

ESF
英基

KOWLOON
JUNIOR SCHOOL

Annual Report 2024/25





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Mission

ESF

Our mission is to inspire creativity and nurture global citizens and leaders of the future.

Kowloon Junior School

Our mission is to provide a joyful, supportive and stimulating learning environment where successful learners **achieve** through a wide range of learning **opportunities** and have positive **wellbeing**. They will learn with an attitude **respect** for self, others and the environment and have increasing levels of **agency** to take action and make a positive difference in the world. Our children will be internationally minded lifelong learners.

Our Commitment

To achieve “Success for Every Child”, staff at KJS will focus on **Achievement, Agency, Respect, Opportunity and Wellbeing** (the **AAROW’s** of Success) supporting and challenging each child to be successful. This means a team at KJS who:

- Collaborate with one another, families and the community to achieve “Success for Every Child”;
- Are supported to be professional and exceptional in their respective roles;
- Regularly monitor and enhance each student’s achievement, agency and wellbeing;
- Have a passion for providing a broad range of learning opportunities within and beyond the class-based curriculum;
- Model and promote positive wellbeing, growth mindset and respect for self, others and the environment;
- Understand and implement a quality PYP framework; and
- Are a community of internationally minded lifelong learners.

Values

We value the primary years programme specifically the qualities and characteristics defined in the **learner profile**.

Principal Message

As Principal of Kowloon Junior School, I continue to be inspired by the curiosity, resilience, and enthusiasm our students bring, supported by the dedication of our exceptional team of staff and the commitment of our wonderful KJS community.

This year our school strategic plan, with its key focus areas on **Personalisation, Relationships, and Wellbeing**, has begun to take meaningful shape. These pillars will continue to guide our decision-making and shape our day to day work.

Our commitment to staff agency and professional development remains at the heart of everything we do. When we know that when we empower our teachers it will directly impact the quality of learning experiences for our students.

It has been a pleasure to witness our continued focus on sport, the arts, and celebrating our wonderful diverse KJS community. These aspects of KJS, in providing countless opportunities for our students, allows them to discover their passions, develop their talents, and learn from one another's unique perspectives and experiences. Ensuring our vision for 'Success for Every Child' is at the forefront of everything we do.

I must also extend my thanks to our wonderful PTA for their support and the amazing events they have organized throughout the year. From large-scale celebrations like our spectacular School Fair to the smaller events such as the 'Helper Appreciation' Day, each event has had an equally positive impact on our school community. These events support our approach in ensuring that every member of our community feels valued and celebrated.

I look forward with great excitement to the continued success that awaits us in 2025/26.





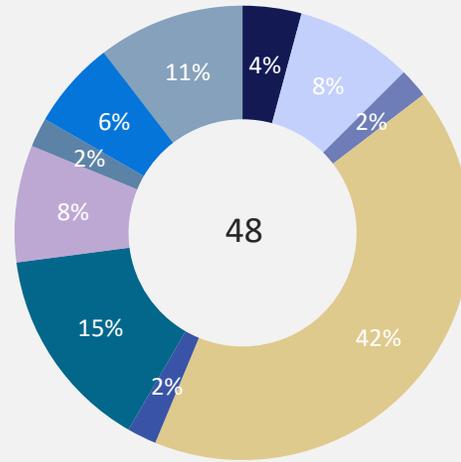
Supporting Our Communities

The 2024-25 academic year saw a decisive reinforcement of our commitment to Diversity, Equity, and Inclusion (DEI) through the adoption of a universal, whole-school approach to support. This restructuring of the Learning Enhancement Team (LET) focuses on delivering inclusive provision directly within the classroom, ensuring all students feel a strong sense of belonging and receive support alongside their peers. We strategically enhanced staff capacity to respond to complex needs, offering extensive professional development on neurodiversity awareness, Universal Design for Learning (UDL), and effective classroom visuals, which benefit students with diverse language profiles and those requiring Individual Education Plans (IEPs). Furthermore, student well-being was a significant priority: we expanded our social-emotional learning provision, including the deployment of fourteen trained Emotional Literacy Support Assistants (ELSAs) and the continuation of break-time small groups such as Friendship Club and Lunch Bunch, alongside the daily 'Kickstarter' sensory circuit to prepare students for optimal learning.

Strategic Enhancements and Capacity Building

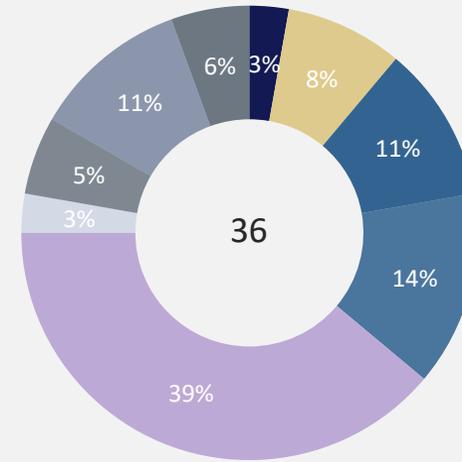
To ensure we could rapidly and effectively meet the needs of our evolving student population, we implemented critical structural and operational changes. The LET was realigned to a phase-based model, assigning dedicated Learning Enhancement Teachers to each phase and strategically redistributing our Educational Assistants across year groups. This move significantly increased the capacity for timely, targeted support within year-level teams. Our focus on continuous professional development (CPD) was integral to this strategy, with staff engaging in deep training on synthetic phonics, situational mutism, and effective intervention strategies, equipping all educators with the skills necessary to implement high-quality, inclusive teaching practices. This strong foundation enabled us to deliver precise academic interventions through small, targeted groups, helping students strengthen fundamental skills in areas like phonological awareness, reading comprehension, and mathematics.

About Our School



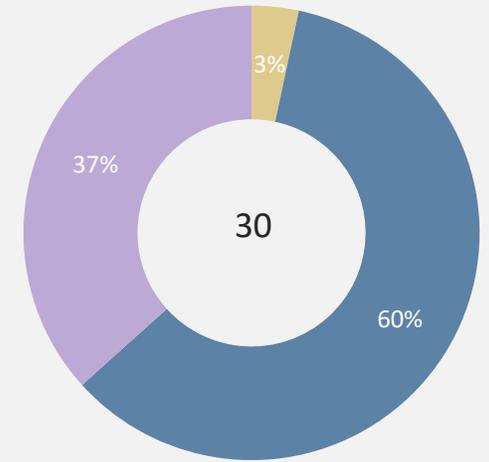
Teaching Staff

- American
- Australian
- Belgian
- British (UK)
- Canadian
- Chinese
- HKSAR
- Indonesian
- Indian
- New Zealand
- Other
- Sri Lankan
- Taiwan



Educational Assistants

- American
- Australian
- Belgian
- British (UK)
- Canadian
- Chinese
- HKSAR
- Indonesian
- Indian
- New Zealand
- Other
- Sri Lankan
- Taiwan



Support Staff

- British (UK)
- HKSAR
- Chinese

Our Priorities



Personalised and Agentic Learning for all

- Develop an approach to personalize learning experiences that meet individual student needs.
- Build on established feedback practices to support personalized learning for all.
- Develop Professional Feedback Pathways for staff to enhance the PRD process.
- Continue to build strong practices, structures and enhanced Learning opportunities for all students within our Early Years environment.



Culture of Positive Relationships and Wellbeing

- A universal and consistent approach will be implemented that is aligned with restorative practice and conflict resolution.
- A whole school document will be produced outlining behavior expectations and support systems for consistency across the school.
- Strengthen relationships among students, staff, families, and community members to ensure a culture of empathy, respect, and understanding.

