

**W F Joseph Lee Primary School**

**Annual School Plan  
2013-2014**

# W F Joseph Lee Primary School

## *Our Ideal*

*“Students are life-long, life-wide Learners”*

We want to see our students as young people who cherish and enjoy learning and want to perform to the best of their abilities in whatever they do. We want our students to undergo a comprehensive and cohesive system of primary and secondary education and develop into persons who are confident, innovative, resourceful and brave in facing their responsibilities in life and in society. We believe that these are persons who are biliterate and trilingual; possess the skills necessary for tackling daily problems in logic and with compassion; attuned to their surroundings; civic-minded and tolerant; appreciative and open-minded and are life-long learners.

## *Our Vision*

*“The school is an Exemplary Learning Organisation wherein every member achieves one’s best”*

Our students as beacons of light

Our teachers and staff as exemplary mentors and role models

Our school as a learning institution for all

## *Our Mission*

We pledge to provide our students with learning opportunities to lay a sound foundation in developing their multiplicity of capabilities so that they are intellectually individual thinkers.

We pledge to develop students to their fullest potential in all areas: physical, moral, intellectual, psychological and aesthetics.

We pledge to develop students into responsible future members of society worthy of respect.

# **W F Joseph Lee Primary School**

## **Annual School Plan 2013-2014**

**GOAL:** Engage in **Sustainable and Continuous School Improvement** by dedicating efforts to achieve the following

**purposes:**

1. Streamline Administrative Efficiency
2. Enhance Learning & Teaching Effectiveness
3. Reinforce School Ethos by practicing the 16 Habits of Mind  
(Moral, Civic & National Education)

**1: Streamline Administrative Efficiency**

<b>Objectives</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>Time Scale</b>	<b>Person-in-charge</b>
1. Provide personal value adding incentive for Teaching and Support Staff	<ul style="list-style-type: none"> <li>a. Enhance the Office Admin Infrastructure</li> <li>b. Review the salary and promotion scheme of our staff (teachers and support staff)</li> </ul>	<ul style="list-style-type: none"> <li>a. Enhanced Professional Development</li> <li>b. Efficiency in daily office administration</li> <li>c. Noticeable improvement in classroom teaching and student learning</li> </ul>	Staff feedback, observations, records and further teacher training	Whole year	SDG - School Development Group members  (Mrs Yau, TFT, WCM, YWY, LKH, LWY, CCKI)
2. Systematize school records	<ul style="list-style-type: none"> <li>a. Review the current filing system for efficient retrieval of information.</li> <li>b. Allocate and renovate space for file storage</li> </ul>	<ul style="list-style-type: none"> <li>a. All sanitary products will be dispersed and stored in the lavatories on each floor</li> <li>b. The current printing room will be vacated to house admin files (colour coded by labels and alphabetized) in cabinets.</li> <li>c. The storage room for detergent will become the printing room</li> <li>d. All student files will be in the General Office for easy access by teachers and administrators</li> </ul>	Staff feedback		LKH Office staff
3. Centralize teacher resource, stationery supplies and other inventories	<ul style="list-style-type: none"> <li>a. Designate Room 07 on each floor as the team planning room and resource room for subject teachers.</li> <li>b. All sanitary products will be dispersed and stored in the lavatories on each floor</li> <li>c. Stationery will be stored in the cubicle adjacent to the conference room.</li> <li>d. Resources for school events and functions will be kept in the Store-room</li> </ul>	<p>All inventory will be systematically kept in designated location and rooms</p> <ul style="list-style-type: none"> <li>a. stationery</li> <li>b. housekeeping items</li> <li>c. teaching resources</li> <li>d. resources for school events and functions</li> </ul>	Staff feedback	Oct – Dec 2013	LKH Team members
4. Refine the P1 Admission Policy	Revise our checklist of selection criteria. Consideration may be given to siblings, parental involvement in school, individual talents, etc.	Finding the best crop of candidates for P1 students	Teacher feedback	Oct – Nov 2013	Mrs Yau & SDG members

