



*Success for Every Child*

# Kowloon Junior School

Annual Report 2016-17



# Introduction

On behalf of all members of the School Council I am pleased to introduce our school's Annual Report for 2016-17.

It has been a year of growth and change all focused on enhancing the quality of education that children receive at our school. Whilst we are exceptionally fortunate to have the best physical facilities amongst all ESF primary schools and possibly within the whole of Hong Kong, it is our dedicated team of leaders, teachers and support staff, all motivated to provide the very best for our children, that really makes a difference. These factors coupled with the support of an enthusiastic and caring parent community give us the very best opportunity to provide a truly exceptional learning experience for every one of the 900 children in our care. Our students are a wonderful group of young people deserving the very best.

The School Council is accountable to the ESF Board of Governors and provides a strategic overview and evaluation of the performance of the school. It is made up of representatives of all stakeholder groups and maintains an oversight and provides support and guidance as circumstances require. The Council is supported by finance, staffing and premises sub-committees and is represented within ESF through the Committee of Chairmen and has direct access to the ESF leadership team. Membership of the Council is regularly refreshed as members rotate and terms expire and we thank all members for the time and effort they contribute.

Having been recently been appointed for my second three year term as Council Chair I look forward to working closely with our new Principal, Neill O'Reilly as this school moves on the path towards excellence.

Mike Hudson  
School Council Chair

It was a pleasure to be a part of another successful year at Kowloon Junior, another year of exploring the benefits of working with our neighbouring schools KGV and Jockey Club Sarah Roe School. More connections were made between departments in each school, with teachers working to identify ways in which each child's learning can be as comprehensive and cohesive as possible as they transition from primary to secondary school. The KLC pilot programme gave us all a great opportunity to reflect on our systems and practices in order to strengthen students' experience and outcomes.

Alongside the exciting work in classrooms we opened the Sky Garden, a wonderful facility to enable students to reconnect with nature. In November we enjoyed a successful production of Annie Jr., with children from Y2 - Y6 participating in an all singing, all dancing extravaganza and in March, the school fair, organized by the PTA, was a resounding success. These events were able to happen through the hard work and support of students, parents and teachers, a real reflection of the power of our extraordinary Kowloon Junior School community.

Karen Thomas  
Head of School



Mike Hudson  
Chair of School Council



Karen Thomas  
Head of School



# A message from the Principal

It has been my pleasure to work with the team of KJS to draw together all of last year's achievements. Through this process and my first eight weeks at the school I have come to appreciate the passion and determination of the staff and the pride the community have in their school. The children of KJS have so many opportunities to learn, play and grow in a positive, safe and stimulating learning environment. The leadership team have worked extremely hard over the last year to ensure that every child experiences success and staff have the resources, professional learning and support to make this possible. My congratulations to the 2016/17 team!

Our goal is "Success for Every Child" at KJS. Our challenge is to have a shared understanding of what this looks, feels and sounds like for students and then provide the necessary resourcing, support and professional learning for staff to ensure we achieve our goal. Early in 2017/18 academic year we will be engaging with families, listening to children and staff and analysing data to determine priority areas and strategic goals. We will be clearly articulating our steps to success and drawing on the immense intellectual capacity in the school and in ESF to ensure that we achieve improved learning outcomes for every child, that every child has a sense of positive well-being and that they develop as agentic and self regulated learners.

KJS is a school on the move with a dedicated and passionate team who are determined to work collaboratively and professionally to ensure Success for Every Child. We look forward to working with our parents, community and stakeholders as we go from strength to strength in the year ahead.

Neill O'Reilly  
Principal



# Vision and Mission

## *Success for Every Child*

At KJS we create a safe, supportive and caring environment where beliefs and values reflect a respect of cultural diversity. We motivate individuals to become lifelong learners who are empowered to take action to make a positive difference in the world. The school community works together to develop global citizens with a sense of social awareness and responsibility through an engaging, relevant and challenging curriculum.

### OUR GUIDING STATEMENTS

Through our shared values we aim to achieve our Mission and Vision:

- Being internationally minded.
- Our commitment to developing a community of learners.
- Developing independence and collaboration in pursuit of excellence.
- Valuing mistakes as learning opportunities and recognising endeavour.
- Treating others as we would like to be treated.
- Recognizing, respecting and actively seeking the ideas and opinions of others.
- Encouraging creativity and innovation.
- Having high expectations of ourselves and others.
- Promoting physical, social and emotional well-being across the curriculum.
- Demonstrating our values through responsible action.

### INTERNATIONAL MINDEDNESS

Within our values, the qualities we recognize as key to being 'internationally minded' prevail. These qualities are outlined in the IB Learner Profile and are appropriate for all members of our school community. The Learner Profile underpins a curricular framework that provides access to global issues in particular through the concepts of responsibility, perspective and connection, enabling us to put our Guiding Statements into action. We are proud to be an international school within a Hong Kong setting and to have the opportunity to draw on the knowledge and experiences of our community and the rich culture of our host country to enhance the learning in school and beyond.





# Reflections on School Goals 2016-17

In the spirit of inquiry we grouped this year's goals under four hypotheses which guided our work across the written, taught and assessed curriculum:

## **Our practice is inclusive and responsive to student needs.**

Driving question:

*What does it mean to be inclusive? How do we ensure we are meeting students' needs?*

A renewed focus on evidence based practice this year filtered into many aspects of school life. Our Programme of Inquiry was reviewed by the students who gave us much to think about in terms of the framing of our Units of inquiry. By developing the design of our diagnostic assessments before starting new inquiries teacher planning reached a new level of response to student prior knowledge and interest. We introduced the Evidencer, a new platform for reporting on Units of Inquiry which required a higher level of student involvement and target setting.

Data analysis played a key role in 2016-17 with teachers and leadership using a rigorous process to analyse data in order to inform future planning. A whole school tracking system was devised in order to ensure all of our children's needs are identified and understood.