PYP Curriculum

IB PYP Programme Evaluation Process

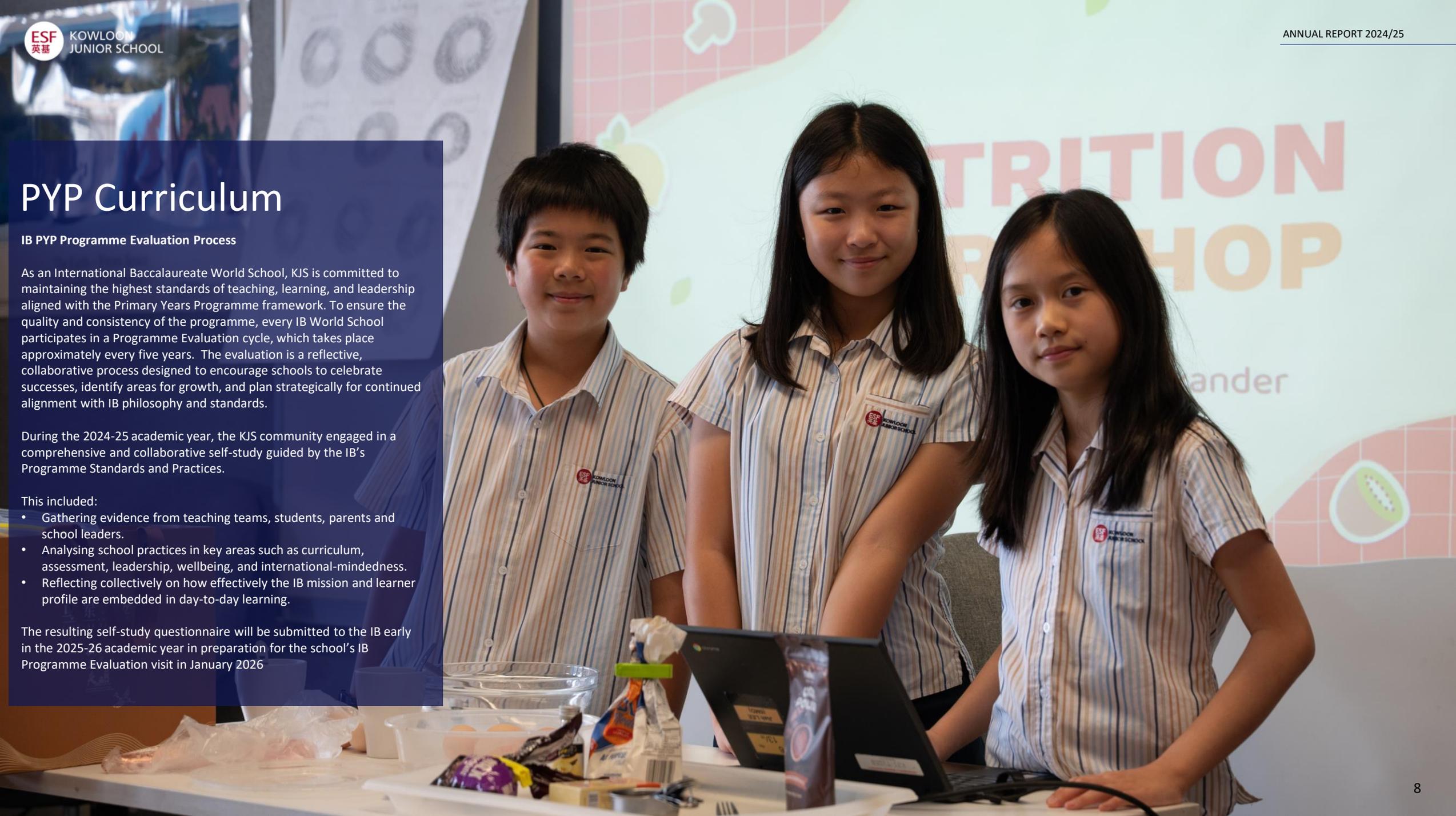
As an International Baccalaureate World School, KJS is committed to maintaining the highest standards of teaching, learning, and leadership aligned with the Primary Years Programme framework. To ensure the quality and consistency of the programme, every IB World School participates in a Programme Evaluation cycle, which takes place approximately every five years. The evaluation is a reflective, collaborative process designed to encourage schools to celebrate successes, identify areas for growth, and plan strategically for continued alignment with IB philosophy and standards.

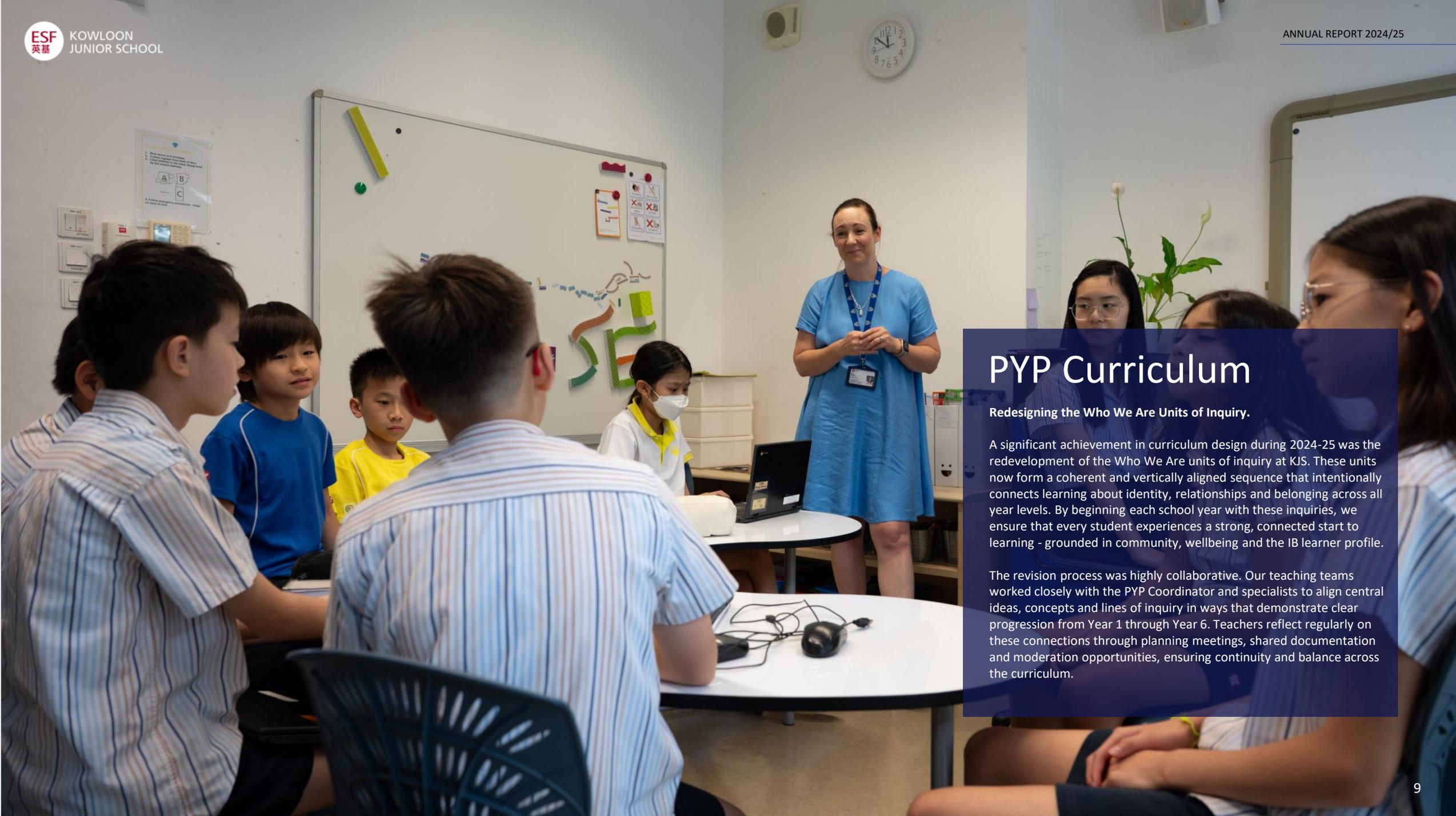
During the 2024-25 academic year, the KJS community engaged in a comprehensive and collaborative self-study guided by the IB's Programme Standards and Practices.

