

SIR ELLIS KADOORIE (S) PRIMARY SCHOOL

School Development Plan 2024-27



Sir Ellis Kadoorie (S) Primary School

1. School Vision

Develop fully students' potential;
Equip them with life-long learning skills;
Help them integrate into the local community and;
Develop a global outlook.

2. School Mission

It is our mission to provide a pleasing environment for students to enjoy learning; to enhance their effectiveness in communication and to develop in them a sense of creativity and commitment through a balanced education program which covers ethnical, intellectual, physical, social and aesthetic development.

3. School Motto

"Seize the Day" – We encourage students to treasure every day and make use of the time meaningfully.

4. Core Values

- Provide a balanced curriculum with an emphasis on literacy
- Nurture students to become independent learners to strive for excellence
- Cultivate students' positive values and stretch their potential
- Develop students' generic skills and foster life-long learning.

5. Holistic Review of School Performance

a. Effectiveness of the School Development Plan in the cycle of 2021-2024

	Major Concerns	Targets	Extent of targets achieved e.g.: Fully Achieved; Partly achieved; Not achieved	Follow-up action e.g., Incorporated as routine work; Continue to be major concerns in the next SDP; Others	Remarks
1	To enable students to acquire 21st-century skills, they need to develop a passion for life-long learning and become self-directed learners.	<ul style="list-style-type: none"> To infuse inquiry-based learning skills into the school curriculum To empower students to set learning goals and evaluate the goals set. To promote STEM education To have student-centred classrooms that promote life-long learning 	<p>Inquiry-based learning and goal-setting were fully achieved in core subjects.</p> <p>STEAM education was promoted well to teachers and students and was fully achieved.</p> <p>Student-centred classrooms were often practised, and cooperative learning, such as pair and group work, was used.</p>	<p>Inquiry-based learning and goal-setting strategies will be incorporated as routine work in core subjects.</p> <p>STEAM education will remain a significant focus in the following SDP as it is an essential skill for the 21st century, requiring continuous updates with technological advancements.</p> <p>Follow up action In addition to developing students' inquiry-based learning and goal-setting skills, the school should consider some more essential skills for the 21st Century, including leadership, trilingual language skills, a critical mind for fact, technology-related competencies and a global perspective.</p>	

¹ At the end of a school development cycle, schools should conduct a holistic review of the overall performance in implementing the SDP. The following points should be considered when conducting the review: (1) The effectiveness of the SDP should be evaluated concerning the targets and the corresponding success criteria set; (2) Schools should report on the extent of achievement against the targets and deliberate on the reasons for the level of achievement; and (3) Schools should decide how individual significant concerns are to be followed up if the targets are not fully achieved. They should consider revising the significant concerns with enhanced implementation strategies. For major concerns with targets fully achieved, schools may incorporate them in their routine work or think of further development for the next school development cycle. For details, please refer to paragraph 3.3.1(a) of the related compilation guidelines.

	Major Concerns	Targets	Extent of targets achieved e.g.: Fully Achieved; Partly achieved; Not achieved	Follow-up action e.g., Incorporated as routine work; Continue to be major concerns in the next SDP; Others	Remarks
2.	To nurture our students into Good Kadoorians.	<ul style="list-style-type: none"> ◆ To foster acts with good manners to be able to collaborate. ◆ To develop creativity in students. ◆ To develop students' skills and confidence in communicating with others. ◆ To build a connection to the community and globally. ◆ To build up positive moral values 	<p>The targets were achieved as students generally had good manners and built up positive moral values through the Good Kadoorian Scheme.</p> <p>Students developed their creativity through ECA and post-lesson activities.</p> <p>Through participation in various teams, such as prefects and English /Chinese/ P.T.H./NSE ambassadors, students developed skills and confidence in communicating with others.</p> <p>Students became more aware of the community and the world by participating in various visits, cross-border visits, field trips, etc.</p>	<p>The Good Kadoorians Scheme will be continued in the following SDP as it has proven effective in promoting positive student values and behaviour.</p> <p>A kid-a-job scheme will be continued in the following SDP as it helps build students' responsibility and sense of belonging to the class.</p> <p>Follow up action</p> <ul style="list-style-type: none"> ◆ Students' leadership skills could be developed. ◆ 12 Positive moral values could be covered in the 3-year cycle. ◆ Plans should be carried out to ensure students' mental wellness. ◆ National identity may not be vital for NCS due to racial background, but also for Chinese students who are speaking English as their first language. Hence, students' national identity should be enhanced in the following SDP. ◆ More post-lesson activities must be planned for lower-primary students to expand their interests and develop their talents. 	

b. Based on the reflection against the seven learning goals, conduct a self-evaluation to review how well the school is fostering whole-person development and lifelong learning of students.