In June 2016, KJS followed up on some "out of the box" thinking by merging of the Individual Needs Department (IND) with the Learning Support/Access Class. The provocation behind the decision was; *As we pursue our commitment to success for every child, how could we make specialist resources, programming and personnel more accessible for all of the children in our care, as and when they may need it.* A full reflection on this process can be found later in this report.



## **Collaboration strengthens our community of learners.**

Driving question:

*What is authentic collaboration?*



With the understanding that collaborative learning strengthens professional knowledge and practice this year we looked to extend our practice within KJS and alongside our partner schools, Jockey Club Sarah Roe and KGV. The KLC pilot enabled 'free flow' of support between KJS and Jockey Club Sarah Roe School with a selection of students working across both schools according to their needs in different areas. This partnership enabled work across all curriculum areas with teachers creating guidelines for teaching and learning and home learning for the whole community. Within KJS, systems and protocols for collaboration with new Learning Enhancement Team were established.

The Y1 and Y2 teams collaborated in a year long self review with colleagues from ESF Centre, focussing on the development of sustained shared thinking. In Y3 - Y6 teams evaluated aspects of their practice with a more devolved structure of peer review and support.

## KJS is a school committed to inquiry based learning.

Driving questions:

*What does effective inquiry look like in school? How can inquiry strengthen our practice?*

This year our the majority of our professional development was facilitated *through* inquiry and *about* inquiry based learning.

In the first term all teachers attended a two day International Baccalaureate workshop, 'Inquiry in the Primary Years Programme'. The facilitators, from IB schools in Hong Kong and Australia, challenged us to review our current practice to ensure that we create:

- learning environments that inspire children to ask questions and develop their interests and passions
- a Programme of Inquiry that is engaging, relevant, challenging and significant for our learners
- systems and protocols that enable students to take more ownership of their learning

Further details can be found in the Primary Years Programme page of this report.

In the second term we welcomed Maths guru Peter Sullivan into the school for two days. He worked with teachers and with students to further our practice in the delivery of Maths sessions which allow for differentiated access points, raise expectations and develop curiosity and confidence in mathematical problem solving through an inquiry approach.



## Our written curriculum is clearly articulated.

Driving question:

*How do we best maintain balance between a mapped curriculum and student choice?*



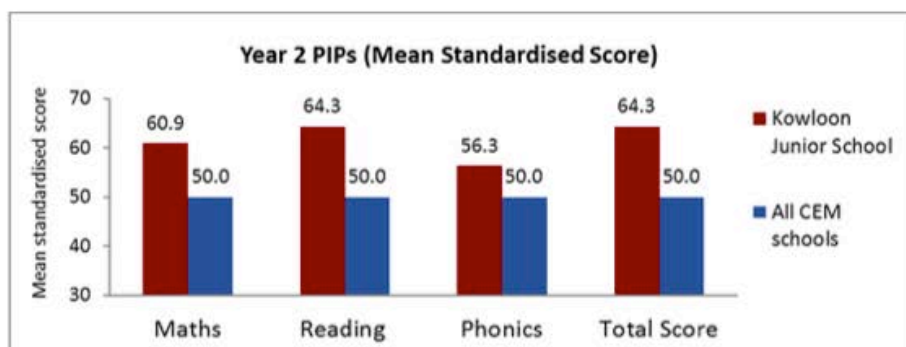
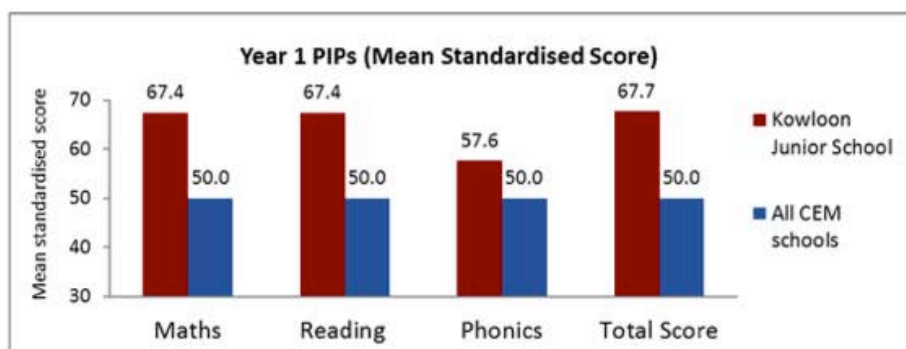
Our focus on *guided* inquiry requires a balance between clear curriculum expectations and room for students to pursue their interests within a given aspect of study. Work was started this year to ensure that the new social studies curriculum is integrated into the Programme of Inquiry with an augmented focus on use of the garden facilities for all year groups. We have also been looking at our science curriculum with the aim to integrate more practical science in all year groups' programmes of study.

This year we asked Mrs Tucker and Mr MacArthur to spend one day a week working with students and teachers on dance and visual art. Their work has resulted in skills continuum documents that will ensure that our focus on the arts is a sustainable programme to benefit future cohorts.

