

Annual Report 2024/25





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Guiding STATEMENTS

OUR MISSION

Belonging Learning Thriving

OUR VISION

Kennedy School, a place where we:

- Build a friendly and diverse learning environment where everyone feels valued and respected.
- Spark curiosity, nurture kindness, and encourage positive action
- Collaborate with our community to shape responsible young people, ready for the future.

OUR COMMITMENT

Fostering Well-being

- We foster an environment where everyone feels included and connected while celebrating what makes each person unique.
- We ensure safety and well-being, engaging with empathy, kindness, and understanding.
- We learn from mistakes, build resilience and develop skills to adapt.

Inspiring Learning, Growth & Innovation

- We inspire a love of active learning, creativity, and curiosity, where personalised experiences encourage questions and exploration
- We face our challenges and embrace change.
- We use innovative and effective ways of teaching and learning, integrating technology, to develop future-focused learners.

Taking Action & Making a Difference

- We help students lead their own learning, giving them voice and choice.
- We guide learners to make responsible choices through informed decision-making.
- We inspire young people to create positive change in their world.

Principal's Message

Dear Parents, Caregivers, Staff, and Community Members,

When reflecting on 2024/2025, I want to thank you all for a fantastic year. We achieved so much together, and I'm writing this report with great pride and gratitude for the trust you place in Kennedy School every day.

We achieved a major milestone by defining our new core mission, developed collaboratively with all of you: ***Belonging, Learning, Thriving***. This simple promise guides us: we know a child must first feel safe and valued (Belonging) to truly spark their curiosity (Learning), which then guides them to be confident, responsible young people ready for the world (Thriving).

The ESF community survey results were wonderful, confirming our greatest strengths are our strong community and caring staff.

However, you also asked us to focus on two key areas: ensuring we challenge every student, and providing clearer, more consistent guidelines for student behaviour.

We listened and took immediate action in our 2025/26 Enhancement Plan:

Brenda Cook,

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Principal, Kennedy School

Making Learning Personal: Our main focus is now Personalising Learning, tailoring the experience using flexible teaching methods so every child is appropriately supported and challenged.

Clearer Conduct: We introduced clearer guidelines for student behaviour to ensure consistency across the school, which helps maintain positive relationships and a safe environment for all.

We also invested in our physical space to improve the student experience. We modernised four classrooms, giving our students brighter, more flexible areas to learn. These rooms are a prototype project for future renovations across all classrooms.

This year, we will complete major upgrades to three main playgrounds, and this will vastly improve the play experience for students.

A huge thank you to all members of the community, especially those of you who assist us as part of the PTA and School Council. Your commitment is vital to our students' success and well-being (Thriving). Thank you all for your partnership.





Supporting Our Communities

Our commitment to inclusion ensures every student is seen and supported as an individual. This is managed through two key frameworks:

Universal Design for Learning (UDL): Our teachers are learning to utilise UDL to design flexible and accessible lessons. This is our proactive approach to removing barriers before they arise. It means we provide multiple pathways for kids to succeed:

- They can See and understand the information in different ways (e.g., through visuals, audio, or hands-on activities).
- They can Do the work and show their knowledge using different methods (e.g., writing, giving a presentation, building a model, using technology).
- They Feel motivated and engaged because the lessons spark curiosity and allow for personal choice.

Multi-Tiered System of Support (MTSS): The MTSS is our framework for identifying and supporting every child who may need help. It ensures no one slips through the cracks by providing layered support: all students get excellent teaching (Tier I), which focuses on UDL, and targeted support is delivered when a child needs an extra boost (Tier II/III).

This year, we were excited to introduce new interventions to our support tiers, including the popular therapy dog programme. We also expanded our in-class support intervention.

We have run staff training focusing on Diversity, Equity, and Inclusion (DEI). This work has been about making sure every child sees themselves reflected in our school. Our teachers intentionally plan with diverse perspectives in mind, ensuring that our learning materials reflect the varied cultural backgrounds of our students.

This creates a more welcoming classroom where every child's unique identity is valued and celebrated.

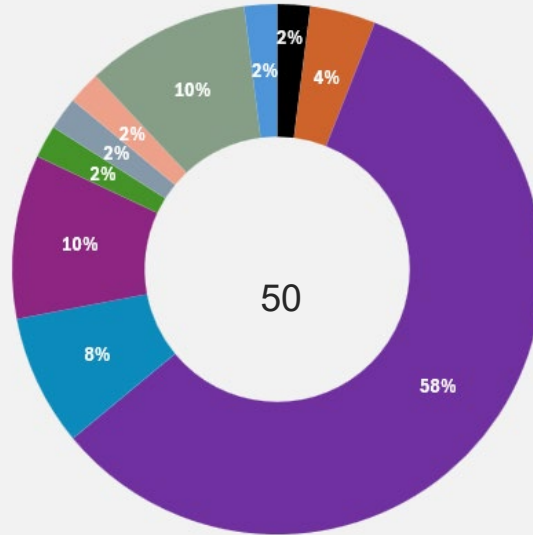
Our PTA goes above and beyond to support our families. Their commitment, successful fundraising efforts, and tireless organisation of school events enrich the experience of every Kennedy family. Thank you to the Committee and all the dedicated parent volunteers for your generosity, energy, and unwavering partnership.

Our commitment to partnership is also visible in our expanded Parent Information Workshop Series. We offered a vast range of online seminars and in-person events to support parents, including but not exclusive to:

- Practical webinars, such as the Technology Webinar Series: Digital Diet, shared tips on managing device use at home and discussed modern research on the effects of technology on child development.
- Workshops that dive deep into how we teach Reading, Writing, and Mathematics across different year groups.
- Crucial transition sessions, including "Getting to Know West Island School" for our older students' parents.

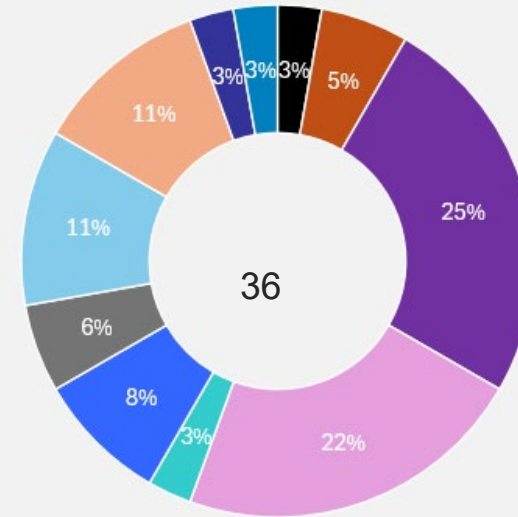
Everything we achieved during the year came from the passion and hard work of the whole Kennedy School community. Thank you for your trust and encouragement. We are looking forward to building on this progress in 2025/2026.

About Our School



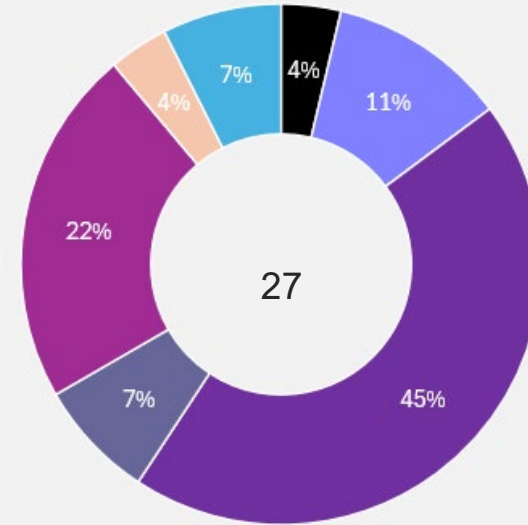
Teaching Staff

- American
- Australian
- British(UK)
- Canadian
- Chinese
- Dutch
- Irish
- Korean
- New Zealander
- South African



Educational Assistants

- American
- Australian
- British(UK)
- Chinese
- Dutch
- Filipino
- German
- HK SAR
- Indian
- Malaysian
- Sri Lanka



Support Staff

- American
- British(UK)
- Chinese
- Filipino
- HK SAR
- Indian
- Singaporean

Our Priorities in Review



Student Agency & Voice

Highlights

- Students are actively leading their learning through greater voice and choice.
- Strong increase in hands-on exploration.
- New reflection tools are empowering students to set, track and reflect on their own learning goals.

