



KENNEDY
SCHOOL



ANNUAL
Report

2023/24

MISSION, AIMS & VALUES

Inspire, Achieve, Excel

Kennedy School is an inclusive learning community where we respect, trust and value everyone.

We have:

- high expectations of ourselves and others.
- enthusiastic, motivated, happy children.
- skilled, dedicated, effective, caring staff.
- encouraging, involved, positive parents.

We aim to develop internationally-minded, lifelong learners who take action to improve our world.

PRINCIPAL'S FOREWORD

Dear Parents, Caregivers, and Community Members,

As we reflect on another successful year at Kennedy School, I am pleased to present our annual report, highlighting the achievements and accomplishments of our school community.

Our students have continued to thrive in the engaging and meaningful learning experiences they are involved in at Kennedy School. The dedication of our staff, coupled with the support of our parents and community, has created a nurturing environment that fosters both intellectual growth and personal development.

Key Priorities and Initiatives

Throughout the past year, Kennedy School has remained committed to these core priorities:

- **Continuous Professional Development:** We have invested in the professional growth of our staff through ongoing training programmes, workshops, and conferences. This ensures that our teachers are equipped with the latest teaching methods and strategies, enabling them to provide high-quality learning for our students.
- **Technology and Innovation:** We have embraced technology as a powerful tool for learning and innovation. Our school is equipped with state-of-the-art technology, including interactive screens, ipads, laptops, robotics, which are used to enhance student engagement and facilitate collaborative learning. We have a dedicated Leader of Learning and Innovation who works with teachers and students to incorporate new technology to enhance learning and teaching.

- **Diversity, Equity, and Inclusion:** We are committed to creating a welcoming and inclusive environment where all students feel valued, respected, and supported. We have implemented diversity and inclusion initiatives to help nurture and build a strong sense of belonging for all members of our community.
- **Learning, Teaching, and Student Voice:** We prioritise student-centered learning, empowering students to take ownership of their education and develop critical thinking skills. Our teachers utilise a variety of strategies, including inquiry-based learning and cooperative learning, to promote active engagement and deep understanding.

Looking Ahead

As we move forward, Kennedy School will continue to focus on providing high-quality education that prepares our students for success now and in the future.

I would like to express my sincere thanks to our staff, parents, and community members for their unwavering support and commitment to our school. Together, we have created a thriving and supportive learning environment.

Thank you for your continued trust and partnership.

Sincerely,

Brenda Cook
顧仁達
Principal
Kennedy School

Reflecting on School Priorities 2023/24

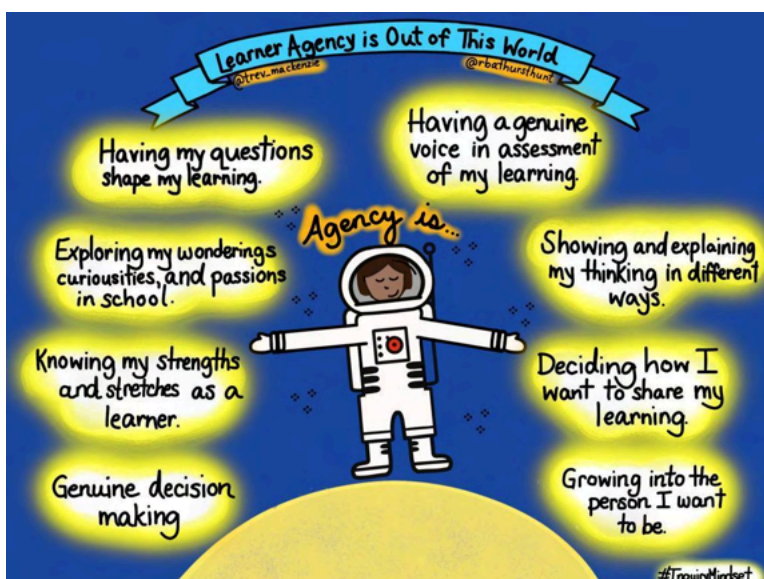


ESF established nine key priority areas. They aim to bring alignment, agility, and accountability to our students and stakeholders across all 22 schools. Each school seeks to integrate some of these priorities into their yearly improvement plans.

Student Agency and Voice

When students have agency and choice, they feel empowered to make decisions about their learning.

- Motivation
- Problem-solving
- Confidence
- Creativity
- Engagement
- Responsibility
- Collaboration
- Real-world connections
- Resilience
- Personalised experience



This is a graphic that outlines what agency and voice looks like and feels like for students.

Digital and Modernisation

The school has been implementing a digital innovation plan to enhance education. Key initiatives include updating devices, providing training, and embedding digital citizenship. The school has also invested in interactive screens to modernise learning spaces.

The school has a skilled staff member leading up in the area of Learning and Innovation. He works in a coaching role with teachers to help embed a variety of approaches to learning, including innovative approaches to the use of technology.

Diversity, Equity and Inclusion



The school prioritised DEI initiatives to foster a welcoming environment for all. Significant training was conducted for teachers and staff to enhance their understanding of DEI principles. Students were also actively engaged in learning about DEI concepts.

The school has a dedicated leader of DEI who works alongside teachers and students to help embed and highlight many of the concepts and principles of DEI.

"A garden's beauty never lies in one flower." - Matshona Dhliwayo

INCLUSION

We continue to focus on the Inclusion Strategy Principles in order to achieve an inclusive culture in our school in line with the school's Mission Statement.

Staffing

The school expanded its inclusion team with a new teacher to help support and lead intervention programmes and adjusted support staff. These changes led to increased flexibility, new initiatives like sensory circuits and neurodiversity lessons, and overall improved support for students.

Creating Joyful Learning Environments

At the start of the year, we rebranded our inclusion space as "The Nest" and our team as the "Inclusion Team." Neuroaffirming language was introduced in classrooms and individual support sessions, emphasising strengths and areas for growth (stretches). The team provided push-in classroom support and targeted small group sessions to address individual needs and enhance student learning.

Learning Support

The school offered a wide range of learning support services tailored to individual student needs, including 1:1 and small group interventions, specialist support, sensory resources, and Individualised Education Programmes (IEPs). These interventions resulted in improved academic performance, social skills, and emotional well-being for students, ensuring inclusive and equitable education.

- The Sensory Circuits programme, which was successful last year, was continued this year. Students attended three sessions per week throughout the academic year to improve their sensory processing and regulation.
- The sensory gym remains a popular space for children to regulate and focus, with OTs utilising it to support their motor skills and sensory needs.
- The Sensory Toolkits have been reintroduced to classrooms to support students' self-regulation, focus, and learning, and teachers have observed positive effects on student behaviour and participation.
- The lunch clubs in The Nest helped students develop their social skills and self-awareness through eating, playing, and interacting with peers.
- The Brick Club sessions were increased this year to support more students and foster their self-esteem and social skills. The sessions have been successful, with students demonstrating positive changes in their behaviour and communication abilities.
- The school provided support to students in Years 4 and 5, allowing them to fully participate in and benefit from the outdoor learning experiences offered during school camps.
- The targeted reading interventions, Precision Teaching and Hairy Reading, have shown positive results in improving students' reading skills. The ELSA program has also been effective in supporting students' emotional literacy, with positive feedback from all stakeholders involved.

Interventions in the Nest are delivered in a relaxed and well supported environment. Our students always comment on feeling happy in this space and on how they enjoy the learning environment.