Q1. How good is our students' performance in achieving the seven learning goals?	
National identity	The students are from different racial groups, with about 41% Chinese and the rest being from other nationalities, so the students' feeling of belonging to China may not be substantial. National Security Education is promoted through NSE talk every Thursday morning. Students learn about topics related to national security, the Chinese culture and the socio-economic and scientific development of China. Students practised singing the national anthem every month, and more students have become more willing to sing the national anthem during the flag-raising ceremony every Tuesday morning, and they showed proper behaviour during the flag-raising ceremony.
Positive values and attitudes	Students learnt to have positive values and attitudes with the Kadoorian Hero Scheme. Proper values & attitudes such as responsibility, perseverance and diligence are promoted through the scheme, with over 80% of students achieving a Bronze Award or above, and through topics in MCE talks weekly. Students also learnt to be grateful for the love and help given by parents, teachers, staff classmates, or anyone who has provided help to them. Students learnt to be responsible through the classroom's A Kid a Job scheme, being prefects, librarian helpers, flat raising team members, and Chinese, English, P.T.H. and NSE ambassadors. Even though the students have different racial and cultural backgrounds, they could harmonise with each other.
Knowledge of key learning areas	Self-directed learning is promoted in all subjects using flipped classroom, target setting and note-taking. In English subjects, students learn to do self-directed learning through Learning Journal. Research and mind mapping can help students build their vocabulary power and knowledge. Buddy reading can also build good reading habits and help high-ability students help other needy pupils. Self-directed task sheets and challenge corners in worksheets are designed to encourage students to challenge themselves with more difficult questions. In Math and G.S. subjects, there are a lot of learning groups for students. The Math Support Groups can improve students' problem-solving skills. Maths Elite group can help develop students' potential. Teachers teach students how to take notes. This can help students organise thoughts and main ideas learnt from the lesson. STEAM education is actively promoted in our school. LEGO classes and STEAM workshops were organised for both students and teachers. Teachers train potential students to join competitions. These STEAM activities develop students' science, technology, engineering, mathematics, problem-solving, and team spirit skills. Morning and after-school reading sessions are arranged by the librarian. This can help to develop students' reading habits. There are a lot of activities, such as Chinese Wednesday, flower market visits, Chinese poetry reading, etc. These activities can help build students' National identity and cultivate language and communication skills.
Language skills	Student ambassadors were recruited to conduct different activities while developing their presentation skills. Chinese ambassadors were keen on carrying out their duties to guide their schoolmates in reading the key vocabulary items based on designated themes. English ambassadors were recruited to conduct English game booths to promote the learning of English language acquisition. Putonghua ambassadors demonstrated their proactive role in assisting the Chinese Culture Day before Chinese New Year. Basic Law Campus Ambassadors were active in conducting the weekly flag-raising ceremony and NSE talk in the morning assembly. Students did well in the Hong Kong Schools Speech Festivals and Time to Talk Public Speaking Competition.
Generic skills	Different tasks and assignments are designed to build up students' generic skills. By completing Chinese New Year Holiday assignment, students were able to carry out researches to learn about famous Kung Fun Star - Bruce Lee. Students agreed that STEAM Elite Group

Reading and
information
literacy

could nurture positive value and gain problem-solving skills by conducting coding activities. Collaborative learning activities are also promoted to enhance students' confidence and ability to share their experiences. For ECA lessons, most students enjoyed being creative and nurturing creativity. Students got good results in STEAM competitions organised by other schools. Students performed well in the WHATSAPP Sticker Design Competition organised by the school and showed their VA talent, IT skills and creativity.

