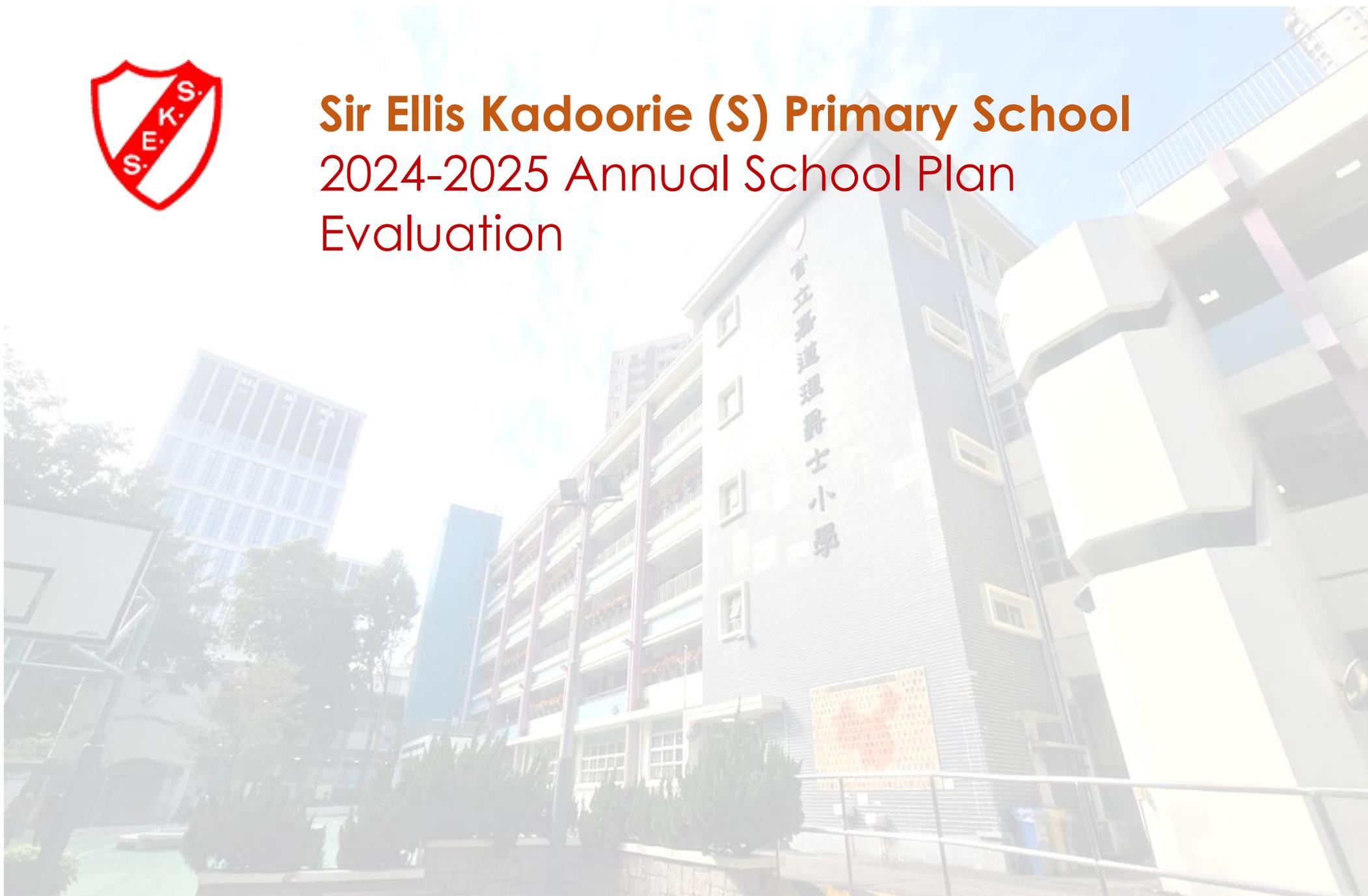




Sir Ellis Kadoorie (S) Primary School

2024-2025 Annual School Plan Evaluation



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	Evaluation	Follow-up
1.1 To cultivate national identity and positive values	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 <ul style="list-style-type: none"> • Organize various theme activities to promote national according to the national calendar 	75% of teachers agree that the activities enhance students' appreciation of Chinese history, culture and values 75% of students agree that the activities enhance their appreciation of Chinese history, culture and values Teacher observation confirms that the activities meet expectations when positive feedback is evident	<ul style="list-style-type: none"> • The target has been achieved, with 80% of teachers agreeing that students demonstrate positive values. • School organized various themed activities to promote national identity in accordance with key events in the national calendar. Examples include Speeches Under the National Flag, Parent-child Chinese Lantern Design Competition, excursions to the National Security Education Exhibition Gallery, and visits to People's Liberation Army Hong Kong Garrison Exhibition Centre. • School had a range of activity which promoted Chinese Opera, including its incorporation into the P.4 Music curriculum, students designing Chinese opera masks, and a visit to Xiqu Centre. • To further enhance our students' understanding of Chinese culture and strengthen our relationship with our sister school, P.6 students travelled to Beijing in March for a graduation trip to visit Primary School Affiliated to Beijing University of Posts and Telecommunications. In June, the deputy head, teachers, and 34 students from our sister school visited Hong Kong. Through engaging in various academic and cultural activities, 97% of our students agreed that the interflow exchange effectively enhanced their understanding of the country's history and allowed them to learn more about the lives of the Chinese people, thereby contributing to their sense of national identity. 	<ul style="list-style-type: none"> • These strategies will be continued next year. • It is recommended to arrange more field study visits to China for students, so that they can personally experience the culture of the motherland. • Implement Famous Chinese People project, Chinese National Day Project, etc.