Transition from Year 6 to Year 7

The enhanced transition programme aims to minimise anxiety, build confidence, and enable a successful start to secondary school for students requiring additional support through extra visits to West Island School, collaborative teacher communication, and tailored support.

Priorities for 2024/5

- **CPD & Workshops:** Offer professional development for staff and workshops for parents on neurodiversity and inclusion.
- **Teacher Resources:** Provide comprehensive resources and training to support multi-tiered support for all students.
- **Barrier Identification & Support:** Guide teachers in identifying and addressing potential barriers with universal supports and strategies.
- **Individualised Support:** Implement IEPs for all LS students and select LOA2 students. Share new Student Support Profiles with yearbands to document student needs and strategies.

Overall Goal: Prioritise inclusion strategies to create a supportive and inclusive learning environment for all students.

TEACHING AND LEARNING

Implementing our Programme of Inquiry through the IB Approaches to Teaching

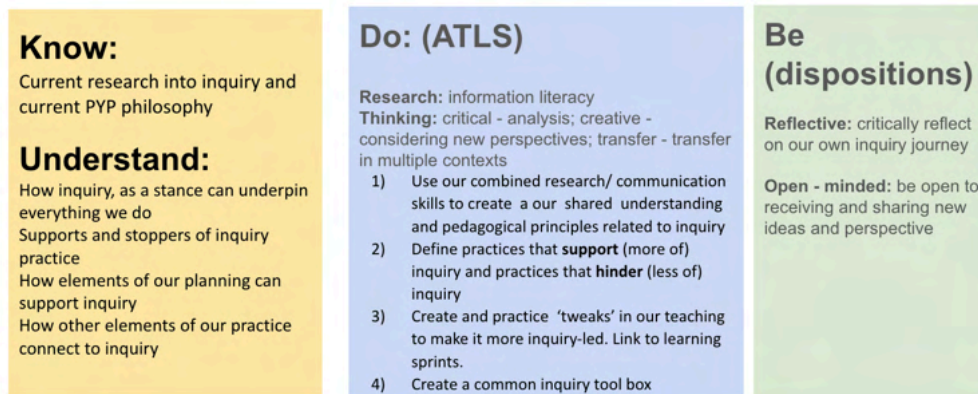
In 2022 - 2023, we overhauled our Programme of Inquiry to ensure vertical and horizontal balance and alignment of concepts and subjects as well as enhanced opportunity for relevant, engaging and challenging student-led inquiry. In 2023 - 2024, we implemented the updated Programme of inquiry and engaged in critical reflection of teaching practices. This involved 2 major themes: 'Inquiry into Inquiry' and 'Decluttering the Curriculum'.

Inquiry into Inquiry

As an IB PYP (International Baccalaureate Primary Years Programme) school, we teach through an inquiry approach and aim to empower our students with deep, transferable conceptual understandings.

In order to develop as a school, we engaged in a deep-dive into inquiry. Our goals included: creating a shared understanding of inquiry; defining our shared pedagogical principles; connecting our shared understandings and principles to practical classroom practices. We took a workshop approach to the deep-dive, modelling classroom practices and encouraging teacher agency in the process.

As with inquiries in the classroom, our study was scaffolded by goals centred around 'know, understand, do and be'.



The teachers engaged in independent research, using a variety of literature and videos from the IB and from well-established experts in inquiry. Teachers shared their research and collaboratively combined it to highlight key principles. Continuing on from the inquiry, we have engaged in thoughtful conversations during weekly planning meetings, using the key principles from our research to critically reflect upon planning and teaching practice, continuously refining our craft to develop curious, confident and competent learners.

Decluttering the Curriculum

Our inquiry into inquiry naturally led into a collaborative investigation into structures that could be enhanced to optimise our inquiry approach to teaching and learning. The following key themes emerged from our investigation:

Structures that support and enhance inquiry

- Clear learning intentions which outline essential knowledge and understandings
- Intentional planning for the development of skills and attributes to empower students to make choices in their learning, leading to increased student agency

Impact on teaching and learning

All planning revolves around a clear 'Know' (factual knowledge), 'Understand' (conceptual understandings), Do (Approaches to Learning) and Be (Attributes of the Learner Profile).

This enables students to explicitly understand the skills and attributes they are developing, alongside their knowledge and understanding acquisition.

Having clear big-picture intentions for units of inquiry has opened up more opportunities for student agency. For example, in the Year 2 unit, Where We Are in Place and Time, understanding the concepts of past and present, alongside the skill of using different resources to find out about the past are integral to the unit. However, within these structures, students have the opportunity to take these concepts to contexts of their choosing, whether it be their own personal history or a mini passion project on dinosaurs. The intentions act as a scaffold, not a ceiling.

Structural Constraints

The 45-minute block timetable structure and overemphasis on curriculum coverage were identified as barriers to deeper learning and inquiry. Overemphasis on curriculum coverage was addressed through increased emphasis on designing learning experiences connected to clear learning intentions.

The school implemented several structural changes from 2024/5 to open up more space for deeper learning. These included:

- **Changes to the school timetable:** Increased combined time slots were created to enable extended inquiry sessions across a year group. The Chinese schedule was adjusted to create a balance between shorter and longer sessions with the same number of hours still allocated across the week.
- **Integrated learning:** Arts subjects have been further integrated into classroom practice to provide a more holistic learning experience.
- **Meaningful morning sessions:** The 'soft-start' was redesigned to prioritise learning and intervention from 8.30-9.00 am.

Exhibition

The 2024 exhibition expanded upon the previous year's initiative, encouraging students to develop their own lines of inquiry based on their passions. A co-created assessment framework provided students with accountability and guided them towards deeper learning. Students demonstrated a strong ability to discuss their research areas in depth and connect their passions to significant issues or opportunities. In response to our investigations into inquiry, the Chinese team sought to create more authentic connections to the exhibition. By visiting classrooms and offering consultancy, the team fostered increased student agency and authenticity in Chinese integration. Students had the option to create full presentations in Chinese or focus on specific Chinese elements within their exhibitions.

Parent reflections included the following comments:

"It was amazing to see that all the students used the IB learning method to focus on the topics that they cared about or were interested in. During the whole process, they had critical thinking, independent operation but at the same time, they learned how to communicate and share information and present to others. Not only were they able to identify problems, they provided all the solutions and actions needed to be taken. This method actually can apply to any projects they will encounter in the future. Well done!"

"I strongly feel that all the learner profiles were being displayed. Every person presenting to all the students and parents were risk takers, talking about the topic that mattered to them in a way that engaged people to hear about what they wanted to say. They encouraged reflection about their work and were open-minded and reflective in their answering of questions."

"It was even more impressive to see more than a few children incorporated Chinese into part of their presentations."

Looking ahead 2024/25

- New forms of written reporting for Unit of Inquiry reports which will be posted on Seesaw.
- Additional opportunities to meet in school for deeper reflections between teachers, parents and students.
- Appointment of a middle leader to develop further agency across the school.
- Continue to refine our pedagogical principles.



CHINESE LANGUAGE

The Chinese Programme at Kennedy School had an enriching 2023-2024 Academic Year, dedicated to cultivating a language-rich environment that enhances students' Chinese communication abilities. Our objective was to improve student experiences through a diverse range of co-curricular and extra-curricular activities, both formal and informal. These initiatives included:

Year 3 Chinese Assembly

The Year 3 Chinese Assembly remained a standout feature. This event offered parents a chance to observe their children's learning in action. During the Year 3 Assembly, students proudly displayed their recent accomplishments through performances such as group singing, choral recitations, mini-dramas, role plays, and dance. The audience was treated to a display of the children's talents and their passion for learning Chinese.

