



Sir Ellis Kadoorie (S) Primary School

School Report 2020-21



Content

1	Our School	Page 3
1.1	School Vision	
1.2	School Mission	
1.3	School Motto	
1.4	School History	
1.5	The School Management Committee	
1.6	School Organization	
2	Our Teachers	Page 5
2.1	Staff Establishment	
2.2	Qualification of Teachers	
2.3	Language Proficiency of English and PTH Teachers	
2.4	Teaching Experience of Teachers	
3	Our Students	Page 6
3.1	Class Structure	
3.2	Enrollment	
3.3	Ethnicity of Students	
3.4	No. of School Days	
3.5	Attendance	
4	Achievements and Reflection on Major Concerns	Page 7
4.1	Major Concern 1	
4.2	Major Concern 2	
4.3	Major Concern 3	
5	Our Learning and Teaching	Page 16
5.1	Learning Time of Key Learning Area	
5.2	Subject Activities of 4 core subjects	
5.3	Campus TV	
5.4	New Projects	
5.5	School-based support services	
5.6	Holiday Assignment	
5.7	SEK Got Talent	

6	Support for Student Development – School Activities	Page 24
6.1	Co-curricular Activities and Post-lesson Activities	
6.2	Major School Events	
7	Support for Student Development – Whole-person Development	Page 27
7.1	Moral and Civic Education	
7.2	Educational seminars for students	
7.3	Whole School Approach to Guidance and Counseling	
7.4	Understanding Adolescent Project	
7.5	P.1 Transition Programme	
7.6	P.6 Transition Programme	
7.7	Summer Bridging Programme for Non-Chinese Students	
7.8	Support for Newly Arrived Children	
8	Support Services for Students with Special Educational Needs	Page 30
8.1	Intensive Remedial Support	
9	Connection with Parents, Alumni and Other schools	Page 35
9.1	Parent-Teacher Association	
9.2	The Alumni Association	
9.3	Connection with Kindergartens	
10	Student Performance	Page 37
10.1	Results of Secondary Schools Places Allocation	
10.2	Scholarships	
10.3	Results in Inter-school Competitions	
11	Major Concerns for 2021-2024	Page 41

Part 1 Our School

1.1 School Vision

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

1.2 School Mission

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

1.3 School Motto

"Seize The Day" -- Students are encouraged to treasure time and make use of it meaningfully.

1.4 School History

Our school was named "The Ellis Kadoorie School for Indians" when it was set up in 1891 by Sir Ellis Kadoorie, an Indian. It was the first school in Hong Kong where Hindi and Urdu languages were introduced. Over the years, our school has offered great care and concern to students and parents so that students can adapt to the local education system and integrate into the community. At one time it was run in A.M. & P.M. sessions. It was upgraded to Form One in 1959-1960 and then to Form Five in 1978-1979. In 1980-1981, it was separated into Primary and Secondary schools under two school heads but both were still housed in the same building sharing the same playground. The majority of the primary graduates were promoted to Sir Ellis Kadoorie Secondary School. Due to the increasing demand for seats in both Primary and Secondary sections, the Secondary School moved to West Kowloon in September, 2000. The Primary Section has occupied the whole school premises in Sookunpo, Causeway Bay since 2000.

1.5 The School Management Committee

The School Management Committee has been set up since 1999. School policies were discussed and endorsed in the meetings to ensure quality education for all the students.

Chairman :	Ms. SO Yuen-yi, PAS (KGE_ST)	
Headmistress :	Ms. YU Hing-yin	
Independent Members :	Dr. Andrew YU	Ms. Charlotte CHIU
Parent Members :	Mrs. Zinnia JONES	Mrs. Icha WILSON
Alumni Members :	Dr. HO Kam-tak	Mr. MOHAMMAD
	Camille	Kamran
Teacher Members :	Ms. FUNG Wan-shuen	Ms. YIU Wai-sum

Part 2 Our Teachers

2.1 Staff Establishment

Total number of teaching staff: 45

2.2 Qualification of Teachers

Qualifications	Teaching Training	Bachelor Degree	Master degree	Special Education Training
Percentage	100%	100%	18%	35%

2.3 Language Proficiency of English and PTH Teachers

Qualifications	Language Proficiency of English teachers	Language Proficiency of Putonghua teachers
Percentage	100%	100%

2.4 Teaching Experience of Teachers

Years of Teaching Experience	0-4	5-9	10 or above
Percentage	21%	9%	70%

Part 3 Our Students

3.1 Class Structure

Level	P1	P2	P3	P4	P5	P6	Total
No. of Classes	3	3	4	4	3	3	20

3.2 Enrollment

Level	P1	P2	P3	P4	P5	P6	Total
Boys	28	38	43	45	43	31	228
Girls	30	24	32	39	30	23	178
Total	58	62	75	84	73	54	406

3.3 Ethnicity of Students

Country of Origin	Percentage
Chinese	44%
Pakistani	13.5%
Filipino	13%
Indian	11%
Indonesian	3.5%
Vietnamese	3.5%
Nepalese	2%
Others (American, Australian, English, Canadians Japanese, Korean, Thai and African)	9.5%

3.4 No. of School Days

Level	1 st term		2 nd term		Total
	Real-time online lessons	On campus lessons	Real-time online lessons	On campus lessons	
P.1	56	41	49	49	195
P.2	60	37	49	49	195
P.3	60	37	49	49	195
P.4	53	44	49	49	195
P.5	49	48	12	86	195
P.6	46	51	7	91	195

3.5 Attendance (at school campus)

Level	P1	P2	P3	P4	P5	P6	All Levels
Percentage	94.6%	94.8%	96.7%	94.8%	95.5%	95.8%	95.4%

Part 4 Achievements and Reflection on Major Concerns

(Annual School Plan 2020-2021)

4.1 Major Concern 1: To enhance teaching and learning effectiveness through self-directed learning

Achievements
<p>Target 1: To enhance students' self-directed learning strategies and study skills</p> <p>The target is achieved.</p> <p>(1) For core subjects, self-directed learning tasks (online preparation tasks, pre-lesson worksheets, mini projects) were prepared and done in all levels.</p> <p>(2) 92% of teachers made use of e-resources (E platform such as MS365, Padlets) to prepare assignments for learning. It was observed that students are able to complete the tasks and collecting necessary information/ materials for self-directed learning tasks.</p> <ul style="list-style-type: none">a. Christmas Holiday Challenge, Chinese New Year Projects are good examples of self-directed learning tasks.b. High-order thinking skills were enhanced in the projects: students explored possible possibilities and explained reasons to support their choicesc. 85% of students were able to do self-reflections and self- evaluations in most subjects. Students of lower primary levels were able to reflect verbally in class whereas, more abled students were able to write paragraphs to explain themselves.d. 92% of teachers agreed that student's generic skills and study skills were developed.e. It was observed that some students were not confident enough to do presentations in lessons, especially when using Chinese for presentations.