Targets	Strategies	Success Criteria	Evaluation	Follow-up
1.1 To cultivate national identity and positive values			<ul style="list-style-type: none"> • Additionally, our students participated in various competitions, like the Basic Law Quiz Competition and a Mascot design colouring competition. In the National Identity Mobile Application Design Competition, School achieved notable success with a top 10 finish. Further, our students achieved the 3rd place and the Merit Award in the National Security Education Short Speech Competition. • According to the data from the APASO, there was a drop in the appreciation of National Identity. Given this, more activities promoting Chinese achievement should be implemented alongside greater organic integration of information, with a particular emphasis on doing so in a manner which is accessible for NCS students. More cross curricular activities like Famous Chinese People, Chinese National Day Project, etc should be implemented. 	
	<ul style="list-style-type: none"> • Promote Chinese Culture through Chinese Cultural Day 		<ul style="list-style-type: none"> • The school celebrated a Chinese Cultural Day on February 6, 2025, creating a joyful and festive atmosphere as pupils arrived in Chinese and national costumes. The program featured impressive performances such as a nunchaku demonstration and Sichuanese opera, which captivated both students and teachers. 9 interactive cultural booths, focusing on pursuits such as Chinese chess, juggling, and traditional attire, offered pupils hands-on experiences that organically integrated entertainment with cultural education. • Teacher feedback confirmed the event’s success: 43% rated the activities as excellent, while 53% judged the overall arrangement as very good. These responses highlighted strong appreciation for the cultural experiences showcased and effective organization of the event. The activities not only entertained but also helped to instill the values of respect, perseverance, and harmony, reinforcing the educational purpose of the day. 	<ul style="list-style-type: none"> • Chinese Cultural Day will be conducted next year, showcasing traditions, arts, and community spirit. • More performances and booth games can be arranged to enrich the festive atmosphere and engage participants.

Targets	Strategies	Success Criteria	Evaluation	Follow-up
<p>1.1 To cultivate national identity and positive values</p>	<ul style="list-style-type: none"> Organize activities on Chinese Day every Wednesday 		<ul style="list-style-type: none"> The Chinese Cultural Day was able to promote cultural appreciation, strengthening national identity, and cultivating positive values. It was more than a celebration, it was an educational and transformative experience that left lasting memories for pupils and staff, affirming the importance of continuing such initiatives in the future. The Chinese Department organized Chinese Day on Wednesdays, successfully arranging 15 sessions in the first semester and 16 sessions in the second semester. These sessions included morning assembly topics related to Chinese culture, such as traditional festivals and the twelve priority values. Through these topics, students learned about the origins and characteristics of various Chinese festivals—including the Mid-Autumn Festival, Spring Festival, Lantern Festival, Dragon Boat Festival, Qingming Festival, and Chung Yeung Festival—and explored the values associated with these occasions, such as filial piety and unity. According to a student survey, 78% of students believed that Chinese Day on Wednesdays enhanced their knowledge of Chinese culture. 	<ul style="list-style-type: none"> The Chinese Department will continue to refine and expand Chinese Day activities, ensuring that students gain deeper cultural appreciation and values-based learning. Future plans include introducing more interactive performances and cross-grade collaborations to further strengthen engagement and unity.

Targets	Strategies	Success Criteria	Evaluation	Follow-up
			<ul style="list-style-type: none"> • The Chinese Department organized Chinese Day on Wednesdays, successfully arranging 15 sessions in the first semester and 16 sessions in the second semester. These sessions included morning assembly topics related to Chinese culture, such as traditional festivals and the twelve priority values. Through these topics, students learned about the origins and characteristics of various Chinese festivals—including the Mid-Autumn Festival, Spring Festival, Lantern Festival, Dragon Boat Festival, Qingming Festival, and Chung Yeung Festival—and explored the values associated with these occasions, such as filial piety and unity. • According to a student survey, 78% of students believed that Chinese Day on Wednesdays enhanced their knowledge of Chinese culture. 	<ul style="list-style-type: none"> • The Chinese Department will continue to refine and expand Chinese Day activities, ensuring that students gain deeper cultural appreciation and values-based learning. • Future plans include introducing more interactive performances and cross-grade collaborations to further strengthen engagement and unity.
	<ul style="list-style-type: none"> • Conduct systematic teaching activities across different subjects to enhance students’ understanding of Chinese history and their appreciation of Chinese culture 		<p>Chinese:</p> <ul style="list-style-type: none"> • Chinese Poems will be introduced to students during Chinese lessons <ul style="list-style-type: none"> ➢ By becoming a partner school of The Education University of Hong Kong’s “Jockey Club Learning Program: Watch Animation, Read Classics, Appreciate Ancient Texts,” the school has launched the program’s online self-learning platform to enable students to learn about Chinese literary classics. ➢ Throughout the school year, students in the local curriculum classes studied six classical Chinese literary works, while students in the school-based curriculum classes studied four texts. 	<ul style="list-style-type: none"> • The school will continue to integrate the program into classroom teaching, while enriching lessons with interactive activities and guided discussions to ensure students not only appreciate Chinese culture but also develop a deeper, lasting understanding of classical texts and their values.