Cultural Celebrations

The Mid-Autumn Festival Assemblies, organised and led by both students and teachers from the Chinese Team, infused joy and excitement into our Chinese teaching and learning. A highlight of the Mid-Autumn celebration was the Lantern Design Competition, which showcased creatively crafted lanterns that brightened the school and delighted all attendees.

Chinese New Year is the most significant celebration at Kennedy School. From 5 to 8 February, 2024, all Kennedy School students engaged in a variety of thrilling Chinese New Year activities. Highlights included the Chinese New Year Carnival, captivating Dragon and Lion dances, enchanting performances at the Chinese New Year Assembly, and lively Chinese drumming sessions. These five days were filled with joy and excitement, creating a festive atmosphere throughout the school.

Chinese ECA Clubs

Chinese Extra-Curricular Activities (ECA) have always been essential in promoting our Chinese programme within the Kennedy community. To meet the interests of students eager for additional challenges and who are passionate about learning the Chinese language and culture, we introduced four Chinese ECA clubs this year: the Putonghua Speech Club, Storytelling Club, Dragon and Lion Dance Club, and Chinese Singing Club. Participation in these activities allowed students to forge closer connections with their peers, fostering a more positive attitude towards Chinese learning.

Year 6 Study Excursion to Beijing

The Kennedy Year Six Study Excursion to Beijing took place from 17 to 21 March 2024. 106 students and 15 staff members embarked on this trip to explore the transformations shaping modern China. The five-day journey was packed with various language and cultural activities. Key attractions included the Forbidden City and the Temple of Heaven. The memorable hike and picnic on the Great Wall is likely to be a cherished experience for years to come. Throughout the trip, a range of individual and collaborative learning activities ensured that it served as an extension of classroom education rather than merely a tourist outing.

The Beijing trip has consistently had a beneficial impact on the students as whole individuals. Living with peers in a new environment taught them the importance of cooperation and adaptability. Through daily routines and guided activities, students absorbed Chinese philosophies, learning to balance freedom with responsibility, leadership with collaboration, and collective interests with individual needs. It was an exceptionally successful trip, filled with adventures and new experiences that resonated with all the attendees!

We look forward to another successful year at Kennedy School, where our students are enthused to learn.

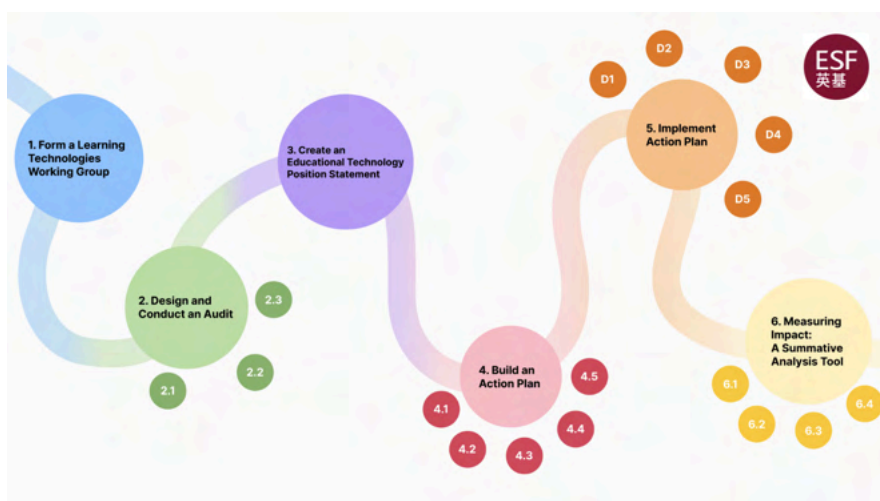
TECHNOLOGY AND INNOVATION



During the year, Kennedy School embarked on a major project in Digitisation and Modernisation.

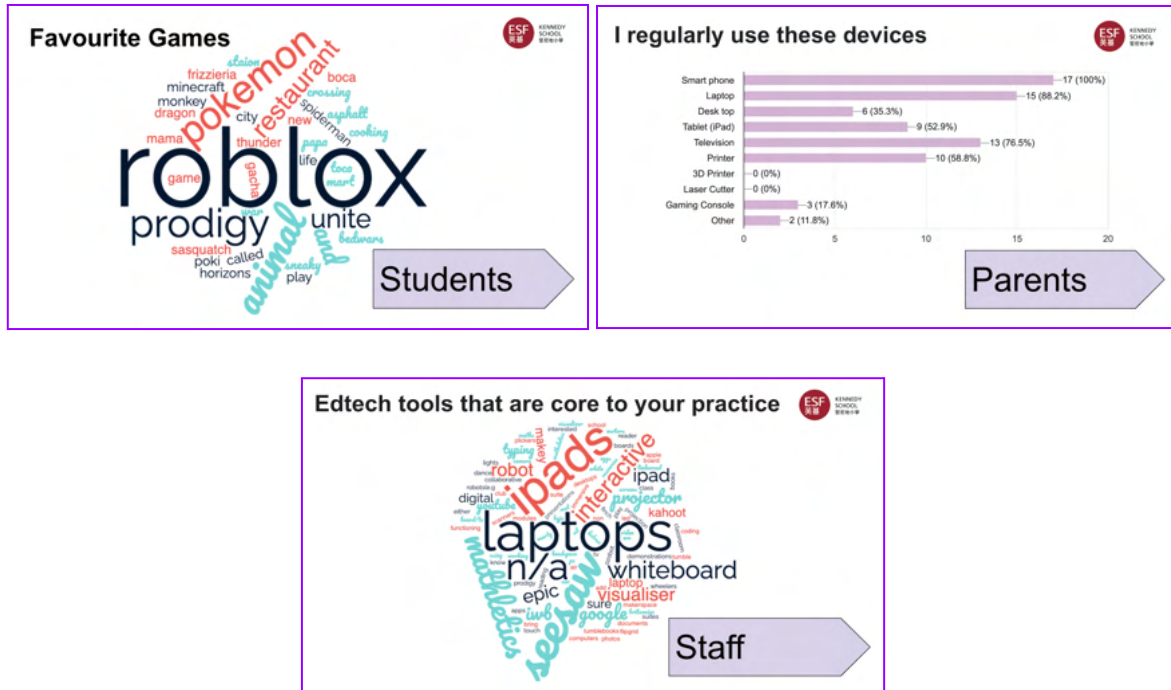
As a pilot school, we worked through the latest ESF Technology & Innovation *Roadmap* to rethink and enhance the provision for children and stakeholders in learning and teaching.

Working alongside ESF Digital Technologies Coach, Jason Prohaska, Kennedy School formed a learning technologies working group made up of Chris Geary (School Council Chair), Brenda Cook (Principal), Rudi Dray (Vice Principal), Rory Douglas (Year 5 teacher and Innovation Coach) and Ameer Zeb (ICT Manager). The group met regularly throughout the year to work through all aspects of the roadmap:



The group performed an *audit* on the current hardware, software, digital platforms, data procurement and infrastructure. An important part of this was to connect with our stakeholders

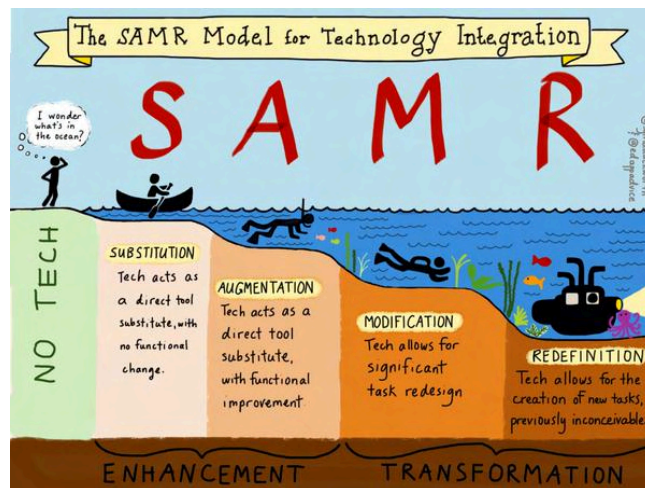
(students, staff & community) to establish user habits and educational technology tools that are core to their practice, for example.



