



ANNUAL REPORT 2021-2022

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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,

In preparing the Annual Report for 2021/22, we cannot help but reflect on what a difficult year it was due to the COVID-19 pandemic. Proudly, the school made the most of every opportunity we could and although the year was a hybrid model of distance and face-to-face learning, much was still accomplished.

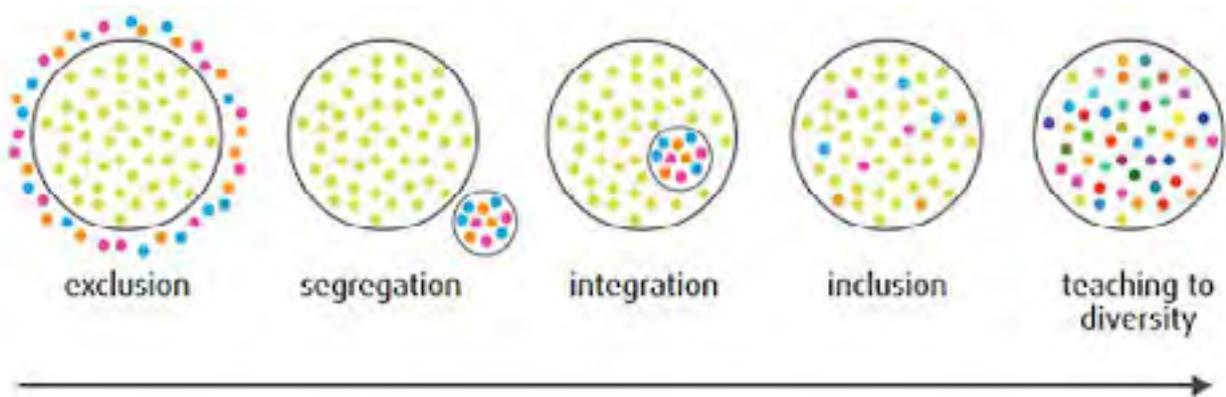
Kennedy School students, families and staff have worked together during this difficult time and the pages ahead reflect the journey we have all been on together.

Thank you for your continuous support.

Kind Regards,

BRENDA COOK
PRINCIPAL
KENNEDY SCHOOL

STUDENT SUPPORT SERVICES



This year, we started the year in school for Term 1. We welcomed one new EA, so our team was already established and 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.

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.

TERM 1:

In the first term, we allowed the children to settle into school after a disrupted Term 3 the previous year (in school and online learning), monitored their learning and put support in place as required. Mid-term, after completing standardised assessments and after a period of settled learning in school, we reviewed the children's IEP targets.

We again personalised support timetables for each year group with allocated IN teachers and EAs. We also continued to support a number of children who were not on our IN register but who had found the online learning period increasingly challenging.

We ran an after school Movement Skills group with an invited group of children. This was with the support of our PE teacher. The focus was on gross movement: throwing and catching, travelling, balancing.

We continued to focus on building independent and resilient learners with a stronger focus on 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.

TERM 2:

We began Term 2 in school but we were back to an online learning programme within two weeks. We were fortunate enough to be able to have our LS children in school again for half days for the first two weeks of online learning before school closed for the remainder of the term. During this time, we created individual timetables for our LS children across Year 1 to Year 6 and had 2 IN teachers and 3 EAs to support the children's learning in school. We differentiated the Maths, Literacy and UOI lessons for each child and we also included daily PE, play and social skills lessons. This worked very well for our LS children and we were all disappointed when we had to return to online learning again.

As in the previous year, most of our higher need children (LS) struggled with online learning during the remainder of the second term. One of our higher need LS children had a new parent-funded EA (PFEA) who had started in Term 2. This was ideal as we were able to plan and differentiate the child's learning with the class teacher and our PFEA was able to support his learning face-to-face, outside school, for a few weeks.

With online learning, we continued to be flexible and understanding in our approach towards the children and their parents and once 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). As previously, we also supported a number of children who were not on our IN register but who were finding online learning increasingly challenging.

TERM 3:

Term 3 began in school and continued through to the end of the year. As previously, 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 continued to run our Brick Clubs in Years 1, 3, 4 and 5. In response to some of our children requiring additional social support, we introduced an after school Social Club on Tuesdays (Years 1 and 2) and Wednesdays (Years 3 and 4). These Clubs were by invitation only and organised and run by our very competent team of IN EAs. In the mornings before school, we also ran a fine motor skills group, handwriting sessions and auditory processing support.

During Terms 2 and 3, we had a number of children leaving Hong Kong and so the number of children on our IN register has varied. We have been very flexible this term and provided additional support where required for a number of children across various dimensions of schooling.

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. The same as last year, we have 3 speech therapists, 2 occupational therapists and one ESF educational psychologist. We also have 2 counsellors (one new counsellor who started in Term 3) 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.

This year, we have 2 full-time IN teachers. Unfortunately, we lost our part-time Year 6/Year 7 transition support teacher so this year, our Year 6 secondary transition programme was supported by one IN teacher. The IN teachers have split their support with one supporting Years 1, 5 and 6 and one supporting Years 2, 3 and 4.

Our IN team is supported by 6 full time Educational Assistants, each one allocated a particular yearband to support, but with the flexibility to support across yearbands according to need. The 7 classes that have students with a Learning Support placement at Kennedy receive additional support from the IN team.