5. Make use of multi-media to project a “Great School” Image	a. Develop professionalism among members of the School Gazette Editorial Team	a. Provide training workshops for both teachers and students responsible for the school gazette.  b. Teachers and students attend at least one course on Newsletter Making	Student reporters demonstrate appropriate skills in their output	Whole school year	YWY & Teachers (School Gazette Editors)
	b. Update our school website	a. Enhance the school website to be more user friendly and appealing  b. Communicate with students and their parents via our website, e-circulars and school apps	Feedback from stakeholders	Whole school year	LCH IT Group Panel Heads
	c. Establish a strong parent network and build a parent volunteer system for school	a. Identify parents with specific strengths, talents and other capacities for contributing to the school community  b. More parent volunteers participate in the school events	A vibrant parent team contributes effectively to the school	Whole school year	YWY PTA
	d. Build a network of graduates ( WF Club)	a. Host social functions to draw in graduates, teachers and staff ( at least one activity every school year.)  b. Increased participation of graduates and enjoyment of the activities  c. Recruitment of school volunteers from the graduate network  d. Establish a positive public image and enhance reputation of WFJLPS.		March, 2014	YWY Team members
6. Build a Community of Learners	Our consultant, Dr. Au will hold 3 workshops for senior staff in middle management: 1. “How to Lead Your Peers” 2. “Better Time Management “ 3. “Effective Conflict Resolution”	a. Improvement of work habits  b. Achievement of administrative efficacy through higher self-esteem, stronger leadership and a harmonious relationship among staff members.			The consultant, Dr Au

**2: Enhanced Learning & Teaching Effectiveness**

Objectives	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Person-in- charge
<p>1. Train students to become critical and independent thinkers with a curiosity for knowledge</p>	<p>(A) Various workshops by Dr. Au for all teachers, parents and support staff, including our janitors. All teachers will train students to cultivate good Work Habits (16 Habits of Mind ):</p> <ul style="list-style-type: none"> <li>● Persisting</li> <li>● Managing Impulsivity</li> <li>● Listen with Understanding and Empathy</li> <li>● Thinking Flexibility</li> <li>● Thinking about Thinking</li> <li>● Striving for Accuracy</li> <li>● Questioning and Posing Problems</li> <li>● Applying Past Knowledge to a New Situation</li> <li>● Communicating with Clarity and Precision</li> <li>● Gathering Data through All Senses</li> <li>● Creating, Imagining, Innovating</li> <li>● Responding with Wonderment and Awe</li> <li>● Taking Responsible Risks</li> <li>● Finding Humor</li> <li>● Thinking Interdependently</li> <li>● Remaining Open to Continuous Learning.</li> </ul>	<p>a. In team planning sessions, teachers of various disciplines design and create ways of reinforcing the 16 good habits in the unit plans for classroom teaching and student assignments</p> <p>b. During lessons, teachers conscientiously implement the ways of reinforcing the 16 good habits among students so that they become ingrained habits for problem solving, for learning and for facing everyday life.</p>	<p>1. Unit plans 2. Lesson observations 3. Student and parent Feedback</p>	<p>Whole school year</p>	<p>Dr Au &amp; All teachers</p>

<p>(B) Team Planning and Workshops with Dr. Au</p> <p>(1) <u>In the Teaching of English</u> :</p> <p>All Teachers will emphasize specific “Learning Skills”:</p> <p>a. P1 -2: Ensure that students acquire decoding skills through phonemic and phonological awareness, the application of phonics and ultimately develop a love of reading</p> <p>b. P3-4: Focus on encoding and comprehension skills</p> <p>c. P5-6: Focus on developing strong presentation skills in oral and written communication. They will pay special attention to the 6 Traits of Good Writing ( Ideation, Organization, Word choice, Sentence flow, Language Conventions, and Voice)</p> <p>d. Four English Teacher workshops as part of the English Enhancement (EEG) Scheme to enhance the effectiveness of language teaching</p>	<p>a. Teachers acquire the knowledge and experience to create thorough lesson plans for instruction purposes.</p> <p>b. Students become adept in using the 12 comprehension skills to tackle text .:</p> <ul style="list-style-type: none"> <li>● Identifying the Main Idea</li> <li>● Recalling Facts and Details -</li> <li>● Understanding Sequence</li> <li>● Recognizing Cause and Effect</li> <li>● Comparing and Contrasting</li> <li>● Making Prediction</li> <li>● Finding Word Meaning in Context</li> <li>● Drawing Conclusions and Making Inferences</li> <li>● Distinguishing between Facts and Opinion</li> <li>● Identifying Author’s Purpose -</li> <li>● Interpreting Figurative Language</li> <li>● Summarizing</li> </ul> <p>c. Students conscientiously use the 6 Traits of Good Writing for self-assessment</p>	<ol style="list-style-type: none"> <li>1. Unit plans</li> <li>2. Lesson observations</li> <li>3. Year-end evaluation meeting</li> </ol>	<p>Whole year</p>	<p>CWY &amp; All English teachers</p>
<p>(2) <u>In the Teaching of Chinese:</u></p> <p>a. 優化一至六年級的拼音課程，強化每個單元的拼音教學重點，使之更有系統</p> <p>b. 邀請香港大學謝錫金教授向全體中文老師講授「自主學習」的教學模式，提升老師的教學效能。</p> <p>c. 老師透過不同層次的提問技巧，讓學生能運用不同的閱讀策略理解文章，從而掌握認知、理解、應用、分析、綜合、評鑑等學習技能</p>	<p>Improvement in classroom teaching through:</p> <ol style="list-style-type: none"> <li>a. Implementation of critical thinking skills in lessons</li> <li>b. Remodelling lessons for developing thinking</li> <li>c. Critical thinking skills infused in the remodeled lessons</li> <li>d. Ways to tier tasks &amp; assignments for higher ability students in mixed-ability classrooms</li> </ol>			<p>LKN &amp; All Chinese teachers</p>