NET and teacher librarian conduct morning reading sessions for each level, respectively. Storyland Safari workshops are organised after school to arouse students' interest in reading. Rainbow One Online Platform is procured to provide additional support to enhance students' reading skills. For P.1, P.2 and P.6, students could read 2 e-books created by Chinese subject teachers, whereas P.3 teachers were invited to create another series of e-books with the Hong Kong Taoist Association Wun Tsuen School through the QTN project this year. A Chinese Buddy Reading Programme enriches P.1-2 students' reading atmosphere. The Raz-Kids platform is procured to provide additional reading materials to help students acquire knowledge across the curriculum. For Holiday Assignment, students are encouraged to read books related to the themes of different topics.

Healthy
lifestyle

In V.A. and P.E. subjects, elite groups and post-lesson groups (school athletic team, soccer, basketball, rope-skipping team) can help develop students' potential and abilities and healthy exercise lifestyle. The SportACT program was joined to encourage students to exercise regularly. The Fitness Award Scheme was also joined to challenge students to keep fit by setting targets in 9-minute runs, 1-minute sit-ups, sit-and-reachs, etc.

Q2. How good is my school in enriching students' learning experiences for their whole-person development and lifelong learning?

Our school identifies students' varied needs through APASO, stakeholder surveys, pupils' academic performances, and teachers' observations of pupils' daily performance. The school uses various strategies such as MCE Talk, the whole school approach programme, UAP, life planning, and ECA to facilitate the development of the pupils' whole person. Students learn self-management skills by writing homework in their Students' Diary daily and setting personal goals for learning major subjects such as English dictation and Chinese reading. P.6 students learnt interviewing and life-planning skills through talks and participation in the Graduation Tour to the Greater Bay Area. The UAP programme, visits and social services are arranged for P.4-6 students to cater to students' social needs. To support SEN pupils, we arranged extra manpower such as SEN Teachers and teaching assistants during lessons. Besides, we have arranged a Speech Therapy Programme, Study Skills Group, Social Skills Training Group, Jockey Club Active Kids Project, School-based Educational Psychologist Service and post-lesson Chinese, English and Mathematics lessons to support pupils.

Our school promotes various skills to meet our students' learning needs and support their holistic development. We emphasised generic skills like cooperation, encouraging students to confidently engage in discussions and present their ideas. Self-directed learning skills were emphasised, allowing students to set goals, manage their time, and explore topics of interest. Inquiry-based learning fostered curiosity and independent thinking through investigations and hands-on experiences. Note-taking skills were taught to help students organise information effectively by using graphic organisers. The flipped classroom model allowed students to review materials at home and engage in interactive activities during class. These approaches created a dynamic learning environment that supported students' whole-person development.

Positive values are embedded in core subjects like Chinese, English, General Studies, and moral and civil education to foster students' holistic growth. For instance, in Chinese classes, students may explore stories that teach empathy and respect. In English, literature can promote values like global citizenship, environmental awareness and responsibility. In GS, discussions on current affairs can cultivate civic responsibility, Chinese culture and NSE.

Organising educational visits, outings, workshops, and talks beyond the classroom can help students achieve the seven learning goals. These activities foster an appreciation for proper values, attitudes, and Chinese culture while promoting respect for diversity. They also facilitate the development of a broad knowledge base, understanding of contemporary issues, and proficiency in bi-literate and trilingual communication. Furthermore, students acquire generic skills, become independent learners, and ethically use information technology. They gain self-awareness, set personal goals, and lead healthy lifestyles through active engagement in physical and aesthetic activities.

Strategies such as setting graded worksheets and quizzes, amending teaching strategies through CLP meetings, adjusting learning materials, and designing various assignments (including holiday assignments) can be implemented to cater to learner diversity. These approaches ensure that students receive appropriate content and support tailored to their abilities. Regular collaboration among teachers helps refine instructional methods based on student feedback. Modifications to learning materials and the inclusion of diverse resources cater to different learning styles. Varied assignment types promote individuality and creativity, allowing students to demonstrate their understanding in multiple ways.

By analysing the TSA report, teachers can identify students' weaknesses and make necessary adjustments to assignments and teaching strategies. This allows for a targeted approach to strengthen the curriculum and meet the specific learning needs of students. The TSA report provides valuable insights into areas where students may require additional support or intervention. Teachers can use this information to tailor their instruction, develop targeted assignments, and implement effective teaching strategies to address the identified weaknesses. This data-driven approach ensures that students receive the necessary support and enables continuous improvement in the educational process.