Whole staff training:

- Completed 2 of the Shelley Moore modules.
- Behaviour Management training from our ESF EP

EA training:

- We have had two EAs (one EA from IN) trained in ELSA
- IN EAs - Social Thinking training from ESF EP
- IN EAs - visit to JCSRS
- New EAs - Precision Teaching, High frequency words, Power of 1 and 2

NURTURING

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

This year, the numbers of children receiving either LOA1 and LOA2 support has fluctuated tremendously due to the COVID-19 situation in Hong Kong and online learning. We lost one of our LS children at the end of Term 2. This year, our support has been structured around the learning needs and levels of a variety of children in our school. We continue to create personalised timetables to support our LS students in the IN room with 1:1 interventions. We had 4 of our LS children opting out of our Chinese programme and were able to receive additional 1:1 support during these sessions.

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 yearband teams through differentiated programmes, adjustments and interventions, for example, 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 continued to create 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.

Since our return to school this year (for Terms 1 and 3) the IN team, teachers and children have really enjoyed having access to a variety of learning spaces around the school such as the IN and therapy spaces, the garden and the playgrounds. In Term 1, we made good use of our life skills area for our cooking and sensory activities. In Term 3, our focus has been on supporting Literacy and Maths and also providing social skills support for a number of children.

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, Maths support programmes (Power of 1 and 2) and a variety of apps and online games. We have also successfully used the Nessy Spelling programme for Spelling and Writing with a larger number of children this year. 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 had 2 children go 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 in the new academic year and hope we can have a full year in school next year!

CURRICULAR UPDATES: ENGLISH



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

PROFESSIONAL DEVELOPMENT

Staff training throughout the year was conducted during whole staff seminar sessions and year group planning meetings. Many areas were addressed during these meetings, including how we support language learning at Kennedy School.

Throughout the year we worked with Fiona Hamilton who is a Literacy Consultant who works with schools in the area of spelling and a structured word inquiry approach to the teaching of spelling. Fiona worked with our teachers on the following areas:

- Explaining the bigger picture of language development, why and starting to create a shared understanding of spelling
- Focus on spelling e.g inquiring into words and what this can look like in each of the year levels including resources and ideas that complement what we have already at Kennedy
- Focus on teaching vocabulary and what this can look like in each of the year levels including resources and ideas

This professional development and training has helped us to ensure that our spelling focused learning is engaging for students and supports them to move forward in their learning.

An area of focus on our strategic plan has been to ensure that we maintain and consolidate the delivery of core components of curriculum to reset coherence. This school year, we continued to provide students with multiple, authentic opportunities to learn language, learn about language and learn through language. The following areas and experiences are explored in the curriculum with the students:

- Inviting the student into new ways of making meaning and exploring the world through language
- Making meaning from written, viewed or oral text and apply their developing understandings of symbolic cues
- Exploring different ways of accessing and making meaning, including digital technologies and their vast potential for expression and audience.

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 also involves identifying key language skills and knowledge we want students to be able to know and do. 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 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.

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.

LOOKING AHEAD

UNPACKING THE LANGUAGE POLICY

A focus for Kennedy is to ensure that there is a shared understanding of practice with Language with all members of the learning community. This also includes running Parent Information Sessions and Webinars on 'What Language learning looks like at Kennedy' and 'How we can support our children as readers and writers'.

APPROACHES TO TEACHING LANGUAGE

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



The 2021-2022 Academic Year was another productive year for the Chinese Programme at Kennedy School. We are devoted to creating a rich language environment conducive to the development of students' language abilities. With the aim of enriching students' experience, different co-curricular and extra-curricular activities are provided through our formal and informal curriculum activities. They included:

YEAR-LEVEL CHINESE ASSEMBLY

Chinese Year-Level Assemblies were still a highlight this year. Chinese assemblies were introduced in 2014/15, giving parents the opportunity to see children's learning firsthand. During this year's assemblies, children shared with their peers, parents and teachers their recent achievements through a variety of performances including whole-class singing, choral speech, mini drama, role plays and dancing. The children's talents and interest in learning Chinese was clearly seen by all of the audience.



CULTURAL CELEBRATIONS

Mid-Autumn Festival Assemblies led by students and teachers from the Chinese Team were another fun moment of Chinese teaching and learning. Having students performing again in assemblies has given everyone something to smile about at the start of the school year. It was the first time in two years we have returned to student-led assemblies for different year groups. These important opportunities for celebration and performance will continue to be offered at Kennedy School.

The Lantern Design Competition is an important part of the Mid-Autumn celebrations. Around the school, lanterns appeared in classrooms and corridors. The students were creative and the lanterns were on display for all to enjoy.

Although the Chinese New Year celebrations were cancelled due to school closure in Term 2, a year-end celebration was held on 20 June to celebrate the fruitful year of learning.

Apart from the more familiar but fantastic Dragon and Lion dances, students participated with great enthusiasm in performances of different styles, including rap dances, poem chanting, drama as well as folk dancing.

END-OF-YEAR REPORT OBJECTIVES

To provide parents with a more holistic view of what their child had achieved and how this fitted into year group and pathway group expectations, the Chinese Department set up more thorough end-of-year report objectives based on the ESF Chinese Scope and Sequence. This reflects the importance that the school continuously places on communicating with parents and ensuring that our students understand what they are learning, why and how they can improve.

CHINESE ECA CLUBS

Chinese ECA activities have always played an important role in promoting our Chinese programme within the Kennedy School community. To cater for the needs of children who want more challenges and who are enthusiastic about learning the Chinese language and knowing its culture, we formed 4 Chinese ECA clubs - the Putonghua Speech Club, Storytelling Club, Dragon & Lion Dance Club and Chinese Drama Club.