This included:

- Gathering evidence from teaching teams, students, parents and school leaders.
- Analysing school practices in key areas such as curriculum, assessment, leadership, wellbeing, and international-mindedness.
- Reflecting collectively on how effectively the IB mission and learner profile are embedded in day-to-day learning.

The resulting self-study questionnaire will be submitted to the IB early in the 2025-26 academic year in preparation for the school's IB Programme Evaluation visit in January 2026





PYP Curriculum

Redesigning the Who We Are Units of Inquiry.

A significant achievement in curriculum design during 2024-25 was the redevelopment of the Who We Are units of inquiry at KJS. These units now form a coherent and vertically aligned sequence that intentionally connects learning about identity, relationships and belonging across all year levels. By beginning each school year with these inquiries, we ensure that every student experiences a strong, connected start to learning - grounded in community, wellbeing and the IB learner profile.

The revision process was highly collaborative. Our teaching teams worked closely with the PYP Coordinator and specialists to align central ideas, concepts and lines of inquiry in ways that demonstrate clear progression from Year 1 through Year 6. Teachers reflect regularly on these connections through planning meetings, shared documentation and moderation opportunities, ensuring continuity and balance across the curriculum.



English

In 2024/25, our school had a particular focus on phonics progression and curriculum development. A key priority has been the structured enhancement of phonics instruction for Years 1, 2, and 3, over the last couple of years. We have ensured that these year groups are equipped with the necessary resources to support effective phonics teaching. Notably, Year 3 received new levelled readers tailored to match their Phonics progression and our PM Benchmark assessments. Since implementing a more consistent phonics approach, measurable improvements have been observed.

To maintain consistency in phonics assessment, we convened a meeting with all Year 1, 2, and 3 teaching staff. This collaborative session focused on aligning assessment practices and ensuring a uniform understanding of phonics progress across the year groups. Recognising the importance of home support for phonics development, we hosted a workshop for Year 1 and 2 parents. Building on feedback from the previous year, the workshop was adapted to better meet parental needs and provide practical strategies for supporting phonics learning at home. Feedback from attending parents was overwhelmingly positive, indicating increased confidence and engagement in their children's literacy development.

In addition to phonics, we began exploring the implications of the new International Baccalaureate (IB) Language Curriculum for our school. This initiative involves careful consideration of how the curriculum aligns with our current practices at KJS, particularly with regard to reporting and assessment. Early discussions set the foundation for a thoughtful and strategic approach to integrating the IB framework into our literacy programme.

Chinese Language

This year, the enthusiasm for learning Mandarin at Kowloon Junior School has reached new heights! Our students continue to attend classes regularly, with each lesson lasting 45 minutes, creating a structured yet engaging environment for language acquisition.

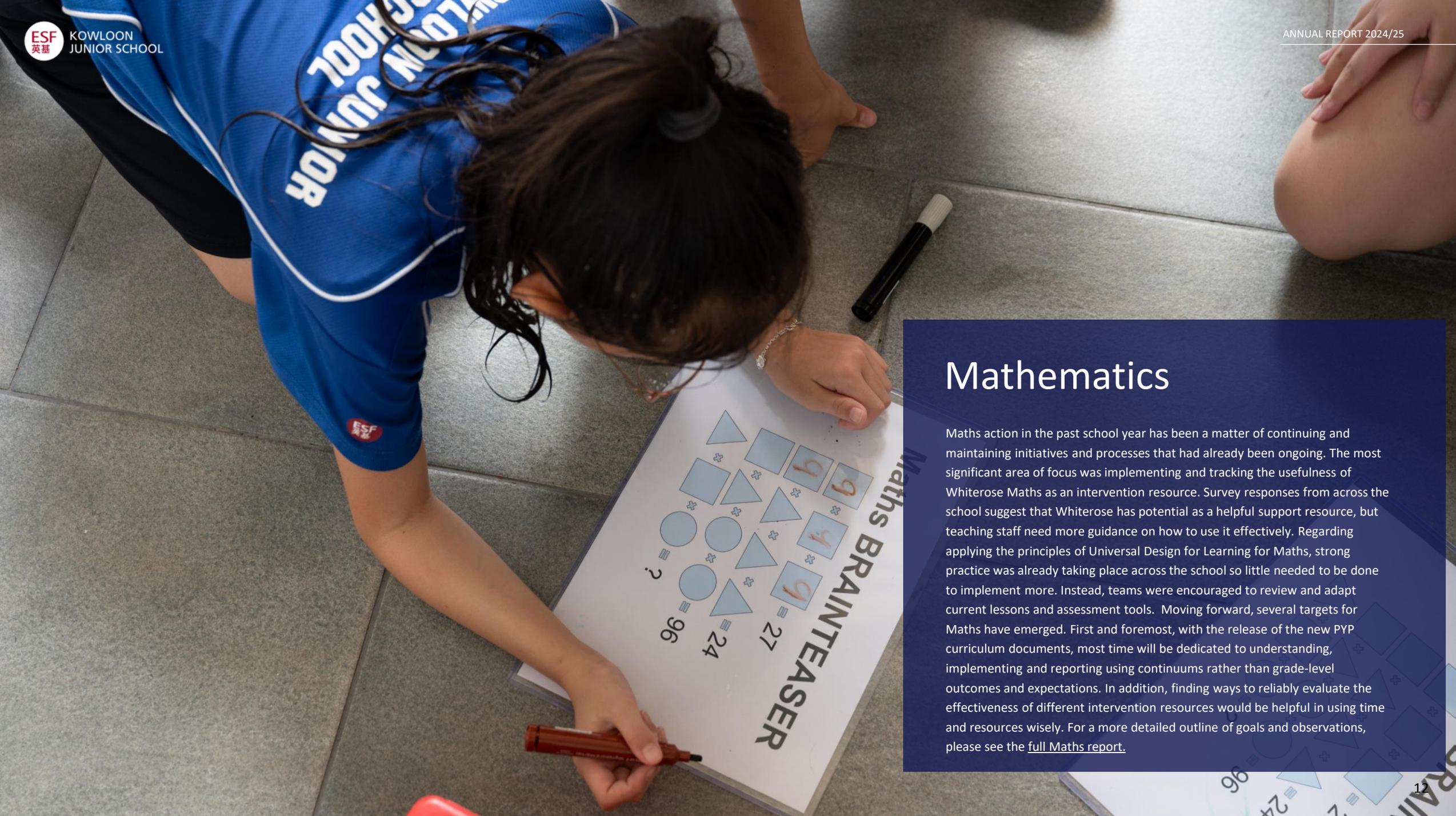
Our diverse student body, ranging from complete beginners to advanced speakers, enriches the learning experience. To meet the varied literacy levels, we differentiate instruction through customized content, varied instructional processes, targeted assessments, and tailored adult support. This ensures that every student can progress at their own pace while also being encouraged to strive for excellence.

Our instructional strategies encompass a wide range of practices, including interactive situational exercises, guided reading and writing sessions, word games, pronunciation drills, and structured teaching of pinyin. We also integrate technology to make learning more interactive and accessible.