Targets	Strategies	Success Criteria	Evaluation	Follow-up
			<ul style="list-style-type: none"> ➤ According to classroom observations by teachers, 92% of students appreciated Chinese culture and demonstrated positive values. As fully grasping and appreciating the meaning of some classical literary works is beyond the current capacities of some students, teachers can endeavor to explain these works in a clearer and more accessible manner, as well as design related classroom activities in a more accessible manner to deepen students' understanding of the texts. • Chinese cultural activities for different grade levels are arranged for the NCS: <ul style="list-style-type: none"> ➤ Primary 1: Mid-Autumn Festival activity ➤ Primary 2: Traditional Chinese toys ➤ Primary 3: Calligraphy — Chinese historical figure (王羲之) ➤ Primary 4: Ink painting ➤ Primary 5: Papermaking ➤ Primary 6: Paper-cutting art • The activities were diverse, enabling students to engage both hands and minds in experiencing Chinese cultural arts, effectively enhancing their understanding of Chinese culture. • Classes of LCC of P.4-6 engaged with classic literary works. • Students in Primary 4–6 demonstrated enthusiastic engagement with classic literary masterpieces, including <i>Journey to the West</i>, <i>Romance of the Three Kingdoms</i>, and <i>Water Margin</i>, during reading lessons. Under the teacher's effective guidance, they not only deepened their appreciation of Chinese history and culture but also developed critical reading skills and cultural literacy in a supportive learning environment. 	<ul style="list-style-type: none"> • Large-format informational posters will be displayed around the school campus so that students can read during recess. • Chinese Poems and Cultural activities will be continued next year. <hr/> <ul style="list-style-type: none"> • These strategies will be continued next year.

Targets	Strategies	Success Criteria	Evaluation	Follow-up
			<p>English and Library studies:</p> <ul style="list-style-type: none"> • The school organized a “World Book Fest Day” celebration which encouraged the reading of Chinese stories and included guest speakers to deliver a talk to students. • The World Book Fest Day, celebrated as an inter-school event in late April, successfully fostered students’ interest in reading classic literary works such as <i>Journey to the West</i> and <i>Romance of the Three Kingdoms</i> during library lessons. Interactive booth games connected to Chinese history and English subject knowledge further enriched the experience. • Teachers observed that students participated with enthusiasm, expressed enjoyment in the activities, and were able to confidently retell the stories, demonstrating both engagement and comprehension. 	<ul style="list-style-type: none"> • Some activities of the World Book Fest Day can be adopted in library lessons as the theme of the World Book Fest Day may be changed to a STEAM or Science topic.
			<p>GS:</p> <ul style="list-style-type: none"> • The curriculum across all levels effectively and comprehensively covers Chinese history and culture. Topics include: <ul style="list-style-type: none"> ➤ P.1: Chinese New Year and traditional customs ➤ P.2: Ancient China and the Four Great Inventions ➤ P.3: Travel in China ➤ P.4: Traditional Chinese Culture ➤ P.5: Chinese geographical features and the Han, Tang, Song, and Ming Dynasties ➤ P.6: China before and after the First Opium War and Modern China • Classroom observations and student’s work showed high levels of participation and engagement, with students actively sharing personal experiences related to festivals, travel, and cultural practices. 	

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			<p>Music Education: Primary 4 students also took part in Chinese Opera workshops, where they explored the history and traditions of this art form. The teacher observed that students participated with positive attitude, showed curiosity about the performances, and were able to articulate their experiences of learning, reflecting both enjoyment and meaningful understanding.</p>	<ul style="list-style-type: none"> • These strategies will be continued next year.
			<p>Visual Arts: Each level participated in a module focused on Chinese culture, resulting in high engagement and interest in creating Chinese cultural products. This approach has successfully fostered appreciation for cultural heritage.</p> <p>Putonghua: The Putonghua Day activity was held on February 24, with over 90% of students actively participating. The event promoted Putonghua activities and assisted students in learning Putonghua. This initiative has significantly enhanced their language skills and confidence.</p> <p>Extracurricular Activities (ECA): During ECA classes, numerous groups focused on Chinese cultural education, with activities on Chinese storytelling, clay arts, Chinese painting, and Cantonese singing. Students found the Chinese painting courses particularly enjoyable and were able to experiment with traditional techniques using Chinese brushes. They also enthusiastically engaged in singing Cantonese songs. Additionally, storytelling exercises allowed teachers to explore traditional Chinese tales, enriching students' understanding of their cultural heritage.</p>	<ul style="list-style-type: none"> • These strategies will be continued next year with different • These strategies will be continued next year. • These strategies will be continued next year.
1.2 To cultivate national identity and positive values	1.1.2 To nurture students' 12 priority values and attitude <ul style="list-style-type: none"> • Through subject-based learning activities, each subject 	75% of teachers agree that the activities encourage students to build up positive values	<p>Chinese:</p> <ul style="list-style-type: none"> • The Chinese subject integrates values education into the curriculum. Through various classroom activities and questioning strategies, 	➤ A more systematic and explicit approach to designing Priority Values worksheets

