



ANNUAL REPORT 2020 - 2021

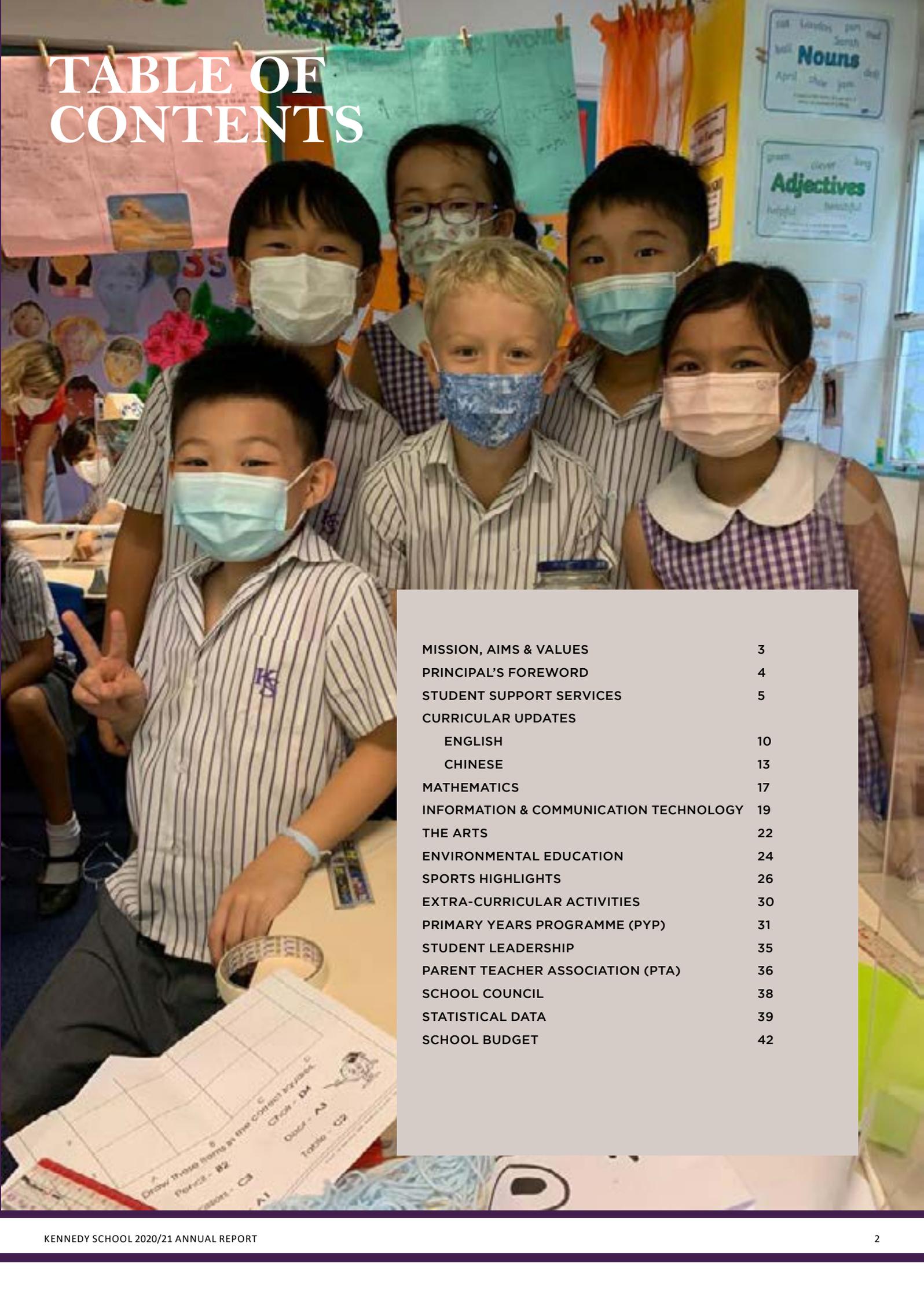


KENNEDY
SCHOOL
堅尼地小學



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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,

I hope you enjoy reading our 2020/2021 annual report which describes the amazing academic year at Kennedy School. It certainly was an extraordinary year in education due to the COVID-19 pandemic and its impact on school life in Hong Kong. The community continues to be resilient, flexible and adaptable to the changing environment we are in, moving from face-to-face to online learning very quickly and on several occasions throughout the academic year.

I am proud that the Kennedy School students, families and staff have worked together during this difficult time and the pages ahead reflect the journey we have all been on together.

With respect,

MINA DUNSTAN
PRINCIPAL
KENNEDY SCHOOL

STUDENT SUPPORT SERVICES



This year was more challenging as we had 5 new members in our team (a new teacher and 4 new EAs) and we started the new term teaching and supporting the children online. There were some challenges initially as our new EAs had not met the children, they were not familiar with the IN procedures, they were unable to come into school to see our learning space and we were unable to meet face-to-face as a new team. Despite these challenges, we continued to focus on the Inclusion Strategy Principles in order to achieve an inclusive culture in our school in line with the Kennedy School Mission Statement:

Kennedy School is an inclusive learning community where we respect, trust and value everyone. We aim to develop internationally minded, lifelong learners who take action to improve the world. We have:

- High expectations of ourselves and others
- Enthusiastic, motivated happy children
- Skilled, dedicated, effective, caring staff
- Encouraging, involved, positive parents



PERSONALISING APPROACHES TO LEARNING

We believe that inclusion is engaging with all students as unique individuals with their own interests, identities, abilities, strengths and needs.

In the first term, the children's IEP targets were once again adapted to accommodate the Home Learning programme and our online support helped the children achieve their individual targets. We personalised support timetables for each year group with allocated IN teachers and EAs. We continued to be flexible and understanding in our approach towards the children and their parents, and again our support evolved according to each child's need at any given time (daily check-ins, 1:1 support, frontloading concepts, reviewing concepts, round up of the week's learning, support groups, parent check ins). We also supported a number of children who were not on our IN register but who were finding online learning increasingly challenging.

We continued to focus on building independent and resilient learners with a stronger focus on a growth mindset. We encouraged the children not only to think about their strengths and what helps them to learn in class but also to think about their challenges and their barriers to learning.

Most of our higher need children (LS) struggled with online learning during the first term. In response to this and with school and parental approval, we were able to bring these children into school at the start of Term 2. Two of our children came into school for 90 minutes each day. These sessions were 1:1 and focused mainly around Maths and Literacy support. One child came in 3 sessions a week for similar support and two children came in for 2 sessions each week to focus on social and play skills. We also supported one child in Year 1 on an individualized and reduced timetable with 1:1 provision in an adapted learning space.

Once we were back in school, we found the need to run break and lunch time play clubs in the IN space for certain children who needed additional support with social skills and cooperative play. We once again implemented a Life Skills program for particular children in Year 1, 2 and 3, utilising our kitchen and classroom space. This year, our sessions were based around cooking and sensory activities designed to help the children work cooperatively, share, take turns, develop their social skills, listen and follow instructions. We also ran Brick Clubs to help develop the children's social and communication skills across Years 2, 3, 4 and 6.

EXCEPTIONAL TEACHERS

We believe that a culture of inclusion is constructed by a community of exceptional leaders and teachers, including suitably qualified and experienced special educational needs teachers and support staff.

Within our Individual Needs department, we continue to foster a strong multi-agency approach with teachers, assistants, therapists and counsellors. Again this year, we have 3 speech therapists, 2 occupational therapists and one ESF educational psychologist. We also have 2 counsellors, based in the school office, who work with a number of children across the school. We continue to work well as a team to offer the most inclusive approach for the children.

