

W F Joseph Lee Primary School
和富慈善基金李宗德小學

Annual School Plan
學校周年計劃

2014-2015

Our Ideal, Vision & Mission

Our Ideal

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

We want to see young people who cherish and enjoy learning and want to perform to the best of their abilities in whatever they do. We want to have students who underwent a comprehensive and cohesive system of primary and secondary education to develop into persons who are confident, innovative, resourceful and brave in facing their responsibility in society. We believe that these are persons who are biliterate and trilingual; possess the skills necessary in 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 Organization 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 quality education in developing our students’ 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.

Objectives (2014 - 15)

Goal 1: Enhance teaching effectiveness in order to develop students to be independent learners

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
I. To ensure student-centred instruction when planning lessons and learning activities	➤ Provide in-service training for teachers on how to design student-centered lessons and learning activities for “Whole-person development” in order to train students to be self-initiated learners.	<ul style="list-style-type: none"> 80% of teachers implement student-centred approach in the classroom. 	<ul style="list-style-type: none"> Annual subject plans Lesson observations 	Sept-Jul	K. Yau + SDG	Simulation of Inquiry-based Learning
	➤ The SBST shall establish a system to identify students with special educational needs to provide better support on student-centred instructions.	<ul style="list-style-type: none"> More than 75% of teachers seek SBST’s help in providing support for students with different needs. 	<ul style="list-style-type: none"> Questionnaire (Teachers) 	Whole year	Dr. Au + TFT	
	➤ Promote the Inquiry Process in all subject areas. Devise success indicators for measuring students mastery of Inquiry Process. <ol style="list-style-type: none"> Posing real questions: (Higher-Order-Thinking Skills) Finding resources: (Scanning/Skimming, Interviewing, Making Questionnaires Skills, Paraphrasing & I.T. Skills) Interpreting information: (Critical Thinking,, Organization & Self-management Skills) Reporting findings: (Presentation and Peer and Self-evaluation Skills) 	<ul style="list-style-type: none"> Student records are systematically maintained. Students are able to use the Inquiry Process for learning projects. 	<ul style="list-style-type: none"> Proper Filing Formative assessment Questionnaire (Students) 	Sept-Jul	CLK+ All panel heads	Demonstration

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
II. To enhance teaching and learning (T&L) effectiveness by applying differentiated learning strategies in a holistic curriculum	<ul style="list-style-type: none"> ➤ Teachers conduct a whole-school survey of students' learning styles and interest inventories for grouping purposes and co-operative learning. 	<ul style="list-style-type: none"> ● 100% completion of the survey. 	<ul style="list-style-type: none"> ● Data collection 	Sept-Dec	CLK + YWM	Invite experts to give talks on 3Cs
	<ul style="list-style-type: none"> ➤ Teachers analyze student performance data to evaluate the effectiveness of curriculum design and implementation of differentiated learning strategies. <ol style="list-style-type: none"> a. Evaluate students' formative and summative performances regularly and after every exam. b. Go moderating to ensure fairness in a standardized marking scheme for accurate data analysis. c. Set up students' portfolios. d. Work closely with the SBST team to help write IEPs for SENs. e. Encourage teachers to take courses on gifted education and pedagogies for students with learning difficulties. f. Identify students who are outstanding in different areas to attend extra training courses or competitions. 	<ul style="list-style-type: none"> ● All students know the theme of the year. ● Establishment of SBST and set-up of students' portfolios. 	<ul style="list-style-type: none"> ● Implementation of Inquiry-based learning ● Teachers' CPD records 	Sept-Jul	CLK + All subject panels	Supplement of Specialist/ consultant
		<ul style="list-style-type: none"> ● Rapport established between the SBST team and teaching staff. ● All panels take courses on gifted education/SEN. ● An increased number of teachers attended special education courses. 		Sept-Jan		

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
III. To enhance students' self-learning habits through the process of mastering the knowledge, skill and attitude of learning in each subject	➤ Let students experience the Inquiry Process and host exhibitions to reflect on their self-learning process.	<ul style="list-style-type: none"> Teachers actively participate in team-planning. 	<ul style="list-style-type: none"> Teachers' sense of belonging 	Sept-Jul	CLK + All Subject Panels	
	➤ Promote independent learning through pre-lesson preparation, note-taking and extended reading in order to enhance students' self-learning habits.	<ul style="list-style-type: none"> Teachers show increased enthusiasm in providing feedback in regular meetings and after lesson observations. All teachers are involved in the exhibitions and the students will be prepared to present their learning products. 	<ul style="list-style-type: none"> Questionnaire (Teachers) Parents' feedback for exhibition 	Whole year	CLK + All Subject Panels	
IV. To enhance the effectiveness of independent learning by incorporating e-learning tools and strategies into classroom instruction	<ul style="list-style-type: none"> ➤ In-service training for teachers on how to become tech savvy when planning lessons and learning activities. ➤ Educate students in the prudence of using technology. 	<ul style="list-style-type: none"> All teachers acquire and apply the knowledge in real life practice. 	<ul style="list-style-type: none"> Lesson observation Unit plan 	Whole year	LKH + LCH + YWM	e-tools