Cultural exploration remains a cornerstone of our program. This year, we have expanded our activities to include more hands-on experiences and collaborative projects that highlight the rich tapestry of Chinese culture. Celebrations during the Mid-Autumn Festival and Chinese New Year have been particularly vibrant, showcasing student involvement and fostering community connections. The Chinese New Year assembly was a highlight, featuring performances that brought together parents, students, and staff in a joyful celebration of cultural heritage.

As we continue to promote language learning and cultural appreciation, we look forward to another year of growth and discovery in our Chinese Learning program.





Mathematics

Maths action in the past school year has been a matter of continuing and maintaining initiatives and processes that had already been ongoing. The most significant area of focus was implementing and tracking the usefulness of Whiterose Maths as an intervention resource. Survey responses from across the school suggest that Whiterose has potential as a helpful support resource, but teaching staff need more guidance on how to use it effectively. Regarding applying the principles of Universal Design for Learning for Maths, strong practice was already taking place across the school so little needed to be done to implement more. Instead, teams were encouraged to review and adapt current lessons and assessment tools. Moving forward, several targets for Maths have emerged. First and foremost, with the release of the new PYP curriculum documents, most time will be dedicated to understanding, implementing and reporting using continuums rather than grade-level outcomes and expectations. In addition, finding ways to reliably evaluate the effectiveness of different intervention resources would be helpful in using time and resources wisely. For a more detailed outline of goals and observations, please see the [full Maths report](#).

Physical Education

Physical Education (PE) at Kowloon Junior School focuses on helping students become confident movers able to transfer 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 build students' confidence and competence to move and to motivate children to value and take responsibility for physical activity as an everyday part of their lives.

This year, we placed a renewed emphasis on creating a student-centred learning environment where every child finds personal meaning and joy in physical activity.

Curriculum Development and Implementation

Events-Based Curriculum Focus:

A key development this year was the intentional structuring of our PE units around culminating "learning events." Rather than viewing an event as a one-off occasion, it became the central focus for learning throughout the unit. For example:

- Our Year 3 and 4 "Health Related Fitness" unit was framed around a final "KJS Spartans" team fitness challenge. This event gave purpose to learning resilience and positive self talk, cooperation and an understanding of functional fitness in a practical, exciting context.
- The Year 2 "Games Creation" unit culminated in a "Fun Field Day" where students designed, refined, and taught their original games to their parents. This event shifted the focus from just playing games to understanding their components, fostering creativity and communication.

This approach has proven highly effective in making learning intentions clear and providing students with an authentic, motivating goal for their efforts.

Embedding the Meaningful PE Model:

To further enhance student engagement and personal relevance, we began formally integrating the Meaningful Physical Education model into our teaching practice. This model prioritizes students' personal experiences by emphasizing five key features:

1. **Social Interaction:** We created more opportunities for collaborative tasks and peer feedback. Students reflected on how working with others enhanced their enjoyment and learning.
2. **Fun & Enjoyment:** We regularly checked in with students about what activities they found most enjoyable and used their feedback to adapt lessons, ensuring a positive emotional connection to PE.
3. **Challenge:** Students were encouraged to set personal goals and monitor their own progress. By differentiating tasks, we ensured every student experienced a level of challenge that was both stimulating and achievable.
4. **Personal Relevance:** We connected activities to students' lives outside of school, discussing how skills like teamwork, resilience, and spatial awareness are useful in other contexts. Students explored different ways to be active that align with their personal interests.
5. **Motor Competence:** While skill development remains crucial, we framed it within the context of the other features. Students understood that improving their skills (motor competence) helps them enjoy the game more (fun), take on greater challenges, and participate more fully with their peers (social interaction).

This student-centred approach has led to deeper engagement, as students see PE not just as a subject, but as a personally relevant and meaningful part of their lives.





Physical Education

ECA - A whole school 'Sport for All' model and competitive sport.

Our ECA Sports provision continues to grow year on year which is causing us a very welcome problem of how to ensure all KJS students the opportunity to play. As a department we have created a significant number of sports ECA opportunities for our students. This year we organised and ran over 25 clubs targeting students from years 3 to 6. The success of our ECA programme is an area we are very proud of.

Through a thoughtfully designed, event-based curriculum and our commitment to the Meaningful PE model and extensive ECA programme, we have successfully fostered a more inclusive, relevant, and student-centred learning environment. We are incredibly proud of our students' achievements and look forward to building upon this strong foundation in the year to come.

Music

This year, our Music Department embraced the principles of Universal Design for Learning, prioritizing accessibility and engagement for all students. Our overarching goal was to create performance opportunities that welcomed every student, transcending traditional boundaries often seen in music education.

A significant development was the introduction of new, accessible recorders for our Year 3 and Year 4 musicians and the rearrangement of classroom resources to provide personalized student support. Additionally, we acquired a half set of wooden xylophones, with plans to order metallophones for the new school year. These resources have already made a meaningful impact on our students' musical experiences.

In Years 1 and 2, students engaged in vibrant musical activities that emphasized vocal development and collaboration. Year 1 students explored rhythm and teamwork through body percussion, creatively accompanying the book *Wild Symphony* by Dan Brown with classroom instruments. Meanwhile, Year 2 students focused on the glockenspiel, learning to play melodies and explore musical elements. Their lessons fostered individual skills and teamwork, encouraging small group performances that showcased their growing confidence and musical abilities.

In Years 3 and 4, students enthusiastically embraced the new recorders, participating in lively performances both in class and during three-way conferences. Year 3 students concentrated on strengthening their notation reading and deepening their understanding of ensemble playing. Building on these skills, Year 4 students showcased their progress through performances for classmates and by sharing videos of their achievements, both individually and in small groups, with their families. Throughout the year, choral lessons for all Year 3-6 students reinforced community bonds, fostering joy and cultivating quality singing habits.

In Years 5 and 6, students expressed more agency by taking on a wider variety of projects and performances. Year 5 students explored the ukulele, focusing on performance and accompaniment. A select group volunteered to showcase their skills at the Jockey Club Sarah Roe School, demonstrating musical talent and embodying the full range of our learner profile attributes while performing for and eventually with their audience. Meanwhile, Year 6 students thrived with the new xylophones, creating tutorials on their design and technical aspects. They participated in a project during their "Sharing the Planet" unit, where they explored conflict in music by arranging ensembles that performed contrasting parts on differently pitched xylophones. This exercise illustrated the value of tension and resolution in art, complemented by original poems that emphasized effective collaboration among performers.

A highlight of the year was the ESF Choir Jam, hosted by KJS, which brought together choir students from across our foundation for a day of connection through warm-ups, vocal games, and rehearsal strategies. The KJS Orchestra also participated in an Orchestra Jam, connecting with instrumentalists from across ESF. Our music clubs flourished, showcasing their talents at various events, including the PTA Winter Festival and the Christmas Assembly, where the KJS Singers, Orchestra, Violin Club, and Flute Club performed. The Combined Winds Club made its debut at the Spring Fair alongside the KJS Choir, marking a significant milestone for our music community. Each club hosted open days for parents, allowing families to engage with their children's musical learning. The year culminated in an end-of-year assembly featuring the KJS Choir and Orchestra, where students proudly showcased their achievements and growth. As we move forward, we eagerly anticipate more musical exploration and community engagement in the year ahead.



Drama

It has been a successful year in Drama at KJS, featuring a wide range of activities from classroom learning to extracurricular performances.

All students took part in regular class sessions in our well-equipped Drama Studio. Here they develop skills including movement, mime, improvisation, roleplay and performance. Planning is drawn from the PYP Arts Scope and Sequence, and is integrated into the existing units of inquiry.

Drama sessions provide a wonderful opportunity for students to explore their ideas and attitudes in a safe, creative space. They are encouraged to work closely with others to develop simple scenarios and retell well known stories.