Next Steps

- Embed more creative, open-ended learning opportunities in all year levels.
- Continuously enhance flexible teaching to ensure every child gets the challenge and support needed to thrive. (UDL)



Digital & Modernisation

Highlights

- Students gained strong digital proficiency
- Teachers effectively blended technology for engaging and enhanced learning where appropriate.
- Successfully engaged families on digital well-being and healthy device use. Digital Citizenship is embedded.
- Successful coach/staff training model implemented.
- Updated key digital devices throughout the school.

Next Steps

- Continued staff training and strategic integration of new technologies, including AI.
- Continue to embed training using the ESF Ed Tech model



Diversity, Equity & Inclusion (DEI)

Highlights

- Greater teacher awareness of "Universal Design for Learning," making lessons flexible and removing barriers so every student can be successful.
- Implementation of a multi-tiered system of support.
- Teachers knowing their students so well, they know exactly what they need to learn and thrive.
- Embracing and celebrating diversity in our classrooms.

Next Steps

- Deepen our understanding of how culture impacts learning
- Enhance opportunities to better support our multilingual students.
- Continue to ensure our curriculum and resources reflect the diversity of our families



PYP Framework

All our teaching is guided by the IB PYP Framework and a commitment to continuous reflection and improvement. After over a year of research, we finalised our 'Pedagogical Principles', that define a shared understanding of effective planning, teaching and assessment. These principles are in line with PYP guidance and are centred around 4 elements: student centred; life-long; inclusive; deep and meaningful.

English

Developing communication skills - reading, writing, speaking, listening, viewing and presenting - has continued to be a priority at Kennedy School. We have focused on developing our teaching to ensure our students not only learn the fundamentals but also develop a love of expressing themselves.

We have taken steps to make our teaching of writing more personalised. Ways we have done this include:

- **Our approach to spelling:** Students still master essential spelling patterns and rules. However, they are also given agency to focus on words connected to their personal interests and inquiries. There is a dedicated focus on supporting students to apply spelling skills into their writing
- **Different ways to achieve writing goals:** Whilst students still examine and practise the features of a range of genres, they also have the opportunity to choose their own style, to develop a personal writing portfolio. For example, students might all be working on the goal of creating clear paragraphs, with effective transitions. Some students might be practising this through writing a news report, others through a fantasy story; others through an explanation text. Adding this element of choice has helped to increase writing motivation. We see our students identifying as writers and demonstrating enthusiasm to achieve their personal writing goals.

Our pedagogical principles have also influenced our approach to **oral language**. In line with our school's commitment to "meaningful and deep" learning. Students are consistently expected to explain and justify their thinking. Processes such as debates and role-play support this, providing a structure for students to build their critical thinking skills and articulate their ideas with confidence and clarity.



Chinese Language

Our programme is a dynamic and inclusive curriculum designed to meet the diverse linguistic and cultural needs of our students. It is structured into three distinct pathways:

- CAL (Chinese as an Additional Language),
- CSL (Chinese as a Second Language), and
- CNN (Chinese as a Native or Near-Native Language).

Each pathway is tailored to support students at their individual proficiency levels, ensuring personalised and effective learning experiences.

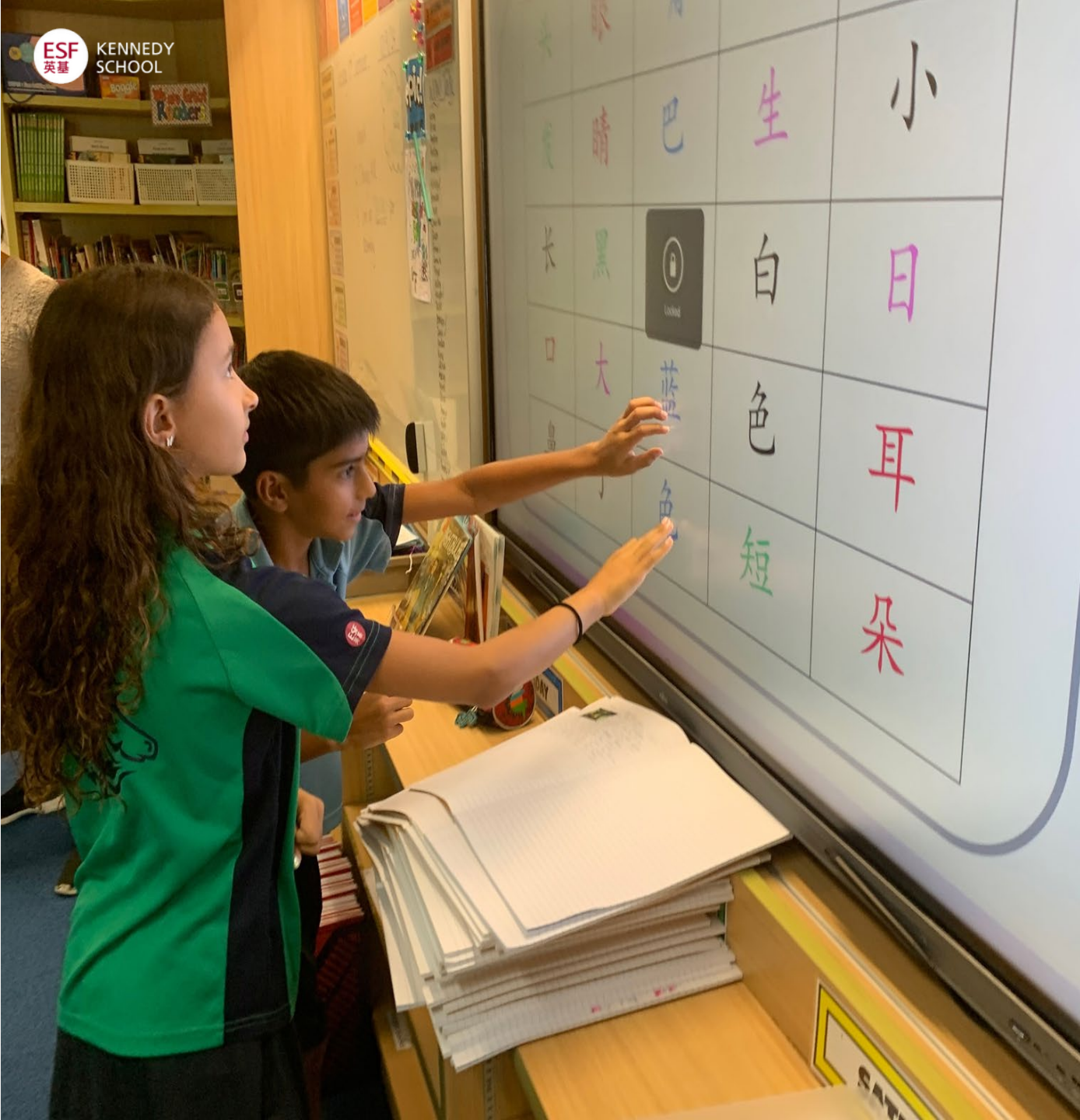
Our programme integrates inquiry-based learning and is aligned with the PYP framework, offering both standalone and supporting units of inquiry. Through a student-centred approach, we emphasise real-life contexts, sensory experiences, and interactive activities to make language learning engaging and meaningful.