We have 2 full time IN teachers and 1 part time IN teacher. The IN teachers have split their support with one supporting Years 1, 3 and 4 and one supporting Years 2, 5 and 6. Our part time IN teacher also works at West Island School and is largely responsible for helping transition our Year 6 students to secondary school.

As well as supporting our Year 6 children in Maths and Literacy she also teaches secondary school skills and organises additional Year 6 transition visits, lessons and meetings to ensure that all students on the SEN register are appropriately supported at West Island School.

Our IN team is supported by 5 full time Educational Assistants. The 7 classes that have students with a Learning Support placement at Kennedy receive additional support from the IN team.

This year we have all completed a series of Shelley Moore workshops.

Our 2 IN teachers have also completed a series of workshops by Isabelle Henault on ASD, sexuality and gender identity. Our IN EAs have completed workshops on emotional check-ins and theory of mind.

NURTURING

We believe that inclusion is valuing and welcoming every member of our community, and supporting their capacity to flourish.

This year, we have 83 children at either LOA1 and LOA2 and around a further 39 children closely monitored by class teachers and the IN team. We also have 7 places for learning support (LS) in Years 1, 2, 3, 5 and 6, making a total of 118 children. Our support is tiered and structured depending on the learning needs and levels of each child. We create personalised timetables to support our LS students in the IN room with 1:1 interventions.

The learning needs of the students are met within the class through teacher differentiated planning and provision. Children at LOA 1 are supported by the class teacher and year band teams through differentiated programmes, adjustments and interventions eg. 1:1 precision teaching, small group focused interventions and additional resources available in class for all the children to access as needed (theraband, spiky cushions, fidget toys, privacy screens, noise cancelling headphones, coloured filters, timers, planners, visual timetables, etc).

Children at LOA 2 will have more adjustments made to their learning programme which could include 1:1 support, small group support and external specialist support in school (counselling, SLT and OT). Children at LOA 2 have an individual education programme (IEP) which incorporates personal learning targets and any recommendations from relevant specialists.

Areas supported include the 6 Dimensions of Learning:

- Thinking and Learning,
- Emotional and Social Wellbeing,
- Speech and Language,
- Social and Communication,
- Motor Coordination/Physical/Self-care and
- Medical.

We continue to document in the IEPs, specific classroom accommodations and strategies to support at home.

During the Home Learning period, our IN EAs were involved in supporting all our children's learning on a needs basis: 1:1 support, small groups, daily check ins for organization, parent zooms to help support the children.

We also created a bank of daily activities (social and communication, thinking puzzles, gross and fine motor, wellbeing, mindfulness) for the teachers to add to their weekly timetables. These activities were organised in folders on the Google drive - Move it Monday, Talking Tuesday, Wellbeing Wednesday, Thinking Thursday, Friendly Friday.



CREATING JOYFUL LEARNING ENVIRONMENTS

We believe that joyful learning environments are enriched by student diversity.

We have not had many opportunities to use our bespoke IN/Therapy Centre in the North Wing over this past year. Since our return to school, the IN team, teachers and children have really enjoyed having access to this room, with larger teaching and learning spaces, a variety of seating options, whiteboard tables and interactive whiteboard. Our EAs have their own desk and computer space, we have our own office space and we also have a small, private meeting room to enable us to meet with parents or specialists. We have made good use of our life skills area for our cooking and sensory activities.

Our padded gym/therapy/sensory space with fully equipped purpose built climbing frames, swings, trampoline, blackout tent, beanbags, mirror and whiteboard continues to be well used by our OTs to support our children's gross and fine motor skills. This space also continues to be well utilised by a number of children during our IN support sessions to help support their sensory and motor needs.

We continue to use a variety of resources including practical manipulatives (Numicon), Precision Teaching, and a variety of apps and online games. The children continue to ask for a turn on the Glow Master headset, which is used with an iPad to help support focus and attention through an engaging game. We also utilise the Forebrain listening tool and online resources such as Nessy Spelling and Raz-kids. Interventions in our IN space are delivered in a relaxed and well supported environment. Our children always comment on feeling happy in this space and on how they enjoy the learning environment.

It has been another very busy year in the IN Department. We put 3 children through the ARP process and they now have LS places moving forwards. We are very much looking forward to welcoming the children back into school and being able to fully utilise our new IN space!

CURRICULAR UPDATES: ENGLISH



It has been another busy year at Kennedy with regard to the teaching and learning of English.

STAFF TRAINING AND DEVELOPMENT

Staff training throughout the year was conducted during whole staff seminar sessions, year group planning meetings and English curriculum team meetings. Many areas were addressed during these meetings, but the many focuses were reading, writing, spelling and how we support language learning at Kennedy School.

During the first few weeks of school, all new teaching staff were given training in the assessment procedures used at Kennedy School for the various strands of language. They were also shown how the 'Gateway' works for the recording of numerical and qualitative data. In addition, new teachers were shown how to access a broad range of language resources, and how to plan for English in the context of the Programme of Inquiry.

An area of continued development this year has been the teaching of spelling and, in particular, the implementation of the Read Write Inc (RWI) Spelling programme across the school. This programme is engaging for students and it works effectively with the RWI Phonics programme currently in use in Years 1 and 2. The training involved both whole school and phase level workshops for all teachers new to Kennedy School at the beginning of the year.

A group of teachers had the opportunity to participate in an 8 week online course on how to work with bilingual and multilingual learners in classrooms. The course focused on how teachers can meet students' needs in the context of their unique surroundings. It provided an engaging journey into the research, best practices and experiences of bilingual and multilingual learners as they learn in English-speaking schools.

This course aligned with the enhanced PYP, aligning with Principles into Practice and the learning and teaching of language. It pushed the understanding that we are all language teachers further by respecting the language profiles our students come with and utilising that diversity to provide voice, choice and ownership in the classroom while strengthening the language skills of all students. Teachers started building a list of academic vocabulary for students to access a range of words for their units of inquiry.

This school year we continued to provide students with multiple, authentic opportunities to learn language, learn about language and learn through language.

LANGUAGE IN A TRANSDISCIPLINARY PROGRAMME OF INQUIRY

Our curriculum and framework provides an authentic context for our learners to develop and use language. We have refined and ensured that language is taught through the relevant, authentic context of our units of inquiry. We have provided language learning opportunities that support our student inquiries and the sharing of their learning.

During teachers' planning time, they have planned learning experiences that enable learners to develop language within meaningful and enjoyable contexts. Also giving opportunities for our students to make connections, apply their learning, and transfer their conceptual understanding to new situations. This progressive conceptual development, together with an enjoyment of the process, provides the foundation for lifelong learning.

READING

Reading is generally a strong area of ability at Kennedy School. During the year, we wanted to focus on building lifelong reading habits. We incorporated opportunities for our students to have extended periods of time to read for pleasure, interest, and information, experiencing an extensive range of quality fiction and non-fiction texts. We found that as our students engaged with interesting and appealing texts, appropriate to their experiences and developmental phase, they acquired the skills, strategies and conceptual understanding necessary to become competent, motivated, independent readers.

SPELLING

The RWI phonics programme (Years 1 & 2) has been in place for ten years now. Four years ago, this was followed by the introduction and implementation of the RWI spelling programme (Years 3 to 6). Both have proven to be very successful. They have an important impact on how we help the students understand the link between written and spoken sounds and words.

Over the last year, the emphasis has been very much on differentiation for all and support and extension for the less and more able, respectively. Through the careful and regular assessment of the students, the reorganisation of teachers across year groups (different teachers focussing on particular learning levels) and the selective use of resources, we moved towards a far higher level of differentiation across Years 3 - 6. In this way, students are supported at their level but are also given the opportunity to be supported and extended in their learning.