We were pleased to see that through participating in these activities, students were able to establish a close and respectful relationship among peers and develop a more positive attitude towards Chinese learning in class.

Congratulations to the following Kennedy children from the Putonghua Speech Club on achieving excellent results in the 2nd Chinese Language Festival:

Champions			
Age Group	Name	Competition Items	Award
Lower Primary (6-7 years old)	Maya Tan (3C)	Modern Poem Solo Recitation	Champion
Middle Primary (8-9 years old)	Zhonghuizhi Huang (4K)	Modern Poem Solo Recitation	Champion
Middle Primary (8-9 years old)	Chaskar Poon (4O)	Singing of Children's Songs	Champion

We look forward to having another successful year at Kennedy School where the children are inspired to learn.

INFORMATION & COMMUNICATION TECHNOLOGY



Learning Technology has continued to play an extremely prominent and important role throughout Kennedy School this year. Whilst there have been 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. Weekly year group assemblies and parent information evenings have been possible even when schools were closed and learning took place at home, thanks to our video conferencing 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 to 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 to 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 BBC MicroBits 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. They were introduced to pixel art, in Scratch, to create their own backgrounds and characters and begin using conditional statements to code an interactive story.

3D MODELLING AND PRINTING

The Year 5 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.

BBC MICROBIT

The Year 6 children were introduced to BBC MicroBits for the very first time this year. A MicroBit is a pocket-sized computer that demonstrates to children how software and hardware work together. Students were able to programme LED light displays, buttons, sensors and many input/output features that allowed them to get creative through coding in order to interact with the world around them.

DIGITAL CITIZENSHIP

At Kennedy School, we continue to 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. We also strengthened our Digital Citizenship curriculum by introducing the children to the 'Be Internet Awesome' literacy programme from Google. Year group assemblies were used to introduce the structure to children and work through scenarios that promote safe, responsible and positive online behaviour.

In Term 1, 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.

Introductions to tuned and untuned instruments hastened developmental skills and Year 2 performed their Christmas extravaganza, 'The Two Lost Elves' to delighted parents in the school hall. Christmas joy resounded through the school.

Returning to online learning was a challenge for us all, but the Kennedy students were responsive to the Zoom class sing-a-longs and 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 and tuned percussion, learn more demanding rhythms, explore African drumming and singing songs with longer melody lines and intricate two or three part harmonies. Year 3 and 4 played the ukulele and accompanied themselves performing 'The Coconut Song' and 'The Lion Sleeps Tonight'. Our musical learning proved very exciting with lots of enthusiastic recordings and performances of music composed, practised and appreciated by all.

Year 6 raised the roof with their STOMP performances which were enjoyed and rehearsed in break times, assemblies and music lessons. They also explored the world of serialism and minimalism, trying out John Cage's clapping composition and vocalising in a Cathy Berberian style.

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 form through vocal sounds, using Harry Potter characters as a basis 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.

In the summer term, the children responded well to graphic scores and there was a lovely cross curricular unit with Picasso instrument-like collages and Kandinsky colours.

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

MUSIC IN ACTION

At Kennedy School, 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 and music assemblies.

In December, the Year 4 children from the Junior Choir entertained superbly at the Swire White Christmas Street Market in Quarry Bay and the Senior Choir gave a rousing Christmas concert at the El Charro restaurant in Cyberport.

Remember - 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. Kennedy School won the gold award for the most recycling in Hong Kong. When schools were closed, students were able to take their recycling to Green 6 recycling shops and collect points for their house team.

Kennedy School supports the Box of Hope, and we collected over 1000 fabulous boxes for this amazing charity. These boxes were sent to children in difficult circumstances here in Hong Kong and in South-East Asia.

Once we were back in school, 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. The Environmental Ambassadors help organise 'Fruity Fridays' where banana and orange peels are collected and turned into compost using our new electric composter.

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

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

- Karina O'Carroll from Animals Asia spoke to the Year 1s and 2s about dog and pet care, and to the older students about her work with Moon Bears in Asia.
- 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 students were surprised to hear that in some ways the pandemic has helped the elephants but has created huge issues for the charity.
- Andrea Richey from Hong Kong Shark Foundation came to visit Year 4 to talk about managing an NGO in Hong Kong and the important work she does raising awareness about the Shark Fin trade.

PHYSICAL EDUCATION



At school, our students continued to find creative ways to maximise their learning:

- Years 1 and 2 focused 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 Spikeball 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.

ONLINE LEARNING

During the period of online 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 and simple yoga and breathing exercises. 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 and the Active Arcade Challenges.

SPORTS CLUBS

The Boys and Girls football and netball activities are popular sports for our students at Kennedy School. The football club would not be possible without the support of Mr Dray, Mr Richardson, Mr Crompton and Ms Barrington. Our students were not able to participate in any tournaments against other schools this year. This meant the focus for our students was to develop their skills and technique by taking part in training sessions and playing in small-sided competitive matches as a school.

The netball squad training was able to take place, but our students were unable to compete in any matches against other schools. The students continued to develop technique and team play with the support of Miss Noakes and Ms Fox.

EXTRA-CURRICULAR ACTIVITIES



In Term 1, the staff run activities included Word Play, Year 2 Fine Motor Skills, Putonghua Speech Club, Senior and Junior Choir, Year 5/6 Girls/Boys Football, FMS Boosters, Gardening Club, Netball, Year 2 Reading, Battle of the Books, Lion and Dragon Dance, Orchestra and Aussie Rules Football.

In Term 2, all after-school activities were cancelled due to the Covid-19 pandemic.