Achievements

Target 2: To improve students' reading habit

The target is partially achieved.

- (1) 50% of students were able to complete the "My Joyful Reading" book records and write comments regularly. Due to the restrictions under the pandemic, students were not allowed to borrow books for home reading. Besides, public libraries were closed. Students had less chance than usual to have books for home reading.
- (2) The use of E-reading platforms are encouraged. 75% of students joined the HK EDCITY's reading scheme. They read books regularly. Students were very eager to read online books.
- (3) Cross curricular reading was incorporated into Christmas and CNY holiday assignments. Students shown great interest in the reading and positive feedbacks were gathered from their assignments. Students were able to further elaborate contents and concepts of the stories they read.
- (4) Book displays were not done due to anti-epidemic restrictions. However, book recommendations were done during library lessons by school librarian. 60% of students enjoyed different varieties of books recommended.
- (5) Campus TV was used as a channel for Library Subject for book recommendation. 70% of students shown interest in the broadcast and feedbacks were collected.

Achievements

Target 3: To enhance teachers' professional knowledge on self-directed learning

The target is achieved.

- (1) Experiential workshops were held for teachers in the second term. Through learning by doing, 97% of teachers showed great effort and good team work together. A reflection task was done by teachers.
- (2) Workshops on "Storytelling across the curriculum" and "Enhancing explanation and explanation with mathematics apps" were arranged for teachers. Teachers reflected that the workshops were useful for their teaching.
- (3) The school is engaged in a number of support program, namely:
 - a. Chinese support program (P5) - Enhancing the NCS ability to learn Chinese through designing and adapting the school-based curriculum.
 - b. STEM support program (P4) - SDL as a strategy to promote STEM Education
 - c. Math support program (P5) - Catering for cultural and linguistically diverse learners in primary mathematics classrooms
 - d. Math Learning Community - Designing of different assessment tasks and questions to cater for learning diversity and develop students' SDL capabilities
 - e. SDL strategies and self-reflective learning elements were discussed in CLP and were carried out in teaching

Reflections for Major Concern 1

Follow-up actions:

- (1) Self-directed learning tasks and self-reflection habits will be incorporated as routine work.
- (2) More open-ended question will be asked to practice high order thinking skills whereas students will be encouraged to give reasons to explain and elaborate their answers.
- (3) Positive and encouraging experiences should be created so as to boost confidence in students for presentation, thus thinking strategies and presentation skills should be incorporated in daily teaching activities.
- (4) Theme-based books display will be incorporated as routine work.
- (5) Book recommendation sessions will be incorporated as routine work.
- (6) Cross-curricular subject reading programs are suggested to be arranged in the coming years.
- (7) School-based support services for teachers' professional development will be continued.
- (8) Core subject experience sharing meetings and cross subjects meeting will be incorporated as routine work to strengthen teachers' professional development.

4.2 Major Concern 2: To Cultivate students' positive values on Gratitude

Achievements

Target 1: To foster students with the positive attitude on reporting the truth to personnel around them.

The target was partially achieved.

- (1) 90% of teachers agreed that the modeling approach helped in building students' positive value on 'Honesty'
- (2) "Honesty" was the main theme for Moral and Civic Education this year.
 - a. Workshops and educational talks were conducted with "Honesty" as the theme. It was observed that students were able to understand the concept. LEAP (Life Education Activity Program) workshops with the topics "Cyber safe" and "Cyber smart" were arranged in the to further enhanced student's awareness of being honest.
 - b. Campus TV broadcast was not done in the first term due to suspension of on campus lessons. The presentation style for Campus TV broadcast was amended in the second term. Teacher / Student interaction was done on the e-platform instead of face to face debriefing during class hours.
 - c. Video clips with the theme "honesty" were produced and broadcasted via campus TV in the second term to promote the importance of being honest, followed by e-worksheets for the purpose of evaluation and collecting feedbacks.

- (3) More than 80% of students achieved the targets related to 'Honesty' and agreed that the related activities and award schemes could reinforce them to show 'Honesty in Communications' and 'Honesty in Conduct' in everyday life.
- a. Class teachers explained to students and set target for achievement at the beginning of the school year.
 - b. It was observed that students were able to tell the importance of being honest.
 - c. Worksheets were designed for students to reflect on the topic "honesty" in MCE lessons. Students were able to explain and elaborate on the worksheets.
- (4) The core value of honesty was incorporated in English and Chinese writing exercises, and MCE lessons. Pupils reflected their behavior on being honest in their writing. Good works were shared in the lessons and hence the value of honesty was boosted in the class.
- (5) Assemblies were not held due to epidemic measures taken; Special time-tabling were arranged thus not much time were allowed for assemblies.
- a. "Honest Kid" programme was implemented when face-to-face class resumed. This was incorporated in the school-based award scheme as well. Students were highly motivated in the scheme as chops and certificates were awarded to students with good performance.

Achievements

Target 2: To foster students with the positive attitude on reporting the truth to personnel around them.

The target was achieved.

- (1) 90% of teachers agreed that the cross-curricular approach helps enhance students' awareness on the core value.
- (2) Books about honesty were recommended to P.1-P.3 students in the library lesson in the 1st term.
- (3) P.4-P.6 students shared their reflections on stories about honesty in the 2nd term. Both the speakers and the listeners were aware of the core value of honesty

Reflections for Major Concern 2

- (1) Pupils will be encouraged to share their reflections of being honest and other positive behaviors in their daily occasions.
- (2) Assembly time will be allocated for pupils to share their experiences so as to enhance their awareness on the core value of honesty.
- (3) Honesty, or other moral and civic education topics can be set as topics for writing and reading in different subjects. Articles can be selected for display, publications or any other follow-up activities.