Targets	Strategies	Success Criteria	Evaluation	Follow-up
	<p>integrates elements of values education to nurture students in developing the twelve priority values and attitudes in their teaching and worksheet design.</p>	<p>75% of students agree that the activities encourage them to build up positive values</p> <p>Teacher observation confirms that the activities meet expectations when positive feedback is evident</p>	<p>students' appreciation of different values is reinforced.</p> <p>English:</p> <ul style="list-style-type: none"> The school successfully cultivated students' national identity and positive values by fully integrating targeted virtues into the curriculum across levels. At the junior level (P.1–P.3), lessons emphasized unity, benevolence, and filial piety, while the senior level (P.4–P.6) focused on the Sayings of Wisdom (SOW), ensuring age-appropriate moral development. The P.3 English Support Programme effectively nurtured the priority values of benevolence, filial piety, and unity, with students showcasing their learning through flipbooks displayed on Cultural Day. Additionally, the English Music Jukebox and a gratitude activity were implemented to reinforce filial piety; students dedicated songs to their parents and reflected on ways to spend quality time with family. <p>Library Lesson:</p> <ul style="list-style-type: none"> Throughout the year, the school librarian recommended books in library lessons that emphasized priority values and attitudes, particularly <i>Benevolence</i>, <i>Filial piety</i>, and <i>Unity</i>. In collaboration with NETs, additional book selections were arranged to nurture other positive values aligned with Moral and Civic Education (MCE) lessons. According to student survey results, 86% of students agreed that the reading activities effectively fostered their positive values and attitudes. To further strengthen this initiative, books and e-books focusing on additional values and attitudes will be introduced in the next school term during library lessons. 	<p>and learning activities should be shown, with an emphasis on moving through the cognitive, affective and action levels of implementation.</p> <ul style="list-style-type: none"> These strategies will be continued next year. <p>➤ Library will focus on the values of Perseverance, Empathy and Respect for Others for book recommendation.</p>

Targets	Strategies	Success Criteria	Evaluation	Follow-up
			<p>Visual Arts:</p> <ul style="list-style-type: none"> A bookmark design competition themed around “<i>Filial Piety, Benevolence, and Unity</i>” was organized in November. Student survey results indicated that 80% of participating students recognized the activity as a meaningful way to cultivate positive values and strengthen their understanding of these virtues through creative expression. 	<p>Conduct school-based competitions on values-related themes</p>
			<p>IT:</p> <ul style="list-style-type: none"> Organized Parent-child WhatsApp Sticker Competition on “Filial piety, benevolence & Law-abiding”. Given the limited timeframe, about 30% of students participated in the competition. The participation rate did not reach the target, indicating the need for extended preparation opportunities in future. 	<p>The competition period will be extended, and increased promotional activity for the competition will be done.</p>
	<ul style="list-style-type: none"> Good Kadoorian Scheme is implemented as a whole school approach to reinforce and reward students who demonstrate positive values. 	<p>75% of students got awards in the Good Kadoorian Scheme.</p>	<ul style="list-style-type: none"> The Good Kadoorian Scheme is a whole-year school-based award program that encourages students to demonstrate key values such as law-abidingness, diligence, filial piety, responsibility, perseverance, and courtesy in two phases. With 85% of students actively participating and receiving awards, the scheme successfully motivates positive behavior and reinforces good attitudes among students. The initiative has created a positive school culture where students are recognized and rewarded for their efforts, helping to nurture them into responsible “Good Kadoorians.” This approach not only promotes moral development but also supports students’ social and academic growth. Overall, the Good Kadoorian Scheme has been a highly effective strategy in achieving the school’s goal of fostering national identity and core values. 	<p>These strategies will be continued next year.</p>