<p>(3) <u>In the Teaching of Mathematics:</u></p> <p>a. P1 to P3: introduce English vocabulary and terminology to students and equip students to prepare well for EMI Math lessons in P4 to P6</p> <p>b. Implement e-learning in Pp5 by adopting a Dyknow system (an interactive software).</p>	<p>a. With a foundation of learning English and English terms of Math in junior grades, students have better comprehension skills in understanding the mathematical concepts</p> <p>b. Students can self-learn through the use of the Planet ii platform where the exercises are in English.</p>			LPS & All Math teachers
<p>(4) <u>In the teaching of GS and Science</u></p> <p>a. GS &amp; SCI teachers will join EDB's Gifted Education Network Scheme and team plan with EDB curriculum officer and subject teachers from other schools.</p> <p>b. Teachers train the students to integrate skills and knowledge from different disciplines to generate the learning outcomes and become aware of the connectedness of knowledge.</p>	<p>a. Students learn how to ask questions (inquiry- based learning) and identify problems</p> <p>b. students know how to conduct research, search information and identify solutions</p> <p>c. Students know how to analyze and synthesize data</p> <p>d. Students can evaluate and create new knowledge</p>	Feedback from year-end evaluation meetings	Whole school year	All GS & Sci teachers
<p>(5) <u>In the teaching of Cultural subjects</u></p> <p>a. Reinforce students' self-confidence and explore their potential by providing more learning opportunities in Visual Arts, PE and Music.</p> <p>b. Reinforce the Study skills among students by integrating the Library lesson and computer lesson into one "Study Skill" lesson in students' timetable.</p> <p>c. A Firefly scheme, a Multiple Intelligence programme (MI) and a Potential Realization Programme (PRP) are offered to students to broaden their scope of knowledge and lay a solid foundation for life-long learners.</p>				CKY, LKY, LMW & All PE/ VA/Mu/ teachers



<p>2. All Teachers know how to engage students' interest in learning and becoming life-long learners</p>	<p>Training courses and workshops will be conducted by Dr Au with the purpose of establishing a system for Special Education Needs (SEN) Support:</p> <ul style="list-style-type: none"> <li>a. Best Practices in Classroom Teaching (Use of Grouping, Differentiated Instruction, etc.)</li> <li>b. How to set up a School-based Support Team (SBST) to manage student diversity</li> <li>c. How an Identification, Placement and Review Committee (IPRC) should operate</li> </ul>	<ul style="list-style-type: none"> <li>a. Underachievers as well as high functioning students will be served according to their needs.</li> <li>b. Improved learning results of SEN students</li> <li>c. Teachers are able to use differentiated instruction to cater for student diversity</li> </ul>	<ul style="list-style-type: none"> <li>1. Teacher and Parent Feedback</li> <li>2. Records from regular SBST and IPRC meetings</li> </ul>	<p>Whole school year</p>	<p>Dr. Au TFT</p>
<p>3. In-service training for Teachers</p>	<ul style="list-style-type: none"> <li>a. "Learning Circle" is timetabled weekly to enhance communication and sharing among teachers. .</li> <li>b. Dr Au will offer a Three part In-service English course for all our staff (including teaching and non-teaching staff ). An 18 week programme will be evenly divided to provide instruction to the three groups: Beginners, Intermediates and Advanced English Learners</li> </ul>	<ul style="list-style-type: none"> <li>a. Teachers feel supported by the school administration and their peers.</li> <li>b. Teachers document their discussions for sharing on the intranet</li> <li>c. A heightened awareness of language learning and a higher English standard exhibited by staff on campus</li> </ul>		<p>Whole school year</p>	<p>Mrs. Yau All staff  Dr Au</p>
	<ul style="list-style-type: none"> <li>c. Mentorship programme for new teachers. This includes monthly meetings, assignment checking and lesson observations.</li> </ul>	<p>Continuous improvement in teaching effectiveness as seen in lesson observation</p>	<p>Year-end evaluation forms</p>	<p>Whole school year</p>	<p>Mrs. Yau &amp; SDG members</p>
	<ul style="list-style-type: none"> <li>d. Lesson observations by consultant and peers will be arranged regularly.</li> </ul>	<p>Teachers agree lesson observations can facilitate professional development</p>	<p>Year-end evaluation forms</p>	<p>Whole school year</p>	<p>TFT, All subject panel heads</p>