4.3 Major Concern 3: To enhance parents' involvement in parent education

Achievements

Target 1: To raise parents' expectation on students' studies

The target is partially achieved.

- (1) Face-to-face parent talks were not conducted due to the epidemic. Besides, the school had difficulties to find suitable speakers to provide the online talks for parents.
- (2) Parents were invited to give comments on Chinese Writing and English Writing, Christmas and Chinese New Year Assignments, and GS projects as well.
- (3) Parents were also invited to give ratings and comments in Maths Level Award Scheme.
- (4) 76% of parents showed their concern in the academic performance of their child and knew more about the academic requirements of the core subjects.
- (5) Due to the pandemic, students were not allowed to borrow books for home reading. Hence, Parent-child Co-reading Card was not conducted as scheduled.

Target 2: To enhance parenting skills on providing a healthy life to their children

The target is partially achieved.

- (1) Parent Academy was implemented to promote positive value on parents' aspect.
- (2) Online parent workshops or talks were arranged due to anti-epidemic measures to be taken:
 - a. Take care of emotional health
 - b. Health Talk on spine protection and back pain relief How to practice mindfulness at home
 - c. Essential keys for better communication Zentangle Workshop
 - d. Using board games to enhance parent-child bonding
 - e. Healthy cooking methods and cooking demonstrations
- (3) The activity "Tea with Headmistress" was replaced by online workshops. The headmistress joined the online workshops together with parents instead.
- (4) Parent exercise sessions were not organized due to anti-epidemic measures to be taken at school.

Reflections for Major Concern 3

Follow-up action

- (1) Our school and the PTA will arrange workshops and talks for parents on helping children with their study. These talks or workshops will be conducted on a regular basis.
 - a. Inviting parents to give comments on their child's writing work will be conducted as a routine work.
 - b. Student Affair administrative stream will continue to organize activities to remind parents of the importance of providing healthy life to their children. The PTA will organize parent workshops or talks using the Home School Cooperation grant to enhance parenting skills in these areas.

Part 5 Learning and Teaching

5.1 Lesson Time Allocation of Key Learning Area

Subject	%
Chinese Language Education	
● Chinese	20%
● Putonghua	2%
English Language Education	20%
Mathematics Education	18%
Personal, Social and humanities Education	
● General Studies	10%
● Information Technology	2%
● Moral and Civic Education	2%
● Library studies	2%
● Others (including Co-curricular Activities, learning support etc.)	12%
Arts Education	
● Visual Arts	4%
● Music	4%
Physical Education	4%
Total	100%

5.2 Subject Activities of Core Subjects

5.2.1 Chinese

- a. 本年度共有八位學生參加第七十二屆香港學校朗誦節中文朗誦比賽。比賽成績一位學生獲得季軍，四位獲優良獎狀，四位獲良好獎狀。
- b. 中文科與視藝科合作，於五月至六月期間舉辦以「我的校園」為主題的「一百三十周年校慶中文科徵文比賽」，讓學生欣賞校園環境，並增加其對學校的歸屬感。
- c. 三年級學生六月進行中華文化主題活動：《中國歷史人物—王羲之》，學生學習歷史人物王羲之及文房四寶，並完成書法練習。佳作於校園電視台展出，並上載校園網頁。
- d. 拍攝校園電視台節目，主題分別為校際朗誦節參賽片段及得獎者分享，誠實(訪問及圖書閱讀)，中國傳統節日(端午節)。
- e. 配合「SEK GOT Talent」，學生學習誦詩技巧後，上載自行拍攝的短片，讓同學投票。5A 班葉志翹拍攝的短片成為最受學生喜愛之作品。
- f. 六年級學生於上學期進行「中國傳統藝術」的活動，認識中國傳統藝術如面譜藝術、剪紙、粵劇等，加深對中國傳統文化的認識。
- g. 本年度參加「教育局學校網絡支援計劃」，香港道教聯合會雲泉學校的支援團隊到校與教授小六非華語班的老師進行會議，以寫作及設計電子書為主題，為小六非華語班學生設計相關的自主學習活動及進行備課。支援團隊與科任老師一起設計了有關實用文及說明文寫作教學的自主學習課業及以偵探故事為主題的電子書。透過圖式寫作，學生更容易明白文章結構，從而提升他們的寫作能力。學生對於運用電子書學習感興趣，加上題材新穎，再配以不同的語文遊戲，大大提升了非華語學生學習中文的興趣。

5.2.2 English

- a. This is the second year of implementation of Grant Scheme on Promoting Effective English Language Learning in Primary Schools (PEEGS). The programme was implemented in P.2 with the themes on 'Love Our Living Place' and 'Wonderful Time'. The topics for P.3 were 'Food Lovers' and 'Racial Harmony'.
- b. All pupils joined the 25th Hong Kong Professional Teachers' Union Penmanship Competition 2020-2021.
- c. 56 pupils entered the 72nd Hong Kong Schools Speech Festival - Solo Verse Speaking. 2 students got the 2nd position and 3 got the 3rd position. 49 of them got merit.
- d. Error Hunt Competition and Reading Challenge were implemented in the first term to arouse pupils' grammatical and spellings awareness.
- e. 130th Anniversary Writing Competition was conducted. 50 pieces of writing were received from students.
- f. A writing competition was arranged for P.6 students under the topic 'honesty' in align with the major concern on 'Honesty'.
- g. 12 students joined the Language Out Loud Competition (LOL) organized by Think Series.

5.2.3 Mathematics

- a. Fun with Maths! was conducted through MS365 Platform in February. The average response rate of joining the activity online was 83.8% with P.1 and P.2 reaching 86% or above.
- b. Multiplication Table Competition was held in March through Kahoot platform.
- c. A self-directed learning activity named Class-based Speed Calculation Competition was held in June. Students set target and do self-evaluation before and after the competition.
- d. Tuesday Maths Exercise was conducted as a weekly exercise during Maths lessons for all levels which focused on the four operations practice.
- e. Inter-class Super 24 inter-class Competition was conducted for P.5 pupils in June.
- f. The Nonogram Challenge was held for P.1-P.3 and P.4-P.6 pupils respectively to celebrate the school 130th Anniversary.
- g. Level-based Award Scheme is a newly-designed self-learning scheme. Tasks were designed to enhance pupils' skill in the target topic.
- h. 8 students from P.5 to P.6 were selected to join the Maths Elite group. Training was provided for these Maths Elite pupils for high order thinking and problem-solving skills.
- i. Two phases of 'Super 24 Challenge' were carried out in the first term. Total number of participants were 109 and 130 respectively.