# Student Attainment

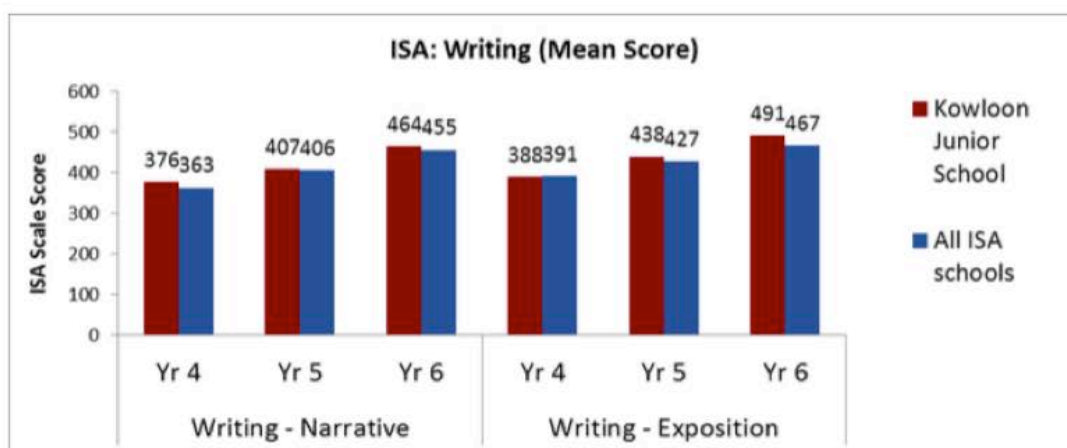
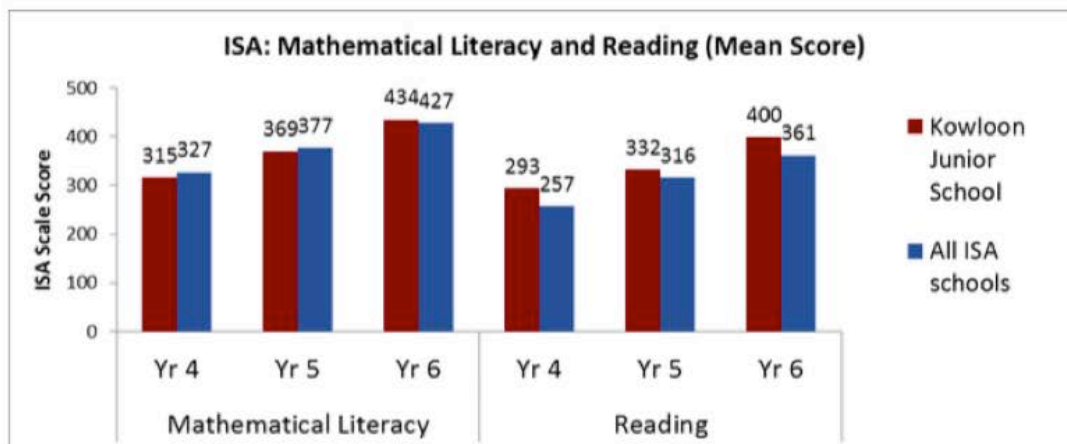
Three major external assessments are used to help measure student attainment. These are the *International Schools' Assessment* (ISA), the *Interactive Computerised Assessment System* (InCAS) and the *Performance Indicators in Primary Schools* (PIPs) assessments.

The PIPs assessment is administered by the Centre for Evaluation and Monitoring (CEM) at Durham University and was taken by students at the start of Year 1 and Year 2. Over 2,000 schools (most of whom are in the U.K.) use CEM's primary assessments. The 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 Kowloon Junior School student in both Year 1 and Year 2 attained higher than the average student in the corresponding PIPs cohort.

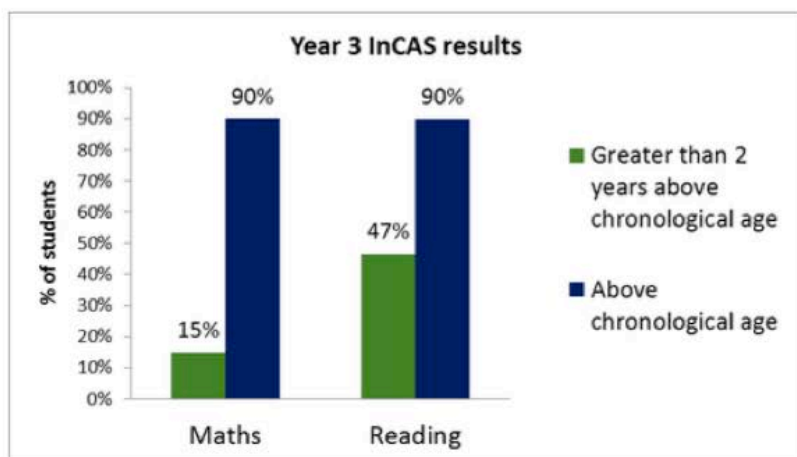


The International Schools' Assessment (ISA) is administered by the Australian Council for Educational Research (ACER) and is designed for students in international schools. The assessment measures student performance in Mathematical Literacy, Reading and Writing (both narrative and expository writing).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





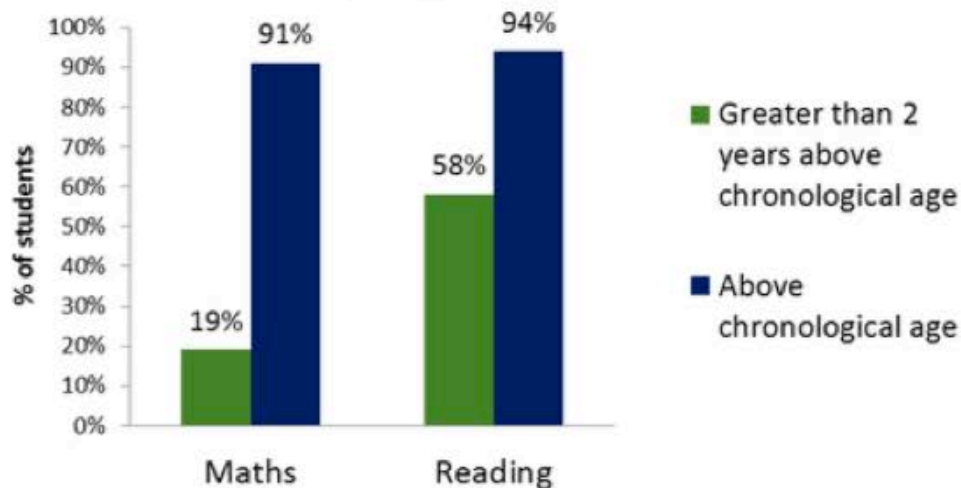
The InCAS assessment is also administered by the Centre for Evaluation and Monitoring at Durham University and was taken by students at the start of Years 3, 4 and 5, and at the start and end of Year 6. The assessment compares each student's performance in Mathematics and Reading with that of an average child of the same age. High scores were attained in the InCAS tests, as the following graphs show:



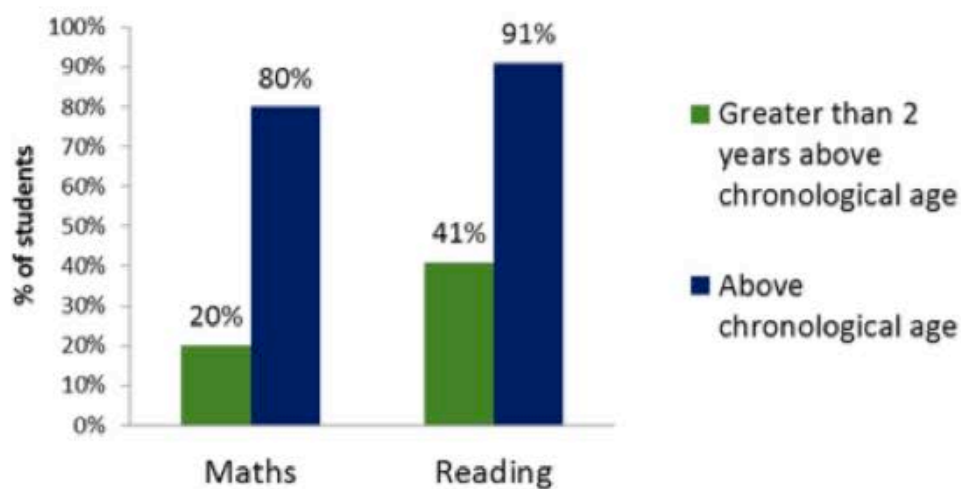




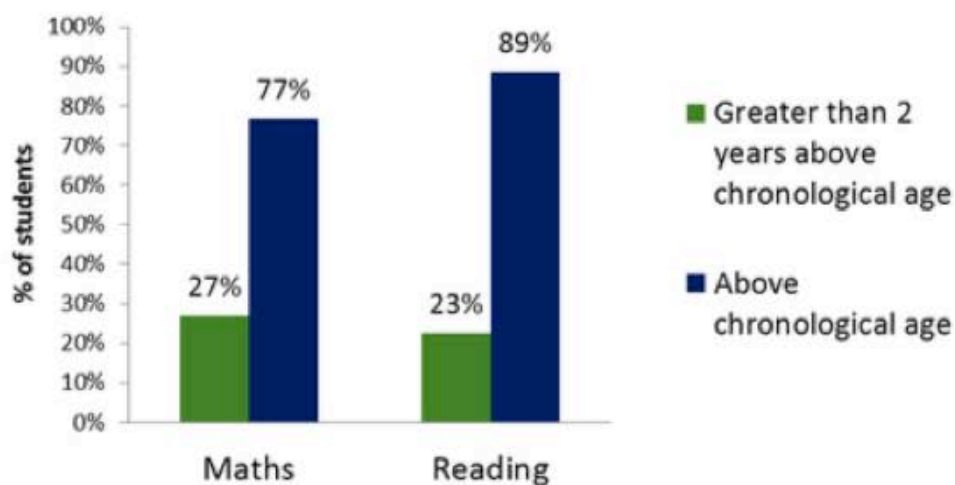
**Year 4 InCAS results**



**Year 5 InCAS results**



**Year 6 InCAS results**



# Primary Years Programme

At KJS we are committed to structured, purposeful inquiry that engages students actively in their own learning. This year, as part of our strategic development plan, we focused on the key questions: *What does effective inquiry look like in school? How can inquiry strengthen our practice?*

As part of the actions we took to address these questions, we had a 2 day in-school professional learning workshop. This was delivered by IB workshop leaders who tailored the two days to meet the needs of our staff. During this time we explored, in depth, the core principles that guide inquiry teaching, identifying our areas of strength and those areas that need strengthening. Teams selected an inquiry principle that they wanted to explore further, they set a team target and trialled new inquiry approaches measuring the impacts they had.



The 3 key messages from those two days that then became a school-wide focus for us at KJS were:

In order to allow our students opportunities to ask their own questions and explore their own inquiries we need to take a 'less is more approach' within our units. We were committed to planning less and allowing more time for student initiated inquiry.

In order for us to plan significant, engaging, relevant and challenging units for our learners we were committed to continue gathering data about students' prior knowledge, interests and skills before planning our units.

In order for our students to have more ownership over the learning they were involved in, we were committed to gathering student voice before, during and after units asking questions such as: What's been the most memorable learning experience for you? What would you change or do differently? What would you like to do next?

KJS continued its focus on action as one of the 5 essential elements of the PYP. We hosted the 3rd annual NGO Conference, which was the biggest one to date. More than 30 local NGO's presented and shared their mission and vision with more than 900 Year 5 and 6 students from across ESF. This year Dr. Merrin Pearce, a sustainability consultant, opened the conference with a keynote address talking to the children about the important concept of sustainability and how they can make a positive difference through their own actions. The goal of this conference is to help our students create connections with local NGOs, which can be used to support them with the action element of their PYP Exhibition.



As the conference continues to grow, the connections being made extend further than year 6 and are becoming long lasting and having greater impact.



For the second year, our Year 6 Exhibition was communicated through the theme 'How we express ourselves'. The theme allowed our students to express their learning and action in a variety of ways such as dance, drama, music, movies and visual art. This year the action became much more relevant and significant to our learners as the students inquiries were centred around issues linked with the United Nations 2030 Global Goals. These goals provided a real world context for our students to engage with action that had both local and global significance.