Based on the Kennedy School Strategic Plan and ESF Technology Vision, the group created an Educational Technology Position Statement for Kennedy School:

Using Technology to Build Personalised and Inclusive Education

An action plan was then created. The group looked at current research and consulted partner schools to help decide on a technology framework to prepare, support and develop a shared understanding for all stakeholders. The SAMR model was chosen.



The pedagogical approaches were then considered and planned for, including play-based learning experiences, rotations and exploratory labs, makers education opportunities, integrated UOIs with coach, school leadership opportunities, as well as technology through the lens of i) learning technologies, ii) media design, iv) makers education and iv) coding/computational thinking.

In order to support the pedagogical approaches, the group then made an action plan for a technology provision model. An Apple ecosystem versus Microsoft and Google Chrome were heavily considered in consultation with the latest research and experiences of partner schools as well as Kennedy School's past experience with technology provision. For important reasons, such as life span, synchronisation with current classroom resources (e.g. airplay) and built-in class management system and suite of tools, the group agreed on creating an Apple provision model through the school.

The next step was to plan for the procurement and management of the technology provision. The Kennedy PTA kindly agreed to support the procurement of charging and storage devices across the school whilst the group planned for the procurement of Apple hardware devices. An action plan for the staffing model for next year, and beyond, was planned based on the aforementioned pedagogical approaches and provision model.

After taking over from Rudi Dray as the ICT provision for the academic year, Rory Douglas began to connect with other schools around the foundation to discover how Kennedy School could modernise the technology provision here. ESF are moving away from ICT being taught as an explicit subject and so plans were developed to create learning opportunities that reflected our programme of inquiry that, while utilising technology, did not centre around it.

Other changes that were made were the development of an extracurricular activity, Design Club, and the introduction of the Dashbots to staff.

It is a very exciting time in the area of technology and innovation at Kennedy School. There is great enthusiasm within the school for developments in this area and we look forward to the full implementation of the Innovation Coach, action plan and the positive impact we expect it to have on our children, staff and community.



THE ARTS

The Expressive Arts department had a highly successful year, featuring a wide range of activities from classroom learning to extracurricular performances. Students had numerous opportunities to immerse themselves in singing, dance, drama, and various performances throughout the year.

We bid farewell to Anna Mak, who dedicated over five years to Kennedy School. Her passion, creativity, and skilled direction inspired countless students through outstanding performances in assemblies, year shows, and choir concerts. Through her guidance, dedication, and love of teaching, many students have benefited from her over the years and we thank her for her hard work and commitment.

This year marked a transition as we welcomed a new lead teacher for the Expressive Arts, Mr Ron Saw. New ideas and initiatives were introduced and welcomed by the Kennedy School community. We launched the school's first Rock Band and held the inaugural Celebration of Music concert, highlighting the exceptional talents of our musical students and ensembles. Our school orchestra continued to thrive, showcasing student talent in multiple performances throughout the year.



The Year 5 and 6 choir made a significant impact at the ESF Choral Concert, performing alongside students from other ESF primary schools at the Queen Elizabeth Stadium, where over 600 students participated in front of an audience of more than 1,500 people.

The Kennedy School Celebration of Music concert drew a packed audience and featured a variety of performances that appealed to everyone. In the classroom, we also introduced a new unit on Music Technology, utilising the new MacBook Air laptops.



ENVIRONMENT AND SUSTAINABILITY

Kennedy has a strong commitment to a sustainable environment which is supported by a rigorous recycling programme.

We continued to recycle tetra-paks, a material that is traditionally difficult to recycle. The recycling point is open every Monday morning, manned by our keen Environmental Ambassadors, and used by the whole school community. The programme is so successful, it has won the gold award for the most recycling in Hong Kong by a school three years in a row.

Our composters continue to be used daily to compost fruit and vegetable trimmings collected by the Environmental Ambassadors on 'Fruity Fridays'. Composted materials are then further broken down before being used in the garden to grow our vegetables and herbs.

Students promoted and ran a Christmas plant sale and 100 students took a beautiful festive plant home. All students brought home a marigold plant distributed by the LCSD as part of the national 1-person-1-plant programme. We also supported the Box of Hope charity and collected over 1,000 fabulous boxes for children in difficult circumstances here in Hong Kong and in South-East Asia.

We had some visiting experts in school and online who inspired our students.

- Karina O'Carroll from **Professor Paws** spoke to the Year 2s about animal care and the amazing work she does in Hong Kong for Animals Asia.
- Tyler Holland from **Entrak** gave interesting presentations to both Years 3 and 5 about Entrak and how energy use and cost is monitored continuously at Kennedy School.
- Dana Winograd from **Plastic Free Seas** spoke to Year 3 about single use plastics and what they can do to help their local environment.

- The **Hong Kong Elephant Society** visited us to talk about the effects of the pandemic on their sanctuaries in Africa; the inventor of ‘Lion Lights’ who created motion activated lights to deter lions from attacking villages.
- Andrea Richey from **Hong Kong Shark Foundation** talked to Year 4 about managing an NGO in Hong Kong and the important work she does raising awareness about the Shark Fin trade.



Box of Hope

PERSONAL SOCIAL AND PHYSICAL EDUCATION (PSPE)

At our school, PSPE is an integral part of our curriculum, offering our students a diverse range of engaging learning opportunities. Our specialist teachers have developed exciting activities in various areas of learning, including Health Related Fitness, Individual Pursuits, Adventure Challenge, Games, and Movement Composition. In the early years, our young students focus on basic Fundamental Movement Skills development and object control skills through a range of physical activities. Our specialist teachers enjoy collaborating with class teachers to support the units of inquiry. This has included developing ways to lead a healthy balanced lifestyle in Year 2, orienteering in Year 3, fitness testing and learning about the body systems in Year 4, learning about potential and kinetic energy in Year 5 and supporting students to showcase their interests in physical activities in their Year 6 Exhibition.

Health Related Fitness

This focuses on promoting cardiovascular fitness, muscular strength and endurance, flexibility, and overall physical well-being. By engaging in activities aimed at improving these aspects, students can develop healthy habits and understand the importance of maintaining an active lifestyle.

Individual Pursuits

Individual Pursuits provides students with opportunities to engage in activities that they can pursue independently. These activities not only develop physical skills such as balance, coordination, and agility but also foster self-motivation and discipline. Examples of individual pursuits include running, swimming, racket sports allowing students to explore their personal interests and preferences.

Adventure Challenge

Adventure Challenge activities play an essential role in promoting teamwork, problem-solving, and decision-making skills. By participating in outdoor pursuits such as ropes courses, rock climbing, or team-building exercises, students develop resilience, cooperation, and leadership abilities. These experiences also encourage students to step out of their comfort zones and embrace challenges.