5.2.4 General Studies

- a. News sharing for P.1-6 was conducted once every two weeks. A News Challenge was set in MS 365 platform for P.4-6 students.
- b. P.4-P.6 students joined the HKEdCity TVNews Award Scheme to raise their awareness of social issues.
- c. Our school joined the “One Person, One Flower” Scheme organized by Leisure and Cultural Department to cultivate students’ interests in growing plants.
- d. P.1-3 students joined L.E.A.P. Programme in June and learnt about Healthy Heroes (P.1), Nutrition Ignition (P.2) and Body Systems Go (P.3)

5.3 Campus TV

5.3.1 To promote self-directed learning, "Campus TV Challenge" was carried out. Students were encouraged to watch the programmes and answered questions regarding the program and submit their answers to the MS365 platform. Reward chops were given out to students who get high marks in the "Campus TV Challenge" game.

Channel/Subject	Programme Topics
English	<ul style="list-style-type: none">Speech Festival - Winner's RecitalLanguage Out Loud (LOL)
Maths	<ul style="list-style-type: none">A Math Story "How Big is the Bed"
Chinese	<ul style="list-style-type: none">Speech Festival - Winner's Recital誠實
GS	<ul style="list-style-type: none">COVID-19 and childrenHealthy Snack
PTH	<ul style="list-style-type: none">PTH Tongue Twister有趣的溫習好方法
STEAM/STEM	<ul style="list-style-type: none">Learning Coding OnlineHour of Code
Snapshots	<ul style="list-style-type: none">SEK Cultural Day & Students' work sharingInterview with Headmistress
Sports	<ul style="list-style-type: none">At-home Workout MovesRope Skipping
Healthy School Life	<ul style="list-style-type: none">Healthy SnacksStay Healthy Stay Happy
Library	<ul style="list-style-type: none">Story time – Shaun the Sheep

5.4 New Projects

5.4.1 Resilience workshops for P3 and P4 Non-Chinese Speaking students were conducted in June-July. The project was led by University of Hong Kong with a focus on Understanding and Developing resilience under pandemic for Primary School Pupils with emphasis on Personal competence, Social competence and Emotional management.

5.4.2 Making on Loft Community Design and Research Studio 感動玩換樂—灣仔過腳遊玩場」— 創樂日誌 was conducted from February to April. Three of the "Best Play" joined the Pop-up show in Wan Chai Mallory Street in April. Students introduced their designs to the public and led some interactive games with all participants to design and create games in various way.

5.5 School-based support services

- 5.5.1 P.4 STEM support program – Self-directed Learning as a Strategy to Promote STEM Education. The support service was provided by e-Learning Development Laboratory, Department of Electrical and Electronic Engineering, The University of Hong Kong. The focus of discussion was on P.4 STEM mini project “Where Does the Water Go To”. A teacher workshop on “micro bit coding” was arranged. Students had to try out “How to make a clothes hanger” and “How to Connect Circuits to Make a Fan”. Lesson Observations focusing on “capacity and measurement” and “factors affect evaporation rate of water” were done on in April. A school-based student learning booklet was created.
- 5.5.2 P5 Maths support program – Catering for Cultural and Linguistically Diverse Learners in Primary Mathematics Classrooms - Support service was provided by Faculty of Education, The University of Hong Kong. Topics on “Area of polygons” and “Simple equations” were discussed.
- 5.5.3 P.6 Chinese support program – Enhancing Non-Chinese Speaking (NCS) students’ ability to learn Chinese Language through Designing and Adapting the School-based Curriculum. The support service was provided by Hong Kong Taoist Association Wun Tsuen School. Focus was on reading and writing strategies. A workshop on “How to use Rainbow One to enhance e-learning” was held for Chinese teachers. A detective story was created and submitted to Rainbow One for the production of online e-story book.
- 5.5.4 Research Project on the progress of Learning Chinese for P.1 NCS Students 「非華語學生學習中文進程研究計劃」 - An evaluation meeting, a pre-test assessment, a webinar on “Vocabulary learning and teaching for NCS student” were conducted. An online meeting on reporting student’s performance was held in February. The passing rate of our students were 30-40% which was above the normal value.
- 5.5.5 Maths Learning Community - Evaluation on school-based assessment, and the designing of school-based learning materials were done.

5.6 Project learning / Holiday assignments

Under epidemic measures to be taken, excursions, visits, and group work cannot be arranged. A set of learning materials were designed to promote self-access learning among students during long holidays.

- 5.6.1 Christmas Holiday Challenge -The challenge focused on gratitude. Students were given stories to read and videos to watch and reflected on their own well-being.
- 5.6.2 Chinese New Year Project -The project focused mainly on learning to appreciate Chinese New Year culture. Students were given videos to watch before completing the tasks.
- 5.6.3 Easter Holiday GS project - English, Maths, GS, VA and IT teachers collaborated with each other and worked out a theme-based project booklet. Students had to do self-access learning and complete various tasks.

5.7 SEK Got Talent 20/21

- 5.7.1 SEK Got Talent was held during Easter holiday. Students joined the competition by taking videos. All pupils were invited to vote online for the video they liked.