Targets	Strategies	Success Criteria	Evaluation	Follow-up
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"> Project-based learning activities will be conducted in the GS Project Week 	<p>75% of teachers agree that the activities enhance students' creativity & problem-solving skills</p> <p>75% of students agree that the activities enhance students' creativity & problem-solving skills</p>	<p>More than 80% of GS teachers agreed that students' comprehensive knowledge and skills have improved.</p> <p>For GS, students at all levels successfully completed project-based learning booklets and collaboratively built products in group settings. The projects included:</p> <ul style="list-style-type: none"> P.1: DIY Musical Instrument P.2: Magnetic Toys P.3: DIY Water Bottle Bag P.4: DIY Water Filter P.5: Soundproof Box P.6: DIY Catapult <p>These hands-on activities fostered teamwork and creativity while enhancing their practical skills.</p>	<p>Teaching materials and activities will be revised for next year.</p> <p>More science projects will be designed for P.1 & P.4 next year.</p>
	<p>1.2.2 Organize field trips and guest speaker sessions that demonstrate the real-world and life-wide learning applications of the taught concepts</p>	<p>75% of students agree that these experiences help them understand the real-world applications of their learning.</p>	<p>Chinese:</p> <ul style="list-style-type: none"> In the 2nd Term, each grade level of the NCS students engaged in diverse community experiential activities to strengthen cultural understanding: <ul style="list-style-type: none"> ➤ P1: Visit to the Lunar New Year Flower Market at Victoria Park ➤ P2: Supermarket exploration ➤ P3: Tour of Sam Tung Uk Museum ➤ P4: Visit to the Hong Kong Heritage Museum ➤ P5: Excursion to Stanley ➤ P6: Visit to the Hong Kong Heritage Museum <p>General Studies:</p> <p>Educational visits were arranged for P.2-6 students to reinforce their learning. Notable excursions included:</p>	<p>These strategies will be continued next year.</p>

Targets	Strategies	Success Criteria	Evaluation	Follow-up
			<ul style="list-style-type: none"> ➤ P.1: the National Security Exhibition Gallery of the Hong Kong Administrative Region ➤ P.2: Pak Fuk Road Safety Town ➤ P.3: Mei Ho House ➤ P.4: Hong Kong Garrison Exhibition Center ➤ P.5: Hong Kong Space Museum ➤ P.6: WWF Mai Po Nature Reserve <ul style="list-style-type: none"> • In addition to these field trips, teachers provided students with authentic perspectives on Chinese traditions and values. These experiences allowed students to see how classroom concepts connect to everyday life and cultural practices, reinforcing the relevance of their learning. • Survey results showed that 90% of students agreed that the combination of field trips and teachers' briefing effectively deepened their understanding of Chinese culture and demonstrated the real-world applications of the concepts they had studied. • The Understanding Adolescent Project (UAP) supports the strategy by offering diverse activities such as group sessions, day camp, overnight camp, parent-child camp, and outings that provide students with real-life learning experiences. These activities help students apply classroom concepts in practical ways while fostering social and emotional growth. Through group mentoring and coaching sessions, as well as experiential learning linked to UAP themes, students gain meaningful insights that develop their comprehensive knowledge and life skills. 	

Targets	Strategies	Success Criteria	Evaluation	Follow-up
<p>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>	<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 	<ul style="list-style-type: none"> • 75% of teachers agreed that students showed improvement in communication, collaboration and presentation skills • 75% of pupils agree they actively participate in classroom activities 	<ul style="list-style-type: none"> • The target has been achieved, with over 78% of pupils actively participating in classroom activities. 82% teachers agreed that students showed improvement in communication, collaboration and presentation skills. • Chinese Language Learning Students engage in class discussions and group activities, allowing them to think from multiple perspectives. This approach fosters independent learning and enhances the overall effectiveness of both teaching and learning. • English Language Learning Teachers are encouraged to incorporate pair work and group activities into class sessions. In the junior levels, students participate in lessons through collaborative projects and writing assignments, deepening their understanding of the relevant themes and modules. • Mathematics All Maths teachers unanimously agreed that students demonstrated improvement in generic skills through hands-on learning activities. The students displayed a strong dedication to these practical activities, contributing to their overall engagement and learning outcomes. • General Studies (GS) Students across all levels participated in group learning activities at least once each school term, ensuring a collaborative and inclusive learning environment 	<ul style="list-style-type: none"> • These strategies will be continued next year. • Establish clear norms: Co-create classroom agreements with students to ensure respect, inclusivity, and psychological safety. • Safe spaces for dialogue: Use circle time or structured discussion formats to encourage open communication without fear of judgment. • Celebrate diversity: Highlight and value different learning styles, cultural backgrounds, and perspectives in collaborative 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>	<p>All students have a job in class or at school 75% of students agree that the “<i>A Kid a Job</i>” scheme provides them with opportunities to</p>	<ul style="list-style-type: none"> • Students have the opportunity to cultivate leadership roles through initiatives like “A Kid A Job,” where they can take on positions such as Monitor/Monitress, Light Manager, Group Leader, class librarian and Key Manager. 	<p>These strategies will be continued next year.</p>