Games

Games at Kennedy School are taught on a 20 week programme with collaboration from specialist PE teachers, professional sports coaches and class teachers. This introduces students to a variety of team sports, allowing them to learn the rules, strategies, and tactics associated with each game. Engaging in team sports such as football, rugby, cricket and netball promotes social interaction, cooperation, and strategic thinking. Students learn the value of teamwork, communication, and sportsmanship while enjoying the thrill of competition. Within weekly PE lessons, there are many opportunities for the students to develop their teamwork skills through a variety of exciting play based games.

Movement Composition

Movement Composition focuses on fostering creativity, self-expression, and the development of choreographed movement sequences. Students have the opportunity to explore various forms of artistic movement, including parkour and gymnastics. This component encourages students to express themselves through movement and promotes physical self-awareness and confidence.

Sports Days

One of the highlights of our PSPE programme is our school-wide Sports Days, where students have the opportunity to showcase their physical literacy skills. It is a fun-filled competitive event that

promotes teamwork, sportsmanship, and friendly House rivalry among our students. Sports Days take place in Term 2 when the weather is cooler and is completed over two days.

Swimming

Students also participate in swimming lessons in Term 1 and Term 3. In these lessons, our students learn to swim, refine their swimming strokes and learn swim safety skills. Water safety is also a key feature of the lessons. The swimming programme culminates in a Year 6 Swim Gala in Term 1 and a Year 4 Swim Gala in Term 3 to celebrate and showcase our students' swimming progress and achievements.

Yoga

Students across all year groups participated in Yoga taught by professional instructors. This is planned to coincide with the Who We Are unit of inquiry and benefits our students by improving physical fitness, reducing stress and enhancing concentration levels. Within the yoga lessons, our students learn to regulate their emotions, develop body awareness and a strong mind-body connection.

Sports Clubs

Students have a wide variety of sports clubs that they are able to join from Year 2 to Year 6. Kennedy School is a member of the Hong Kong Primary School Sports Association (HKPSSA) and The Schools Sports Federation of Hong Kong, China (HKSSF) organisation and it has been fantastic to have our students competing in a variety of tournaments with other international schools across Hong Kong. From our sports clubs, students are selected to represent Kennedy School in tournaments across Hong Kong. Our students represent Kennedy School in team and individual sports such as football, netball, tennis, cricket, hockey, basketball, rugby, AFL, swimming, aquathlon and cross country running over the course of the year. Both team sports and individual activities are popular with our

students at Kennedy School. The sports clubs would not be possible without the support of many dedicated teachers, along with sports coaches who supplemented our programme.



EXTRA-CURRICULAR ACTIVITIES

A wide selection of staff-run activities was offered to the children in the year including :

Sports

Boys and Girls football, mixed football, floor hockey, hockey, netball, multi-sports, AFL, tag rugby, fine motor skills, basketball, (racquet sports - tennis, badminton, table tennis), running, yoga, martial arts, cricket, swimming, aquathlon, golf.

Language

Word play, Japanese, Putonghua Speech, Battle of the Books, story telling (English), phonics, Chinese story telling.

Music/Dance

Choir, rock band, orchestra, Chinese/PTH Singing, lion and dragon dance, Japanese Taiko drumming.

Art, IT and other interests

Cub scouts, film and animation, mindful art, art crafty gardening, robotics, drawing, minecraft.

The children also participated in the following extra-curricular clubs run by outside providers in the year:

- Chess
- Science Adventures
- STEAM
- Robocode

- Ballroom dancing
- English writing
- Sanskriti Hindi
- Spanish
- Sports - Gymnastics, Netball, basketball, football
- Cooking/baking
- Art
- Digital design



STUDENT LEADERSHIP

Kennedy School values student voice and choice. We have a range of student leadership opportunities available for Year 6 students, as well as throughout the school. Our leadership programme underpins the Year 6 UOI 'How we Organise Ourselves' about how leadership and community cohesion are interconnected.

Our Year 6 House Captains are elected by their peers through a democratic process. They play an important role in our school by supporting assemblies, leading school tours for prospective families, organising the school house points system, collecting donations on school dress-up days as well as meeting with the Senior Leadership Team to share their ideas about improving the school.

In addition to the House Captain roles, we also have positions for Chinese Language Ambassadors, Sports Ambassadors, Arts Ambassadors, Environmental Ambassadors, Friendly School Ambassadors, Safe Squad and a brand new Library Ambassador role which was suggested by the children this year. These children assist in a range of ways, including helping to organise and run Sports Days and Chinese, Environmental, Music and Arts events. And our Year 6 Friendly School Ambassadors help ensure that our playgrounds are friendly and welcoming places for everybody in our school.

Student Representative Council

Kennedy School's Student Representative Council (SRC) consists of 35 children from Years 2 to 6. They are elected by their class peers so that we can strengthen student voice across the school and give students the opportunity to suggest ideas for improvement.

This year, the SRC, along with other stakeholders, have been heavily involved in the research and design of our new play area in the Lower Playground.

The process began in October with our working party making road trips to Quarry Bay School and Shatin Junior School to get ideas from their new playground spaces. The working party comprised of:

- Student Council representatives
- Parents
- Staff

The SRC gathered photo and video evidence from their road trips, which were used as the basis for a brainstorm of the best ideas to suit our playground.

Following this, we gathered feedback from our entire student body through a photo display of SRC ideas and feedback sheets in the Library. All students and staff were invited to comment on the elements that they liked and disliked and what they would like to see in our new playground. We received over 1000 responses - true student voice in action!

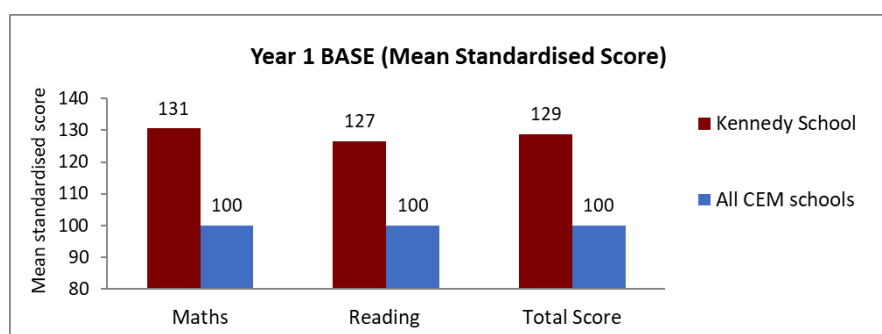
With all the suggestions collated, we sought the involvement of a working party of parents, architects and staff who met to turn the student ideas into an initial design. Advice was then sought from ESFC Buildings Department as well as some playground design companies.

After a great deal of discussion, brainstorming and redesigning, a final design was produced and the works completed in May 2024.