WRITING

Building on the work of the previous school year, we wanted to reinforce teachers' understanding of the writing process and how we can develop students' ability in this area. In order to upskill students for the future and to broaden their access to the full range of ways we use written language. We have emphasised the need for a balance of text types taught in each year group. The key message through the training has been the need for students to understand 'purpose'. Throughout the year, we looked at the composition and range of the text types taught, how they matched with the Programme of Inquiry and to what extent they developed or extended core skills and areas of learning in the students.

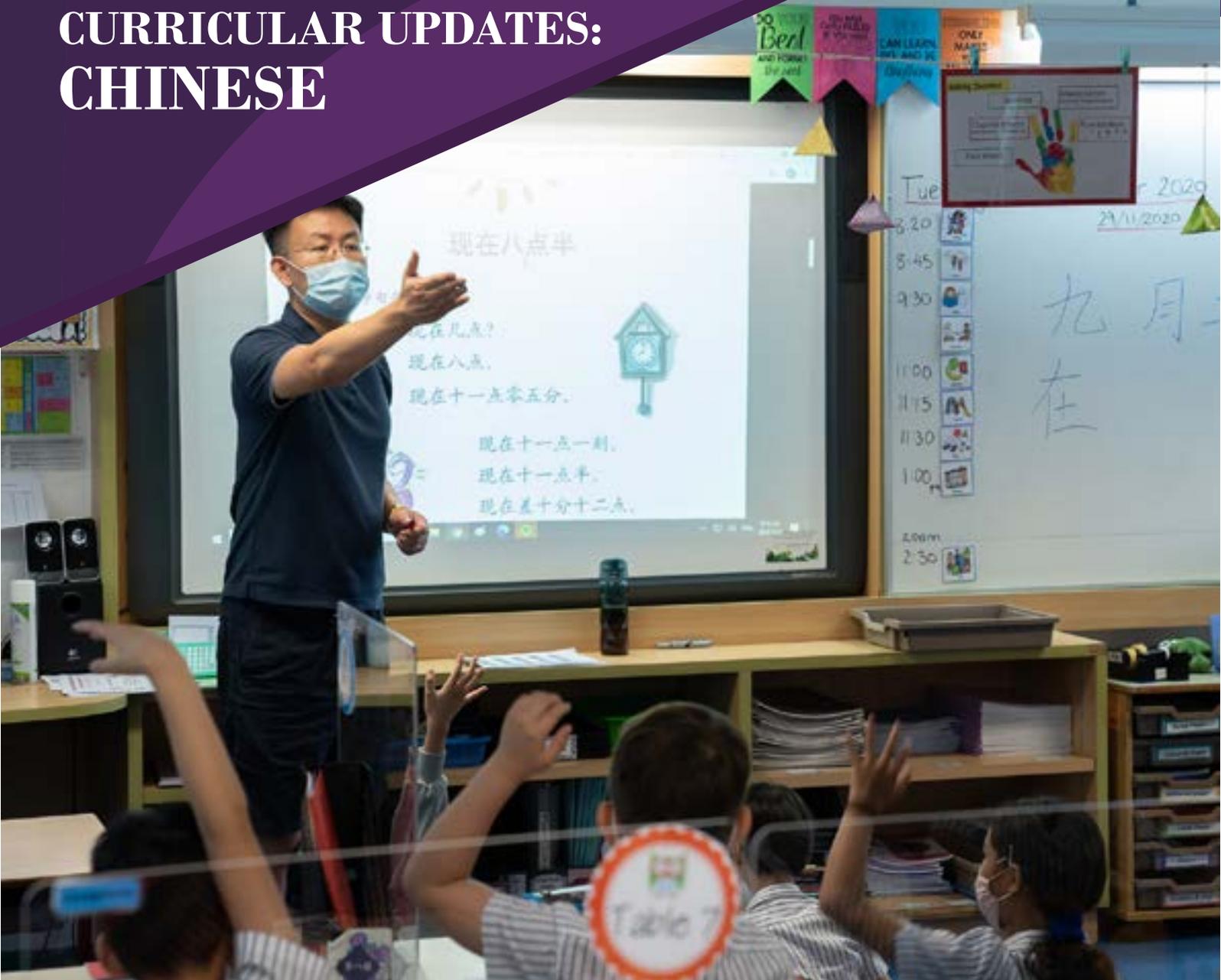
ASSESSMENT

Tracking the progress of students' literacy development is now a continuous and ongoing process at Kennedy School. In order to achieve this, the recording of all data for student progress in reading and writing on our Markbook recording system is closely monitored. Class teachers record termly Phase Level grades, based on a portfolio of writing, and PM Benchmark levels for reading.

LOOKING AHEAD

New IB planning documentation will continue to be implemented for written English units in all year groups. There will continue to be an emphasis on quality teaching and learning in the classroom, differentiation and how teachers can best be supported in achieving this.

CURRICULAR UPDATES: CHINESE



In the 2020/21 academic year, the Chinese department continued to strengthen the Chinese programme by reviewing and refining the Chinese curriculum and ensuring that the children enjoy learning Chinese through a variety of creative and innovative projects.

UPDATED CHINESE PROGRAMME MODEL

At Kennedy School, Chinese language teaching occurs in varied ways to meet the diverse needs of our students. In our approach to Chinese language teaching, we have created a model to ensure that we cater to all learning differences using different pathways, adopt an inquiry approach and enable students to learn Chinese in cultural contexts.

Kennedy School Chinese Programme Model 坚尼地小学中文课程模式



Please find some highlights of the Chinese programme:

ONLINE MID-AUTUMN FESTIVAL LANTERN DESIGN COMPETITION

Due to the pandemic, the Mid-Autumn Festival Lantern Design Competition was held online. This competition provided the students with a great opportunity to appreciate the traditions and culture of China. We had a wonderful response to our online Mid-Autumn Festival recycled lantern competition with many photos of the wonderful lantern designs submitted to our online platform. Please watch the [Mid-Autumn Lantern Competition 2020 video](#).

CHINESE NEW YEAR FUN FAIR

Chinese New Year has been another treasured opportunity for our learners and colleagues to approach and appreciate Chinese culture.

We set up 18 CNY Funfair Stations in the lower playground for our learners and teachers to try. To add to the fun, we also arranged eco-friendly prizes.

Clearly the event was popular as we received very positive feedback from the School community.



CHINESE LANGUAGE FESTIVAL

The Chinese Language Festival aims to promote Chinese language education and to provide an opportunity for participants to understand and appreciate Chinese culture. It is a platform for young learners to showcase their interest and talent in using Chinese language to create and present, and to communicate with others.

There were 152 Kennedy School students who participated in the 1st Online Chinese Language Festival and gained great results. This competition was an international competition covering Asia, Europe, America and Oceania. It had more than 400 participating schools and 3,621 participants worldwide entered various competitions, such as Reading Out Pinyin, Poem Chanting, Singing Performance, Storytelling, Calligraphy, etc. 2,384 of them are Native participants, and 1,237 were non-native participants.