Key Features of the Programme :

- **Differentiated Instruction** : Lessons are carefully planned to cater to varying levels of ability, with scaffolded tasks and rich, multimodal resources.
- **School-based Materials** : We use custom-designed booklets, audio-visual aids, and digital tools to support listening, speaking, reading, writing, viewing, and presenting.
- **Cultural Engagement** : Students participate in cultural celebrations such as Chinese New Year, Mid-Autumn Festival, and Dragon Boat Festival activities, fostering a deeper connection to Chinese culture.
- **Extracurricular Support** : Activities like Chinese speech club, storytelling, lion & dragon dance, Chinese Choir and a Year 6 study trip to Beijing enrich the classroom experience.

Assessment is ongoing and varied, including dictations, projects, presentations, reading reports, and portfolio work. Parents are supported through weekly learning notices, consultations, and access to digital resources.

Together, we inspire students to develop confidence, competence, and a lifelong appreciation for the Chinese language and culture.



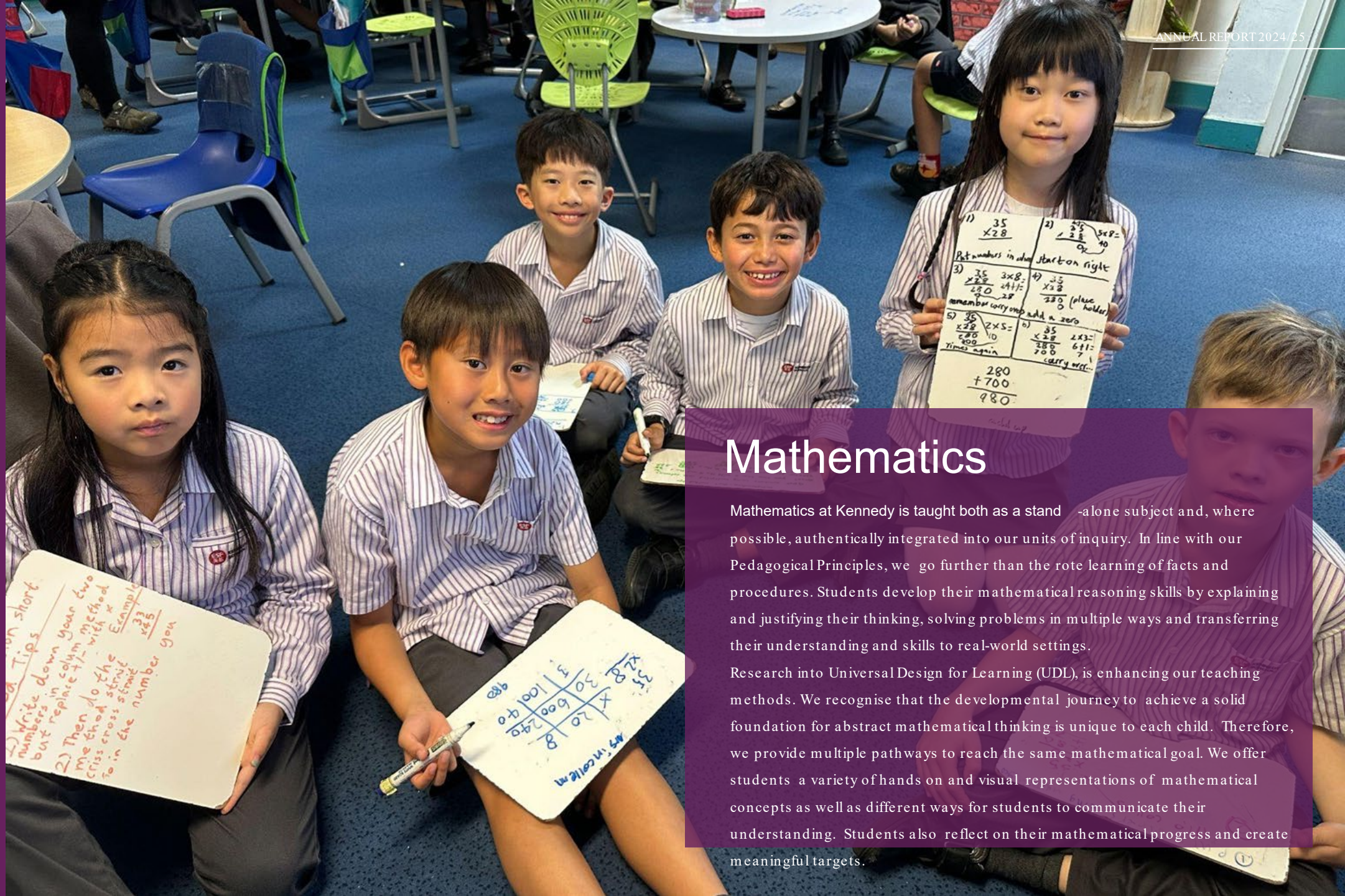
STEM

Critical thinking, problem solving and creativity are embedded in our Programme of Inquiry and in our Pedagogical Principles.

In our Pedagogical Principles, our commitment to “lifelong learning” requires educators to encourage exploration and critical thinking. In making learning “meaningful and deep”, educators connect learning across different disciplines, supporting students to transfer their understandings to real-life problem solving situations.

Our Programme of Inquiry provides a scaffold to integrate STEM, through the development of scientific and mathematical conceptual understanding. These understandings are transferred into situations which encourage analysis, solution finding and innovation.





Mathematics

Mathematics at Kennedy is taught both as a stand-alone subject and, where possible, authentically integrated into our units of inquiry. In line with our Pedagogical Principles, we go further than the rote learning of facts and procedures. Students develop their mathematical reasoning skills by explaining and justifying their thinking, solving problems in multiple ways and transferring their understanding and skills to real-world settings.

Research into Universal Design for Learning (UDL), is enhancing our teaching methods. We recognise that the developmental journey to achieve a solid foundation for abstract mathematical thinking is unique to each child. Therefore, we provide multiple pathways to reach the same mathematical goal. We offer students a variety of hands on and visual representations of mathematical concepts as well as different ways for students to communicate their understanding. Students also reflect on their mathematical progress and create meaningful targets.

Physical Education

Physical Education (PE) is central to our curriculum, delivered through the Personal Social Physical Education (PSPE) programme by specialist teachers. The programme offers diverse learning in **Health Related Fitness**, **Individual Pursuits**, **Adventure Challenge**, **Games**, and **Movement Composition**.

Early Years focuses on **Fundamental Movement Skills** and **Object Control**. Specialist teachers collaborate with class teachers to support Units of Inquiry.

Key Programme Areas

- **Health Related Fitness:** Focuses on cardiovascular fitness, muscular strength/endurance, and flexibility to promote overall physical well-being and active habits.
- **Individual Pursuits:** Develops skills like balance, coordination, and agility alongside self-motivation through independent activities such as running, swimming, and racket sports.
- **Adventure Challenge:** Promotes teamwork, problem-solving, resilience, and leadership through outdoor pursuits like ropes courses and rock climbing.
- **Games:** Introducing team sports (e.g., football, rugby, cricket, netball). Collaboration among specialist PE teachers, professional coaches, and class teachers teaches rules, strategies, tactics, and sportsmanship. Weekly lessons also use play-based games to develop teamwork.
- **Movement Composition:** Fosters creativity and self-expression through choreographed sequences. Activities include parkour and gymnastics, promoting physical self-awareness and confidence.