In Term 3, our after school activities programme restarted for students to take part in training for sports such as cricket, International Rules Football Training, Rounders and the Chinese Team also ran Chinese Drama and Chinese Story Telling activities.

We were able to offer the following selection of extra-curricular clubs run by outside providers in the year:

- ESF Educational Services Ltd - Gymnastics, basketball, football, tennis, Spanish
- Hindi Class
- Mandarin Club
- Rugby Tots
- Cub Scouts
- Banana Art
- Chess club
- Science Adventures
- Robocode
- Stormy Chefs
- Mission Runway

PRIMARY YEARS PROGRAMME (PYP)



Kennedy School entered its 11th year as an authorised IB PYP school. This year, the focus was on reflecting and further developing our curriculum to ensure it is significant, challenging, relevant and engaging.

This year, the focus was on strengthening our planning to help provide and build opportunities for learner agency. Teachers refined units of inquiry to ensure learning intentions were clear and 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.

An area of focus from our PYP Evaluation in May 2021 has been to focus on continuous development of differentiation and assessment across the curriculum. In planning meetings and in our teaching in learning we have discussed and increased a range of differentiation and assessment practices in the learning process to support our learners to experience success. We have implemented an improved toolbox of differentiated strategies and worked with students to ensure they are part of the process of identifying these tools and strategies that help them with their learning.

A continued focus on developing Approaches to Learning (ATLs) was also quite relevant 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.

YEAR 6 EXHIBITION

‘How we Express Ourselves’ was the transdisciplinary theme focus for the Exhibition in 2021-2022. 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 different areas of expression including; dance, drama, art and photography. This was the first exhibition under this theme. They blew the Kennedy community away with their knowledge, enthusiasm, perseverance and creativity.

LOOKING AHEAD:

PROGRAMME OF INQUIRY REVIEW - YEAR LONG FOCUS

Next school academic year, all teachers and educational assistants will be part of a full Programme of Inquiry review. This will ensure that our curriculum continues to remain responsive to the needs of the students and relevant to our context. Also to ensure that the Programme of Inquiry builds upon what students have learned in previous years, extending their understanding of the transdisciplinary themes as they revisit them throughout the early and primary years at Kennedy. Student, parent and teacher feedback will help drive the conversations in teams.

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

In Professional Development week for teachers in August 2022-2023, staff will participate in a Primary Years Programme Category 2 Workshop on ‘Evidencing Learning’. This workshop will help with strengthening our understanding of assessment and practices in this area. This will also help us to explore how to monitor, document, measure and report on learning to inform the learner, learning and teaching and the learning community throughout the learning process. We will inquire into assessment capabilities by analysing data and evidence to inform decision-making for learning and teaching, providing meaningful feedback to feedforward for next steps, and supporting students to become assessment capable.

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. Our leadership programme forms part of the Y6 'How we Organise Ourselves' unit on Leadership.

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 and students.

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, the SRC have spearheaded a number of improvements to the playgrounds and corridors as well as suggesting assembly topics and ideas for improving the use of some school areas. This work will be ongoing into next academic year.

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, however, we continue to look at new and exciting ways to connect across our community.

BUSES

Daily bus operations are now run by Kwoon Chun Motors.

UNIFORM

All school uniform and sporting equipment is available to buy from the online School Uniform Shop. Orders may be collected from the store in Lai Chi Kok, or delivered to the parents' home address for a small fee. With the change to the ESF standard uniform, the former Kennedy School uniform has been available at a discount from the PTA store in school - this will be possible until Chinese New Year 2023.

FUNDRAISING & EVENTS

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 have continued to be diminished during the global pandemic. Our focus showed a shift towards simple fun and focus on community wellbeing.

In Term one, instead of holding our popular Family BBQ at Hallowe'en, we organised a fun whole school dressing up event encouraging children to dress in fun clothes - with the theme "Fun-O-Ween."

Every Christmas, we run a Christmas Card competition and this year was no exception. Due to an exceptional number of wonderful designs, thirty winners had their designs printed and sold to the community. Given the sales of wrapping paper in the previous year had been impacted due to school closures during the pandemic, we were able to continue to offer this for sale once more.

Term 2 ended with the Senior Choir performing at El Charro in front of their parents for their Christmas concert. While we were unable to include Junior Choir due to restrictions on gatherings, we were grateful to be able to continue the annual tradition in some way. We hope to hold a joint event next time.

With school closed for a large proportion of Term 2, our focus turned to the general wellbeing of our parents and staff as they supported children at home. A comprehensive wellbeing programme was rolled out with events such as yoga, pilates, destress doodling, talks from leading psychologists, Zumba and ended with a huge Zoom Sing-Movement Jam - where Mrs GG led over fifty families as they sang and danced the afternoon away.

To finish the year, and to continue to comply with prevailing restrictions, we held the inaugural "Kennedy Colours Day" - a true celebration of every child and every house at Kennedy School. Children dressed in the colours of their house and were able to take part in fun games. The atmosphere at school was extremely lively. We raised \$14,000 - part of which was used to purchase team kit for the PE department.

We continue to look 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.