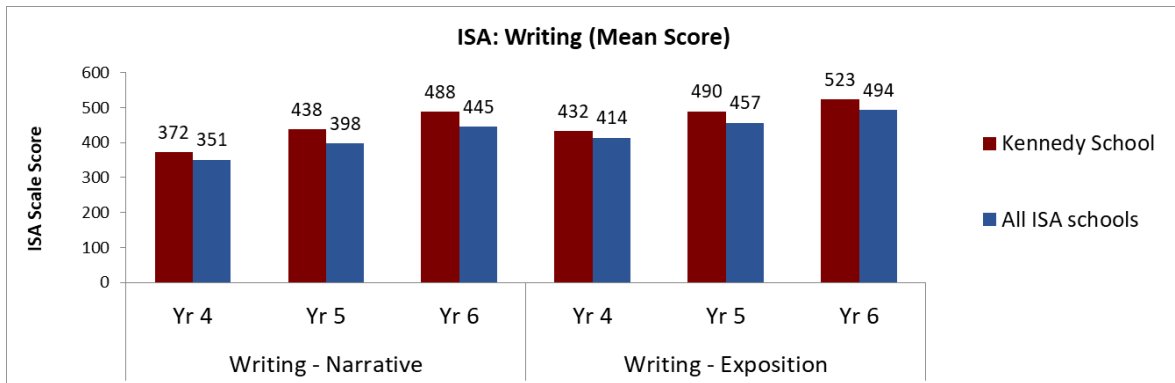
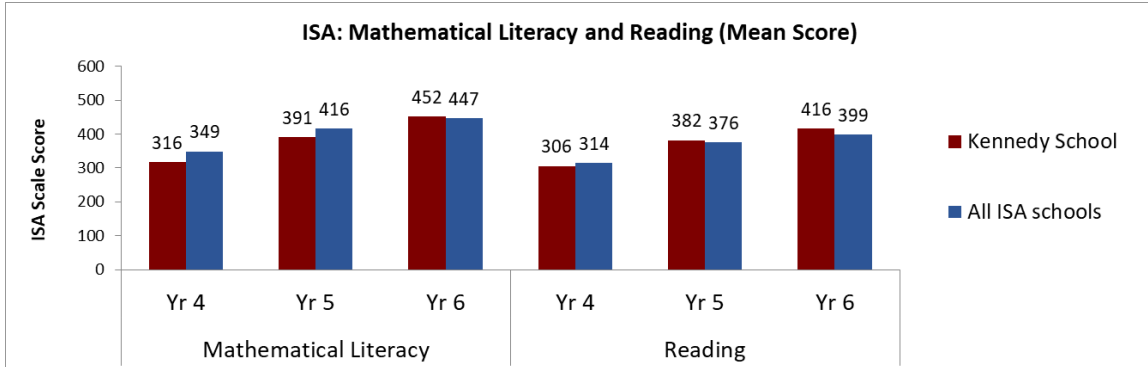
EXTERNAL ASSESSMENT RESULTS

Three major external assessments were used to help measure student attainment and complement ongoing internal assessments. These external assessments are the *BASE* assessment, the *Interactive Computerised Assessment System (InCAS)* and the *International Schools' Assessment (ISA)*.

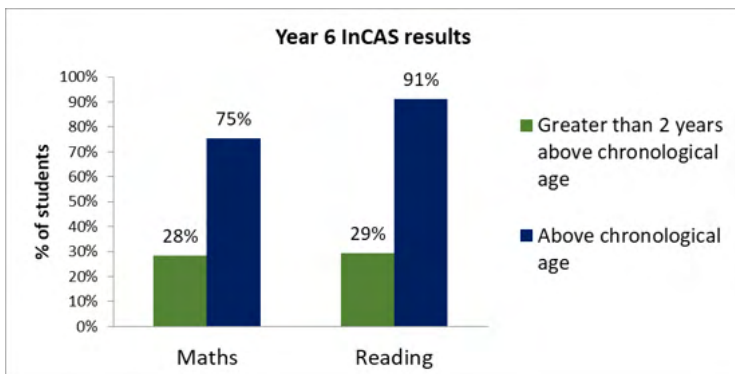
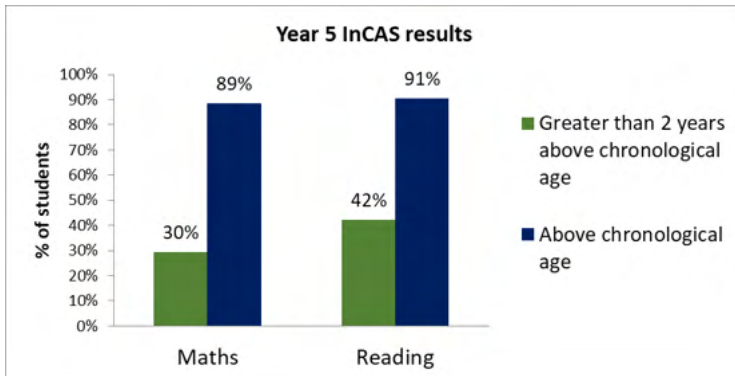
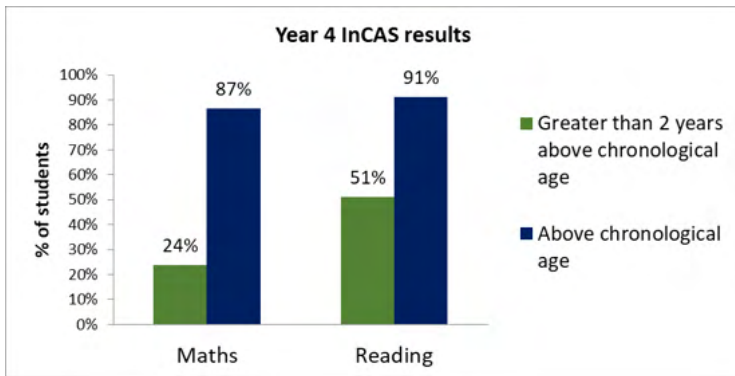
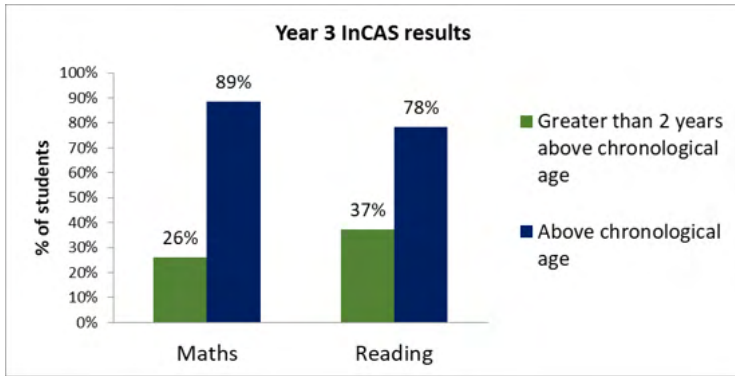
The BASE assessment is administered by the Centre for Evaluation and Monitoring (CEM), which is part of Cambridge Assessment. More than 600,000 students worldwide have taken CEM assessments over the last five years. The BASE assessment was taken by all ESF students at the start of Year 1 and is designed to give a snapshot of where students are when they start their schooling.



The International Schools' Assessment (ISA) is administered by the Australian Council for Educational Research (ACER) and is designed for students in international schools. The assessment measures student performance in Mathematical Literacy, Reading and Writing (both narrative and expository writing). The assessment is criteria referenced with students moving up the ISA scale as they progress. Kennedy School students in Years 4, 5 and 6 took the assessment in September-October 2023. The charts below compare the attainment of the average Kennedy School student in each year group against the average student in the corresponding ISA cohort.



The InCAS assessment is administered by the Centre for Evaluation and Monitoring and was taken by students in Years 3, 4 and 5 in November 2023 and Year 6 students in May 2024. The assessment compares each student's performance in Mathematics and Reading with that of an average child of the same age. High scores were attained on the InCAS assessments, as the following graphs show:



PARENT TEACHER ASSOCIATION

This year, the PTA Committee's strategy was to fully integrate and rebuild the Kennedy School community through initiatives, events and fundraising.