Additional Components

- **Sports Days:** A competitive, school-wide event promoting teamwork, sportsmanship, and House rivalry while students showcase their physical literacy.
- **Swimming:** Conducted in Terms 1 and 3, focusing on learning to swim, stroke refinement, and water safety. The program culminates in a Year 4 and Year 6 Swim Gala.
- **Yoga:** Students in Years 2, 4 and 6 participate in a six-week block with professional instructors. The program improves physical fitness, reduces stress, and enhances concentration, helping students regulate emotions and develop body awareness.



Arts & Music

Overview of a Dynamic Year

The Expressive Arts Department had an exceptionally successful year, offering a rich variety of activities from in-class learning to high-profile extracurricular performances. Students had many opportunities to deepen their skills and immerse themselves in singing, dance, drama, and instrumental music, culminating in various performances throughout the year.

Key Staff and Expertise

This year, we welcomed Mr. Vincent Tang to the Expressive Arts team. Mr. Tang brings a wealth of experience, from performing classical flute and clarinet to choreographing dance.

We also celebrated the return of our highly experienced Chinese Orchestra teacher, Mr. Justin Ng in Term 3. Mr. Ng brings expertise in the Erhu, Guzheng, Pipa, and Liuqin. With his dedicated guidance, we will continue to grow the Kennedy School Chinese Orchestra.

Curriculum and Innovation

Innovation in the classroom was a key focus, particularly with the introduction of a new digital composition unit for Year 6 students. This exciting unit teaches students to compose music using digital software. As a way to proudly showcase their work to the entire school community, these student-created compositions are now played over the school intercom system during the final three bells every Friday.

Languages

As of August 2025, we have 11 languages represented in our student community. We celebrate our diversity of languages, in-line with research into language development. We welcome 'home languages and translanguageing' into our classrooms. Translanguageing is the process in which students draw upon all their known languages flexibly to meet their needs.

Our staff have received training in this approach. They support students as they process their learning in their chosen language, providing scaffolds and supports as needed to help them communicate their understanding in the language of instruction.



Technology

Kennedy School is continuing its journey to ensure technology is a tool for learning, intentionally integrated across all subjects, not taught as a standalone subject. Technology is used purposefully when it enhances the lesson, but not in every session.

During the year, we've integrated new interactive panels to support classroom instruction and student participation. We've enhanced personalisation in English and Maths through services like IXL, providing students with tailored practice. To harness engagement with our central ideas, we utilise tools like laser cutting, 3D printing, and virtual reality. Students express their learning in the arts through narrative film, music, and video reflection using iPads and Macbooks. Our staff are developing their skills through an in-house coaching program, and are leveraging AI to create lesson media, quizzes, and specialised, dedicated tutors custom-made to support specific sessions. Learning is at the heart of our technology use, not the other way around.

Teacher Led Clubs

1,721 students participated in the 38 before and after school clubs we ran in terms 1,2 and 3.



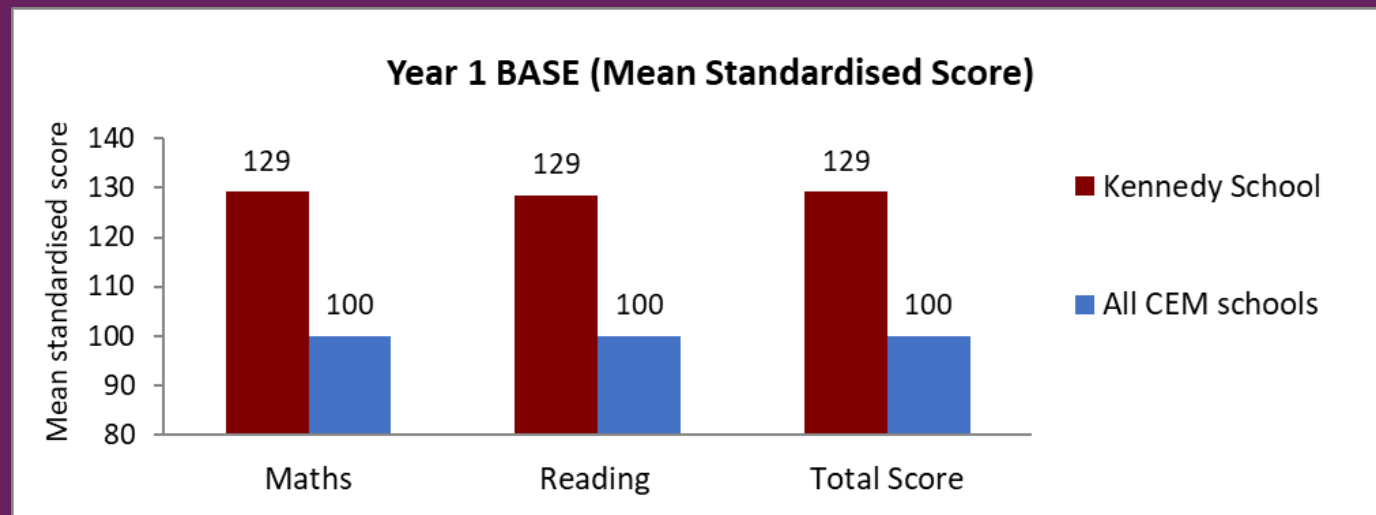
Sport & Performing Arts	Others
<ul style="list-style-type: none"> • Aquathon • Australian Football • Basketball • Chinese Choir • Chinese Music Ensemble • Choir • Cricket • Floor Hockey • Football • Golf • Hockey • Lion & Dragon Dance • Martial Arts Club • Multisports • Netball • Orchestra • Racquet Sports • Rock Band • Running • Spirit Dance & Movement Club • Swimming • Tag Rugby • Taikoo Drumming • Yoga 	<ul style="list-style-type: none"> • Arty Crafty Gardening Club • Battle of the Books • Chinese Storytelling Club • Drawing Club • Film & Animation Club • Fine Motor Skills Club • HK Young Writers Club • Jigsaw Puzzle Club • Minecraft Club • Phonics Club • Putonghua Speech Club • Robotics Club • Storytelling Club • Word Play Club

Standardised Assessments

Three major external assessments were used to help measure student attainment and complement ongoing internal assessments. These external assessments are the *BASE* assessment, the Primary Insight assessment (previously known as InCAS) and the *International Schools' Assessment* (ISA).