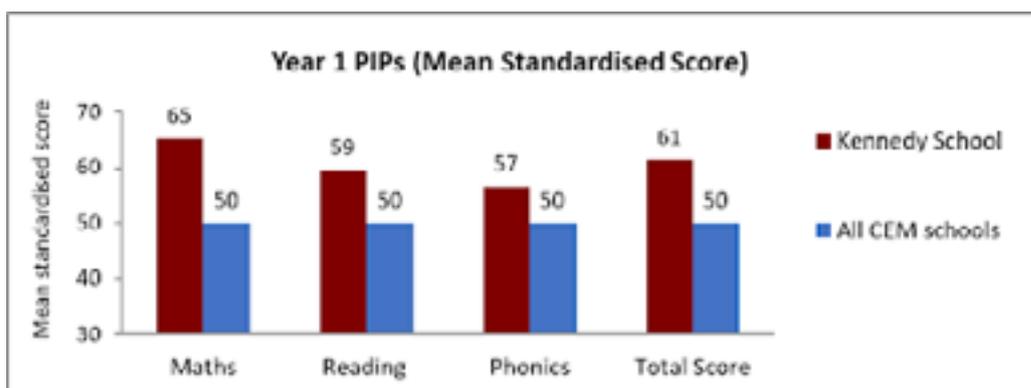
ACADEMIC ACHIEVEMENTS

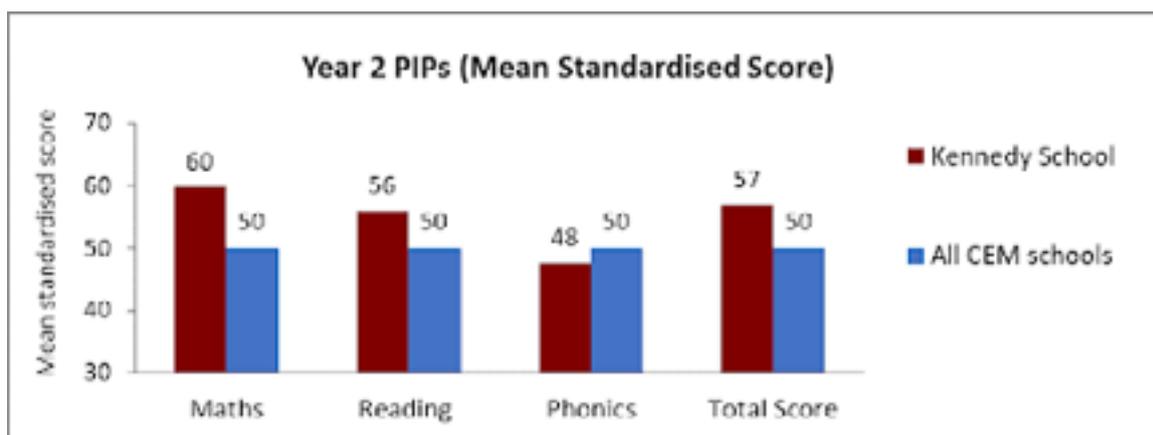


Three major external assessments are used to help measure student attainment. These are the International Schools' Assessment (ISA), the Interactive Computerised Assessment System (InCAS) and the Performance Indicators in Primary Schools (PIPs) assessments.

The PIPs assessment is administered by the Centre for Evaluation and Monitoring (CEM), which is part of Cambridge Assessment, and was taken by all ESF students at the start of Year 1 and Year 2. More than 600,000 students worldwide have taken CEM assessments over the last five years. The PIPs assessment compares each student's performance in Mathematics and Reading with that of the average child in the whole PIPs cohort worldwide. The charts below show that the average Kennedy School student in Year 1 and Year 2 attained higher than the average student in the whole PIPs cohort, with the exception of Phonics in Year 2.

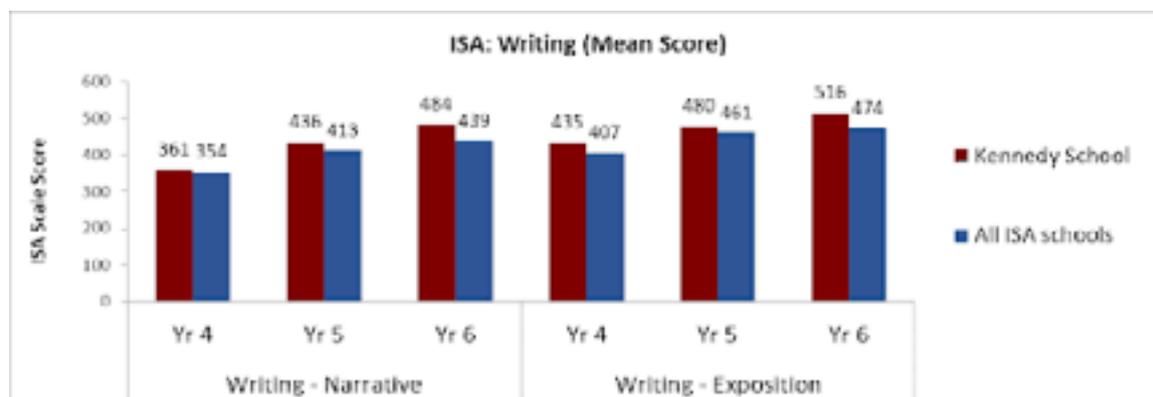
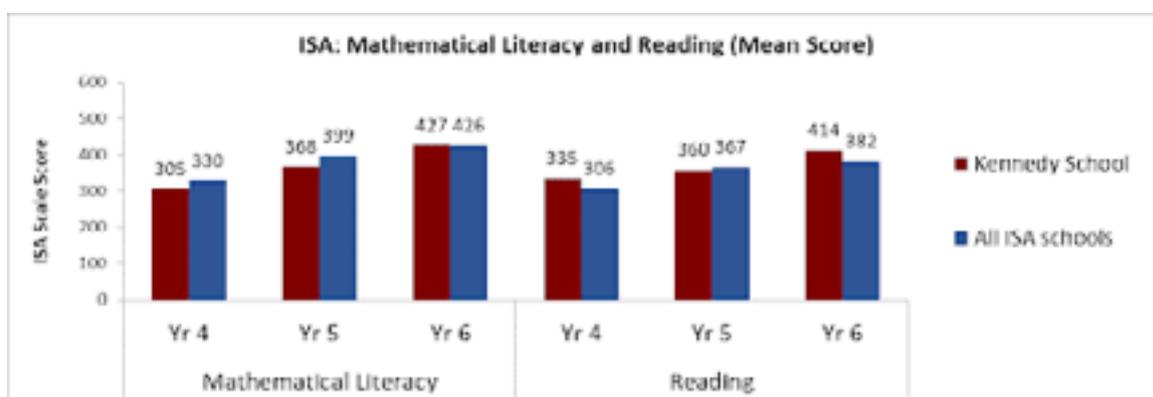
PERFORMANCE INDICATORS IN PRIMARY SCHOOLS (PIPs)