Congratulations to the following Kennedy children on achieving excellent results in this global event:

[Lists of Winners-Native Category](#)

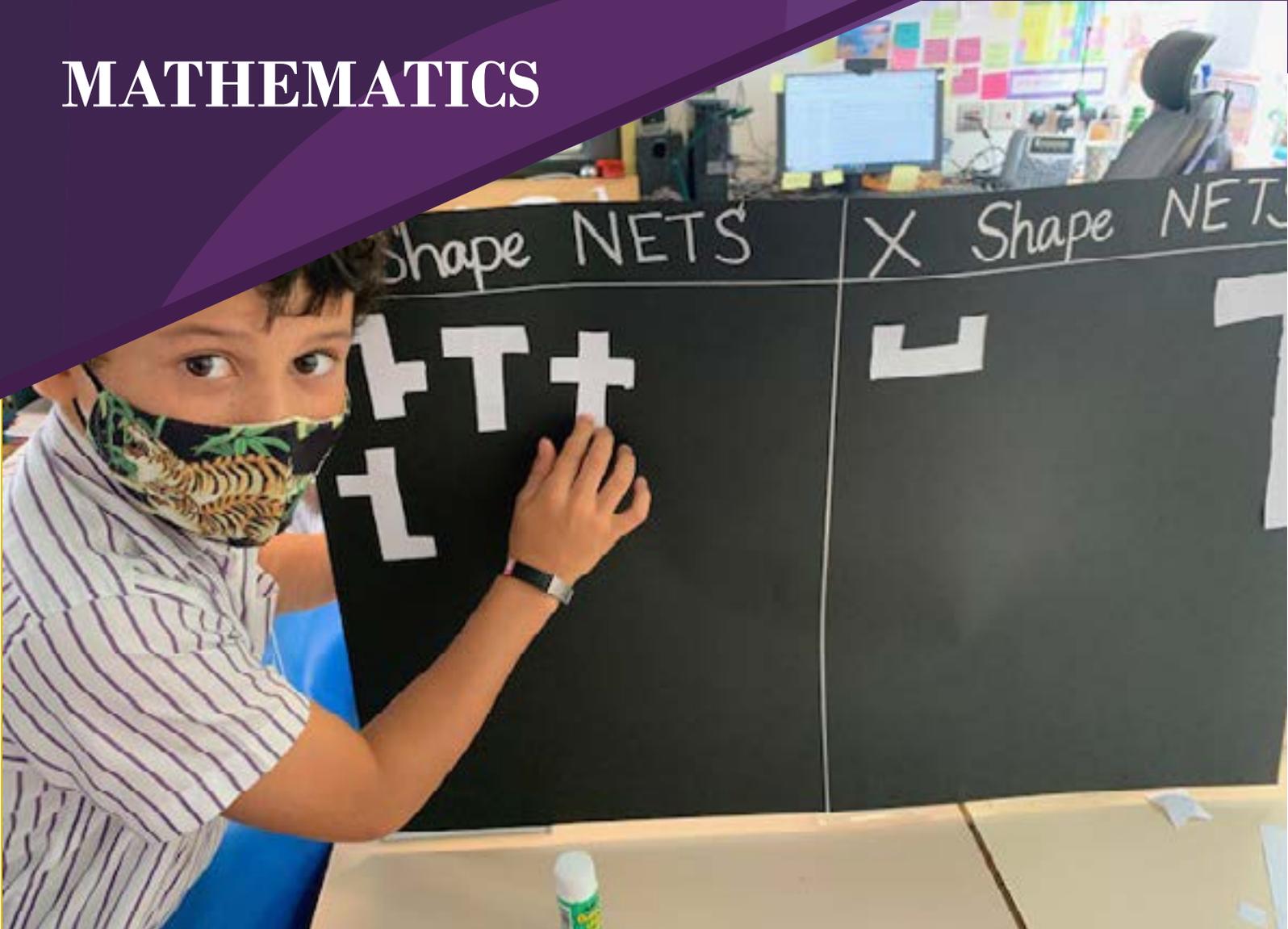
[Lists of Winners-Non-Native Category](#)

Of these winners, Sofia Huang (3H) trained by Mrs Judy Lee, was elected to be the Champion of the Native Lower Primary Category in the Hong Kong, Macau and Taiwan region. In the final stage (the global stage), Sofia was elected to be the Chinese Ambassador because of her impeccable performance.



As one of the host schools and the school initiated the event, we are proud of our teachers and students for their hard work and success.

For future development, we will continue to improve Chinese teaching and learning to ensure a high-quality Chinese programme at Kennedy School.



At the start of 2020-2021, the decision was made to focus on developing our assessment techniques within Mathematics. Over the past few years, we have looked at using pre and summative assessments tasks to determine each student's attainment. This, along with ongoing formative data collection, has allowed each teacher to plan effectively for the upcoming units within Mathematics.

However, as useful as these tests were at identifying achievement, they have not enabled us to dig deeper into which outcomes children are still to master, particularly in mental Maths. In an attempt to solve this problem, we created 6 tests that could provide the teacher with a breakdown of each outcome for a particular age phase.

MENTAL MATHS ASSESSMENT QUESTIONNAIRES (MASQ)

The aim of this inhouse assessment is to identify areas of the mental Mathematics rapid recall outcomes that the children are fluent with and those with which they need further support.

There are 6 questionnaires. Each focuses on the four operations and meets the standards identified in the ESF Maths Scope and Sequence for each year group. Therefore Test 1 (T1), gives the teacher the opportunity to test a child in their class on the Year 1 curriculum, likewise, Test 4 (T4) will indicate whether the students have fluency with the end of Year 4 outcomes. In doing so, a teacher can opt to test any child on a specific year group set of outcomes, regardless of their age, for instance, a gifted Year 3 student could attempt Test 5 to see how they fare on outcomes that are suited for children 18-24 months their senior.

Each year level will carry out their 4 operation mental Maths test bi-annually, in November and May. They can also access a blank document to tailor-make their own assessments to use at other periods in the year.

As previously stated, the main aim of these assessments is to provide the teachers with individual data on a student's mental Maths abilities. To this end, each question has been designed to test only one outcome at a time. This is a tricky challenge as so many scenarios in real life are a combination of several Maths skills or strategies.

ANALYSIS AND ACTION

The questions are grouped into strategies so the teachers will be able to see the success within each procedure. The subsequent planning of each unit should consider these findings with a big focus on filling any gaps, along with the teaching of new concepts, skills and problem-solving tasks.

STAFF TRAINING AND IMPLEMENTATION

All of the teaching staff received training on how to administer, analyse, and develop the use of the MASQs.

NUMBER FLUENCY

This year the class teachers continue to use the work of Peter Sullivan in their teaching and planning. They use his pedagogy for teaching mental Maths. Across the year bands, the children received several opportunities each week to improve their understanding of numbers and develop more flexibility and fluency.

To support this, the teachers and parents had in-house training based on Cambridge Mathematician, Jo Boaler, Number Talks strategies. Her theories identify the need for children to open up and share their chosen methods for a given calculation. The student's voice is supportive as a reflective tool and allows children to 'see' just how different, and flexible, some people are with number problems.

The focus on delivering standalone mental Maths classes will remain a part of the weekly timetable. The effects of this should continue to benefit the children in both real life scenarios and during statutory test conditions.

PLANNING FOR MATHEMATICS

During the teacher's planning time, the teams are now able to see exactly what they previously taught and all the remaining outcomes for the current unit. The planner lists the end of year outcomes for both the standalone number strand and transdisciplinary focus areas. As all good planning proformas, this document allows the teachers to consider the different working abilities of their students and through group planning provides the opportunity for staff to write suitable tasks for each level of achievement. This sharing of ideas has always been a common occurrence at Kennedy School but was not something that was always recorded. Now that the teachers are all choosing learning engagements together, the Mathematics taught across the yearband is more consistent which supports moderation assessment exercises, home learning challenges and the sharing/production of resources.

LOOKING AHEAD

Thorough planning will continue to be implemented for written Mathematics units in all year groups.