Q3. How good is my school in leading its continuous improvement and development for students' whole-person development and lifelong learning?

The school management leads the staff in building and realising a shared vision for the school's sustainable development. The management team could source external support to effectively coordinate and implement various tasks. The self-evaluation mechanism functioned effectively. During the policy formulation process, the school sought input from various stakeholders and ensured that they received regular updates on the school's status. The school followed the P-I-E cycle to continuously monitor the effectiveness of the programs. The school increased the transparency of its operation and management and enhanced its accountability. All school plans and reports were uploaded to our school website and opened to the public. Additionally, it could gather their opinions to improve the school's accountability and transparency in its operations and management. The school was able to set appropriate development priorities to facilitate students' whole-person development and life-long learning. The school closely monitors the progress of subject panels and committees in implementing these tasks and efficiently utilises resources. It also evaluates the effectiveness of their work. Subject panels and committees provide regular updates, enabling the school management to utilize their reports and evaluation data for reviewing and analysing the implementation of the annual school plan. Moreover, they assessed student performance regarding knowledge, skills, values, and attitudes against the set targets. This allows the school management to adjust strategies and resource allocation timely, ensuring steady progress towards the desired objectives. Clear work allocation, implementation and success criteria are clearly described in the Annual School Plan. The school efficiently utilises self-evaluation tools, analyzing subject panel and committee findings, addressing inspection recommendations, and reflecting on work effectiveness. This fosters a self-evaluation culture. Teachers and students strive for excellence, driving continuous improvement and sustainable development. The school and middle managers are equipped with professional knowledge and keep abreast of the latest trends through continuous learning and training. They can carry out their planning, coordinating, and monitoring functions.

c. How Can My School Be Better

What are my students' needs? Our students are advised to need the following training:

1. **STEAM Education:** Students urgently need STEAM (Science, Technology, Engineering, Arts, and Mathematics) education to equip them with the necessary skills for the rapidly evolving technological landscape. This will foster their creativity, critical thinking, and problem-solving abilities.
2. **Global Perspective and Empathy:** Students face a shortage in world vision, hindering their ability to develop a global perspective, empathy, and an understanding of diverse cultures and issues. Providing opportunities for outings and experiential learning can help students engage with the broader community and cultivate a more comprehensive worldview.
3. **Positive Values and Character Development:** Incorporating positive values, such as empathy, respect, integrity, responsibility, and perseverance, into the education process helps students develop constructive and ethical character traits. This supports their holistic development, enabling them to become responsible, resilient, and engaged individuals.
4. **Critical Thinking and Social Responsibility:** Students need opportunities to engage in discussions and experiences that promote critical thinking about right and wrong, social responsibility, and the consequences of their actions. This will empower them to navigate the complexities of the modern world.
5. **Community Engagement and Civic Participation:** Students should be allowed to engage in community service, volunteering, and civic participation. This will help them develop a sense of social responsibility and an understanding of their role as active citizens.
6. **Mental Well-being and Work-Life Balance:** Students must learn how to manage stress, maintain mental well-being, and find a healthy work-life balance to support their overall development and success.
7. **Positive Mindset and Self-Belief:** Students must cultivate a positive, growth-oriented mindset that fosters self-belief, motivation, and a desire to learn and improve.
8. **Balanced Literacy and Numeracy Development:** Students need to develop strong skills in Chinese, English, and Mathematics, including reading, writing, vocabulary, mental arithmetic, and problem-solving.
9. **Interdisciplinary Learning and Authentic Experiences:** Students should be exposed to various subjects, including General Studies, Physical Arts, and STEAM, to broaden their perspectives and connect their learning to real-world applications.
10. **Digital Literacy and Ethical Technology Use:** Students need to develop the skills and values to navigate the digital world, including the ability to critically evaluate information, protect themselves, and use technology ethically.

What is my school's capacity for continuous improvement and development?

The school emphasises valuing diverse perspectives within its community. It actively seeks stakeholder feedback through customised surveys to assess the effectiveness of its plans and continuously improve practices, fostering a culture of growth.