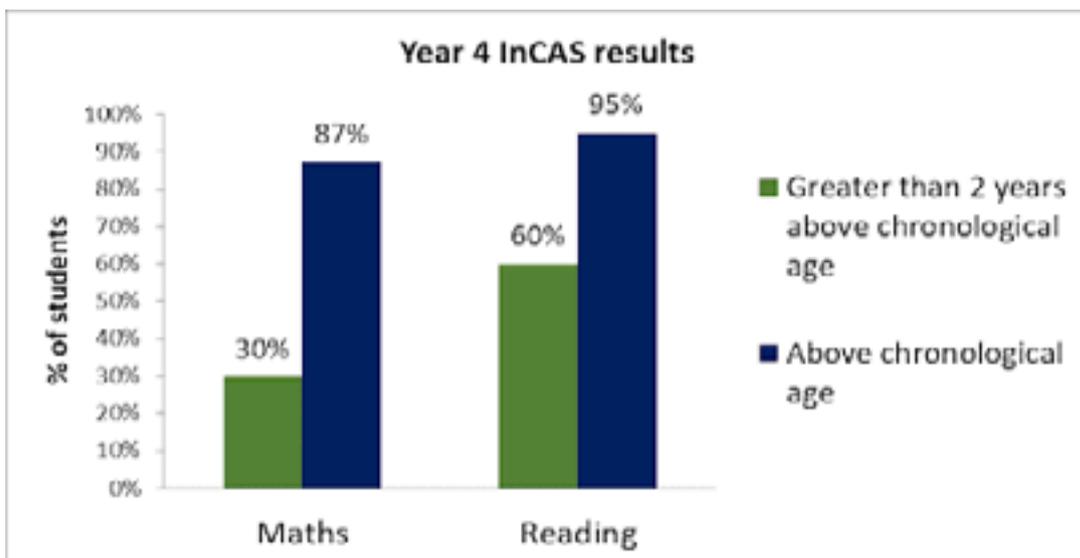
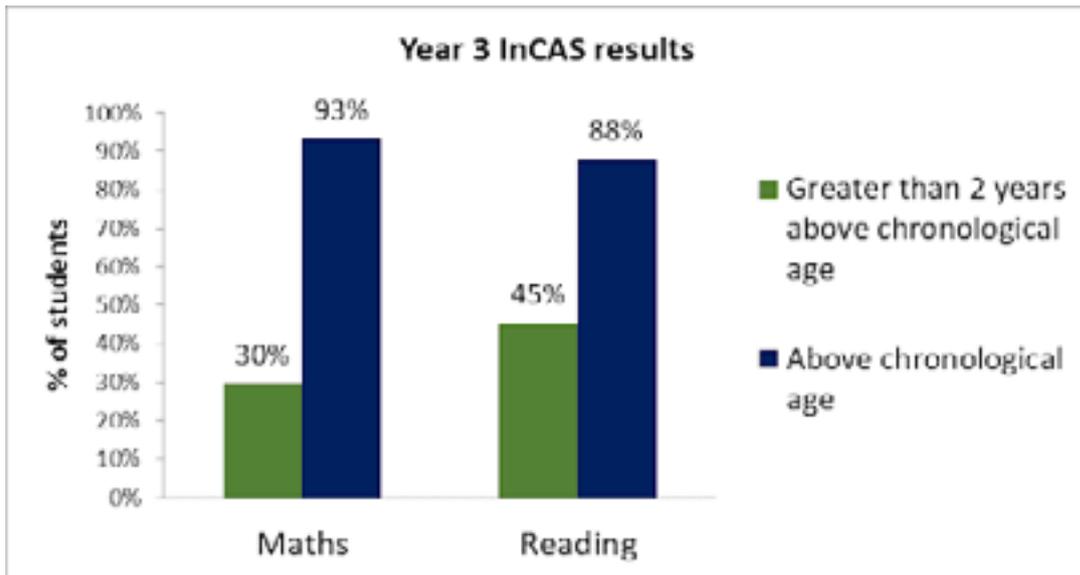
THE INTERNATIONAL SCHOOLS' ASSESSMENT (ISA)