Targets	Strategies	Success Criteria	Evaluation	Follow-up
	<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. 	take responsibility, practice teamwork, and promote subject-related knowledge.	<ul style="list-style-type: none"> 85% of students agree that the “<i>A Kid a Job</i>” scheme provides them with opportunities to take responsibility, practice teamwork, and promote subject-related knowledge. Teachers observed that students demonstrated improved adaptability by taking on different roles and tasks with confidence. Students showed leadership qualities through active participation, peer support, and initiative in collaborative activities. 	
	<ul style="list-style-type: none"> Leadership training camp is arranged for school prefects and class prefects for training of leadership skills, team spirits and communication skills. 	75% of students agree that the training camp can enhance their leadership, communication and problem solving skills	<ul style="list-style-type: none"> Our school offers training programs for School Perfect and Class Prefect members, aimed at enhancing their cooperative abilities and overall leadership effectiveness. 85% of teachers agreed that prefects showed effective leadership skills The target has been successfully achieved, with over 80% of teachers affirming that prefects demonstrated effective leadership skills. 	These strategies will be continued next year.
	<ul style="list-style-type: none"> The School Ambassadors Scheme is implemented in different subjects for the promotion of the subject matter. 	75% students agree that the Ambassadors Scheme offered them meaningful opportunities to promote subject-related knowledge and themes	<ul style="list-style-type: none"> Our school supports various service groups, including School Prefects, Class Prefects, Student Librarians, Lunch Ambassadors, and Environmental Ambassadors. These roles provide students with practical opportunities to apply their leadership skills in real-world contexts. 	These strategies will be continued next year.
	<ul style="list-style-type: none"> Big Brother & Sister Programme is arranged to encourage students from upper levels be leaders and role models for students from lower primary classes. 	75% of the Big Brothers and Sisters agree that the programme provides them with meaningful opportunities to practice leadership, responsibility, and	<ul style="list-style-type: none"> The programme fosters leadership and positive peer relationships. Older pupils gained confidence, responsibility, and leadership skills by guiding younger peers and contributing to the school community. Younger pupils enjoyed supportive conversations, learning new skills, and fun shared activities that strengthened their sense of belonging. Overall, the initiative has been 	Continue the programme with regular reflection sessions for mentors to share experiences and strategies.

Targets	Strategies	Success Criteria	Evaluation	Follow-up
		<p>being positive role-models. Younger students demonstrate positive attitudes and improved adaptability by following guidance and support from their Big Brothers and Sisters.</p>	<p>highly valuable, benefiting both mentors and mentees.</p>	
<p>1.4 To spark hope and joy in learning.</p>	<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. 	<p>The mean score for SHS Student Questionnaire (Q23) items on students' liking of the school shows a positive upward trend compared with previous results.</p> <p>70% of teachers agree that students have shown hope and joy in learning</p> <p>70% of students agree that the activities (praise area, prize giving, gratitude cards, Mental Health Day, Morning Fitness)</p>	<p>The target is achieved.</p> <ul style="list-style-type: none"> • 76.2% of SHS students agreed with the statement "I like my school," reflecting improvement over previous data (72%). • The Kadoorian Rising Stars Reward Scheme, implemented through the classroom Praise Area, effectively motivated students by recognizing improvement rather than achievement. Regular recognition provided immediate encouragement, while the awards reinforced sustained effort. Teachers observed greater engagement from previously less-motivated students, and classrooms reported a more positive, inclusive atmosphere. Overall, the scheme successfully fostered confidence, promoted perseverance and personal growth, and encouraged a stronger learning mindset. 	<p>These strategies will be continued next year.</p> <p>These strategies will be continued next year.</p>
	<ul style="list-style-type: none"> • Celebrate students' progress, achievements and contributions to foster a sense of accomplishment and pride by prize giving ceremony each term. 	<p>cultivated the sense of hope of joy in them.</p>	<ul style="list-style-type: none"> • The implementation of the "Kadoorian Rising Stars" has successfully motivated students to strive for improvement. Through this scheme, students recognized for their significant progress after each dictation, quiz, or in addressing behavioural issues received acknowledgement that reinforced their efforts. 	<p>These strategies will be continued next year.</p>

Targets	Strategies	Success Criteria	Evaluation	Follow-up
			<ul style="list-style-type: none"> The top five improving students in each class were honored as “Kadoorian Rising Stars” and received prizes in June. This recognition not only celebrated individual achievements but also fostered a positive and encouraging classroom environment, prompting all students to aim for personal growth and academic excellence. Overall, there were 85% of students who got an award in the Kadoorian Scheme in each term. In the first phase, 89 pupils received the ‘Gold Award,’ 137 pupils received the ‘Silver Award,’ and 124 pupils received the ‘Bronze Award.’ In the second phase, 161 pupils received the ‘Gold Award,’ 90 pupils received the ‘Silver Award,’ and 95 pupils received the ‘Bronze Award.’ 	
	<ul style="list-style-type: none"> Organize Mental Health Day Activities on stress management workshop to help students manage stress, build resilience, develop self-awareness, set goals, and engage in self-reflection for personal growth. 		<ul style="list-style-type: none"> Recognizing the importance of students’ mental health, especially after the June examinations, the school implemented two well-structured initiatives aimed at fostering relaxation, resilience, and well-being among students. On 26th June, Campus Mental Wellness Day was held, featuring talks on mental health, workshops to raise awareness, and interactive game booths. Notably, some students designed and hosted culturally themed booths, which not only promoted mindfulness but also strengthened their sense of belonging and connectedness within the school community. The following day, an Ice Cream Van Treat provided a joyful celebration of the year’s hard work, creating a positive and cheerful atmosphere for both students and teachers. Further supporting the strategy, “Mental Health @ Sports – Bouldering” activities were organized on 7th and 10th July for different grade levels. These sessions encouraged students to develop perseverance and mental focus, essential qualities for building resilience and maintaining emotional well-being. Overall, these 	<p>These strategies will be continued next year.</p>