- **Year 1 Class Parents Coffee Mornings** New Initiative where we welcomed all 175 parents over 2 coffee mornings. Parents were able to meet other parents in their class, meet other PTA members, given opportunities to sign up to be a class parent and other volunteer activities run through the PTA.
- **Quiz Night:** October (Fundraiser)
- **Festive Fair November** (Fundraiser) New format event (to replace the Halloween Barbeque) and also bring an element of diverse celebration to Kennedy School. The Kennedy School Rock Band performed for the first time alongside the staff band and the West Island School Year 9 band. We also invited outside vendors and community members to have food, shopping and activities incorporated alongside live music and charity stalls. This was a very successful event and brought a lot of joy to our community.
- **Chinese Dragon Dance**
- **Celebration for My Extra Special Auntie-** Teamed up with the School leadership team to support the sale of the My Special Auntie book and meet the author. Both Catherine Gurtin from Pathfinders and Joanna Bowers (author) are parents of the school so we wanted to support this initiative as part of engaging the community.
- **Staff Appreciation Day**
- **Graduation Ceremony Teddy Bears:** PTA donated a special gift for our Year 6 graduates to commemorate their achievements.
- **Year Group dress up** (Fundraiser): Continuing on with our popular initiative each year band chooses a theme and students dress up to support this theme. All funds go back to the Year Group for an activity the students can enjoy.

Funding Projects and Fundraising

The PTA raised a total of \$128,000.00 last year and funded the following major projects:

- Adventure Playground and Playground Toys \$750,000.00 (partially funded)
- IT Subscriptions for learning and parent sharing \$160,000.00
- Renovation of PTA office into a Community Hub renamed The Space by the PTA THE SPACE.

In order to embrace the idea of community, we needed a space where parents could come in and engage with PTA and other parents. Teachers could also come and have a snack break and engage with us as well. It is now no longer ‘an office’ but a warm relaxing space where we encourage collaboration among our community with a cup of tea or coffee.

We feel we have achieved our goal of helping to foster reconnection for our school community. This could not have been possible without the collaboration between senior management and the PTA. Brenda Cook always supports our initiatives and we have a very good strong working relationship as we are all aligned on the goals of fostering a positive and collaborative community between parents, students, teachers and other stakeholders.



SCHOOL COUNCIL

School Council Reflection from Our Chair

As we reflect on the achievements of the past year, it is again remarkable to consider the progress made at Kennedy School across student life, learning and experiences. One of the standout successes of the 2023-2024 school year has been the continued implementation of the digital technologies programme, first introduced in 2022-2023. Under Rudi Dray and Rory Douglas's leadership, this initiative has flourished, receiving overwhelmingly positive feedback from both students and staff. The introduction of new devices, coupled with Rory's innovative guidance and creative thinking, has greatly enhanced the learning experience.

Throughout the year, the School Council has also been kept well informed about the ongoing diversity and inclusion initiatives by Neil Scott. These efforts, central to the school's ethos, remain a key focus within the teaching faculty. The consistent attention to diversity, alongside curricular developments that have been well updated by Cath Carter visiting our Council meetings, underscores the school's commitment to ensuring every student is supported to embrace their own unique abilities and achieve their full potential - to be the best that they can be.

We are deeply grateful for Niamh McKeague's representation of ESF on the council. Her insights and guidance have been invaluable, offering a deeper understanding of governance principles and ensuring that our planning and operations align with our core purpose.

In 2023-2024, we were privileged to welcome Sky Siu and Julia To to the School Council. We also wish to express our gratitude to Ambra Debernardi, Richard Houg and Debbie Sheward, whose

tenures on the council concluded at the end of the 2023-2024 school year. Their dedication and contributions over the years have been instrumental to our progress.

The 2023-2024 school year marked a significant return to normalcy, following several years of disruption. School enrolment has remained stable and strong, allowing us to maintain a healthy financial surplus. This financial stability has enabled our continued investment in technology and facilities, directly benefiting our students. The completion and opening of the playground at the end of the year is a testament to these efforts, providing a wonderful new space for our students.

With this in mind, it naturally follows to express the great debt of gratitude owed to the relentless work of the PTA, led by Natasha Petit O'Connor, whose dedication and fundraising efforts have played a critical role in enriching the student experience. Their contributions have supported the acquisition of new equipment, enhanced facilities, and provided valuable learning experiences that would not otherwise be possible.

As I enter my third year as Chair, I am constantly reminded of the unique character of the Kennedy School community, a central part of what makes our institution so special.

Looking ahead to 2024-2025 one of the key focuses of the School Council, staff and the community will be a review of the school's guiding statements, mission, and vision. This process will ensure that our guiding principles remain an authentic reflection of who we are and what we aspire to be as a school community.

We are excited this school year also to begin the consultation, design, and planning process for the forthcoming School Development Project. Led by John Stewart and the ESF team, this project represents an incredible opportunity to enhance the school environment further. By investing in the

development of our facilities, we are ensuring that Kennedy School not only meets the needs of today's students, but is prepared to meet the curriculum, pedagogy and students of the future. This initiative comes at a perfect time where an improved physical space can truly capitalise on the hard work that has already gone into the educational, technological and inclusive progress of the school.

In conclusion, the 2023-2024 school year has been a year of stability and progress. We look forward to the opportunities and challenges of the coming year, confident in our ability to continue our contribution to our school and community.

Chris Geary (紀傑斯)

School Chair

About the School Council

Kennedy's School Council comprises the Chairperson, the CEO as a member of the School Council as an ex-officio appointment by virtue of her position as CEO, the Principal, three community representatives, three parent representatives, three teacher representatives and one support staff representative.

The council generally meets once to twice per term. It has an overview of the School Development Plan and the financial running of the school. It also considers matters relating to staffing, health and safety and an overview of the curriculum and student academic outcomes.

It receives and discusses regular reports from the Principal and any other matters concerning the governance of the school.

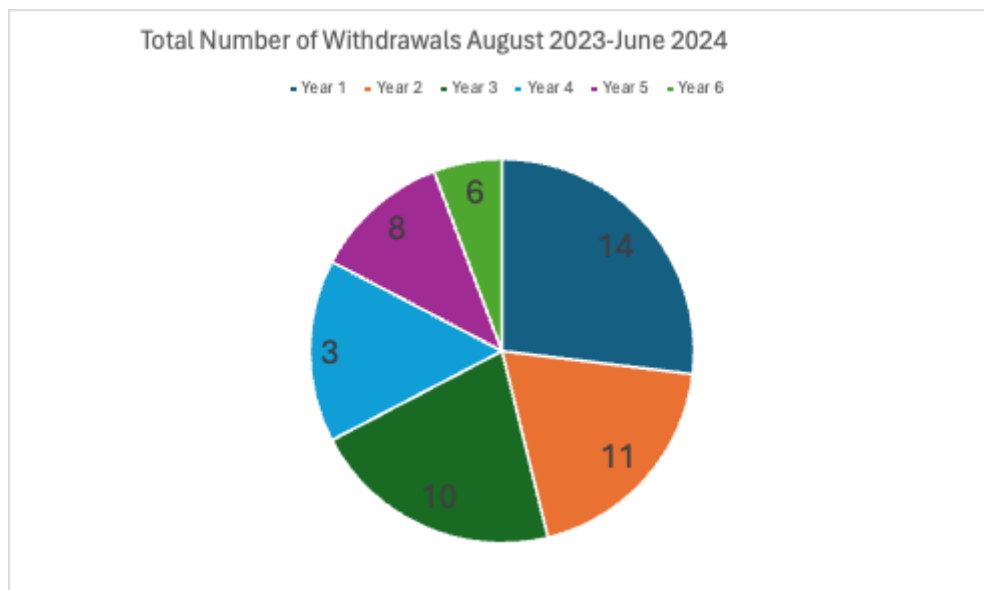
The Council comprised the following members (2023/2024) :