Subjects	Chinese	Putonghua	Music	P.E.
No. of uploaded videos	102	67	53	52

Part 6 Support for Student Development – School Activities

6.1 Co-curricular Activities and Post-lesson Activities

6.1.1 There are were 20 rotating groups and 7 non-rotating groups. Rotating groups were conducted by teachers.

Rotation Groups	Levels	Rotation Groups	Levels
1. English Adventure	P.1-6	11. Fun with Handbells	P.1-6
2. Educational Games		12. Music Activities	
3. Library Activities		13. Fun with Rope Skipping	
4. Maths Activities		14. Fun with Arts & Craft	
5. PTH Activities		15. Paper Arts	
6. Fun with iPad		16. Ball Games	
7. 趣味中文(P.1-3)	P.1-3	17. Chinese Painting	P.2-6
8. 趣味中文(P.4-6)	P.4-6	18. Fun with Rummikub	
9. Fun with STEM		19. Little chef	P.3-6
10. Fun with IT - Coding		20. Balloon Twisting	

6.1.2 Non-rotating groups.

Non-rotating Groups
1. Visual Arts Elite
2. Rope Skipping Group
3. Little Reporters
4. Environmental Protection Ambassadors
5. Percussion Band
6. Western Dance Group
7. Social Skills Group

6.1.3 Pre/Post-lessons activities - Five post-lesson groups commenced from October through TEAMS.

- African Drums
- Musical Team
- Math Elite
- Chinese Dance
- Percussion Band

6.2 Major School Events

6.2.1 List of School Events

School Events	Dates	Mode
Orientation Day for P.1 students and new admitted students	26/8/2020	On campus
School Opening Ceremony	1/9/2020	Online
P.5- P.6 Level Parents' Day – Talk on Secondary School Places Allocation	27/10/2020	Online
P.2- P.4 Level Parents' Day	30/10/2020	Online
Dress Special Day	30/10/2020	On campus
School Picnic	/	Cancelled
Talk on Secondary School Places Allocation (Discretionary Place)	8/12/2020	Online
Christmas Party	20/12/2020	Online
Cultural Day	5/2/2021	Online
Meeting Class Teachers	5/3/2021	Online
Briefing on Secondary School Places Allocation (Central Allocation)	13/4/2021	Online
Sports Day	/	Cancelled
Graduation Camp	/	Cancelled
Graduation Ceremony and Prize-giving Ceremony	30/6/2021	On campus
Parents' Day	12/7/2021	Online
P.1-P.5 Class Party	13/7/2021	On campus

6.2.2 Dress Special Day

- The event was held on 30/10/2020.
- Students who donated to the Community Chest wore their national costumes to school. The total amount of donation collected was \$28,215.

6.2.3 Christmas Party

- The event was held on 21/12/2020 online.
- The celebration activities included story telling by NET, guessing game on 'Who Am I?', magic show, singing Christmas carols and lucky draw.

6.2.4 Cultural Day

- a. The event was held on 5/2/2021 online.
- b. Ten arts and crafts workshops and two live performances were arranged for all levels. Online workshops included Paper Cutting, Paper Umbrella Making, Clay Doll Making, Paper Fan Making, Lantern Making, Knot Tying, Chinese Calligraphy, Mask Design, Bird Making and Origami. Online live performance were Cantonese Opera and Sichuan Faceoff Opera.

6.2.5 CYC Plant Selling activity

- a. The event was held on 26/2/2021.
- b. Pupils and parents who donated \$40 or more got a pot of plants. The total amount of donation collected was \$9,851.

6.2.6 Community-based Project

- a. Creative Light Clay Class - Four sessions of Creative Light Clay Class was arranged for P.1-3 pupils who joined the Comprehensive Social Security Assistance (CSSA) or receiving full grant from the scheme. The lessons are conducted via TEAMS platform after school hours.
- b. Craft Workshop - Two sessions of craft workshop were arranged for P.3-5 pupils who joined the Comprehensive Social Security Assistance (CSSA) or receiving full grant from the scheme. The workshops are scheduled on 4 June and 7 June from 3p.m to 4:30p.m. and will be conducted on TEAMS platform.

Names of Courses	Dates
Creative Light Clay Class for P.1 & 3	26/2, 12/3, 19/3 & 26/3
Colored Sand Art Class for P.3 & 4	7/5, 14/5 & 21/5
Colored Sand Art Class for P.5 & 6	16/4, 23/4 & 30/4
Dreamcatcher Workshop for P.4 – P.6	4/6 & 7/6
Home decor and crafts workshop for P.1-3	11/6 & 18/6
Fun with Kendama for P.4 – P.6	11/6, 18/6, 25/6 & 2/7

Part 7 Support for Student Development –

Whole-person Development

7.1 Topics of Moral and Civic Education

P.1-P.3 Topics	P.4-P.6 Topics
<ul style="list-style-type: none"> ● Perseverance ● Commitment ● Honesty ● Be optimistic and proactive during suspension of face-to-face classes 	<ul style="list-style-type: none"> ● Perseverance ● Commitment ● Cyber Safe ● A Perfect friend ● Internet addiction ● Internet Safety

Talks on Moral and Civic Education conducted (April to June):

Programme Name	Agency	Level(s)	Date
Guided Dog Talk	Guide dog Association	P1, P2	3/5/2021
Sex Education	Sticky rice Love	P1-P3	5/5, 11/5 & 17/5/2021
The Wonder In Me	Boys Brigade	P6	20/5, 28/5/2021
Sex Education	Sticky rice Love	P4-P6	14/6/2021
Under The SEK Sky	Boys Brigade	P6	19/6/2021

7.2 Educational seminars for students

Educational talks were conducted on class base from September to November.

Topics	Organizations	Levels	Date
Honesty	School-based MCE Programme	P1-6	(P4-6) 7/10 (P1-3) 12/10
Responsibility	School-based MCE Programme	P1-6	(P4-6) 21/10 (P1-3) 2/11
Legal Knowledge Quiz	Society of Rehabilitation and Crime Prevention	P.6	(P6) 28/10
Cyber Safe	Life Educational Activity Programme (LEAP)	P.5	(5A)11/11 (5B)28/10 (5C)9/12
Emotional Express	The Community Drug Advisory Council	P.4	(4A,4B) 28/10 (4C,4D) 11/11
Peer Influences	The Community Drug Advisory Council	P.3	(3A,3B) 9/11 (3C,3D) 16/11

7.3 Whole school approach to Guidance and Counseling

7.3.1 The scheme 'Reach for the Stars Scheme' aimed at encouraging students to show positive attitudes and behavior. Teachers set targets with students at the beginning of the year. Prizes were awarded to students who reached their targets.

7.3.2 Teachers were encouraged to give out chops to encourage positive behavior of students especially in punctuality on handing-in homework and active participation in class and in online classes.