# Celebrating Visual and Performing Arts

KJS continued to develop and highlight our many talented students through amazing music and performing arts opportunities in 2016-17.

## MUSIC

Our provision of extra-curricular musical groups grew this year and included a broad range of experiences including ukulele, violins, brass, recorders, percussion, Chinese and Indian music. Around 300 students participated each term with many selecting to improve their skills in various instruments on a long term basis. Many of the clubs and activities have become oversubscribed so there is still room for some expansion in the provision. This extension of musical opportunity has resulted in the students being more independent using different instrumental sets in the classroom when composing and expanding their imaginations in the use of timbre effects and applying and sharing skills. The music concert had over two hundred participants and some fabulous performances. Students from both our orchestras participated

in the Orchestra Day at RCHK and benefitted from seeing the enthusiasm from other participating schools. The Chinese Orchestra also performed in our Chinese New Year assembly. The Choirs took part in the school show, Hong Kong 'Arts in the Park' and a Christmas show at KGV. The culminating events were the school concert followed by the ESF wide concert in the Queen Elizabeth Stadium in Wan Chai with 800 students performing, 80 of whom were from KJS.

The music department supported the longer performance assemblies in Year 1 and 2 and the Year 6 Exhibition. We also trained a tech crew for many of the performances throughout the year that could support performances with sound, lights and stagecraft.

Our department runs a recorder program that entitles all students to learn an instrument, this culminates in all students participating in a musical ensemble using different sized recorders in a recorder band which resulted in various performances as whole classes and small groups in assembly.

We have continued working with year groups and identifying areas to work with within the PYP to expand the transdisciplinary nature of the curriculum.



## VISUAL ART:

This year we had a strong focus on the visual arts. KJS implemented an art specific role with our resident art expert John McArthur implementing an art program across all year levels of the school. This year long program was conducted in 5 week teaching blocks for one day a week. The program used the PYP art strands as an organisational guide. These four strands being: creative processes, elements of art and design, visual arts in society and reflection and appreciation.





The arts program specifically focused on drawing and painting with an emphasis on materials, tools and techniques. The programme created an integrated learning experience for our students and helped them to see transdisciplinary connections between different subject areas and the central idea whenever possible. Additionally, our students had the opportunity to develop interest in the arts and a passion for visual arts.

The program gave the children opportunities to:

- *enjoy experimentation with mark-making*
- *become aware of the expressive effects they can create with a variety of drawing and painting media and learn to use them with*

*confidence*

- *enjoy the immediacy of drawing and painting media to explore the visual world*
- *communicate their understanding of what they see and imagine, to clarify ideas and to design and invent*
- *use sketchbooks as an everyday tool to reflect, discover and to develop personal interests.*

In addition to the visual arts program, the art coordinator worked collaboratively with all year groups to identify art opportunities to develop 2-D and 3-D art within each Unit of Inquiry. Students enjoyed a range of experiences including drawing temples in old Sai Kung town, observational drawing of plants in the school gardens and creating an exhibition with a sculptural emphasis. There is excitement about building on this very positive programme in 2017/18!



## **DANCE:**

This year all students learned about and through dance. Responding to and creating dance were integral components of each session. The elements of dance, along with fundamental movement and choreographic skills were focused on, supporting the Programme of Inquiry through authentic links. Many opportunities were had for the transdisciplinary development of the IB Approaches to Learning and dispositions. Students used peer feedback continually to reflect on and improve their learning.

Year 1 deepened their understanding of living things by transforming into the many creatures featured in the story *The Very Quiet Cricket*. They were introduced to the elements of dance: Body, Energy, Space and Time.



Students used props to help them communicate ideas and learnt about the importance of sequencing a dance phrase and nonverbal communication. In the summative group dances, they worked cooperatively to create dance phrases to showcase their learning.







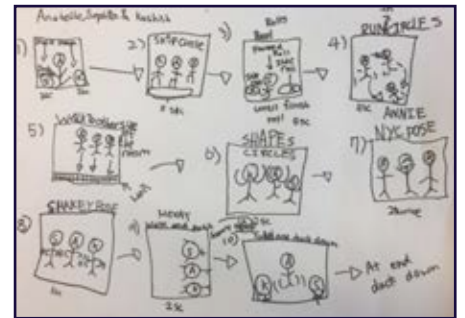
Year 2 danced their way through the story We're Going on a Bear Hunt while reinforcing their understanding of the science behind forces. They explored how to use the elements of dance including Space (pathways and levels) and Energy (force and flow). The students focused on the skills of planning and cooperation to develop their group summative dances.

Year 3 inquired into how the feelings of the characters in the story The Day the Crayons Quit could be represented through movement. They learnt how to use the elements of dance including Body (locomotor and non-locomotor movements) and Space (size and levels). Students worked cooperatively to create their own dance phrases based on the story The Great Blueness for their summative task.

Year 4 inquired into the elements of dance and how the Body, Space, Energy and Time can be manipulated to communicate ideas. They also learnt about some of the ways dance can be recorded using symbols and words. In the summative dance, students worked creatively to choreograph and record their dance for their peers to interpret and present.



Year 5 and 6 focused on developing their social skills through a range of social dances beginning with a traditional country dance called the Heel and Toe Polka. From there, individual classes explored dances from different times and places, including the Circassian Circle, Rock Around the Clock and The Conga. In their summative task, students became choreographers and demonstrated group decision making and synthesis in creating their own social dances before teaching their peers.



In addition to all the great work in and around school we are proud to have initiated and hosted the very first ESF Celebration of Dance. Titled 'Under the Same Sky', fifteen schools across the English Schools Foundation participated in an inspiring evening of dance, performed by many talented students.





# Celebrating Physical Education

Physical Education (PE) at Kowloon Junior School focuses on helping students become confident movers who are able to transfer their skills across a variety of activities. The programme aims to challenge and stretch students and encourage them to make mistakes and learn from them. Students have opportunities to learn about themselves and work with others as part of teams and collaborative groups. The Physical Education programme at KJS above all else aims to motivate children to value and take responsibility for physical activity as an everyday part of their lives.