The teachers demonstrate enthusiasm, adaptability, and a strong sense of belonging, creating a positive and nurturing environment. Their dedication to teamwork and collaboration is evident in their willingness to go the extra mile for students.

There are different schemes to keep the school for continuous improvement and development.

Stakeholder Survey:

It refers to conducting a comprehensive survey to gather feedback from various stakeholders, including parents, students, teachers, and community members. The study is designed to assess satisfaction levels, identify areas of improvement, and gather suggestions for enhancing the overall school experience. After analysing the survey results, it facilitates the development of action plans based on the feedback received.

APASO:

It refers to implanting a robust system for tracking and documenting students' developmental progress. This system should include academic and non-academic aspects, such as social-emotional development, extracurricular activities, and personal growth. It is important to update the developmental records regularly and review them to identify areas where additional support or interventions may be required.

Elevation in Quantitative and Quality:

It is important to set clear goals and targets for improving academic performance and the overall quality of education in the school. Developing strategies include enhancing teaching methodologies, curriculum design, and assessment practices. It can provide targeted support to students who are struggling academically and implement interventions to address specific areas of improvement.

Professional Development:

It is necessary to support teachers in identifying their individual professional development goals and aspirations. It should provide opportunities for teachers to engage in self-reflection, action research, and peer observation to improve their teaching practices. Moreover, it can encourage forming professional learning communities where teachers can share ideas, collaborate, and learn from each other.

The school benefits from government funding and support, and it provides diverse post-lesson activities to help students develop a sense of belonging and self-esteem. The school organises different visiting activities to let students get to know the community. As a school with a diverse culture, the students' inclusiveness and respect for other cultures have created a harmonious school environment. The school offers a variety of activities for students to participate in and also provides opportunities for potential students to showcase their talents, such as graduation ceremony performances and visual arts exhibitions.

What are the development priorities of my school for enhancing the whole-person development and lifelong learning of my students?

The key development priorities of our school to enhance the whole-person development and lifelong learning of students include:

1. Fostering National Identity and Belonging:
 - Cultivate students' sense of national identity and understanding of Chinese culture through national education and national security education.
2. Promoting Mental Health and Wellbeing:
 - Provide mental health education to equip students with emotional intelligence, self-awareness, and empathy, enabling them to navigate challenges and build healthy relationships.
 - Support students' overall well-being, including physical, mental, and social/spiritual dimensions, to facilitate personal growth and effective learning.
3. Strengthening STEAM Education:
 - Equip students with the necessary skills for the evolving technological landscape, fostering their creativity, critical thinking, and problem-solving abilities.
4. Cultivating a Culture of Lifelong Learning:
 - Empower students to become self-motivated, adaptable, and curious through blended and self-directed learning practices.
 - Encourage critical thinking and problem-solving skills across multiple disciplines, focusing on promoting an interdisciplinary STEAM curriculum.
 - Incorporate life-wide learning and service experiences to foster empathy and understanding of diverse backgrounds.
5. Enhancing Chinese and English Language Proficiency:
 - Broaden the scope of reading in Chinese and English subjects to include diverse genres and topics.
 - Strengthen students' habit of sharing and discussing their reading experiences with peers.
6. Developing Practical and Hands-on Skills:
 - Offer more courses and activities to cultivate students' interests and hobbies in arts, sports, and life skills.
 - Enhance students' mental arithmetic, current affairs knowledge, and ability to express and appreciate their learning.

7. Continuous Professional Development for Teachers:

- Provide ongoing training opportunities, such as STEAM workshops and SEN courses, to enhance teachers' skills and knowledge.
- Encourage teachers to pursue advanced degrees, certifications, and specialised training.

8. Collaboration with Stakeholders:

- Seek support from parents, alumni, and other stakeholders for the school's and its students' continuous development.

9. Strategic Resource Allocation:

- Allocate resources, such as funding, to enhance student learning, including recruiting additional teachers or teaching assistants for support.

Overall, our school's development priorities focus on nurturing well-rounded individuals with a strong national identity, mental well-being, STEAM skills, a lifelong learning mindset, and practical competencies while supporting teachers' continuous professional growth and collaborating with various stakeholders.