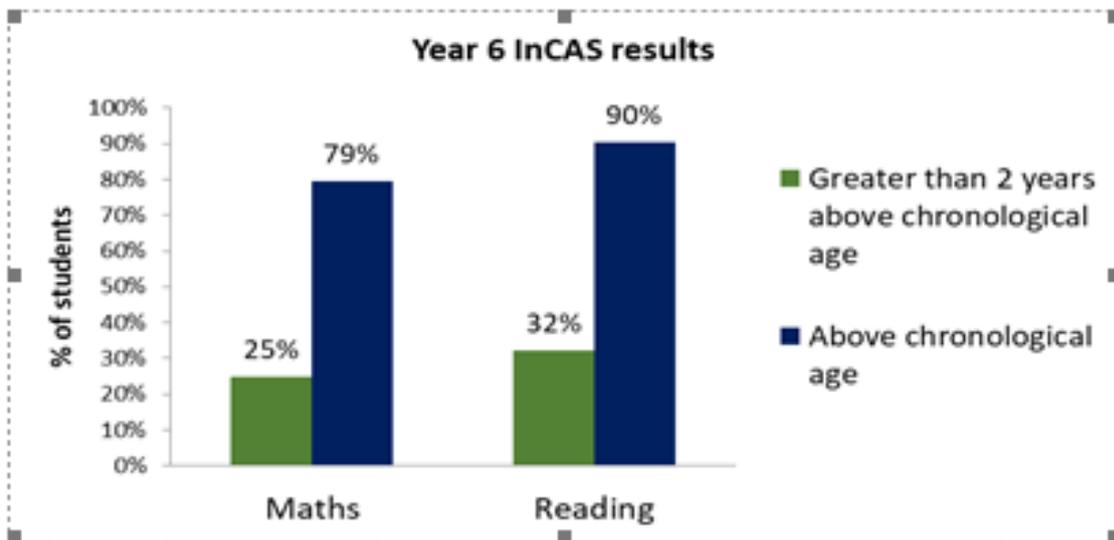
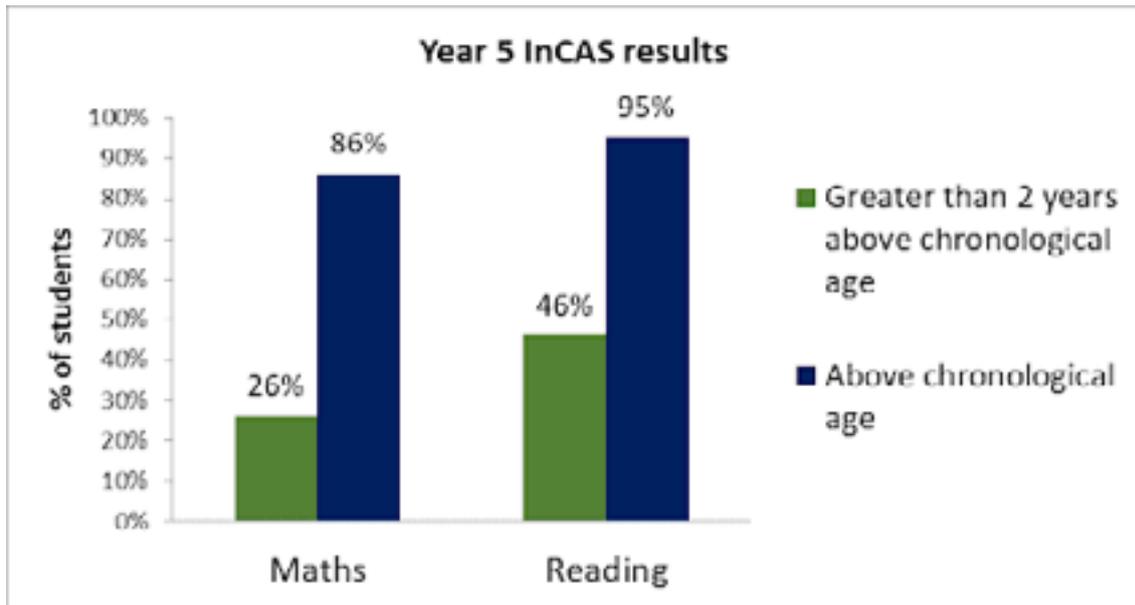
The International Schools' Assessment (ISA) is administered by the Australian Council for Educational Research (ACER) and is designed for students in international schools. The assessment measures student performance in Mathematical Literacy, Reading and Writing (both narrative and expository writing). 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 2021. 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.



INTERACTIVE COMPUTERISED ASSESSMENT SYSTEM (InCAS)

The InCAS assessment is also administered by the Centre for Evaluation and Monitoring and was taken by students in Years 3, 4 and 5 in November 2021 and Year 6 students in May 2022. 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:





SCHOOL COUNCIL



Kennedy's School Council comprises the Chairman, the CEO as 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 :

Mr Duncan Chau - Chair

Ms Belinda Greer - Member of the School Council as an ex-officio appointment by virtue of her position as CEO

Mr Charles Caldwell (attended meeting on behalf of the CEO)

Ms Mina Dunstan - Principal

Mr Richard Houg - Community Representative

Mr Thomas Leung - Community Representative

Ms Elizabeth Rowlinson - Community Representative

Mrs Hannah Shepherd/Mrs Natasha Petit O'Connor - Parent Representative (PTA)