There will continue to be an emphasis on quality teaching and learning in the classroom, differentiation and how teachers can best be supported in achieving this.

INFORMATION & COMMUNICATION TECHNOLOGY



Learning Technology has continued to play an extremely prominent and important role throughout Kennedy School this year. Whilst there have been continual challenges with school closures, the students, teachers and parents have continued to impress us with their flexibility and adaptation to brand new ways and platforms for teaching, learning and communicating.

VIDEO CONFERENCING TECHNOLOGY

During the period of online learning, Zoom was successfully utilised for children and teachers to meet virtually on a daily basis. Children continued to adhere to the expectations of learning live via video technology and became accomplished in giving feedback 'reactions', sharing and presenting their screens as well as collaborating in smaller breakout rooms. Teachers continued to be flexible and dynamic in adapting to new ways of teaching and classroom management through video technology.

SCREENCASTING

Screencasting is now very much a part of a teachers' toolkit as a powerful way of recording digital videos in order to explain instructions, teach concepts and support students virtually and in the classroom. Students were able to playback videos as often as required, at times of independent learning. Kennedy School utilises the 'Screencastify' platform for its clean interface, intuitive functionality and effectiveness in synching with Google Drive. During the Year 4 mini exhibition and Year 6 exhibition, children developed their communication skills using Screencastify in order to document learning journeys and celebrate achievements with teachers, peers and parents.

SEESAW

As our established e-portfolio platform for Years 1-4, Seesaw helped students, teachers and parents bridge the gap between online and face-to-face learning. Educators were able to set work and feedback to students on a daily basis. This year, children became experts in sharing their understanding by commenting, recording videos, capturing pictures and uploading digital work. Education Assistants have also been upskilled in utilising the tools for showcasing and feeding back on students learning.

GOOGLE CLASSROOM

For Years 4-6, Google Classroom continues to provide a reliable platform for online learning and an extension to the regular weekly homework during face to face learning, that both teachers and children are familiar with. The virtual classroom made it easy for students and teachers to connect with each other regularly. Teachers were able to set assignments, share resources, information and organise the learning. Google Classroom provides the students with a stream to receive and respond to announcements, submission dates to keep organised as well as personal copies of digital work created by the teachers.

Other important platforms that helped support the teaching and learning this year include: Mathletics, Mangahigh, Reading Eggs, Epic!, Padlet, Kahoot, Google Sites and Flipgrid.

PROGRAMMING

The programming curriculum continues to develop as students become more familiar with the basic concepts of coding. In Year 1 and Year 2, the children work on sequences and loops to repeat sets of commands using Code.org, Code for Life and Scratch Junior. The Year 3 children used the Ozobots to program with colour codes, Blue-bots to program directions and also explored Augmented Reality (AR) during their HWOO unit of inquiry. In Year 4, the children developed their coding skills using Scratch to express their understanding of natural disasters during the HTWW unit of inquiry. This is then taken further in Year 5, where children are introduced to pixel art, in Scratch, to create their own backgrounds and characters and begin using conditional statements to code an interactive online game.

3D MODELLING AND PRINTING

The Year 6 children embraced the Tinkercad 3D modelling platform in collaboration with our 3D printer. The students were guided through a tutorial process to develop essential skills in drawing, scaling, rotating, transforming and grouping. Using the 'Agency by Design' framework, the students followed a creative process to empathise, define, ideate, prototype and test in order to complete their model. The final designs were 3D printed and the students were able to reflect on their own models as well as other people's work.

DIGITAL CITIZENSHIP

At Kennedy School, we follow the Common Sense Media 'Digital Citizenship' curriculum. It helps children to understand the benefits and challenges of technology use, as well as teaching them how to communicate online in a safe, responsible and positive way. Common Sense is a nonprofit, research-based organisation that supports teachers in addressing the important areas of: media balance & wellbeing, digital footprint & identity, privacy & security, relationships & communication, cyberbullying and media literacy. In Term 3, a parent webinar was held on Zoom entitled 'Plugged-in Parents: Keeping children safe, happy and healthy online.' This was to educate and support the community with the latest trends in online media at Kennedy and provide them with tools for establishing safe and healthy digital lives for their children.

TECHNOLOGY AT KENNEDY

Kennedy School continues to seek new ways of using technology to support our student's learning in all contexts, across all year groups and specialist classes. We are really excited to see what is in store next year!

THE ARTS



At Kennedy School students learn the disciplines of Visual Arts, Music and Drama. In all areas of learning, imagination, creativity and original thinking are sought. Indeed, this creative process is seen as a driving force in learning through inquiry. And what a year it was!

MUSICAL JOURNEY

The younger students went on an exciting musical journey with lots of songs from different countries at the beginning of the year as they linked with the Unit of Inquiry 'Where We Are In Place and Time'. Students also learned about musical instruments in relation to their 'How We Express Ourselves' Unit of Inquiry where they experimented with instruments made of different materials. Online learning was a challenge for us all, but Year 1 students were responsive to the Zoom class sing-a-longs. They also enjoyed responding to Music with the help of home-made instruments and body percussion.

CREATING MUSIC

The students were given the opportunity to improvise with untuned percussion, learn more demanding rhythms, explore African drumming and sing songs with longer melody lines and intricate two part harmonies. Online learning proved exciting with lots of enthusiastic recordings of music composed, practised and performed. The students had their typical weekly Music lesson via Zoom, during this period.

PLAYING TOGETHER

Year 5 used vocal sounds, rhythms and Djembe drums to express their feelings and ideas through World Music looking at Senegal and Zimbabwe for 'talking' drums. They experimented with African drumming in their 'How we express ourselves' UOI and they all experienced the joy of learning to play the ukulele using

up to six chord changes in a class band. They then enjoyed performing to each other, and sang popular songs with their newly acquired skills. Online learning was successful with shared ostinato body percussion, kitchen drum kit performances, and the appreciation of music through the lens of form and harmony. The children responded well to graphic scores and even shared their pictures online!

The students and teachers of all the year bands were eager to learn the conventions and expectations of the Arts across the age range and they cooperated well in order to further their knowledge and understanding!

MUSIC IN ACTION

At Kennedy, we welcomed back the Glenda Allen School of Dance, who ran extensive dance workshops for all classes online and face-to-face throughout the year. The students developed their creativity through acquiring dancing techniques.

Our Arts ambassadors were elected to support with organising equipment and running competitions. The Arts are not mere diversions from the important business of education: they are essential resources!

ENVIRONMENTAL EDUCATION



ENVIRONMENTAL EDUCATION

We have continued to recycle tetra-paks, a material that is traditionally difficult to recycle as it is made up of paper, plastic and aluminium. The recycling point is open every Monday morning, manned by our Environmental Ambassadors, and has been used by children, school staff and parents. More than 750 kg of tetra-pak packaging was collected in the first nine months of 2021.



Kennedy School supports the charity Box of Hope. This year, the scheme went online, raising enough funds to pay for over 1,600 boxes for children in difficulties here in Hong Kong and in South-East Asia.

Students developed a deeper appreciation of the environment through a Hong Kong wide creative competition organised by Lumivoce called 'Voices of the Planet'. They also dressed in blue to remember World Oceans Day, held a plant sale, raising \$4,000 for Hong Kong Shark Foundation.

Students from Years 1 to Year 6 visited the garden to work in small groups learning how to grow, nurture and harvest popular and native herbs, vegetables and flowers as well as developing an appreciation for bugs and insects.

Our composter continues to be used regularly to compost coffee grounds and vegetable trimmings. Composted materials are then used in the garden to grow our vegetables and herbs.