This year we introduced the Perceptual Motor Programme (PMP) for our lower school students to facilitate motor development as part of the preparation for formal learning. This allowed us to more easily identify and target students with specific motor needs and to support them in developing their movement confidence and consequently their ability to access and enjoy the wider PE curriculum.

The introduction of the Sport Education model as a way to enhance student engagement in games was a great success. This model places the emphasis beyond the traditional focus of physical games skills and competences and more on participation, leadership, fair-play and developing students confidence to play a sport as part of a team. The

feedback from students was very positive and we are looking forward to developing this further next academic year.

We were delighted to be able to send our Year 6 students off in style by organising an Amazing Race event. With the support of the Y6 teachers we were able to challenge students in a variety of collaborative physical activities. The success of this event was down to our students confidence and competence to 'have a go', work with others, enjoy challenges and have fun together.



It was pleasing to see our already strong Extra Curricular Activities programme continue to grow with over 300 students participating in school sports clubs throughout the year. Highlights included our incredibly strong basketball team which very nearly completed a clean sweep of tournament wins and the increasing number of girls participating in after school sports. The number of new recruits joining our running club seems to never end and this year we had almost 100(!) runners across Y3, 4, 5 and 6 running regularly every week. Another successful year of sport at Kowloon Junior School!







# Enviromental Education

The biggest project of the year was transforming our concrete roof space into a relaxing learning space made from and filled with nature. Thanks to an incredibly generous donation from our PTA we were able to work with an excellent contractor who really understood our vision of using sustainable and upcycled materials and resources to make the visions, ideas and designs of our Green Team students from 2015/16 come to life. With some staff handy work, donations and plants grown and cared for by our Garden Club, the KJS Sky Garden has truly become a unique and wonderful space for students to relax and learn.



This year our Garden Club has its first real attempt at organic vegetable farming. We experienced some great successes - and some not so great that we will consider valuable learning experiences. Our students worked hard to grow and maintain healthy plants, design and create effective pest protection measures and learned how to make their own compost. All the hard work paid off and we enjoyed several harvests of carrots, radish, lettuce, spring onion, tomatoes, beans and herbs.



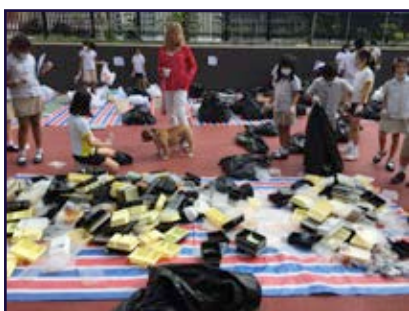
From our government greening grant the green team students worked with our gardener, Paul Melsom, to plant many new trees around our school grounds, enhancing the biodiversity and beauty of our campus. Students planted a selection of both native trees and shrubs along with imported fruit trees including, coffee, lemon and papaya trees.



Early in the year the Zero Waste sub committee of our Green Team took part in a school waste audit. They gathered all school waste over a two day period. The team then worked relentlessly to organise and measure our waste. This gave us data to work with to identify priority areas to try and cut down our school waste. One of the biggest problems identified was the kilos of food waste and packaging from our school lunches. Our paper waste was another major issue area and the information gathered still feeds our future plans to significantly reduce the waste produced by our school.



There were a number of Year 6 exhibition groups working on environmental and sustainability issues this year. Due to our use of En-trak, our students were able to see in real time what sort of energy usage our school uses. This then led to the students running a mini "Earth Hour" to see just how much energy can be saved by turning our non essential lights, appliances, air conditioners etc off for one hour. It was fantastic to see how understanding the information that En-trak provides to our students led to their inspiration and action to make a difference for the environment.







# Outside Education

School camps form an important and fun element to a child's development during their time at KJS. During these camps many important elements of a student's development are addressed. The most prominent of these are;

- Social skills
- Independence skills
- Team and relationship building
- Encouragement of physical fitness and an active lifestyle
- Personal challenges

To address these important points of development KJS had 3 school camps during the school year 2016/17. These were;

Year 4 - Sai Kung Outdoor Recreation Centre - 3 days/2 nights

Year 5 - Tai Tam Reservoir (facilitated by Asia Pacific Adventures) - 4 days/3 nights

Year 6 - Tung Tze (facilitated by Asia Pacific Adventures) - 5 days/4 nights

We ensure that each camp develops the child's abilities in the five areas stated above. Each year the activities are more challenging, the comfort a little less (tents instead of dorms!) and the length of time away from home longer. These camps were a great success during the 2016/17 academic year and we look forward to improving and repeating them in the future.





# Extra Curricular Learning

Once again children at Kowloon Junior School had amazing opportunities to engage in a wide range of clubs and extra-curricular activities. These were mainly organised and ran by our talented teachers and were in addition to any clubs offered in sports, music and dance.



Little Yogis was a club for 15 families to come together and learn about the benefits of not only exercising but of working together. Studio Pop enabled 30 children to become familiar with a range of dance routines from across the years. Students challenged their flexibility, rhythm and co-ordination as well as having lots of fun.

The children had the opportunity to go sailing at Hebe Haven Yacht club, lots of skills were learned and the children all had great fun.



There were many opportunities for children to engage in activities that challenged their creative thinking including Minecraft, STEM, ceramics and design and engineering, book club and animation club. All very popular with our students.

Battle of the Books saw over 40 students attending and engaging with a wide variety of reading material as well as building their teamwork skills. The children took part in the largest field of competitors yet with a total of 104 teams.



Fifteen children were part of Tournaments of the Mind club. TOM aims to enhance the potential of our children by developing diverse skills, enterprise, time management, and the discipline to work collaboratively within a competitive environment. Teams solve challenges from a choice of disciplines:

- Science Technology
- Maths Engineering
- Social Sciences
- Language Literature



KJS entered two teams and once again one of our teams was successful in the Maths Engineering category.