Ms Ambra Debernardi - Parent Representative

Mr Richard Darracott - 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

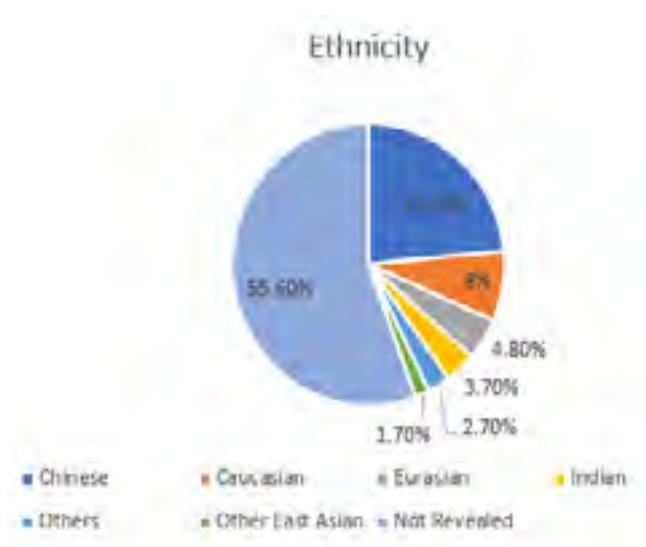
Roll Group	Total Number of students as of October 2022	Total Number of Withdrawals Aug 2021 - Jul 2022
Year 1	142	28
Year 2	140	28
Year 3	144	29
Year 4	140	32
Year 5	147	26
Year 6	148	21
Total	861	164

Total Number of withdrawals Aug 2021 - July 2022



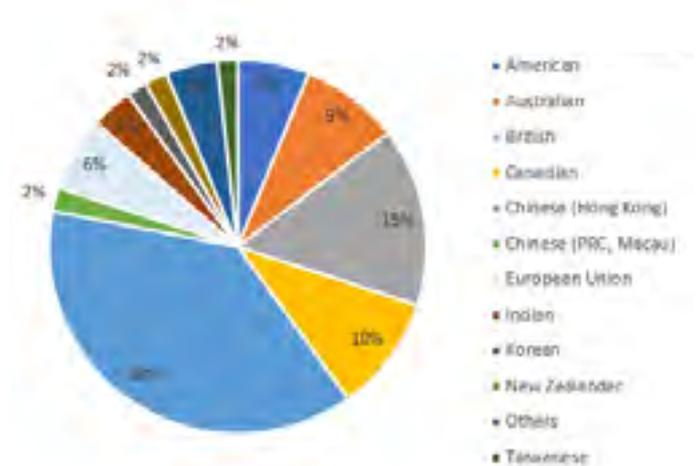
ETHNICITY

Ethnicity	Number of Students	Percentage
Chinese	202	23.05%
Caucasian	69	8%
Eurasian	41	4.80%
Indian	32	3.70%
Other East Asian	15	1.70%
Others	23	2.70%
Not revealed	479	55.06%
Total Number of students	861	100%



NATIONALITY

Nationality	Number of students	Percentage
American	53	6%
Australian	73	9%
British	133	15%
Canadian	86	10%
Chinese (Hong Kong)	327	38%
Chinese (PRC, Macau)	18	2%
European Union	55	6%
Indian	31	4%
Korean	15	2%
New Zealander	17	2%
Others	38	4%
Taiwanese	15	2%
TOTAL	861	100%



STAFFING

In 2021 - 2022, we welcomed the following new staff :

- Interim Principal - Mina Dunstan
- Teachers - Aylish Franklin, Thomas Lynch, Laura Barrington, Danielle Evans, Christine Simpson, Chris Taggart, Tom Coller, Corrie Kruger
- Educational Assistants - Vivian Chan, Simran Ramchandani, Carolyn Forshaw, Catherine Lao, Emma Booth, Helen Hewson, Alex Gough, Jason Chan, Sushma Kulkarni, Mary Puentespina, Shaan Azim, Jake Martin

We bid farewell to the following teaching staff who left in the year or were moving on at the end of the academic year and wish them the very best :

- Interim Principal - Mina Dunstan
- Teachers : Payal Bhaskal, Tim Luck, Liam Slatem, Chris Taggart, Amy Beedham, Sheilla Xia, Ketna Thakrar, Claire Wylde, Tarryn Allen
- Educational Assistants : Mihaela Donovan, Cat Lao, Carolyn Forshaw, Ana Vivancos, Georgina Lindbergh, Vivian Chan, Anita Wang, Jyoti Shah, Sandhya Kedia, Michael Singh, Alex Gough, Jake Martin, Shaan Azim

SCHOOL BUDGET



SCHOOL ANNUAL REPORT

	<i>ACTUAL 2021/22</i>		<i>BUDGET 2021/22</i>
NON-CASH FUNDING			
Staff funding	<i>60,088,141</i>		<i>60,088,141</i>
Adjustments on staff funding	<i>(72,024)</i>		<i>-</i>
TOTAL NON-CASH FUNDING	<i>60,046,117</i>		<i>60,088,141</i>
CASH FUNDING			
Capitation & ICT Funding	<i>4,521,705</i>		<i>4,519,450</i>
Grants	<i>150,000</i>		<i>-</i>
Rental and other income	<i>212,241</i>		<i>225,000</i>
School Activities	<i>347,074</i>		<i>250,000</i>
Donation	<i>57,081</i>		<i>100,000</i>
TOTAL CASH FUNDING	<i>5,290,101</i>		<i>5,094,450</i>
TOTAL FUNDING	<i>65,306,218</i>		<i>65,182,591</i>
EXPENDITURE			
Staff expenses	<i>59,621,364</i>		<i>60,088,141</i>
Other expenses - Operating	<i>4,750,810</i>		<i>2,968,000</i>
Other expenses - Capital	<i>80,227</i>		<i>1,050,000</i>
TOTAL EXPENDITURE	<i>64,452,401</i>		<i>64,106,141</i>
SURPLUS / (DEFICIT)	<i>853,817</i>		<i>1,076,450</i>



KENNEDY SCHOOL 2021/2022 ANNUAL REPORT

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