In line with our school focus on play-based learning, the year one students now have the opportunity to use a range of toys and games during their Drama sessions. During this time they are encouraged to tell stories using puppets, play settings and dressing up spaces.

There have been a number of performances over the course of the year. In Year 3 a group of students chose to use Drama to explore their 'How we express ourselves' unit. This led to a performance of 'The Day the Crayons Quit' which was performed to an audience of their classmates and parents.

Some students in Year 4 worked on developing puppetry skills as part of their 'How we express ourselves' unit. They used a range of different puppets to share their learning with their parents and peers.

Both Year 5 and Y6 students worked on developing scenes for performance in class. This meant a great deal of teamwork through improvisation, scripting and rehearsing.

Outside the classroom we saw two active Theatre Clubs during the academic year. The musical performance of 'The Tempest' was performed in January 2025 by a cast of 60 students from Years 5 and 6. In preparation for viewing the musical, all students in school were given taster sessions looking at Shakespeare's play and the themes within it. 'The Tempest' was also an opportunity to build connections with KGV school. We had technical support from 2 students who ran our sound system, and were also thrilled to welcome some Y7 and Y8 students to see the show.

In the Spring term, we saw 'Wolf!' performed by 30 students from the Year 4 Theatre Skills Club. Excerpts from these shows were also shared at the School Fair and in assemblies.

The Summer term saw a shift to Dance, as 28 students represented KJS at the ESF Evening of Dance at West Island School, dancing their interpretation of the song 'Boogie Wonderland'. We were thrilled to work alongside a professional choreographer in developing our Dance programme.



Learning Technology

Over the past year, I have been working closely with teachers, focusing especially on upper primary, to support best practices in using Artificial Intelligence and integrating more technology, robotics, and coding into the curriculum. My role centers on helping educators effectively incorporate these tools to enhance teaching and learning, fostering student engagement and skill development.

In addition to curriculum support, we continue to offer engaging extracurricular activities. A group of students from the Minecraft ECA will represent KJS at the upcoming ESF E-sports event, showcasing their skills on a larger stage. We are also expanding the Robotics Club to include Years 4 to 6, providing more opportunities for students to develop coding, problem-solving, and teamwork skills.

Furthermore, we are actively seeking partnerships with other schools to create opportunities for friendly robotic competitions, enriching our students' experiences and encouraging collaboration beyond the classroom.



Sustainability

24/25 Gave KJS the opportunity to look further into how students could be active sustainable citizens. With a focus on hands-on learning, and increasing education on the importance of sustainable action and practice.

Sustainable systems and procedures:

To better understand the problems Hong Kong faces regarding landfills, we partnered with The Environment and Conservation Fund to deliver Food Waste Education workshops to all KJS students in their purpose designed food waste truck. We then took action on the issue by purchasing electric food waste decomposing machines for every floor of the school. These machines can handle up to 5kg of fresh food scraps per day and can be made into plant fertiliser or soil amendment in 24-48 hours. As a result, we are preventing food waste unnecessarily going to landfill and continuing to strive for a zero waste school.

Our recycling data has continued to show that we are consistently managing our recyclable waste in a responsible manner. This has led many year groups to create comprehensive waste management zones in their shared spaces, allowing staff and students to see first hand what it means to be responsible for waste.

Working with PTA has allowed collaborative discussion with school lunch providers to continue to offer our students healthy and sustainable lunch options. There are now ongoing feedback opportunities regarding ingredients sourcing, waste management and sustainable packaging. This is an area that will be looked into further in the future.

School greening and hands-on learning.

Kowloon in Bloom took place again in the spring. This year we connected with the theme of “community; when we work together, great things grow” to create collaborative displays incorporating flowers and art work. Each year group faced the challenge of using flowering plants, provided by the HK LCSD due to our successful application to the One Person, One Flower scheme, to create artistic displays that portrayed the message of community. Teachers and students designed, created, upcycled and grew the most amazing displays and yet again brightened up our campus with colour and nature.

The garden club ECA again utilised the amazing space and resources we have in our Sky Garden to grow organic fruits and vegetables and prepared many seedlings, plants and harvested goods to sell at the KJS school fair.

The Alliance of Sustainable Schools (TASS)

KJS became members of TASS for the first time, joining a community of schools across Asia and the Middle East. We had a charter signing ceremony and appointed 2 students to represent our student body with the alliance. The students represented our school in online zoom meetings, school reviews and interviews with the Principal along with campaigning and leading sustainable changes within our own school.

Additional.

KJS took part in the ESF City Nature Challenge where students, staff and families were encouraged to observe the nature and biodiversity in our areas. By uploading photographs through the inaturalist app, we were able to participate as citizen scientists to help identify and catalogue the plants and wildlife present in Hong Kong. KJS came second in the ESF leaderboard for most observations recorded.

Garden areas and resources continued to be maintained and planned for.

Introduced PTA to Waste Wise to reduce the footprint of our main PTA events and create a stronger culture of responsible events and accountable waste management.



Student Experience

Extra-Curricular Activities

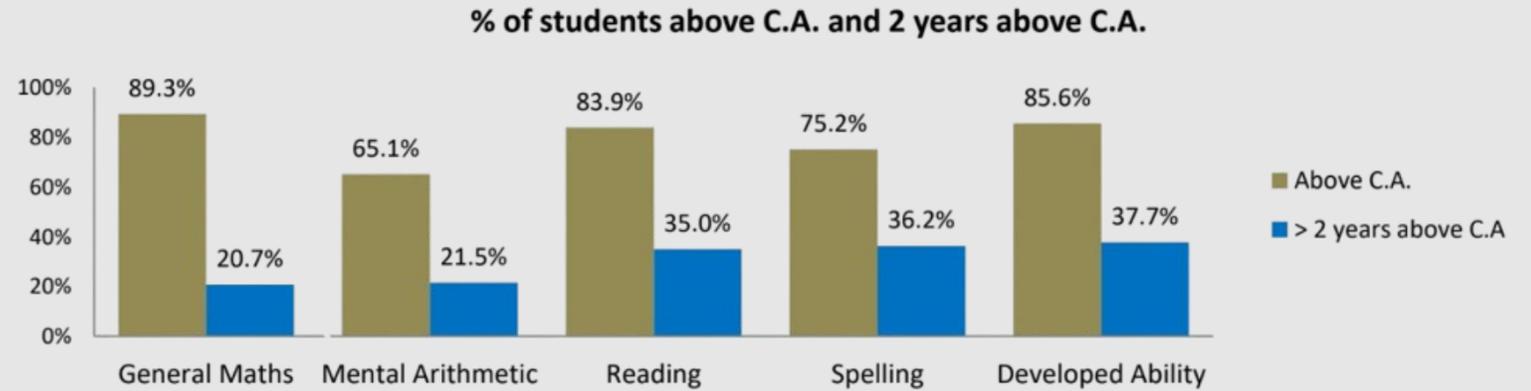


Internal ECAs	External ECAs
<ul style="list-style-type: none"> • Netball • Football • Basketball • Running • Tag Rugby • Cricket • Aquathon • Multi-Sports • Student Council • Robotics Club • Stop Motion • Table Top Role-Playing • KJS News Team • Chinese Culture Club • Maths Olympiad • Chinese Dance • Dance • Knex Club • Minecraft • Green Dragons Gardening • Theatre Club • Clay Club • Mindfulness Club • Weaving • Print Making • Sewing • Chinese Jumping Chess • Board Games 	<ul style="list-style-type: none"> • Writing Club • Clay Club • Chess Club • Drama Club • Baking Club • Orchestra • Music Instruments (Violin, Percussion, Guitar, Ukulele, Brass, Flute, Clarinet) • Choir • ESF Language Classes (Spanish) • ESF Sports Classes (Tennis, Gymnastics, Fencing)