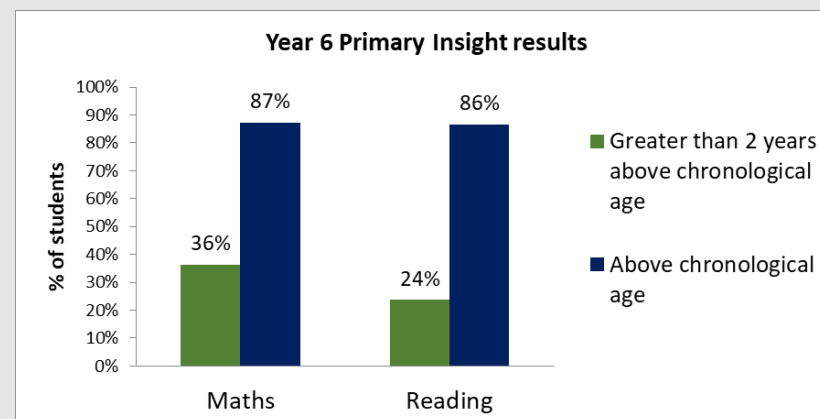
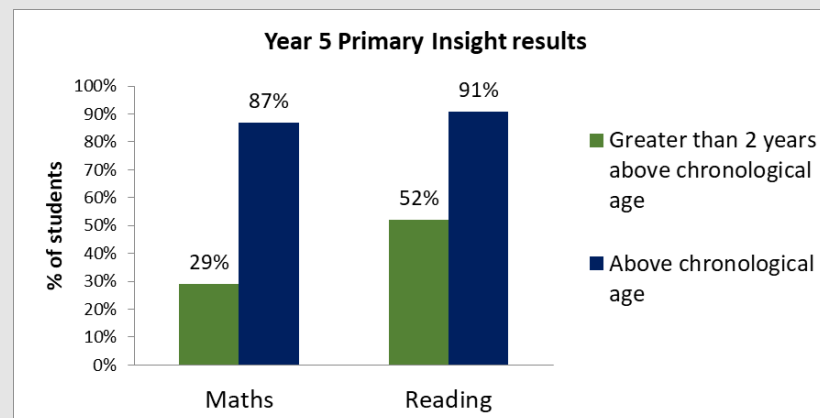
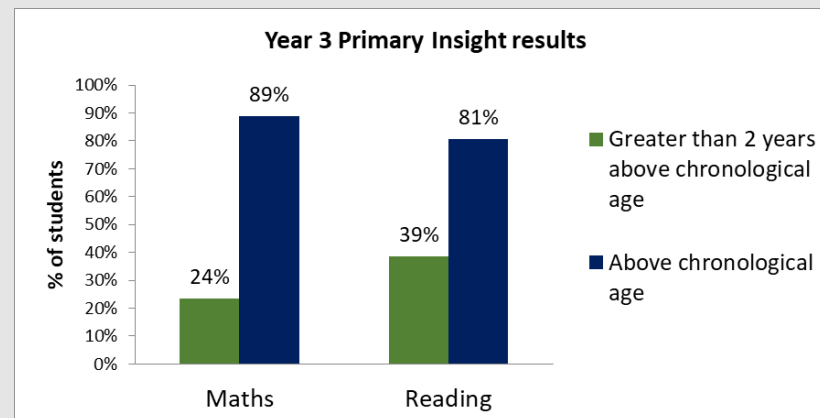
BASE

The BASE assessment is administered by the Centre for Evaluation and Monitoring (CEM), which is part of Cambridge Assessment. More than 600,000 students worldwide have taken CEM assessments over the last five years. The BASE assessment was taken by all ESF students at the start of Year 1 and is designed to give a snapshot of a student's learning when he/she starts his/her schooling.



Primary Insight

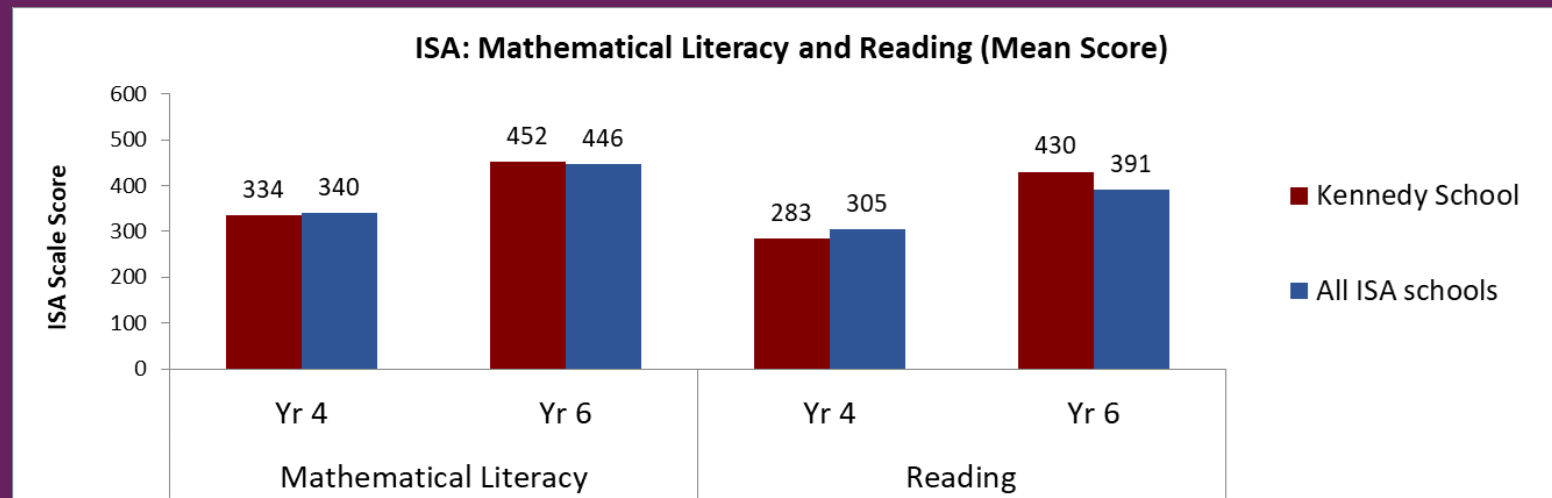
The Primary Insight assessment is administered by the Centre for Evaluation and Monitoring and was taken by students in Years 3 and 5 in September-October 2024 and Year 6 students in May 2025. The assessment compares each student's performance in Mathematics and Reading with that of an average child of the same age. High scores were obtained on the Primary Insight assessments, as the following graphs demonstrate:



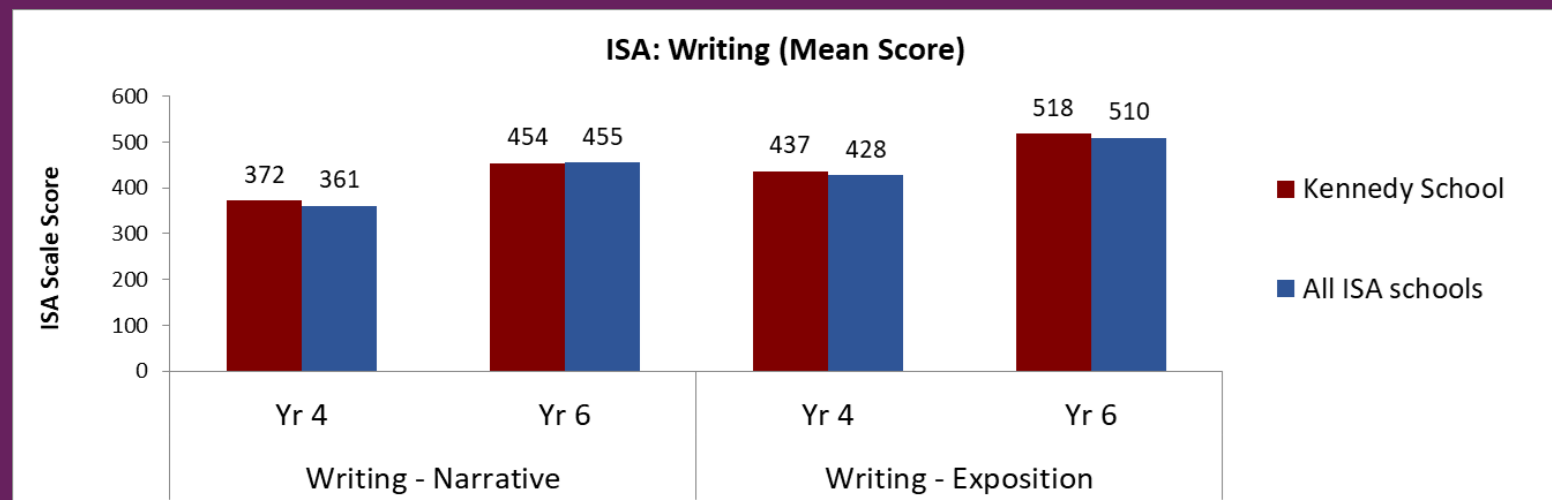
ISA

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 2024. 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.