Baking and chess club were also very successful. These clubs were organised by outside providers and children were able to indulge in their passions, focusing on skills and attributes which will help them in the future.





# In the Library

The library had an amazing amount of activities going on throughout the year and as well as staff thanks to the wonderful parent volunteers who helped in so many ways. This year in the library we enjoyed:

- Week library sessions for each class
- Book exchange
- Story time
- Library skills
- Lunch play - book exchange and reading as well as chess and language games
- Before and after school for book exchange
- Participating in the Hong Kong Golden Dragon Book Award program
- Participating in the Battle of the Books
- 12 busy student monitors who volunteered to assist in the library during lunch play sessions each week!



We had a fantastic book week with the children enjoying a wide range of activities including; book character dress up day, a book sale, entertainment from the author Matt Cooper, Mother Tongue reading with parent and KGV student volunteers, surprise readers at break times, "Who's Behind the Book?" game, "Guess the Character/Title" challenge and "Book in Jar" competition.

Other activities in the library included additional author visits with Chris White visiting Y1, Y2, and Y4, David Schwartz visiting Y3, Y5, and Y6.

In 2016/17 the library:

- added 936 new books to the KJS collection to support the curriculum as well as the love of reading!
- catalogued, wrapped and labelled 1116 books!
- processed \$241,352 of your Scholastic orders!
- lent KJS students and staff 72,847 books in total!





# Learning Enhancement Team

**Effective use of Engaging Learning Environments** - Through the merging of the departments the Learning Enhancement Team have been able to harmonize our use of learning environments by repurposing some of our physical spaces. We created a *Nurture Room* that is set up like a traditional family living room with relaxing music, comfy couches, bookstands and a quiet play corner. This soothing environment is popular with children and adults for small group language/social skills sessions, team meetings and chilling out. We have also established two distinct *Therapy Rooms* and started resourcing the department with sensory toys, therapeutic resources with other engaging materials. One of the most popular learning environments is the *IT/Design* room where we make available several collections of building and design toys as well as a small suite of desk top computers. This room is very popular with students from across the school, encouraging cooperative and collaborative play.

**Enhanced Services, Flexible Groupings/Increased Accessibility** - One of our key goals as a department this year was to provide a broad range of services and interventions that are accessible to all, on a needs basis. Through the strategic use of data, careful observation and collaboration with mainstream teachers, the LET was able to work with teachers to identify and nominate children who would benefit from pro-active and preventative interventions. Building on last year's initiatives, the LET now offers programs that enhance:

- Working memory,
- Verbal language skills,
- Social communication skills
- Mathematical literacy
- Reading Fluency
- Phonemic awareness
- Reading comprehension skills
- Social/Emotional Skills and a Sense of Wellbeing

The impact of these programs can be evidenced through the progress made by our students. 80% of our Year 4 students and 89% our Year 5 students accessing the verbal language support made significant, personal progress, according to the pre and post evidence gathering exercises.



Another area showing interesting potential relates to our long term efforts with student well being. In June 2016 and June 2017 the LET department began collecting the results from a student survey on attitudes towards self and school. From this we were able to determine a cohort of children who may be at risk of developing anxiety and/or poor self-esteem. This has resulted in a systematic allocation of

resources and the development of our current Emotional Literacy intervention. Early indications suggest that the children participating in these small group lessons are responding very positively to discussions about identifying triggers, managing stress, how to have successful social interactions and problem solving.



**Intensive Support Mechanisms** - We have been able to more deeply establish our commitment to Personalized Learning, through daily Personalized Learning Time (PLT). During PLT, students with diagnosed/persistent needs have an opportunity to mitigate the barriers to learning caused by conditions such as Dyslexia, Language/Communication Disorders, and Executive Functioning Difficulties. In some instances we were able to use the PLT sessions to work cooperatively with our neighboring school communities. Many of our students were able to access additional specialist lessons at Jockey Club Sarah Roe School, enjoy transition visits to KGV and/or experience the benefits of "garden-to-table" practices by growing our own vegetables in the Sky Garden and cooking up some tasty dishes.



The case by case evidence for each of the children accessing this level of support, indicates that our intensive efforts regarding personalized learning result in steady and sure progress in reading, writing, language skills, social communication and maths.





# A busy and successful year for KJS PTA

The KJSPTA has had an extraordinary year with new events now added to the calendar for all the family to enjoy.

In September we enjoyed the Lantern Festival and the AGM.

In November the Quiz Night was a great success as was the sale of Christmas goods from Suzanne and the support for the school musical.

In December we enjoyed a school disco to end the year in style! We also gave your donated gifts to children in need at The Hub in time for Christmas and continued the Christmas sale up at KGV.

In February we facilitated more of your generous donations to The Hub for Chinese New Year.

In March the KJS World Fair offered endless fun for all involved. The fair was opened by the brand new Community Choir which we set up for parents, staff and students.

In May the parents, students and staff helped to select a new lunch provider after many tasting sessions together!

In June we supported the Y6 Exhibition by buying the t-shirts and funded the Y6 Celebration Party.

Our aim is create opportunities for families to make wonderful memories together. It is a bonus when we raise enough funds to make a donation to the school. This year we were extremely happy to donate \$378000 towards the further development of educational resources.