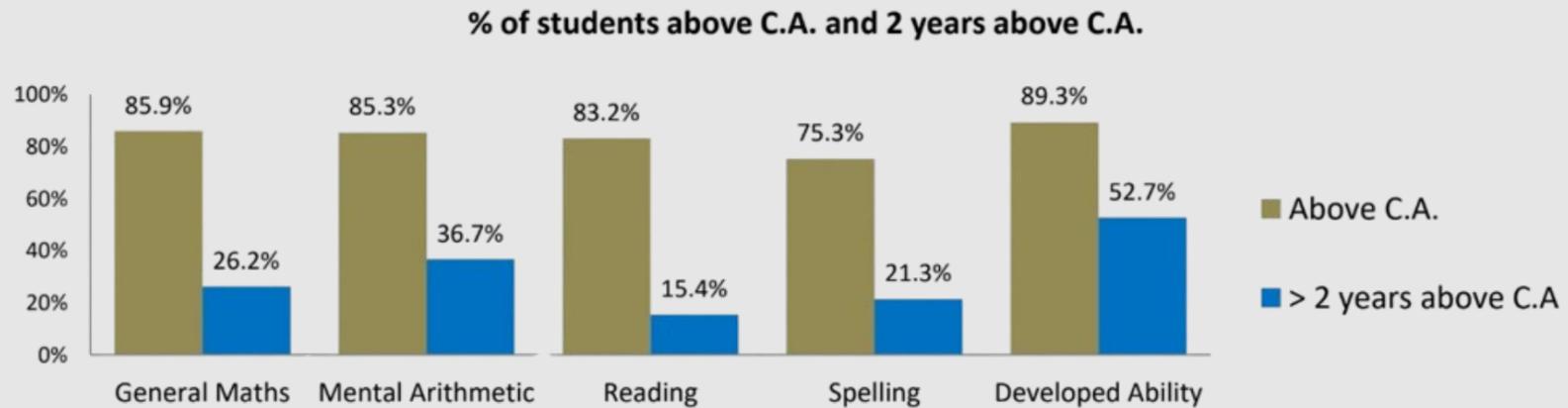
InCAS/ Primary Insight

The Primary Insight assessment is administered by the Centre for Evaluation and Monitoring (CEM). It is a computer-adaptive assessment and involves sitting fourteen individual assessments that combine to provide component scores for General Mathematics, Mental Arithmetic, Reading, Spelling and Developed Ability (non-verbal reasoning and picture vocabulary). Primary Insight is an age-related assessment and attainment can be measured in months above/below chronological age (e.g. a student is working at 3 months above his/her chronological age for Reading), in years (e.g. a student is working at 12.5 years for Spelling) or as an age-standardised score.

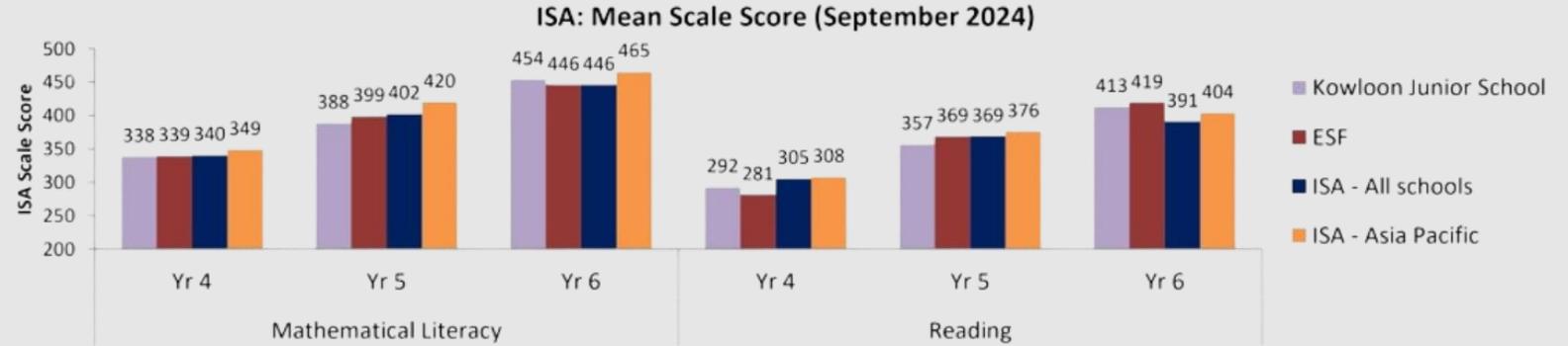
Year 3 InCAS Results



Year 6 InCAS Results

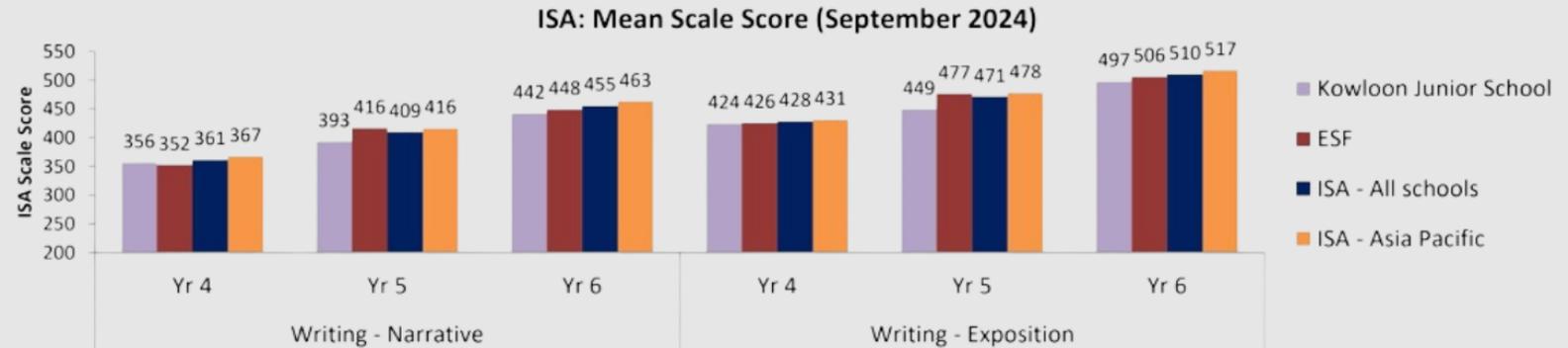


ISA: Mathematical Literacy and Reading (Mean Score)



ISA Result

ISA: Mathematical Literacy and Reading (Mean Score)



Achievements

Library

- The Greater Bay Area School Library Award- Winner
- Battle of the Books Team- Finalist