ISA: Mathematical Literacy and Reading (Mean Score)



ISA: Writing - Narrative & Exposition (Mean Score)





KENNEDY
SCHOOL

Sports Tournaments

Kennedy School facilitates extensive sports participation for students in Years 2 to 6 through a wide variety of clubs. As active members of both the Hong Kong Primary School Sports Association (HKPSSA) and The Schools Sports Federation of Hong Kong, China (HKSSF), we have had the excellent opportunity to compete in numerous tournaments with other international schools across the region.

Students selected from these clubs represent Kennedy School throughout the year in both team and individual competitions, including football, netball, tennis, cricket, hockey, basketball, rugby, AFL, swimming, aquathlon, and cross country running.

Both team sports and individual activities are highly popular with our student body. The success of this programme is a direct result of the support provided by many dedicated teachers, supplemented by external sports coaches.



Art & Performances

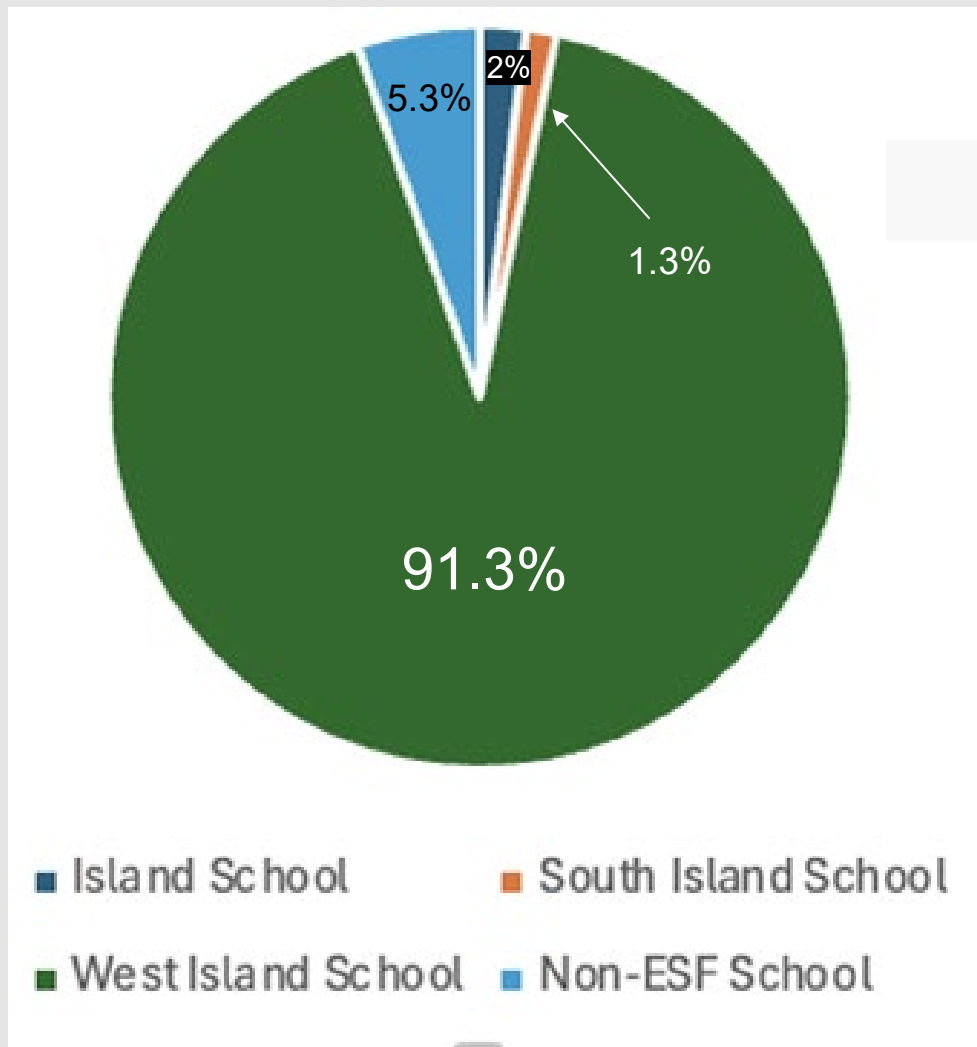
The Kennedy School Celebration of Music Concert packed out the school hall. This after-school concert featured traditional Chinese classical instruments, the school choir, orchestra, and the school Rock Band. The Rock Band also made their debut at the annual Festive Fair. They also performed at a community fundraising event which was an amazing experience.

Our students also participated in a variety of collaboration projects with other ESF primary schools in the Choir and Orchestra Jams. These were in preparation for the 2026 ESF Primary Music Concert. A select few students also performed at the ESF All Staff Conference.

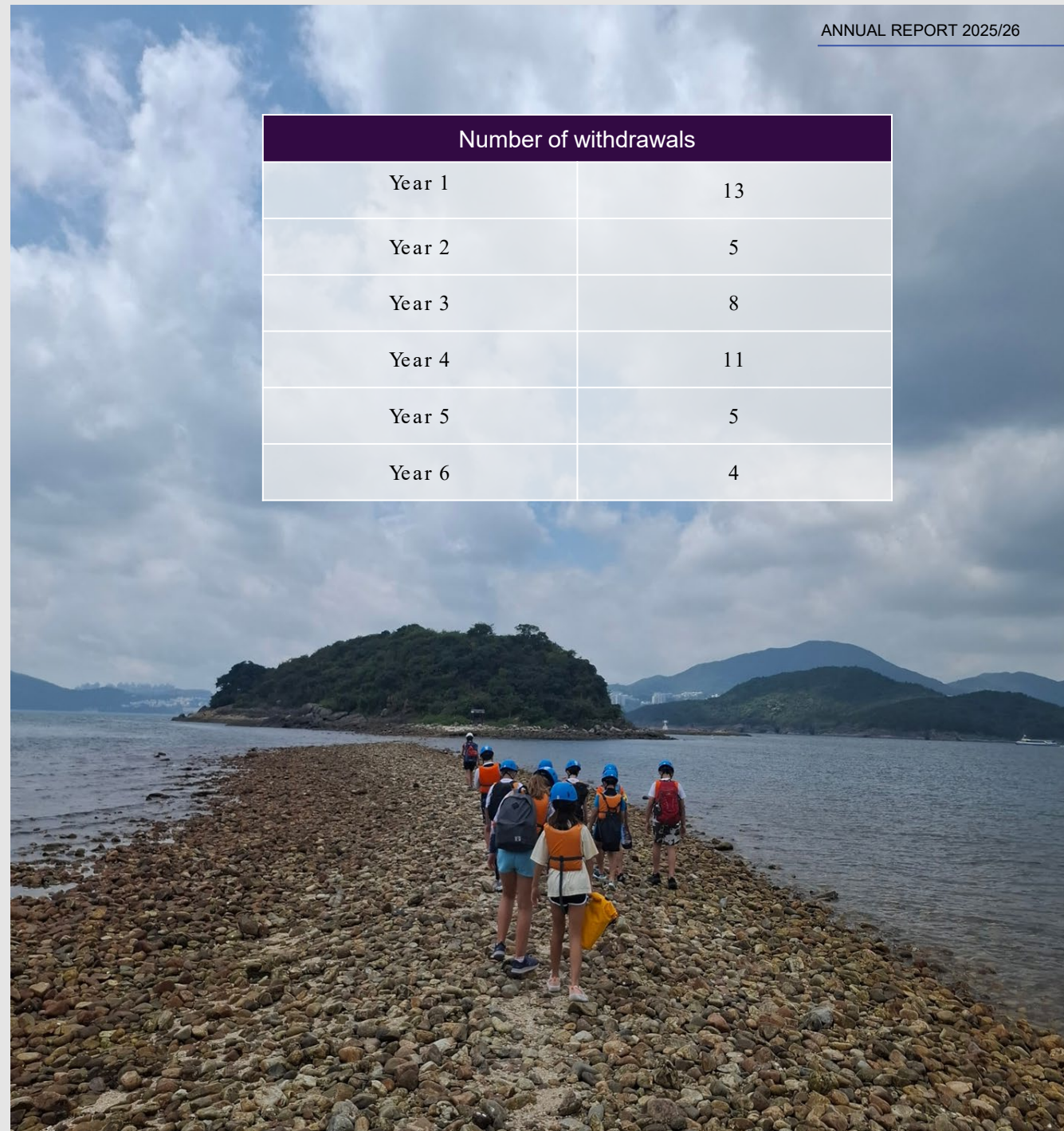
Artwork from Years 1,3,5 and 6 were displayed at City Hall in Central as part of the annual ESF Art Exhibition in June. “Generations” celebrated the stories that connect us in paintings, sculptures and mixed media.