7.4 Understanding Adolescent Project

7.4.1 UAP program was held mainly online from April to June. The service for P.4 and P.5 were provided by Boys Brigade. The service for P.6 was provided by New Home Association.

Level	Details	Dates
P.4	Introduction of concepts of resilience, optimistic and belongingness	16/4/2021 & 11/5/2021
P.4	Self-discovery and team building through a series of adventure activities.	11/6/2021
P.5	Beach cleaning day	15/4/2021
P.6	A reunion and debriefing session	4/6/2021
P.6	Preparation for social service	8,11,15,18/6/2021
P.6	Online Adventure session	24/6/2021
P.6	Debriefing and evaluation	3/7/2021

7.5 Primary One Transition Programme

- 7.5.1 Primary One Orientation Day - Orientation Day was held on 26/8. Parents of P.1 students and newly admitted students were invited to join. Due to the epidemic measurements to be taken, the Orientation Day was conducted via Campus TV broadcast. Positive feedbacks were received from parents.
- 7.5.2 Primary One Transition programme - The P.1 transition week was held from 23/9 to 30/9. A Special timetable was prepared for P.1 students. Two self-management workshops were arranged for P.1 students. In collaboration with SGPs, procedures for using the toilet, and learning how to pack the school bags were emphasized.

7.6 Primary Six Transition Programme

- 7.6.1 S1 Bridging Program (a 4-week programme)- Consist of Pre S1 Attainment Test preparation, "What to expect in S1" program, Seminar on Sex Education and The WONDER in me program.
- 7.6.2 Under the SEK Sky – P.6 students experienced a one-day orienteering at the school campus.
- 7.6.3 Graduation Ceremony – P6 Graduation Performance, Graduation Book and P6 Graduation Ceremony was held at Tsim Sha Tsui Community Hall.

7.7 Summer Bridging Programme for Non-Chinese speaking pupils

- 7.7.1 A 3-week summer bridging programme was conducted for P.1-P.3 Non-Chinese speaking pupils in July and August.

7.8 Newly Arrival Children Programme

- 7.8.1 NAC programme was arranged from April to June on every Wednesday and Friday in the afternoon via TEAMS platform. The program consisted of Chinese and English learning support, arts and crafts program, and the introduction to local culture.

Course	Organizer	Date
Chinese And English Enrichment Lesson	SEKPS	14/4/2021 to 25/6/2021
Discovering Hong Kong	HK Education Services Centre	9/6/2021
Door Hanger Decoration with Gem Stones		11/6/2021
Clay Pullback Car		16/6/2021
Felt Flower Art	St. James Settlement	16/6/2021
Introduction To HK Festivals		18/6/2021
Introduction To HK Food	Services Centre	23/6/2021

Part 8 Support Services for Students –

Integration Education

8.1 Intensive Remedial Support - A whole-school approach policy (WSA) has been adopted to provide services for students with special educational needs with reference to the policy adopted by EDB.

Policies, Resources and Support Measures of Implementing Whole School Approach to Integrated Education

I. Policy	<ul style="list-style-type: none">• Whole School Approach (WSA): Our school adopted the policy of Whole School Approach to support students with Special Educational Needs (SEN). We deployed diversified support to SEN and Academic Low Achievers (ALA) students so as to enhance their learning and adjustment to the school life.• We treasure home-school cooperation by establishing regular communication channels to facilitate parents' participation in the formulation of support strategies for students with SEN.
II. Resources	<p>To facilitate our school's support to students with SEN and Academic Low Achievers (ALAs), the following additional resources are provided by the Education Bureau:</p> <ul style="list-style-type: none">• Learning Support Grant: Under the Learning Support Grant, our school recruited 3 TAs to provide in-class support, pre-lesson support and post lesson tuitions. They provided extra support to SEN pupils during Homework periods in order to help them doing homework or get extra training in different areas such as speaking and reading. Improvement in both academic and non-academic area such as self-management skills were shown especially pupils received frequent one to one support.• Special Grants in Supporting NCS students: Grant for Supporting NCS Students with SEN : one TA was recruited under this funding. In-class support and post-lesson tuitions were arranged for targeted pupils. The intensive support was especially helpful for ALAs since they could get more individual support for their learning.

	<ul style="list-style-type: none"> Enhanced Speech Therapy Grant: Under the Enhanced Speech Therapy Grant, Speech Therapy Programme was arranged for pupils who had Language and Speech Impairment. Individual training, group training and parents' workshop had been arranged. Besides lessons in school, Speech Therapist also provide homework for pupils.
III. Support measures and allocation of resources	<p>Students with SEN and Academic Low Achievers (ALAs) are provided with the following support measures:</p> <ul style="list-style-type: none"> The post of Special Education Needs Coordinator (SENCO) was established to lead the Student Support Team to deploy different support programs for SEN pupils. 1 whole-year temporary teacher and 3 teaching assistants were recruited in the implementation of the Whole School Approach (WSA) to provide support for SEN pupils. 3 teaching assistants were recruited to support students with SEN in the classrooms. They assisted teachers during the lessons to give extra support to SEN pupils, especially during group activities and classwork. ALAs are provided with pull-out/post-lessons which include P.1-6 Chinese, P.1 & P.3 English and P.1-P.5 Mathematics. Different tuition classes conducted by teachers or TAs had been arranged and they were responsible to conduct remedial teaching for pupils. School-based speech therapy service is arranged to offer individual/ group training/ therapy sessions to students with Speech & Language Impairment (SLI) once a week. During school suspension, online teaching materials had been prepared and real time Zoom lessons had been arranged for target pupils. Study skills service is arranged to offer individual/ group training/ therapy sessions to students with SEN or ALAs once a week. During school suspension, one to one real time Zoom sessions had been arranged for target pupils. With teachers' coordination, Teaching Assistants provide after-school English / Chinese/ Maths. tutorials for those students who had a poor foundation in learning. Adapted learning materials, homework strategies and/or assessment accommodation are provided to students in need. Their learning achievements are recorded via class

observation and reported to the parents concerned during Parents Day.