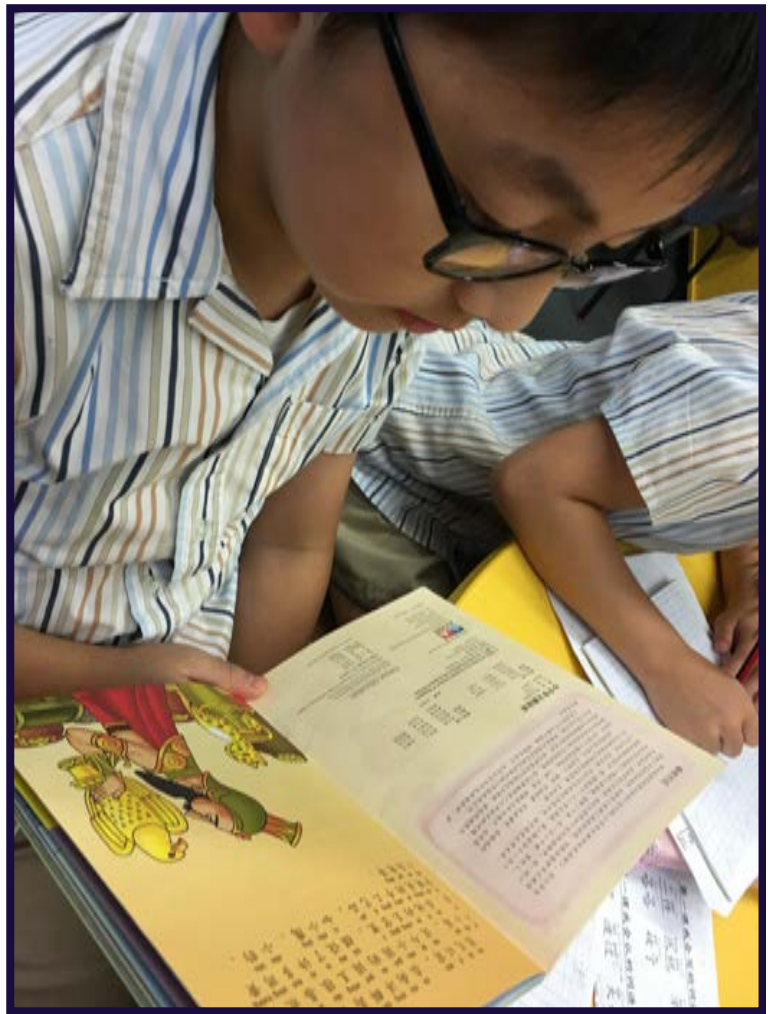
Thank you all for your incredible support!







# Chinese Learning



Students at Kowloon Junior School are enthusiastic learners of Mandarin. Year 1 students have three lessons per week, Year 2 students have 4 lessons per week while the Year 3 to 6 students have daily lessons. All lessons are 45 minutes in duration.

Our students come from a wide range of language backgrounds, with varying degrees of competence in Chinese, from beginners to near-native speakers of Putonghua, Cantonese and other dialects. Their levels of literacy are also vastly different. To support them, we differentiate instruction through content, processes, assessments, adult support and the learning environment based on the student's needs. Students have opportunities to learn at an appropriate pace while being challenged to achieve the best they can.

We use a variety of instructional practices, including but not limited to: situational exercises, guided reading and writing, word games, pronunciation drills and formal structured teaching of phonics. We also use technology to enhance our programme.

Learning about Chinese culture is an important part of our programme. Class activities included and utilized the diversity of the staff, students, and the culture of the host country through arts and crafts, experiencing traditions and food during the Mid Autumn Festival and Chinese New Year. Students played a vital role in the Chinese New Year assembly, including collaboration between the parents and the school, which exhibited a vast range of celebration of culture.





# Students' Reflections on 2016-17



*Before I started KJS I felt a bit nervous but then I got used to it and I loved things like PE with Mrs Hadley. Mrs Austin helped me by telling me what was happening.*

Lawrence Y2



*Y5 Market Day was great fun - we had to persuade people to buy our products - I loved making the products too!*

Reva Y6

*In Y2 my favourite thing was doing art with Mr MacArthur. We painted funny things!*

Elena Y3

*I was really looking forward to Sports Day because I really like the activities. The Y6 students helped us. When I am in Y6 I want to help too.*

Ben Y5

*I went to the hall for the disco. I danced a lot with my friends. My Mum and dad came but they didn't dance.*

Tanya Y2

*I got lots of prizes at the School Fair. I played games and got lots of stamps. It was a really good fair - everyone had a great time.*

Nathan Y6

*I had a great time when I went sailing. I was with my best friends and we laughed a lot.*

Sofia Y4

*Annie Jr was the musical we put on last year. I auditioned and got the part of Annie! I thought it wouldn't be too hard but there were LOTS of things to remember! The show was exciting and fun. Everybody loved it.*

Anabelle Y5

*Y4 Camp was brilliant! My favourite thing was going in a boat.*

Lara Y5

*We went to The Hub to give gifts to the children in Hong Kong who don't usually get anything. They were really happy. At first I thought 'Why are we going here? It's not important!' But it **was** important. Imagine if YOU didn't get anything. How would you feel?*

Archer Y3

*The Sky Garden is a part of nature that we can enjoy. I love reading up there. It is a great thing for a school to have. We are lucky to have it!*

Vinci Y5



# Finance Report



	Actual 2016/17	Budget 2016/17
<b><u>Non-cash Funding</u></b>		
Staff funding	57,474,761	57,474,761
Adjustments on staff funding	127,416	-
Total non-cash funding	57,602,177	57,474,761
<b><u>Cash Funding</u></b>		
Capitation & ICT Funding	4,555,482	4,481,781
Grants	8,151	8,150
Rental and other income	949,302	900,000
School Activities	41,581	-
Donation	41,500	-
Total cash funding	5,596,016	5,389,931
<b>Total Funding</b>	<b>63,198,193</b>	<b>62,864,692</b>
<b><u>Expenditure</u></b>		
Staff expenses	56,827,226	57,474,761
Other expenses - Operating	4,244,294	5,300,000
Other expenses - Capital	897,135	300,000
Total Expenditure	61,968,655	63,074,761
<b>Surplus / (Deficit)</b>	<b>1,229,538</b>	<b>(210,069)</b>





