list-style-type: none"> • 50% of the parents participated in the campaign • 80% of the teachers agree that students are more willing to show appreciation to one another 	<ul style="list-style-type: none"> ➤ Gratitude campaign was launched <ul style="list-style-type: none"> ■ 98% of students are able to show their gratitude towards their teachers and parents. ■ 76% of parents participated and responded ■ Through observation, students are more willing to show their gratitude 	<p>Model positive behavior by demonstrating positive moral values in interactions with students and colleagues. This can help students develop a sense of respect and trust towards their teachers and peers.</p> <p>Incorporate love and appreciation into the curriculum by integrating them into different subjects.</p>