- Parent education, including seminars and workshop, is organized to equip parents with a better understanding of children with SEN, and render their support in alignment with the school measures. Due to school suspension, only one talk “How to teach story-telling at home?” had been arranged under Speech Therapy Programme in the 1st term.
- EDB and NGOs are invited to conduct staff development programmes which include implementing the Whole School Approach to support students with SEN, such as talks about how to help pupils with speech and language impairment or how to promote mental health for pupils.
- Sharing by SENCO and SENSTs on effective support strategies to enhance students’ learning effectiveness. Sharing on Person-centered Approach and Whole School Approach (WSA) for SEN pupils had been arranged in 1st term. Sharing on Lesson Study had been arranged during Chinese Meeting in 2nd term.
- SENCO and SENSTs attend Collaborative Lesson Preparation (CLP) to devise support programmes, curriculum and teaching adaptations and to incorporate support into curriculum design and learning and teaching. Different support strategies were implemented in supporting target SEN pupils in P.1, P.3 and P.5 Chinese lessons.

Implementation of student support services

Mode of Support	Purpose	Schedule
Study Skills Group	<ul style="list-style-type: none"> To help students adjust their behaviours through training programmes conducted by Occupational Therapist (OT) Study Skills Groups: Study Skills Groups were arranged for SEN and ALAs pupils every Tuesday. Occupational Therapist (OT) focused on training our pupils gross motor skills, fine motor skills and hand-eye co-ordination. The service was arranged for SEN pupils with learning difficulties. A total of 22-day services was arranged. Online zoom sessions were arranged during school suspension. On-site and zoom session were arranged after school resumption. 	Every Tuesday
Speech Therapy	<ul style="list-style-type: none"> To help students with speech and language impairments through therapy programmes conducted by Speech Therapist. Individual or small group training had been arranged for pupils. The service was arranged for 45 students with speech and language problem. Speech Therapy sessions were conducted on Fridays during school hours. Online zoom sessions were arranged during school suspension. In the 2nd term, on-site and zoom sessions were arranged. A total of 17-day service was provided to students by the speech therapist. A talk for teachers on "Increase vocabulary acquisition and enhance describing ability" was conducted in March. Most of the pupils showed improvements after training. 	Every Friday

Social Skills Groups	<ul style="list-style-type: none"> • The support service was arranged for ASD pupils online in the afternoon during real-time learning and during school hours when school resumed. Social worker from the NGO provided 13 training sessions in the 1st term and 9 training sessions in the 2nd term. • Most of the pupils in this group enjoyed the lessons. Parents' feedback was positive and all the involved parties agreed that this program could help pupils to learn proper social behavior. 	Every Friday
Individual Education Programmes (IEP)	<ul style="list-style-type: none"> • To enhance the learning capacity of the students with special educational needs through tailor-made programmes conducted by teachers. • A total of 21 visits by the Educational Psychologist were arranged in the school year. • IEP meetings, assessments for suspected SEN cases, lesson observations, social skills training sessions for P.6 pupils, pupils' talk, teachers' talk, case conferences with parents and teachers were arranged during the visits. • Emotional Health Talk by EP was arranged for P.5 and P.6 pupils. Identifying and Supporting Students with Suicidal Risk Talk by EP was arranged for teachers. 	According to pupils' need during the school year
Small class teaching by subject teachers	<ul style="list-style-type: none"> • To provide extra support to classes with more less able students • Small Class Teaching: In order to provide extra support to classes with more less able pupils, we had arranged small class teaching in P.1- P.6 Chinese for NCS. 	Whole year
Homework Supporting Programme	<ul style="list-style-type: none"> • Online homework support programme was arranged for P.1 pupils in the afternoon from February 2021 to June 2021. • 14 pupils joined the service. Individual support sessions were arranged for pupils daily. 	2 nd Term

Part 9 Connection with Parents, Alumni and Other schools

9.1. Parent –Teacher Association

9.1.1. Parent education programme was conducted under the 'Parent Academy' through TEAMS in the 2nd term. The themes included parenting skills, support in students' learning, mental health and interest classes for parents.

Dates	Workshops	Speakers or Organizations
2/3/2021	Essential Keys for Better Communication	Senmiky HK
9/3/2021	Zentangle Workshop	ELCHK, Wong Choi Ming Joyful Family Nuturing Centre
16/3/2021	Using Board Game to Enhance Parent-child Bonding	Capstone Ltd.
22/3/2021	Talk for Parents – Take Care of Emotional Health	EDB Education Psychologist
30/3/2021	Dietitian Workshop – Healthy Cooking Methods and Cooking Demonstration	United Christian Nethersole Community Health Service
20/4/2021	Workshop on 'How to Practice Mindfulness at Home' (Echo on "raise parents' awareness of doing exercise" in Annual School Plan)	ELCHK, Wong Choi Ming Joyful Family Nuturing Centre
27/4/2021	Dietitian Workshop – Healthy dishes demonstration (Echo on "preparing healthy diet to their children" in Annual School Plan)	United Christian Nethersole Community Health Service
3/5/2021	Fingerprints-Based Personality Profiling	ELCHK JFNC
11/5/2021	Health talk on spine protection and back pain relief (Echo on "Home safety" in Annual School Plan)	United Christian Nethersole Community Health Service
18/5/2021	Parents' Workshop on 'How to enhance Children's fine motor skills'	The Salvation Army, SKY Family and Child Development Centre

9.1.2. PTA Activities

- PTA Day Tour and Activity for Serving Parents were cancelled this school year as mass events were not feasible.

9.1.3. PTA Scholarship and PTA Speech Festival Award

- PTA Scholarship was set up to acknowledge P.1- P.6 students who achieved the first position in the core subjects of their class in Final Examination. 94 prizes of \$50 book coupon each were awarded to the students.
- Students who received position in Hong Kong School Festival were awarded PTA Speech Festival Award. Six students were awarded book coupons of \$100 each.

9.2. The Alumni Association

9.2.1. Alumni Scholarship - Book coupons were awarded to the first position in each level for the Mid-year Examination of the school year.

9.2.2. Home Coming Day for the Alumni - Due to the pandemic, the ex-com members agreed not to conduct Home-coming Day this school year.

9.3. Connections with Kindergarten

9.3.1. In order to build up a good relationship with the kindergartens, kindergartens were invited to join the "130th Anniversary Drawing and Colouring Competition". The winners list and their drawings were uploaded to the school's website for display.