Targets	Strategies	Success Criteria	Evaluation	Follow-up
			<p>initiatives have successfully created a supportive environment that nurtures students' mental health, fosters self-awareness, and sparks joy in learning.</p>	

Major Concern 2: To enable students to possess essential skills for the 21st Century

Targets	Strategies	Success Criteria	Evaluation	Follow-up
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"> 80%, 50% and 50% of students feel confident to use English, Cantonese and Putonghua in daily communications respectively. At least 2 learning activities are related to roleplaying or group discussion 	<ul style="list-style-type: none"> 93% of students feel confident to use English 57% of students feel confident to use Cantonese 54% students feel confident to use Putonghua CPL showed that more than 3 learning activities are related to roleplaying or group discussion in English, Chinese and Putonghua. 	These strategies will be continued next year.
	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. 	<ul style="list-style-type: none"> 75% of teachers agree that students are able to present their ideas systematically 	<ul style="list-style-type: none"> The target of developing students' trilingual language skills has been addressed through the strategy of facilitating presentation, group discussion, and interview skills. Students have shown steady progress in applying these skills across English, Chinese, and Putonghua. The approach has provided practical opportunities for communication and has contributed to greater confidence and competence in using three languages. 	These strategies will be continued next year.
	<ul style="list-style-type: none"> Interview skills will be provided to P6 students to enhance their presentation skills. 	<ul style="list-style-type: none"> 75% of students agree that the interview skill workshop is useful 	<ul style="list-style-type: none"> Interview Skill workshop was provided by the students in January, 2025. 80% of students considered the workshop to be useful. 	More group interview opportunities should be provided.

Targets	Strategies	Success Criteria	Evaluation	Follow-up
	<p>2.1.3 Organize excursions and exchange programs that allow students to practice their Cantonese speaking skills, such as visiting a traditional Chinese tea house or sister schools in China.</p>	<ul style="list-style-type: none"> • 65% of students participate in excursions and exchange programs designed to practice Cantonese and Putonghua speaking skills. • 65% of teachers agree that students demonstrate increased confidence and proficiency in speaking Cantonese and Putonghua as a result of these experiences. 	<ul style="list-style-type: none"> • 75% of students participate in excursions and exchange programs agree that they practised Cantonese and Putonghua speaking skills. • 80% of teachers agree that students demonstrate increased confidence and proficiency in speaking Cantonese and Putonghua during the Beijing Graduation Trip. • In March, an interflow tour was successfully organized for P.6 graduates to visit our sister school in Beijing. This trip provided students with valuable opportunities to practice their Cantonese and Putonghua speaking skills through engaging interactions with their peers. Students wrote letters to their counterparts at the sister school, expressing their excitement about the upcoming meeting. • This exchange not only enhanced their language proficiency but also fostered cultural understanding and strengthened connections between the two schools. The positive interactions experienced during the tour significantly contributed to a deeper appreciation for language learning, motivating students to continue improving their speaking skills. Overall, this initiative effectively demonstrated the benefits of experiential learning in language acquisition and cultural exchange. 	<p>Cross-border exchange programs with sister schools will continue next year, offering students the opportunity to visit various regions of China. These excursions will provide an authentic environment for students to practice their Cantonese and Putonghua skills, further enriching their language learning experiences.</p>

Targets	Strategies	Success Criteria	Evaluation	Follow-up
<p>2.2 To enhance reading and technology-related competency</p>	<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"> • 75% of students have used e-readers and online reading resources for reading. • Students have read 4 books each month on average. • 75% of students agree that they can learn relevant knowledge by reading. 	<ul style="list-style-type: none"> • The target has been successfully achieved. 87% of students have utilized e-readers and online reading platforms, and on average, students are reading four books per month. • Promotion of Digital Literacy and Multimodal Reading: The integration of e-books, interactive digital platforms, and multimedia resources into the reading curriculum has effectively promoted digital literacy and multimodal reading. Through the E-read Scheme on HKEdCity, students have extended their reading experiences beyond the classroom, engaging with e-books at home. Records show that 82% of students are consistently reading at least four e-books each month, meeting the intended target of enhancing reading engagement and diversity. • While the overall outcomes are positive, some students continue to face challenges in accessing e-books due to limited computer facilities at home. Addressing this issue will be essential to ensure equitable access, enabling all students to fully benefit from digital resources and further strengthen their literacy skills. • The target has been successfully achieved. For Chinese subject, teachers of SBC classes used Rainbow One to help NCS students to read. This learning platform offers various drag-and-drop question components for teaching purposes. A student survey showed 76% of the NCS students agreed that they can learn relevant knowledge by target reading through Rainbow One. • For the English and GS subjects, thematically appropriate E-books were regularly selected for students through Raz Kids in order to consolidate students' subject knowledge and promote reading across the curriculum. Records from the Raz Kids platform showed that 82% of students have used e-readers and online reading resources for reading at home. 	<ul style="list-style-type: none"> • These strategies will be continued. • Students will be able to borrow e-readers to read e-books in Storyland Safari sessions. • iPads will be arranged for students to use to read e-books in library lessons each month. • These strategies will be continued.