We are extremely fortunate to have a dedicated group of volunteer parents who came in school time and at weekends to help maintain our green spaces.

In times of closure, students watched video updates from the garden and were delighted, when returning to school, to see how the plants had progressed. Many students emailed with questions about plants shown and how they could help their plants at home.



SPORTS HIGHLIGHTS



HOME LEARNING

With a large period of the year based on Home Learning, the PE Department shifted focus towards personal growth through well being and skill development. During Zoom lessons students were provided with an opportunity to check in, find creative ways to move within their home space and practice mindfulness through reflection, some simple yoga and breathing exercises with the support of Frankie Herne from Pure Yoga. This was a great way to engage with students and it was amazing to see children thrive in this context when normally reserved in class.

The PE Department also looked for innovative ways to engage students and attempt some new initiatives including a Superhero Challenge, The Sock Olympics and March with Kennedy:

SOCK OLYMPICS

A proportion of the year was taught online which gave rise to an exciting opportunity for children and staff to join the Kennedy Sock Olympics!

Each week staff and students were introduced to two new events. Participants had the opportunity to practice for each event and then enter their score in order to contribute to their Class and House Total. Instructional videos and scoresheets for each event were distributed to students via Seesaw and Google Classroom each week. Mr. Luck and Mrs. Taylor then worked through each event with every class during their PE Zooms.

Points were earned for:

1 point for participation.

5 points for submitting a video of you completing the challenge.

Points for effort. This is dependent on the activity. For example, if you caught the socks 12 times, you receive 12 points. If you jump over the socks 16 times you receive 16 points.

Scores were submitted by staff and students via Google Forms and the total points for each Class and House collated from these.

The Sock Olympic events were:

- The Sock Jump Challenge
- The Sock Catch Challenge
- The Rainbow Throw Challenge
- The Keepy Uppy Challenge
- The Sock Bowling Challenge
- The Sock Basketball Challenge
- The One Legged Sock Challenge
- The Sock Bounce Challenge
- The Sock Relay Challenge
- The Sock Around the World Challenge



MARCH WITH KENNEDY



Due to the challenges of online learning and the disruption to the school sporting calendar, we decided to hit back with the 'March with Kennedy' community challenge! The aim was to motivate children, families and friends of the school to work together in circumnavigating the world using nothing but human energy. The aim was for families to be active together and participate in regular exercise.

As a virtual mission, we encouraged families to sign up to the 'Challenge Hound' platform where the 'March with Kennedy' event was featured. Families could log their activity movements (e.g. walking, running, hiking, skating, biking etc) and build on the Kennedy cumulative distance score. The virtual map, weekly updates and data tables (e.g. top 10 distances recorded) motivated the community to get even more active.

The event began in March 2021 and ran until the end of the school year in June. In order to promote our sponsorship of the Champa Ban 'Pass it Back' charity in Laos, the challenge was also given a rugby theme and our global route took us to all of the national rugby stadiums of those teams that took part in the 2019 Rugby World Cup.

A dedicated 'March with Kennedy' Google Site was created to update the community of our progress and also encourage families to post picture evidence of their progress from around Hong Kong. As an incentive, the PTA kindly donated weekly prizes for the winners of specific challenges (e.g. most activities recorded in a week). The ESF app was used to send the community regular updates of progress, winners and upcoming prize incentives.

This initiative would not have been possible without the support of Mr. Dray.

RETURN TO SCHOOL

With all the covid restrictions in place upon our return to school, the PE Department continued to find creative solutions in order to maximise student learning:

- Years 1 and 2 focussed on basic Fundamental Movement Skill development and Hand/Eye Coordination through a range of activities.
- Year 3 participated in a series of Orienteering challenges around the school.
- Year 4 rotated through a sports carousel to practice Hand/Eye Coordination through a series of activities and simple games.
- Year 5 completed the Kennedy Pentathlon and developed Sportfolios through Google Sites.
- Year 6 participated in a Sport Education Unit. This involved children forming fair teams and assigning themselves roles based on their individual strengths. Then teams played a round robin of Seated Volleyball and Zoneball matches, took responsibility for refereeing and scoring games as well as creating activities in order to develop their skills.

This pedagogy fits really well with PYP PE and is something we will continue to develop during the school Games Programme.

EXTRA-CURRICULAR ACTIVITIES



From August 2020 to May 2021, all after-school activities were cancelled due to the Covid-19 pandemic.

During May and June 2021, we were able to offer the following limited selection of extra-curricular clubs:

ESF Educational Services Ltd - basketball, tennis, Spanish

Cub Scouts (parent run)

Banana Art (external agency)

Chess club (external agency)

PRIMARY YEARS PROGRAMME



PRIMARY YEARS PROGRAMME (PYP)

Kennedy School entered its tenth year as an authorised IB PYP school.

PYP EVALUATION

We prepared for our 2nd Evaluation Visit by engaging all stakeholders in a self-study process to identify what we have been doing well and areas to improve upon. This self-study process was detailed and comprehensive.

Two representatives from the International Baccalaureate Organisation visited Kennedy School remotely in May 2021 to evaluate the implementation of the Primary Years Programme. They spoke with different members of the learning community including teachers, parents and students to find out about how we implement the Primary Years Programme. This was a rigorous, informative, collaborative and in-depth process. The purpose of the visit was to celebrate our journey with the PYP, identify key strengths and next steps for us as a school. Evaluation visits happen once every 5 years in PYP schools.

Throughout the visit, the IB team spoke highly about the communication with all stakeholders and how interactions were open, respectful and positive.

They were very impressed with our ongoing commitment to the PYP, our in-depth knowledge and understanding of the programme and how the mission and vision statement is lived and implemented in all aspects of school life.

Other areas they were particularly impressed with were:



- Our distributive leadership model and structure and ways we encourage and develop the capabilities of teachers across the school. Every teacher is a leader within the school.
- Our exceptional learning environments and the resources that are available to students and how they are used to support students with their learning.
- The opportunities we provide students to access information on global issues and diverse perspectives. They also highlighted the different ways we promote and value the Learner Profile and celebrate the diversity that exists within our Kennedy community.
- Ways we encourage student-initiated action. Students, teachers and parents were able to describe ways action has been taken as a result of learning associated with units of inquiry.
- How we engage students as thinkers and inquirers and use their wonderings to help delve deeper into the inquiry process. They also spoke about the wide range of teaching strategies we use.

Areas, as identified in our action plan that we need to continue to develop in our next phase within the PYP, include differentiation, a systematic approach to collaborative planning with specialists, unpacking policies, assessment and feedback and unpacking the PYP enhancements including documentation on the new PYP planner.

This year, the focus was on streamlining planning to help provide and strengthen opportunities for learner agency. Teachers refined units of inquiry to ensure learning intentions were clear and that the ideas studied were significant, engaging, challenging and relevant. Teachers also began to be creative and innovative in how they approached units in order to better meet the needs of all students.

‘How the World Works’ was the transdisciplinary theme focus for the Exhibition in 2020-2021. A central idea and lines of inquiry were developed that were broad enough for student voice, choice and ownership yet narrow enough to help students maintain focus.

The Year 6 students thrived during their Exhibition, having complete agency over what they inquired into. Students inquired into design thinking concepts and created their own sustainable and environment friendly product. This was the first exhibition under this theme. They blew the Kennedy community away with their knowledge, enthusiasm, perseverance and creativity.