- Mr Chris Geary - Chair
- Ms Belinda Greer - Member of the School Council as an ex-officio appointment by virtue of her position as CEO
- Dr Niamh Mckeague (attended the meeting on behalf of the CEO)
- Ms Brenda Cook - Principal
- Mr Richard Houg – Community Representative
- Mr Thomas Leung - Community Representative
- Ms Sky Siu - Community Representative
- Mrs Natasha Petit O'Connor - Parent Representative (PTA)
- Ms Ambra Debernardi - Parent Representative
- Ms Julia To - Parent Representative
- Mrs Debbie Sheward - Teacher Representative
- Mr Neil Scott - Teacher Representative
- Mr Rory Douglas - Teacher Representative
- Mrs Tasneem Badri - Support Staff Representative

SCHOOL STATISTICS

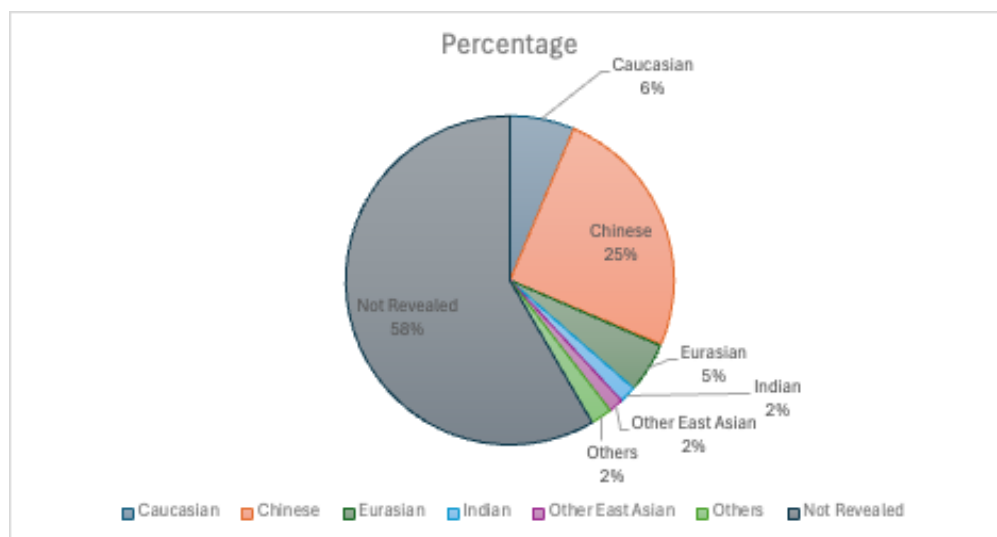
Withdrawals

Roll Group	Total Number of students as of October 2024	Total Number of Withdrawals
Year 1	150	14
Year 2	149	10
Year 3	150	11
Year 4	150	8
Year 5	150	6
Year 6	149	3
Total	898	52



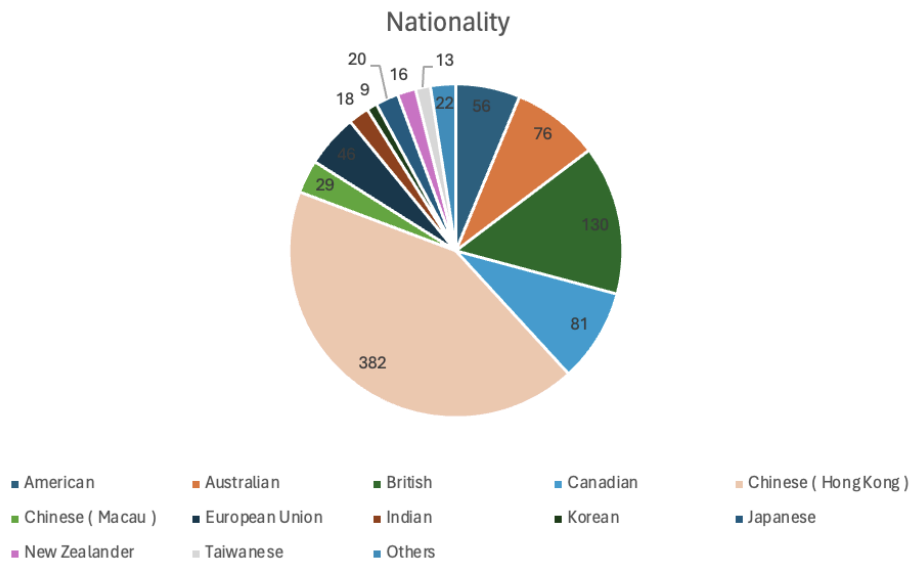
Ethnicity

Ethnicity	Number of Students	Percentage
Caucasian	57	6.35%
Chinese	226	25.17%
Eurasian	44	4.90%
Indian	15	1.67%
Other East Asian	13	1.45%
Others	19	2.12%
Not Revealed	524	58.35%
Total Number of Students	898	100%



Nationality

Nationality	Number of Student
American	56
Australian	76
British	130
Canadian	81
Chinese (Hong Kong)	382
Chinese (Macau)	29
European Union	46
Indian	18
Korean	9
Japanese	20
New Zealander	16
Taiwanese	13
Others	22
Total	898



STAFFING

We welcomed the following new staff in 2023/2024 :

Teachers - Ma Xianyang, Ronald Saw, Charlotte Clinch, Amelia Quinlan, Alex Murphy

Educational Assistants : Archana Manglik, Alisha Dadlani, Chen Jiaming, Julia Steffens, Cassandra Cadano, Priyanka Dadlani, Regan Nicholas, Kayla Santos

Support Staff:

Cindy Chen - PTA Administrator, Part-time

Georgina Adams - PTA Administrator, Part-time

Billy Yeung - Central Procurement Coordinator

Li Yuet Fa - Cleaner

Sadly, we bid farewell to the following staff who left in the year or who moved on at the end of the academic year.

Teachers :

Anna Mak, Marie Doherty, Rebecca Harper, Thea Wong

Educational Assistants and support staff:

Jasmine Li, Cat Lao, Cheryl Wong, Simran Ramchandani, Vaishali Srivastava, Fiona Bulmer, Steven Chen, Fung Wai Bing

SCHOOL BUDGET

Kennedy School		
<u>School Annual Report</u>		
	Actual 2023/24	Budget 2023/24
<u>Non-cash Funding</u>		
Staff funding	63,794,417	63,794,417
Adjustments on non-cash funding	231,458	-
Total non-cash funding	64,025,875	63,794,417
<u>Cash Funding</u>		
Capitation & ICT Funding	7,626,578	6,202,372
Grants	-	8,333
Rental and other income	649,147	449,000
School Activities	413,367	310,000
Donation	967,541	160,000
Total cash funding	9,656,633	7,129,705
Total Funding	73,682,508	70,924,122
<u>Expenditure</u>		
Staff expenses	63,979,487	63,794,417
Other expenses - Operating	4,201,292	3,965,980
Other expenses - Capital	3,150,287	1,170,000
Total Expenditure	71,331,066	68,930,397
Surplus / (Deficit)	2,351,442	1,993,725

- End of Report -