Targets	Strategies	Success Criteria	Evaluation	Follow-up
			<ul style="list-style-type: none"> For Maths subject, Maths-related stories were introduced by subject teachers for the students to raise their interest about learning Maths. A teacher survey showed that 75% of the students agreed that they can learn relevant knowledge by target reading 	
	<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 	<ul style="list-style-type: none"> 65% of students can apply advanced searching skills to search information on the Internet 	<ul style="list-style-type: none"> 88% of teachers agree that students can apply advanced searching skills to search information on the Internet This year, our school has effectively embraced collaborative project-based learning by organizing a variety of STEAM experiential activities that integrate technology. Initiatives such as the CoSpaces Education course, Lego Spike Education classes, AI Art design lessons for P.5 and P.6 students, participation in the A.I. Object Recognition Workshop cum Competition hosted by The Hong Kong Polytechnic University, and the Jockey Club "How Memory Sticks 2.0 Memory" Arts Tech and Cultural Education Program have significantly enriched the students' learning experiences. Through these hands-on, project-based activities, students exhibited heightened engagement and enthusiasm as they explored STEAM concepts. The exposure to emerging technologies not only enhanced their understanding but also inspired many students to cultivate an interest in STEAM fields, potentially shaping their future academic and career trajectories. Overall, these collaborative projects have proven to be effective in fostering a dynamic and innovative learning environment. This year's STEAM Day was held over two days and was designed as a large-scale in-school event balancing exhibition and hands-on experience, targeting the whole school community. On both days, the auditorium hosted multiple interactive 	<ul style="list-style-type: none"> Organize Space Discovery Day for students to apply STEAM/AI concepts with different subjects. Conduct school based staff training for teachers on the topic of using AI in the coming academic year. AI concepts should be introduced to students Continue to hold a variety of STEAM activities—such as science events and AI workshops—to

Targets	Strategies	Success Criteria	Evaluation	Follow-up
			<p>booths and games, including drone experiences, robot soccer, shooting games, and gyro battles, allowing students to observe and operate modern technologies and mechanical competitions in an open space. Concurrently, classrooms ran tiered hands-on activities grouped by grade level or ability: lower grades engaged in projects such as building trebuchets and simple generators, while upper grades built mechanical spiders or more advanced powered models—ensuring safety while developing practical skills and design thinking. According to teacher observations and student performance, STEAM Day successfully combined exhibition, experiential learning, and differentiated instruction, increasing whole-school participation and deepening learning. The event not only improved students’ hands-on abilities but also strengthened their understanding of engineering concepts.</p> <ul style="list-style-type: none"> • This year our school joined the “Knowing More About IT in Primary Schools” programme. With its funding, we enhanced STEAM Elite training to address IT knowledge gaps. STEAM Elite is a selective programme for senior students covering design thinking, programming, and hands-on making. Beyond in-school lessons, students took part in off-campus learning, including a visit to the Electrical and Mechanical Services Department to observe engineering practice. Teams also competed in interschool and international events such as the WRO and the Pei Kiu Cup rocket car competition. Our five WRO teams all won gold and our rocket car team placed 1st runner-up—evidence of clear growth in technical skills, strategy, and teamwork. 	<p>boost students’ interest in innovation and technology.</p> <ul style="list-style-type: none"> • Sustain student participation in diverse STEAM programmes and international competitions to broaden their horizons and build confidence.

Targets	Strategies	Success Criteria	Evaluation	Follow-up
	<p>2.2.3 Facilitate cross-curricular projects and lessons that integrate STEAM concepts with other subject areas such as language arts, general studies, or arts education.</p>	<ul style="list-style-type: none"> • 65% of teachers/ students agree that students can apply STEAM concepts in the projects • 65% of teachers/ students agree that students can deepen their STEAM concepts by doing cross-curricular projects 	<ul style="list-style-type: none"> • Panda Delight Celebration project was held in January 2025. Learning activities are diversified such as Panda STEAMcraft, Panda Poop Workshop (GS), Panda Fossil Workshop (GS), Plant Power Workshop(GS), AI Creation Experience (IT), Panda Calligraphy, Panda Storyland (English), Floating on the Water(PE): Panda Habitat Experience and Emotion Card Games were introduced in the project. Students needed to observe and applied problem-solving skills to finish the tasks. • 85% of teachers and 78% of students agreed that students could apply STEAM concepts in the Panda Delight Celebration project. • 82% of teachers and 78% of students agreed that students can deepen their STEAM concepts by doing cross-curricular projects • The cross-curricular project “<i>Making Chinese Lanterns</i>” integrated Mathematics and Visual Arts, allowing students to apply geometric concepts of edges, vertices, and faces in a creative, culturally meaningful activity. By linking the Lantern Festival’s traditions with hands-on construction, the project enhanced engagement, strengthened reading and technology-related competencies, and demonstrated effective STEAM integration. 100% of teachers agree that students showed positive learning outcomes, deepened cultural appreciation, and developed practical skills through this collaborative and innovative approach. 	<p>These strategies will be sustained, and the development of further cross-curricular projects will be actively pursued.</p>