Part 10 Students Performance

10.1 Results of Secondary Schools Places Allocation

Our Students were allocated to the following schools:

- Queen's College
- King's College
- St Paul's College
- Marymount Secondary School
- SKH Tang Shiu Kin Secondary School
- St Paul's Secondary School
- True Light Middle School of Hong Kong
- HKMA David Li Kwok Po College
- HKUGA College
- Creative Secondary School
- Our Lady's College
- St Louis School
- Henrietta Secondary School
- Hotung Secondary School
- Kiangsu-Chekiang College
- Concordia Lutheran School-North Point
- Rosaryhill Secondary School
- Caritas Wu Cheng-Chung Secondary School
- Delia Memorial School (Hip Wo)
- Islamic Kasim Tuet Memorial College
- Sir Ellis Kadoorie Secondary School (West Kowloon)
- CCC Kwei Wah Shan College
- Buddhist Wong Fung Ling College
- Tsang Pik Shan Secondary School

10.2 Scholarships

Students were awarded the following scholarships:

Names of Scholarship	Organizers	Awardees
Harmony Scholarship	Home Affairs Department	6A Ho Hau Chak Ethan 6B San Juan Mischka Althea Socias 6C Jazel Ann Thomas 5A Abdul Rahman Asfia
Wan Chai Outstanding Students Award	Wan Chai District Council	2B Athar Zikri Nurviansah 3A Chow Cheuk Gi 5A Abdul Rahman Asfia 6A Tsang Ho Fung Oliver

10.3 Results in Inter-school Competitions

10.3.1 English

- a. 72nd Hong Kong Schools Speech Festival English Solo Verse Speaking (Hong Kong Schools Speech and Music Association)
 - 1st Runner-up
 - 3D Monica Tomic
 - 4A Chen Chai Yu
 - 2nd Runner-up
 - 3C Chen Shiyue
 - 4D Tomic Mia Mila
 - 5B Sherleen Kaur

10.3.2 Chinese

- a. 72nd Hong Kong Schools Speech Festival Chinese Solo Verse Speaking (Hong Kong Schools Speech and Music Association)
 - 2nd Runner-up
 - 6A Choi Ho Ting

10.3.3 Mathematics

- a. The Seventh Annual Hong Kong Primary Mathematics Challenge (The Education University of Hong Kong, Hong Kong Catholic Diocesan Schools Council)
 - Merit Award
 - 5A Yu Andrew
- b. Aptitude Test (Fun Fun Arena)
 - Silver Award
 - 5A Yu Andrew
 - Bronze Award
 - 5A Tran Minh Tuan
 - 5A Yip Chi Kiu Angela
 - 5C Nishita Nilesch Naik

10.3.4 GS

- a. Mobile Application Design Competition (Junior Police Call)
 - 2nd Runner-up
 - 6B Lai Pak Him Raphael
 - Merit Award
 - 6A Ho Hau Chak Ethan
 - 6A Ma Ho Tang
 - 6B San Juan Mischka Althea Socias
- b. “Junior Inventors” Gifted Programme(Queen's College)
 - Most Creative Group Photo Award (Champion)
 - Most Popular Exhibition Hall Award (1st Runner- up)
 - Best Exhibition Hall (Bronze Award)
 - 6A Ho Hau Chak Ethan
 - 6A Lee Luca Yuen Pak
 - 6A Tsang Ho Fung Oliver
 - 6A Wong Shun Hey
 - 5A Chow Cheuk Yau
 - 5A Sadiasa Christoff Nicco Santos
- c. STEAM in Chinese: Sciences and Humanities in Daily Life
 - Merit
 - 6A Ma Ho Tang
 - 6B Lai Pak Him Raphael

10.3.5 Arts

- a. "Amazing Door" Coloring and Design Competition (Creative Hub of Arts Development)
 - 1st Runner-up
 - 3A Gunawardana K L Sineth
- b. Concern About Animals' Feeling Students Drawing Competition (Jointly organized by SPCA and Chan Shu Kui Memorial School)
 - Merit
 - 3A Gunawardana K L Sineth
- c. Language Out Loud Competition (Think Series)
 - Outstanding Performance
 - 6A Jones Charlott Cheuk Ying Pryce
 - 6A Bogacheva Polina
 -
- d. Hong Kong School Drama Festival (Hong Kong Arts School)
 - Award for Outstanding Performers
 - 3C Arthur Nurvie Eugene Wilson
 - 4A Chen Chai Yu
 - 5A Sharma Vineeta
 - 5B Ubamos Kaitlyn Margaret
 - Award for Outstanding Cooperation Award for Outstanding Audio-visual Effects
 - 3C Chen Shiyue
 - 3C Arthur Nurvie Eugene Wilson
 - 4A Chen Chai Yu
 - 4B Guerzo Ivan Asher Pascual
 - 4B Hong Yu Jong
 - 4C Gamponia Aeofe
 - 4D Lalwani Maninang Chandrei Ismael
 - 5A Sharma Vineeta
 - 5A Kaur Manjot
 - 5B Ubamos Kaitlyn Margaret
 - 5C Jiang Shenrong
 - 6A Jones Charlotte Cheuk Ying Pryce
 - 6A Amaboh Lin Wayne Carter
 - 6B Lalwani Chanelle Precious Maninang
 - 6B Yadav Bhavana Kumari

Part 11 Major Concerns for the School

Development Cycle 2021-2024)

Based on the evaluation of School Development Cycle 2018-2021, Stakeholder Surveys by teachers, parents and students and SWOT analysis, we hope to equip our students with the skills and attitude to embrace change and be “**Future Ready**”. The major concerns of the next cycle (2021-2024) are drawn:

Major Concern 1:

To enable students to acquire 21st century skills: to develop a passion for life-long learning and become a self-directed learner

Targets:

- (1) To infuse inquiry based learning skills into school curriculum
- (2) To empower students to set learning goals and evaluate on the goals set
- (3) To promote STEM education
- (4) To have student centered classrooms that promote life-long learning

Major Concern 2:

To nurture students into Good Kadoorians

Targets:

- (1) To foster acts with good manners with the aim to be able to collaborate with each other
- (2) To develop creativity in students
- (3) To develop student's skills and confidence to communicate with others
- (4) To build a connection to the community and globally
- (5) To build up positive moral values