6. Major Concerns for 2024/25 – 2026/27 School Development Cycle

- Based on the above holistic review of school performance, the major concerns in order of priority are:

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

School Development Plan (2024/25 – 2026/27)

Major Concerns	Targets	Time Scale			Outline of strategies	Seven Learning Goals (Related Learning Goals of Primary Ed)
		Year 1	Year 2	Year 3		
1. To nurture our students into invigorating and revitalising individuals.	◆ To cultivate national identity and positive values	✓	✓	✓	<ul style="list-style-type: none"> ● To instil a strong sense of national identity and pride in students, helping them develop an appreciation for our country's history, culture, and values ● To nurture students' 12 priority values and attitudes ● Encourage students to adopt a growth mindset, resilience, and a commitment to lifelong learning and self-improvement. 	<ul style="list-style-type: none"> ● National identity ● Proper values and attitudes
		✓	✓	✓		
		✓	✓	✓		
	◆ To develop students' comprehensive knowledge and skills	✓	✓	✓	<ul style="list-style-type: none"> ● Incorporate project-based or theme-based learning, where students can design, create, and present their own projects, fostering creativity and problem-solving skills. ● Organize field trips and guest speaker sessions that demonstrate the real-world applications of the learned concepts. ● Equip students with problem-solving skills that are relevant to real-world challenges and future career prospects, 	<ul style="list-style-type: none"> ● Knowledge of key learning areas
		✓	✓	✓		
				✓		

Major Concerns	Targets	Time Scale			Outline of strategies	Seven Learning Goals (Related Learning Goals of Primary Ed)
		Year 1	Year 2	Year 3		
	◆ To cultivate essential generic skills to enable students to develop adaptability and leaders who can navigate the complexities of the modern world.	✓	✓	✓	<ul style="list-style-type: none"> ● 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 ● Create student leadership roles and opportunities with the school that allow students to apply their leadership skills in real-world settings. ● Invite guest speakers and successful leaders to share their experiences and insights, providing our students with inspiration and role models. 	● Generic skills
	◆ To spark hope and joy in learning	✓	✓	✓	<ul style="list-style-type: none"> ● Recognize small achievements, foster gratitude and appreciation practices, and celebrate successes to cultivate joy, hope, and a love of learning to promote positive mindsets. ● Integrate mindfulness to help students manage stress, build resilience, develop self-awareness, set goals, and engage in self-reflection for personal growth. 	● Healthy lifestyle

Schools could promote Values Education through nurturing in their students the twelve priority values and attitudes: "Perseverance", "Respect for Others", "Responsibility", "National Identity", "Commitment", "Integrity", "Benevolence" (Optimised in December 2023), "Law-abidingness", "Empathy", "Diligence"(Newly added in November 2021), "Unity" and "Filial Piety" (Newly added in December 2023).

Major Concerns	Targets	Time Scale			Outline of strategies	Seven Learning Goals (Related Learning Goals of Primary Ed)
		Year 1	Year 2	Year 3		
2. To enable students to acquire essential skills for the 21st century.	1. To develop students' trilingual language skill	✓	✓	✓	<ul style="list-style-type: none"> To facilitate students with presentation skills to present their ideas in English, Chinese and Putonghua in their lessons. Role-playing and group discussions are encouraged. To facilitate students with presentation, group discussion and interview skills. 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. 	● Language skills
	2. To enhance reading and technology-related competency	✓	✓	✓	<ul style="list-style-type: none"> Integrate and encourage reading in various subjects Encourage students to collaborate on STEAM-focused projects, where they can share information, exchange ideas, and learn from one another. Facilitate cross-curricular projects and lessons that integrate STEAM concepts with other subject areas such as language arts, general studies, or arts education. 	● Reading and information literacy

All along, school work has always been related to the seven learning goals. Schools could consider how the major concerns relate to the seven learning goals and list the related learning goal(s) in this column when setting major concerns. Apart from the major concerns, schools should help students achieve the seven learning goals to foster their whole-person development and lifelong learning through routine work, which does not need to be recorded in the SDP. The 7 learning goals are: National Identity, Positive values and attitudes, Knowledge of Key Learning Areas, Language Skills, Generic Skills, Reading and Information Literacy, and Healthy Lifestyle.