### 3: Reinforce School Ethos (Moral, Civic & National Education)

Objectives	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Person-in-charge
1. Develop students for future success by instilling in them the 16 Habits of Mind (HoM)	<ul style="list-style-type: none"> <li>a. Training workshops on HoM are conducted to all staff by Dr Au ( including teachers and support staff)</li> <li>b. Teachers and students develop more effective classroom routines for:                             <ul style="list-style-type: none"> <li>- Classroom Manners</li> <li>- Class-rules</li> <li>- Homework collection</li> <li>- Monitor training</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>a. Reduction of discipline infractions</li> <li>b. Students in general show better awareness of their classroom routines</li> <li>c. Zero tolerance of bullying in the campus</li> </ul>	<ul style="list-style-type: none"> <li>1. Weekly checking of Students' Handbooks by CT</li> <li>2. Bi-monthly checking of Students' Handbooks</li> </ul>	Whole school year	CCKL, Team members
2. The School-based Support Team (SBST) will work to service the whole school	<ul style="list-style-type: none"> <li>• To perform identification, placement and review functions (IPR) for students with exceptional needs (SEN)</li> </ul>	<ul style="list-style-type: none"> <li>a. Reduction of stress among the teachers</li> <li>b. Better education for students by meeting their needs</li> </ul>	<ul style="list-style-type: none"> <li>1. Record forms</li> <li>2. Feedback from teachers</li> </ul>	Whole school year	NSY members, Social worker
3. Cater for learner diversity to meet students' learning needs	<ul style="list-style-type: none"> <li>a. Host professional development workshop for teachers on strategies to teach SENs                             <ul style="list-style-type: none"> <li>- Provide support to SENs and their parents,</li> <li>- Run UAP for P4 to P6 students with emotional and social needs</li> <li>- Run support groups for parents</li> </ul> </li> <li>b. Run a Buddy Reading Program for SPLD students</li> </ul>	<ul style="list-style-type: none"> <li>a. Teachers develop effective strategies required in handling SEN cases</li> <li>b. Participants reveal that they receive sufficient assistance from the support groups</li> </ul>	Evaluation forms	2 times a year	CCKL NSY
4. Develop accommodation strategies for P1 and P6 students	<ul style="list-style-type: none"> <li>a. Host P1 Orientation for new comers and their parents</li> <li>b. Provide seminars and advice for P6 students and their parents</li> </ul>	<ul style="list-style-type: none"> <li>a. All P1 students can quickly adapt the learning environment of primary school</li> <li>b. Over 90% of students can complete all the activities in the Buddy Scheme</li> </ul>	<ul style="list-style-type: none"> <li>1. Teachers' observations</li> <li>2. Evaluate the Buddy Reading Scheme Record Booklet</li> </ul>	Sept to Nov 2013	NSY

### Plan on Use of Capacity Enhancement Grant (CEG)

Means by which teachers have been consulted: via staff meetings

No. of operating classes: 30      CEG total amount: \$750,533      Total expenditure: \$736,407

Areas of concern	Strategies	Benefits Anticipated	Time scale	Resources required	Success Criteria	Methods of Evaluation	Person Responsible
Raising teaching effectiveness	To employ 2 additional English teachers in support of the English language curriculum	English teachers can have more co-planning period and more time to look after the needs of individual students	From Sept 2013 onward for 1 year	Total: \$736,407	<ol style="list-style-type: none"> <li>1. Regular meetings can be held for lesson preparation</li> <li>2. Students' individual needs can be well catered for</li> </ol>	<ol style="list-style-type: none"> <li>1. Lesson observation</li> <li>2. Evaluation report on student performance in English learning</li> </ol>	<ol style="list-style-type: none"> <li>1. Principal</li> <li>2. English Language Curriculum Development Consultant</li> </ol>