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
V. To empower teachers to be accountable for the effectiveness of their teaching duties	<ul style="list-style-type: none"> ➤ Team Planning time is built into the daily schedule during school hours. Teachers share good teaching practices during monthly subject meetings. ➤ “Teaching buddies” are provided to all teachers. ➤ Mentors are matched with mentees where necessary e.g. novices. ➤ Program success is measured according to the SMARTS present (Specific goal, Measurable achievement, Achievable outcome, Result-based, Time frame and Sustainable success). ➤ Teaching effectiveness is a key element in “Teaching Appraisal” annually. 	<ul style="list-style-type: none"> • Teachers use strategies learnt to enhance teaching. • Accountability is incorporated into the teachers’ appraisal form. 	<ul style="list-style-type: none"> • Peer observation • Teachers feedback • Annual appraisal 	Whole year	CLK + All Panel Heads	
				Whole year	SDG	

Goal 2: Develop a distinctive school culture through the development of a reflective school ethos and deliberate cultivation of the “16 Habits of Mind”

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
I. To establish good school culture by infusing students with the ethics of our school motto “Wisdom, Faith, Love” and develop a reflective school ethos	➤ Review the 16 HoM with staff and instill a common vision among stakeholders.	<ul style="list-style-type: none"> Teachers learnt how to promote the 16 HoM through teachers sharing sessions in assembly and class. Students understand the School Motto by applying them in real lives. Positive changes of students’ attitude towards life in general 	<ul style="list-style-type: none"> Questionnaire KPM Teacher’s feedback Data analysis 	Whole year	TFT	
	➤ Moral education will be structured by honing in one aspect of the school motto “Wisdom, Faith, Love” each year. Use the data from EDB’s APASO to inform the school’s planning and evaluation.			Whole year	TFT	
II. To strengthen leadership training and the team-spirit of staff and students	➤ Different training activities will be organized every year for students to extend the scope of service and enhance students’ responsibility and leadership skills.	<ul style="list-style-type: none"> Students are confident to take up challenges and appreciate the success of others. Students always take initiative to learn and to ask questions. 	<ul style="list-style-type: none"> Questionnaire Teacher observation 	Whole year	CWL + WCM	Budget for training programmes and activities
III. To enhance home-school cooperation	➤ Parent Talks will be organized annually in co-operation with the PTA to introduce the “16 Habits of Mind”.	<ul style="list-style-type: none"> Parents agree that they can have a better understanding on the 16 HoM 	Questionnaire (Parents and alumni)	Whole year	LC + YWY	Invite specialist/ consultant to conduct talk for parents

Goal 3: Build a vigorous and vibrant learning community for all our stakeholders

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
I. To empower middle managers to build Teams of Learners	<ul style="list-style-type: none"> ➤ Conduct a survey of needs on staff annually to set targets for professional development. ➤ Teachers initiate self reflective sharing for sustainable development. ➤ Teachers and their mentors are confident in mapping out their professional and personal goals: <ul style="list-style-type: none"> ● Leadership training will be arranged so that middle managers know their leadership role in building a learning community. ● Middle managers lead team planning and give constructive feedback to teachers. 	<ul style="list-style-type: none"> ● Every teacher sets targets for professional and personal development in self-evaluation form at the start of the school year. 	<ul style="list-style-type: none"> ● Teacher self-evaluation form ● Meeting minutes ● Reflection form of courses attended 	Whole year	LKH + LC	Invite professionals and specialists for staff training
II. To empower students to be confident and autonomous learners	<ul style="list-style-type: none"> ➤ Teachers use “habit loops” (motivator→ routine→reward) to develop a thinking disposition among the students. ➤ Increase the number of student-led activities. ➤ Recognize and reward good learning practices. 	<ul style="list-style-type: none"> ● HOM are infused in all subjects, Firefly Scheme assemblies, House League meetings and school activities. 	<ul style="list-style-type: none"> ● Lesson plans ● Peer lesson observation ● KPM 	Whole year	TFT + WCM + CLK	
III. To promote a learning culture among parents and alumni	<ul style="list-style-type: none"> ➤ Arrange workshops for parents to enhance their understanding of the 16 Habits of Mind. ➤ Encourage parents to take up their role to consolidate students’ the core values of HoM in family. 	<ul style="list-style-type: none"> ● Parents agree that they can have a better understanding on the 16 HoM through the seminars. 	<ul style="list-style-type: none"> ● Survey ● Questionnaire (Parents) ● KPM 	Whole year	LC YWY	

Plan on Use of Capacity Enhancement Grant (CEG)

No. of operating classes: 30	CEG total amount: \$899,053	Total expenditure: \$874,944
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Means by which teachers have been consulted: via staff meetings

Areas of concern	Strategies	Benefits Anticipated	Time scale	Resources required	Success Criteria	Methods of Evaluation	Person Responsible
Raising teaching effectiveness	To employ an additional English teacher in support of the English language curriculum	English teacher can have more free periods for co-planning and looking after the needs of individual students	From Sept 2014 onward for 1 year	Total: \$279,279	Team planning meetings are held regularly for lesson preparation	1. Lesson observation 2. Evaluation report on student performance in English learning	1. Principal 2. English Language Curriculum Development Consultant
	To employ an additional Student Guidance Officer to support the SBST team	Teachers can seek professional advice and support from the School-based support team (SBST)		Total: \$416,745	Students' individual needs can be well catered for	1. Appraisal on the duty 2. Evaluation report on student performance	1. Principal 2. Student Guidance Teacher
	To employ an IT assistant to provide technical support in the use of IT in teaching and learning	Teachers can be relieved of some of the workload in preparing IT teaching materials		Total: \$178,920	More effective incorporation of IT in teaching and learning More frequent use of IT facilities	1. Appraisal on the work of the IT assistant 2. Quality of IT teaching materials	1. Principal 2. IT Panel Chair