Year 6 Graduates Student Destinations



Number of withdrawals	
Year 1	13
Year 2	5
Year 3	8
Year 4	11
Year 5	5
Year 6	4



Nationality of Students

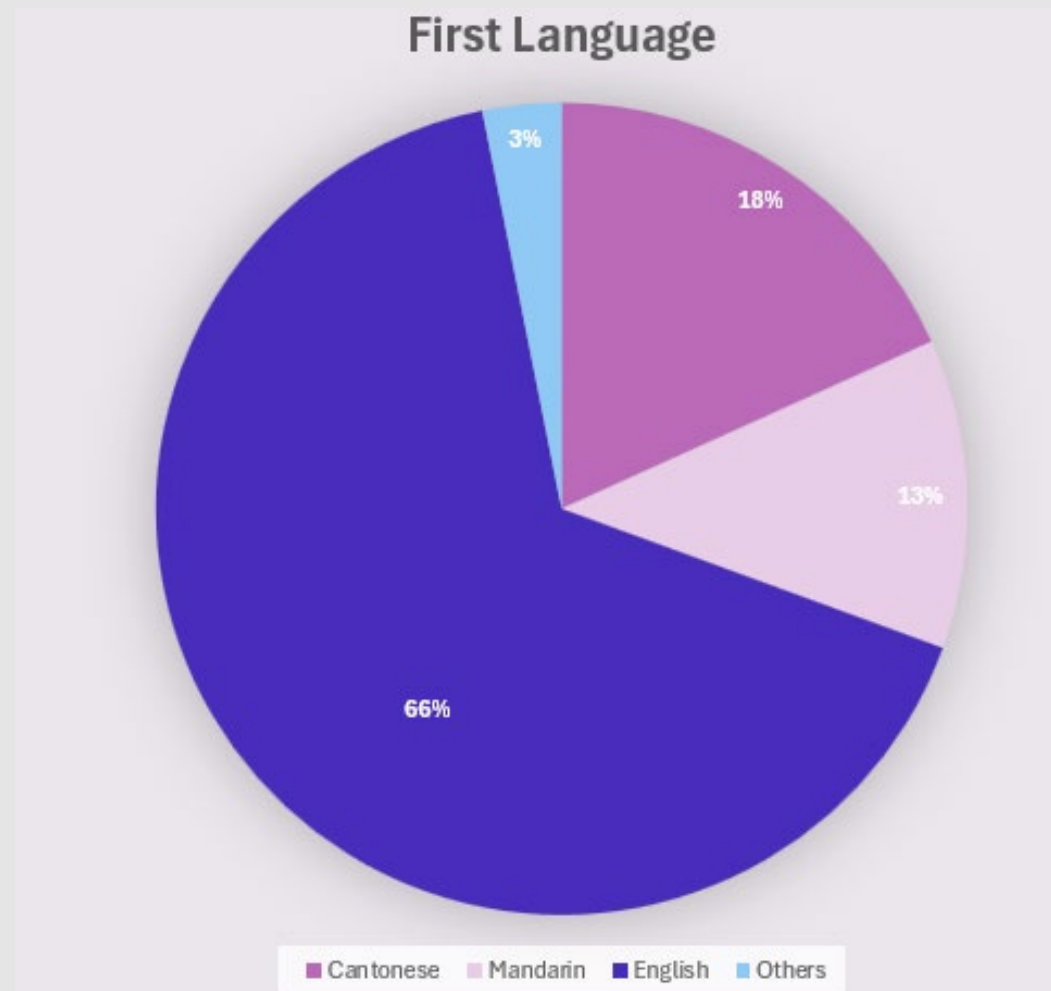
Austria	1
Australia	76
Belgium	1
Canada	79
Chinese	41
Czech	1
France	12
Germany	6
Greece	2
Hungary	1
Hong Kong	378
India	18
Ireland	4
Italy	9
Japan	17
Korea	9
Malaysia	7
Netherlands	7
New Zealand	19
Pakistan	1
Poland	1
Portugal	4
Singapore	1
Spain	2
Sweden	3
South Africa	2
Taiwan	9
Thailand	2
Vietnam	1
United Kingdom	122
United States	63



Top 10 Student Nationalities

First Language

The first language of the students is predominantly English, followed by Cantonese, Mandarin and others like Dutch, French, German, Hungarian, Italian, Japanese and Korean.



Facilities and Buildings Renovations

During the 2024/25 academic year, the school undertook several infrastructure improvements aimed at enhancing the learning environment and student experience. Key projects included:

Early Years Playground Enhancements

- Installed new shading structures to provide sun protection and improve outdoor comfort.
- Replaced playground flooring with safer, more durable surfacing to support active play.

Classroom Renovation Prototyping

- Renovated four classrooms as part of a pilot initiative to model future learning spaces. Upgrades included modern lighting, flexible furniture, improved acoustics, and enhanced technology integration.

These projects reflect the school's commitment to continuous improvement and creating inspiring, safe, and functional spaces for students and staff.





School Council Annual Report 24/25

School Council Members 2024/25

Chairperson	Chris Geary
Principal	Brenda Cook
ESF Representative	Belinda Greer, (Represented by Niamh McKeague)
Community Representative	Thomas Leung, Sky Siu, Rina Lai
P.T.A. Parent Representative	Natasha Petit O'Connor
Parent Representatives	Patrick Daley, Julia To
Teacher Representatives	Rudi Dray, Neil Scott, Rory Douglas
Support Staff Representative	Tasneem Badri

The 2024-2025 school year has been one of thoughtful consolidation and forward planning for Kennedy School.

Strategic Focus and Guiding Statements

A significant focus has been the development and adoption of the school's new guiding statements: Belonging, Learning, Thriving. This work has a genuine collaboration among staff, students, parents and leadership, and represents a meaningful step in aligning our daily practice with our long-term vision.

We are proud of the school's mission, vision and commitments being articulated in language that is approachable and meaningful for every member of the community. The statements therefore provide a shared reference point to inform planning and priorities in years ahead.

Teaching, Learning and Student Experience

Across the school, emphasis on high-quality, inclusive learning continues. The development of modern learning environments and integration of digital tools supports teachers to inspire curiosity, creativity and independence in students.

The Council is supporting preparations for the next IB Evaluation and engagement with the ESF Enhancement Framework. Both are important mechanisms of accountability and improvement. We are confident in the school's readiness to perform strongly in each.