A continued focus on developing Approaches to Learning (ATLs) was also quite prevalent across the school. Teachers developed authentic learning engagements that not only helped unpack



conceptual understandings but developed specific skills needed to communicate, research, and think. By focusing on the development of the ATLs, teachers were better able to meet the individual learning needs of their students within the context of the Units of Inquiry and gave students greater agency to take ownership over their learning. Teams continued to reflect on each unit of inquiry and changes that could be made for the future.

THE ENHANCED PYP

Teachers were all given access to myIB, the new online portal for IB teachers. Teachers and students were introduced to some of the changes from the new PYP enhancements.

The enhanced PYP framework emphasizes the central principle of agency that is threaded throughout the new organizing structure of the programme: the learner, learning and teaching and the learning community.

Augmenting the focus of the “written, taught, and assessed” curriculum with the human elements - the learner and the learning community - underlines that everyone connected to the school community has voice, choice and ownership to impact learning and teaching. These holistic components complement and reinforce each other to form a coherent whole.

THE LEARNER: describes the outcomes for individual students and the outcomes they seek for themselves

LEARNING AND TEACHING: articulates the distinctive features of learning and teaching.

THE LEARNING COMMUNITY: emphasizes the importance of the social outcomes of learning and the role that IB communities play in achieving these outcomes.

LOOKING AHEAD

Conversations have concentrated on how these PYP enhancements will look in our school context, and how we will adapt, evolve and grow as a school according to our Kennedy learning community needs.

STUDENT LEADERSHIP



Our school values student voice and we have a range of student leadership opportunities available for Year 6 students, as well as throughout the school. This year, our leadership programme began in January 2020 when we returned to school.

Our Year 6 House Captains are elected by their peers and play an important role in our school. They lead House assemblies, organise fundraising opportunities for our House charities and accompany school tours with prospective parents when possible.

In addition to the House Captain roles, we also have positions for Chinese Language Ambassadors, Sports Ambassadors, Arts Ambassadors, Environmental Ambassadors and Friendly School Ambassadors. These children assist in a range of ways, including helping to organise and run Sports Days and Chinese, Environmental, Music and Arts events.

Our Year 6 Friendly School Ambassadors lead a team of children from across the school to 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 2-6. 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, it has been challenging to involve the Student Representative Council in whole school decisions but they have been able to take on an active role within their own classes.

PARENT TEACHER ASSOCIATION



Kennedy School's PTA is a very active part of the school and works to enhance our community in many ways. The opportunities to be involved in school life have been disrupted by the global pandemic.

BUSES

Daily bus operations are now run by Kwoon Chung Motors.

UNIFORM

All school uniform and sporting equipment is available to buy from the PTA Uniform Shop which is now an online store. Orders are fulfilled by PTA staff in school.

FUNDRAISING

Kennedy School's community comes together throughout the year, with the intention of raising funds for the school and also to encourage and grow our wonderful community.

Community events were diminished during the global pandemic. However, we were able to successfully run some fundraisers which were well attended, either virtually or in person, once the children were back in school.

In Term one, we held a Family Bingo Night online. Teachers joined in from home as invited “bingo callers” and the children enjoyed playing together. It was wonderful to see so many families sit down and participate and with the \$10,000 profits we bought wet play toys and board games for every year group.

Every Christmas, we run a Christmas Card competition and this year was no exception. Twelve winners had their designs printed and sold to the community. Runner’s up designs were also collectively used to print some Christmas wrapping paper. Although school closure affected sales it was important to provide the children with this opportunity.

Term two saw our first schoolwide Spell-a-Thon. All children participated and were invited to ask family and friends to sponsor their learning. It was a great success, raising over \$185,000 in sponsorship money. Children and parents enjoyed the challenge and the money raised bought over 600 new home readers, the Battle of the Books readers for the next academic year and Microbit Kit and Sensor packs.

As the structure of the PTA has changed over the past couple of years, we have looked for a more project based form of fundraising - therefore we have sought to raise funds for particular items needed or requested. We are then able to communicate with parents where the money has been / will be spent.

REPRESENTATION ON THE SCHOOL COUNCIL

A representative of the PTA sits on the school council which oversees the governance of the school.

CLASS PARENTS

Class Parents act as a liaison between class teachers and parents. Class parents assist the teachers with welcoming new families throughout the year, organising help in the classroom and are a point of contact for activities, specifically for their class.



SCHOOL COUNCIL



Kennedy's School Council comprises the Chairman, an ESF Representative, 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 :

Mr Duncan Chau - Chair

Mr Charles Caldwell - ESF Representative

Mr John Brewster - Principal

Mr Richard Houg – Community Representative

Mr Ivan Wong - Community Representative

Ms Elizabeth Rowlinson - Community Representative

Mrs Nicola Schorr - Parent Representative

Mrs Hannah Shepherd - Parent Representative (PTA)

Vacant - Parent Representative

Mrs Debbie Sheward - Teacher Representative

Mrs Claire Wylde - Teacher Representative

Mrs Rachel Ridley - Teacher Representative

Mrs Tasneem Badri - Support Staff Representative

STATISTICAL DATA

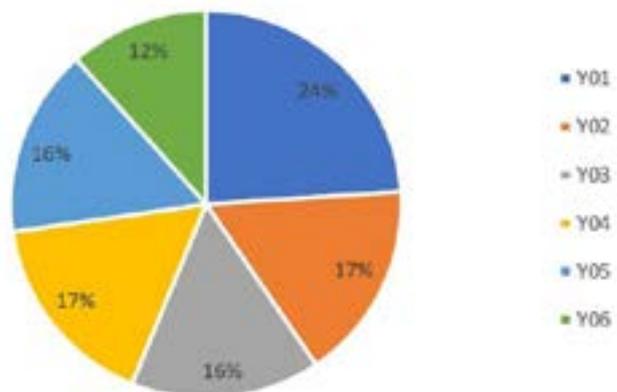


STUDENT STATISTICS

WITHDRAWALS

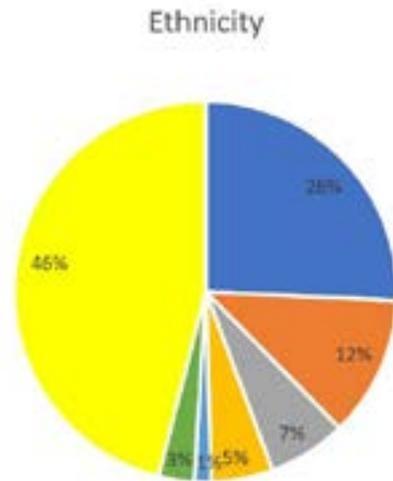
Roll Group	Total Number of students as of October 2021	Total Number of Withdrawals Aug 2020 - Jul 2021
Year 1	150	29
Year 2	150	20
Year 3	150	19
Year 4	150	20
Year 5	150	19
Year 6	150	14
Total	900	121

Student Withdrawals
August 2020 - July 2021



ETHNICITY

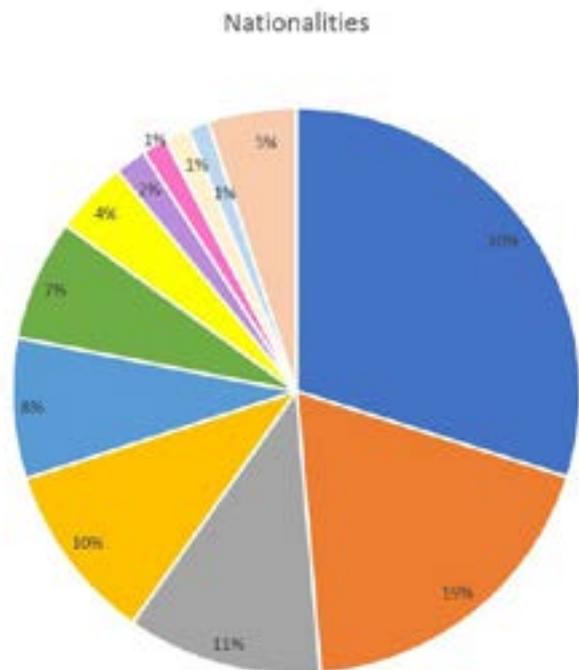
Ethnicity	Percentage	Number of Students
Chinese	26%	230
Caucasian	12%	107
Eurasian	7%	59
Indian	5%	47
Other East Asian	1%	13
Others	3%	27
Not revealed	46%	417
Total Number of students	100%	900