Sports

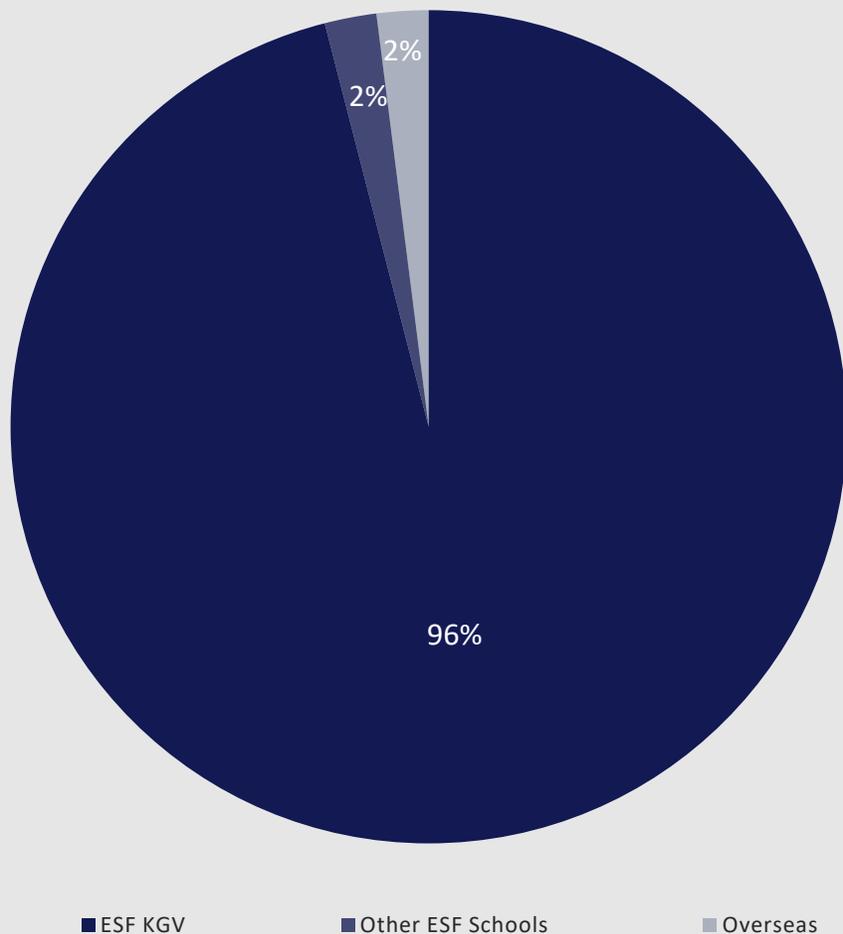
- We had a couple of outstanding individual achievements from Abigail and Ethan Mak. Abigail won the cross-country by a mile and the aquathon too. Ethan also performed particularly well in both of these events as a Y3.
- We offered 28 ECA clubs across years 3-6 and competed in 20 tournaments across a variety of sports.
- The school successfully hosted and organised the ESF cross-country festival at KGV, providing an opportunity for over 600 students from across all ESF schools.
- We also hosted the HKPSSA Cricket Finals at Kings Park Sports Ground for teams from 22 HK International Schools and included our first ever girls only cricket tournament.

E-Sports

- ESF E-Sports Tournament
 - Y6 team- Second Place
 - Y5/6 team- Fourth Place



Year 6 Graduates Student Destinations



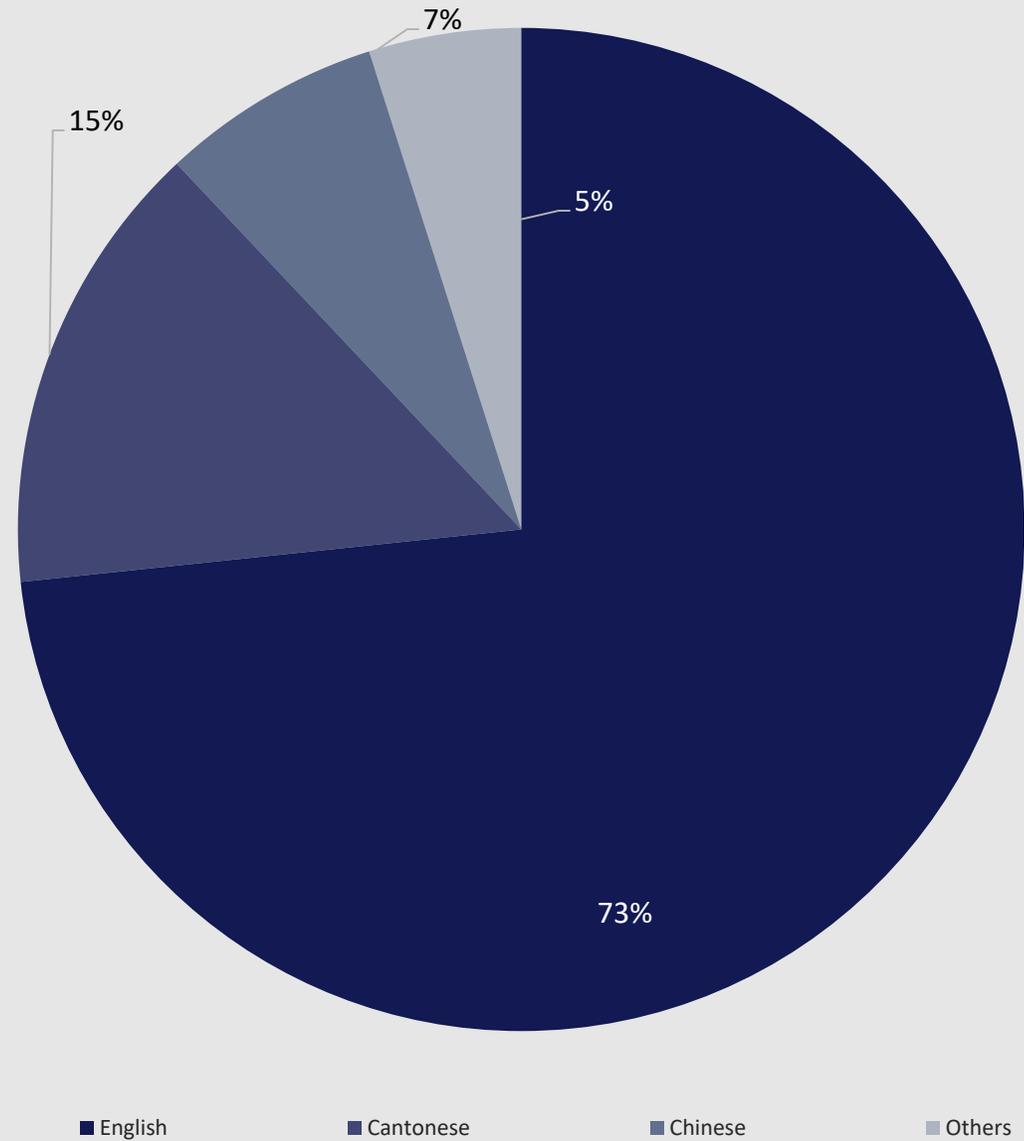
Enrollment – Number of withdrawals	
Year 1	11
Year 2	4
Year 3	13
Year 4	4
Year 5	6
Year 6	2

Student Nationalities

United States	72
Canada	183
United Kingdom	74
Netherlands	4
France	4
Germany	3
Belgium	4
Italy	2
Portugal	7
India	115
China	26
Hong Kong	226
Japan	11
Korea	36
Singapore	6
Australia	73
New Zealand	12
Others	38



First Language



School Council Annual Report 24/25

School Council Members 2024/25	
Chairperson	Andrew Nowak
Principal	Gavin MacGregor
ESF Representative	Vivian Cheung
P.T.A. Parent Representative	Anna Rayton & Jennifer Hung
Parent Representative	Susanna Hung & Steve Cannon
Community Representative	Calvin Leung, Cindi Hui & CK Lee
Teacher Presentative	Ellie Grant, Nicki Glover & Rosanna Robin
Support Staff Representative	Lucita Chan

The School Council is composed of representatives from the parents and staff of KJS, as well as members from the wider community and ESF. These voluntary representatives share their knowledge, skills and experience for the benefit of the school. At each meeting, members review reports and recommendations to ensure that the learning and wellbeing needs of students and staff are met.

Having served for six years, this is my final message as your School Council Chairman. Time has flown and I am filled with immense pride for our wonderful school community.