Oversight and Planning for the Future

The Council has continued to oversee long-term planning related to the enhancements of our playgrounds, classrooms and buildings. The phased development is being approached with attention to educational impact, community benefit, and alignment with ESF planning cycles to ensure improvements that are both purposeful and sustainable.

Community Leadership and Partnership

Kennedy School's strong sense of community remains one of its defining assets. The Council greatly values the partnership between families, staff and leadership, and recognises the shared commitment that underpins the school's culture.

I would like to acknowledge Thomas Leung's leadership of the Finance Subcommittee, and all council members who have contributed throughout the year. We also thank Dr Niamh McKeague for her continued guidance as ESF representative.

This year also marks the conclusion of Natasha Petit O'Connor's term as PTA Chair. I extend our sincere thanks to Natasha for her leadership, energy and generous service. The PTA continues to make an incredible contribution to the experiences and opportunities available to students, and we are deeply appreciative of this ongoing support.

Looking Ahead

As we approach the 2025 –2026 year, the School Council will continue to prioritise governance and a balance between long term planning and the immediate needs of students. We remain focused on sustaining a school environment where every member of the community feels valued and supported.

I would like to express my thanks to Brenda and all of the school's leadership team, to the staff, families and students whose commitment and involvement continue to define Kennedy School.

Kennedy remains a community characterised by shared purpose, thoughtful progress and genuine care — qualities that will continue to serve the school well in the years ahead.

Chris Geary (紀傑斯)
School Council Chair

Student Representative Council (SRC) Report

The Student Representative Council (SRC) nurtures student leadership by giving students a voice within the school.

Elections took place in Term 1 to appoint new Student Council Representatives from each class from year 4 to year 6. The Council met regularly with an adult from the leadership team and worked together to agree on their agenda for items to work on throughout the year. The Representatives consulted their class about ideas to find out their suggestions and to help make important decisions about the school.

This year, the SRC's priority was to help generate ideas for Kennedy School playgrounds. The students invited Mr Van Den Bogaerde of the PE Department to a meeting to engage them in a problem-solving strategy, and this helped them to generate solutions to make playtimes a more positive experience for all students at Kennedy School.



Student Leadership

Kennedy School champions student voice and choice through a wide range of leadership roles.

- House Captains (Year 6): Elected by peers in Years 5 & 6, lead assemblies, school tours, house points, dress-up day donations, and meet with senior leaders to share ideas.
- Ambassadors: Year 6 students serve as Chinese Language, Sports, Arts, Environmental, Belonging, Innovation, Safe Squad, and Library Ambassadors, many roles proposed by students themselves. Ambassadors help run key events like sports days, swim galas, cultural performances, and arts showcases. Innovation Ambassadors manage tech equipment, while Belonging Ambassadors foster a welcoming school culture.
- Monitors: From Year 3 onwards, students take on responsibilities in their classrooms and across the school.



PTA Fundraising & Events

The PTA continues to play a vital role in bringing our school community together through meaningful projects and events. In the 2024/2025 school year, we proudly organised the following initiatives, and we're excited to continue many of them into 2025/2026:

- Festive Fair, Chinese Lion and Dragon Dances, Quiz Night, Staff Appreciation
- Coffee Mornings, Year Band Dress up days, Pre-loved Uniform Pop-up Shops

PTA funded projects at Kennedy School in 2024-2025:

- The PTA funded several projects at Kennedy School in 2024–2025: Early Years playground shading, weighted bears, planters, and multiple sensory and inclusion aids, including wobble chairs, reading carpets, and desk dividers
- Movable bookcases, Resident artists lessons, exotic animal and science dome experiences.
- East Wing Rooftop enhancement project.







PTA Financial Report

Turnover increased due to

- Strong Trading Recovery: Total Turnover increased by a significant 29.6% to HK\$465,196 (2024: HK\$359,044) due to the successful return of physical events.
- Festive Fair: High-Yield Activity: Fundraising, driven heavily by the Festive Fair, surged to HK\$300,031. This activity remains efficient, generating high revenue while the associated costs (HK\$108,483) are necessary and controlled.
- Expenses decreased due to level of donations to school ie
 - Prior year had playground and IT subscriptions
 - this year more “normal”, but plans for 2025/2026
- We still have good cash reserves for future projects

Income

ANNUAL REPORT 2024/25

	2025	2024
Turnover	HK\$465,196	HK\$359,044
Cost of sales and services	HK\$130,101	HK\$83,862
Gross Profit	HK\$335,095	HK\$275,182
Other Income	HK\$101,283	HK\$26,803

Administrative and other opening expenses

Admin	HK\$453,362	HK\$1,362,461
Deficit for the year	hk\$16,984	HK\$1,060,476
Other Comprehensive Income	-	-
Total Comprehensive deficit for the year	HK\$16,984	HK\$1,060,476

Balance Sheet

Statement of Financial position as at 30th June 2025	2025	2024
Current Assets		
Inventories	HK\$7,900	HK\$11,480
Accounts Receivable	HK\$150	HK\$3,134
Prepayments	HK\$ -	HK\$4,154

**Note 1: Draft results (unaudited)*

Note 2: Funds generated by the Nomination Rights and NonRefundable Building Levy are not P&L income



PTA Financial Report

(continued)

Balance sheet Cont...

	2025	2024
Cash and Cash equivable	HK\$2,239,846	HK\$1,305,362
Total	HK\$2,237,906	HK\$2,324,130

Current Liabilities

Accounts payable and accruals	HK\$11,119	HK\$40,240
Receipt in advance	HK\$1,540	-
Other Payables	-	HK\$41,659-
	HK\$12,659	HK\$81,899
Net Assets	HK\$2,225,247	HK\$2,242,231
Reserves:		
Retained surplus	HK\$2,225,247	HK\$2,242,231

**Note 1: Draft results (unaudited)*

Note 2: Funds generated by the Nomination Rights and NonRefundable Building Levy are not P&L income

School Financial Summary

Over the past year, the school has successfully delivered on several strategic goals and initiatives. Key achievements include: the prototyping of redesigned classrooms for two classrooms in Year 3 and Year 5, the replacement of teacher MacBooks, and enhancements to playground facilities. Learning initiatives have also been successful, as has the additional headcount to cover the Learning and Innovation Coach classroom vacancy.

The classroom prototyping initiative was a standout success, with four learning spaces fully renovated and furnished over the summer break. Thanks to the collaborative efforts of the ESF Facilities Team and our dedicated school staff, the project was completed on time and under budget. By sourcing furniture from a range of suppliers, the team ensured both cost-efficiency and quality. We are now in the trialling phase, and reflections during this phase will help us plan for the wider school redevelopment project.

In addition, 47 Apple MacBooks were replaced for teaching staff at a total cost of \$334,358. The previous devices have been repurposed for use by Educational Assistants, ensuring continued value and functionality across the school.



2024-25 Kennedy School Budget and Expenditure

Financial Summary 2024-25	Actual	Budget
Non -cash Funding		
Staffing funding	67,254,590	67,254,590
Adjustments on non -cash funding	94,398	
Cash Funding		
Capitation and ICT funding	6,354,159	6,280,526
Grants	-	8,333
Rental and other income	723,289	595,000
School Activities	366,433	380,000
Donation	284,633	210,000
Total Income	75,077,502	74,728,449
Expenditure		
Staff expenses	67,536,347	67,254,590
Scholarship / Hardship	3,699,600	4,494,874
Depreciations	952,395	950,000
Total Expenditure	72,188,342	72,699,464
Surplus / (Deficit)	2,889,160	2,028,985



KENNEDY SCHOOL

Belonging Learning Thriving



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SCHOOL

19 Sha Wan Drive, Pokfulam,
+852 2579 5600

office@kennedy.edu.hk
kennedy.esf.edu.hk