■ Chinese ■ Caucasian ■ Eurasian ■ Indian ■ OEA ■ Others ■ Not Revealed

NATIONALITY

Nationality	Number of students	Percentage
Chinese (Hong Kong)	268	30%
British	168	19%
Australian	100	11%
Canadian	92	10%
European Union	71	8%
American	62	7%
Indian	38	4%
Korean	16	2%
New Zealander	13	1%
Chinese (PRC, Macau)	13	1%
Taiwanese	11	1%
Others	48	5%
Sub Total	900	100%



■ Chinese (Hong Kong) ■ British ■ Australian ■ Canadian
 ■ European Union ■ American ■ Indian ■ Korean
 ■ New Zealander ■ Chinese (PRC, Macau) ■ Taiwanese ■ Others

STAFFING

In 2020 – 2021, we welcomed our new teachers Rory Douglas and Lynda Taylor.

We bid farewell to the following teaching staff who were moving on at the end of the academic year :

Principal - John Brewster

Teachers - Julia Moore, Rachel Budd, Sam Newcombe, Sophie Mills, Karen Ingleby, Lynda Taylor, Rebecca Baxter

Educational Assistants - Oliver Lenan, Abby Mansfield, Michelle Kwok, Cecile Wong, Sonia Chiu, Isla Peterson, Lisa Collins, Camellia Johnson, Colin Lin, Valerie Chung Thabot

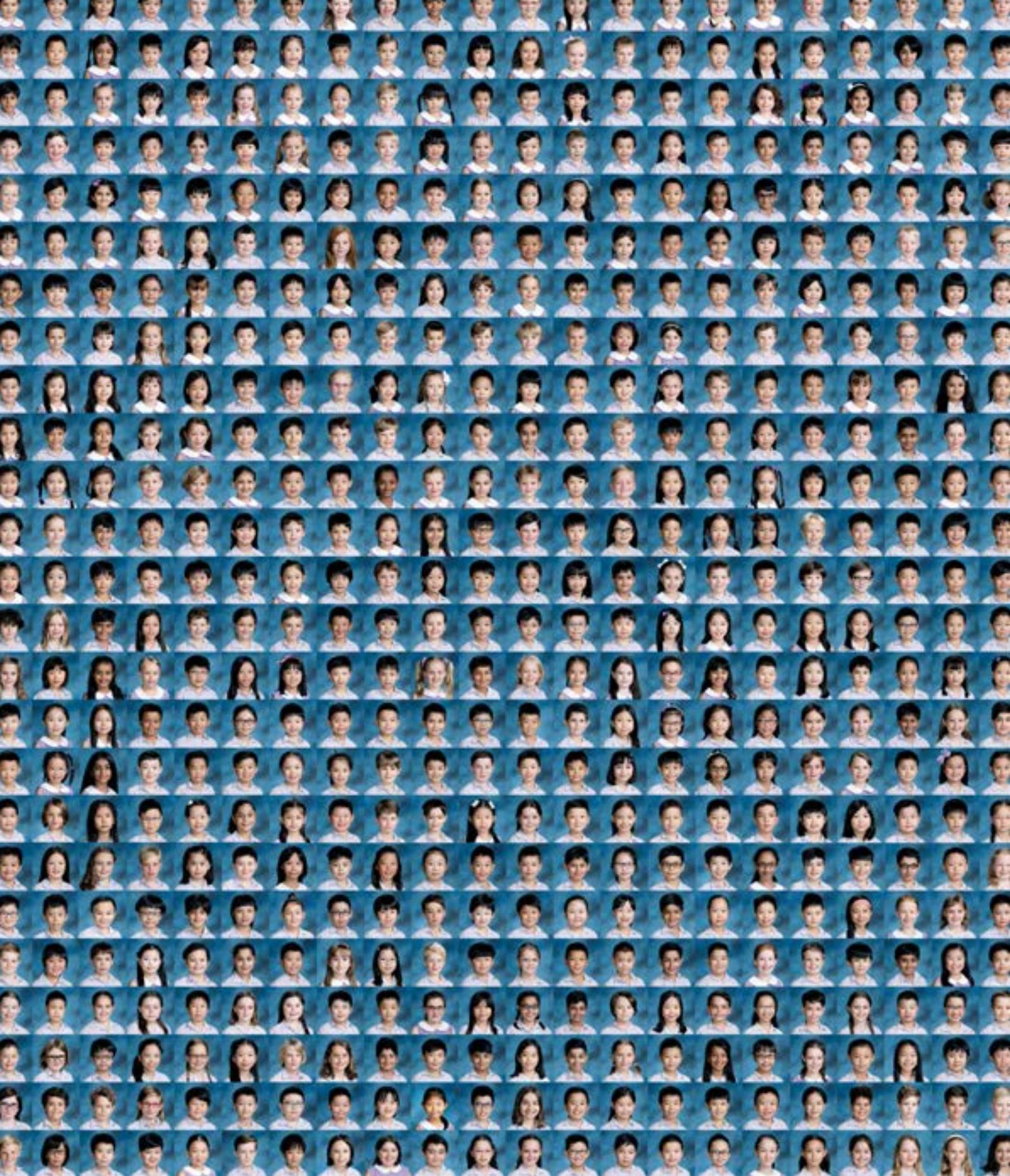
SCHOOL BUDGET



SCHOOL ANNUAL REPORT

	<i>ACTUAL 2020/21</i>		<i>BUDGET 2020/21</i>
NON-CASH FUNDING			
Staff funding	<i>59,588,973</i>		<i>59,588,973</i>
Adjustments on staff funding	<i>748,624</i>		<i>-</i>
TOTAL NON-CASH FUNDING	<i>60,337,597</i>		<i>59,588,973</i>
CASH FUNDING			
Capitation & ICT Funding	<i>4,217,741</i>		<i>4,701,852</i>
Grants	<i>121,992</i>		<i>3,984</i>
Rental and other income	<i>80,352</i>		<i>325,000</i>
School Activities	<i>212,227</i>		<i>350,000</i>
Donation	<i>92,527</i>		<i>160,000</i>
TOTAL CASH FUNDING	<i>4,724,839</i>		<i>5,540,836</i>
TOTAL FUNDING	<i>65,062,436</i>		<i>65,129,809</i>
EXPENDITURE			
Staff expenses	<i>59,213,068</i>		<i>59,588,973</i>
Other expenses - Operating	<i>2,397,665</i>		<i>2,929,000</i>
Other expenses - Capital / Relief Grant	<i>3,329,414</i>		<i>1,240,000</i>
TOTAL EXPENDITURE	<i>64,940,147</i>		<i>63,757,973</i>
SURPLUS / (DEFICIT)	<i>122,289</i>		<i>1,371,836</i>

Note: HK\$2,181,214 was contributed by the school in 2020/21 via deducting the amount from school surplus fund / bank balance to finance the relief grant to students



KENNEDY SCHOOL 2020/2021 ANNUAL REPORT

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