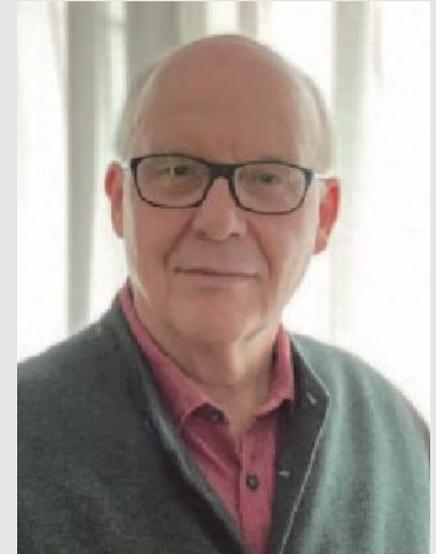
My heartfelt thanks go to our dedicated staff, at both KJS and ESF, whose passion and commitment shape young minds every day. To the parents and carers, whose unwavering support and partnership are the bedrock of our success. And most of all, to our pupils who are the reason we do what we do.

While this is my last report, my belief in this school’s future is stronger than ever under the expert leadership and commitment of our principal, Mr. MacGregor. The foundations are solid, and I look forward to hearing of the school’s continued successes from the sidelines.

Thank you for the trust you have placed in me over the years. It has been an honour.

With best wishes for the future,

W Andrew Nowak-Solinski.



Student Council Annual Report 24/25



Student Council Members 2025/26

Davina Lau (4VS)	Maitreyi Singh (6AC)
Tristan Lam (4KG)	Alexander Hui (6NG)
Haim Lee (4RT)	Mishka Shah (6AC)
Kayden Lai (4VS)	Alden Leung (6NG)
Remy Wong (5JO)	Fida Jain (6AC)
Abigal Mak (5DM)	Slava Rayton (6KC)
Bitz Han (5LF)	Yau Ning Chan (6NG)
Maccus Lei (5DM)	Aldan Chan (6HB)
Tanya Lee (5LF)	KJ Lam (6KC)
Masie Lau (5EG)	

The 2024-2025 Student Council focused on enhancing student engagement, fostering community connections, and supporting various charitable initiatives. Through several key activities, we successfully gathered student feedback and took meaningful action within our school and the wider community.

Throughout the year, one of our main objectives was to ensure that every student felt valued and heard. We implemented various strategies for collecting feedback, such as surveys and feedback forms from both students and teachers. We prioritised visibility, allowing students to share their ideas, concerns, and suggestions directly with council members. This approach encouraged open dialogue and fostered a sense of community among our student body.

Over the year, we hosted several events aimed at educating and engaging students. One notable event was our Redressed assembly, which encouraged students to take meaningful action in support of a local charitable organization. Additionally, we supported a local animal rescue charity by using the KJS kitchen to make over 150 dog treats. We delivered these treats to Catherine's Puppies and spent time volunteering at the shelter, promoting a sense of responsibility among our student council members.

In celebration of Book Week, we established a buddy reading programme with Jockey Club Sarah Roe School. This initiative included reading sessions where our students volunteered to read with their peers at JKSR, serving as a highlight in bringing our school communities together to share a love of reading and storytelling.

The Student Council made significant progress in creating a supportive and engaging school environment. By amplifying student voices, taking action in our community, and supporting charitable causes, we positively impacted our school culture. We look forward to building on these achievements in the coming year!

PTA Reports

The KJS PTA continues to be very active with a variety of events sponsored throughout the year. We held 24 events and meetings in 2024-2025. Our growing and ever involved PTA Executive Committee is a testament to successful outreach and engagement.

This year, the PTA successfully organized numerous events, enhancing community spirit and increasing parent involvement, demonstrating our commitment to enriching the school environment for all students and families.

PTA sponsored: Staff Appreciation Breakfast, Year 1 Parents Coffee Morning, Class reps coffee morning, Bingo night prizes, Helpers' Appreciation day, New Year 1 transition day, Year 6 leavers celebration outing,

The PTA also enhanced relationships with ESFC and other PTAs by hosting an inaugural seminar and lunch at KJS.

We look forward to another successful and positive year ahead and to strengthening the KJS Community with continued engagement.

-The KJS PTA Team



PTA

Key Events and Outreach

Staff Appreciation Breakfast -Aug 12,2024

Year 1 Parents Coffee Morning

Spooky BOOgie Ball- Oct 24, 2024

First KJS community event planned by PTA, start of many fun events for the families, NEW Haunted House, Disco Dance Hall and Arts and Crafts activities,, 1250 Tickets Sold

Wacky Wednesday- Mental Health Awareness

Donations to Support SENSational Foundation, \$4,137.20 donated.

Winter Festival- NOV 29, 2024

Holiday Fun Family Event with student performances, Santa's Village, Games, Free Movie, Food and more! 1210 Tickets.

Parent Bingo Night- FEB 21,2025

Parents Bingo Night at Kowloon Club, Fun parent community event with dinner and games. 40 people attended. Will definitely repeat this event for parents.

KJS Carnival School Fair- MAR 22, 2025

KJS community related booths, marketplace, student booths, biggest food hall we have ever had, Raffle draw and student talent show. 3000 attendees .

Drake the Dragon Day

Student Council supported event with drawing contest, in school snack play activiities , Drake merch sales, all Drake sales will be used to support student council .

Helpers Appreciation Day-MAY15, 2025

PTA fully funded event with breakfast, appreciation project by students and parents, PYPX presentation from Y6 group, story reading, Zumba dance session, Pre-loved clothing shop, games. A giveback event that other ESF school are hoping to add to their event list.

Year 6 Leavers Celebration-JUNE 26, 2025

PTA helped coordinate leavers tshirts and distribution, Year 6 parent leaders planned and led the leavers celebration activities at JOYPOLIS. PTA funded and supported the outing.

PTA Financial Report

Key Insights

Revenue increased significantly from 2024 to 2025.

Other income was introduced in 2025, contributing positively.

Total operating expenses rose, but surplus from operations and surplus to school both increased, indicating improved financial performance overall.

PTA Fundraising Achievements

Total Donation 2024-2025

\$321,286.00

Donation Amount 2024-2025

From Raffles: \$151,149.00, for upgrade of outdoor play areas

Additional : \$100,000.00, (from year long fundraising efforts, cheque was issued after book year end so will be reflected in next year's financials), for lighting and hall improvements

TOTAL : \$251,149.00

\$14,200	\$4,137	\$13,100	\$7,700	\$31,000
Staff appreciation events	Odd Socks Day- Donated all proceeds to SENsational Foundation	Bingo social night	Helpers Appreciation Day	Y6 Leavers celebration trip- Outing and transportation
				

School Financial Summary

The financial vision at Kowloon Junior School walks hand in hand with the school's overarching principles to ensure we deliver concrete success for every student. In 2024-2025, we identified a need to prioritize student support and devoted our resources to recruit additional experienced specialist educators to support the wide spectrum of needs across the school.

Our strategic staffing approach balances financial sustainability with educational innovation by creating a more even mix of vital experienced teachers and early-career professionals who bring fresh ideas and energy.

- Surplus – (2,604,667)*
*attributable to staffing expenditure
- Rental Income – 1,334,657
- Reduced Operating Expenditure by 275,000



2024/25 Budget & Expenditure

Income	Budget	Actual
Funding	68,567,530	68,567,530
Donation	62,343	51,083
Rental	0	1,334,657
Others	6,549,789	7,080,996
Total Income	75,179,662	77,034,266

Expenditure	Budget	Actual
Staff Expenses	68,567,530	72,916,554
Other Expenses - Operational	6,739,843	6,464,946
Other Expenses – Capital	220,000	257,433
Development and Operating Agreement (DOA)	0	0
Scholarship / Hardship	0	0
Depreciations	0	0
Total Expenditure	75,527,373	79,638,933
Surplus / (Deficit)	(347,711)	(2,604,667)



KOWLOON JUNIOR SCHOOL

"Success For Every Child"