

**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**

**2015-2016**

## 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 ( 2015 - 16 )

### Goal 1: Enhance teaching effectiveness in order to develop students to be self-directed learners

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
I. Strengthen teachers' professional capacity in self-directed learning	➤ Provide series of <u>in-service training</u> for teachers on the rationale of self-directed learning and how students can be equipped to be self-directed learners.	<ul style="list-style-type: none"> <li>90% of the teachers understand the rationale of self-directed learning</li> <li>70% of the teachers master necessary skills and attitudes in promoting self-directed learning</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaire (Teachers)</li> <li>Lesson plans</li> <li>Lesson observations</li> <li>Formative assessment and <i>book inspection</i></li> </ul>	<i>Sept to Feb</i>	<i>Principal + PCM</i>	<i>Invite professionals and specialists for staff training</i>
	➤ Arrange <u>team-planning</u> , peer observations and pedagogical exchange to optimize self directed learning in class	<ul style="list-style-type: none"> <li>70% of the teachers are able to develop classroom practices enhancing self-directed learning.</li> </ul>		<i>Whole year</i>	<i>All panel heads</i>	<i>Lesson plans and videos of class observation</i>
	<ul style="list-style-type: none"> <li>➤ Encourage teachers to cultivate the <u>habit of questioning</u> and posing problems for students. (Refer to appendix - Habit of Mind # 6)</li> <li>➤ Promote self-directed learning skills in all subjects.               <ol style="list-style-type: none"> <li>Implement the KWL model</li> <li>Set objectives / Questions in each lesson</li> <li>Train students with Information Processing Skills</li> <li>Train students with Reporting and Presentation Skills</li> <li>Develop students with self and peer evaluation Skills.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>80% of teachers master questioning skills in classroom teaching</li> </ul>		<i>Whole year</i>	<i>Principal, PCM, LPS, MWM and All panel heads and subject teachers</i>	<ul style="list-style-type: none"> <li>– <i>Education journals and exemplary classroom activities for teachers</i></li> <li>– <i>training materials for students</i></li> <li>– <i>Students' learning log book and journal writing</i></li> </ul>

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
II. To enhance learning and teaching and develop students into self-directed learners	<ul style="list-style-type: none"> <li>➤ Teachers restructure teaching time and provide students with more opportunities for self learning.</li> <li>➤ Teachers explore multiple strategies to stretch students learning to a higher level such as using inquiry learning or project-based learning. All teachers use 5E approaches in teaching and learning activities: <ul style="list-style-type: none"> <li>• Engagement</li> <li>• Exploration / Explanation by students</li> <li>• Evaluation / Extension of learning</li> </ul> </li> <li>➤ Provide basic skill training to students, e.g. goal setting, setting priority, time management, note-taking, organization, critical thinking, summarizing, communication and presentation skills.</li> <li>➤ Develop students' habits in pre-lesson preparation, note-taking and extended reading.</li> <li>➤ Encourage students participation with their own interest to make learning meaningful.</li> </ul>	<ul style="list-style-type: none"> <li>• 70% of teachers are able to restructure the lesson with more opportunities given to students' self learning</li> <li>• 80% students participate in high order thinking learning activities</li> <li>• 70% of students strive for accuracy (HoM #1) in their learning</li> <li>• 60% of students acquire the skills of self-directed learning</li> <li>• 60% of students build up the habit of pre-lesson preparation, note-taking and extended learning</li> <li>• 50% of students enjoy learning topics that are of their interests</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers' lesson plans</li> <li>• Students' tasks</li> <li>• Class Observations</li> <li>• Students' portfolios including learning log book and reflective journal writing</li> <li>• Students' performance</li> <li>• Interview with teachers and students</li> </ul>	whole year	all panel heads	<ul style="list-style-type: none"> <li>– Lesson plans and videos of class observation</li> <li>– Study skill training materials</li> <li>– KWL worksheet</li> <li>– Students' learning log book and journal writing</li> <li>– Provide more opportunities and platforms for students to display</li> </ul>

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	<ul style="list-style-type: none"> <li>➤ Encourage students to use different strategies to finish the task</li> <li>➤ Encourage students to keep a journal to reflect on what they have done and what needs to be improved.</li> <li>➤ Foster a culture of appreciation and recognize students' strengths in learning</li> </ul>	<ul style="list-style-type: none"> <li>● 60% of students can make use of the portfolio to record their learning and to reflect on how they learn</li> <li>● 50% of students become more self-initiated and confident.</li> </ul>				<i>learning outcomes</i>
III. Catering for learner diversity	<ul style="list-style-type: none"> <li>➤ Evaluate and analyze students' performance and design differentiated lesson plans and teaching strategies to cater for students' needs.</li> <li>➤ Train up outstanding students to be 'student-teachers' or 'student ambassadors'</li> <li>➤ Work closely with SBST team to help the SENs in need of IEP, and adjust teaching content for them.</li> <li>➤ Strengthen support and recognitions for the needy students</li> </ul>	<ul style="list-style-type: none"> <li>● Outstanding students can learn more skills through supporting their peer fellow classmates.</li> <li>● 30% of the at risk students get improved in the self-learning skills</li> </ul>	<ul style="list-style-type: none"> <li>● <i>lesson plans</i></li> <li>● <i>class observations</i></li> <li>● <i>formative and summative assessment</i></li> </ul>	<i>Whole year</i>	<i>WSF+</i> <i>LPS+</i> <i>All panel heads</i>	– <i>school-based differentiated curriculum</i>  <i>IEP</i>

**Goal 2:** Develop a school culture of thoughtfulness through the development of the “16 Habits of Mind” (refer to Appendix I)

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
I. Encourage teachers and students to listen to others with understanding and empathy	➤ Cultivate the habits of listening, understanding and empathy among teachers and students through role modeling, team work and workshops (Habit of Mind # 10)	<ul style="list-style-type: none"> <li>70% of teachers and students are more willing to listen to others with understanding and empathy</li> <li>School has a more caring and harmonious atmosphere</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaire (teachers and students)</li> <li>Observations</li> <li>Data of EDB’s APASO</li> <li>Teachers’ Feedback and Students’ learning log in their Firefly Scheme</li> </ul>	Whole year	Vice-Principal + CWL + House Leaders	<ul style="list-style-type: none"> <li>Appendix I (Category of 16 Habits of Mind)</li> <li>Invite professionals and specialists for staff training</li> </ul>
II. Encourage teachers and students to think interdependently	<ul style="list-style-type: none"> <li>➤ Cultivate the habits of thinking interdependently through working together and learning from others in teams. (Habit of Mind #15)</li> <li>➤ Moral education will focus more on human relationship through formal curriculum, programs of campus TV channels , Firefly Scheme and daily life practice.</li> </ul>	<ul style="list-style-type: none"> <li>70% of teachers and students become more willing and open to accept feedback from critical friends.</li> <li>70% of teachers and students are more empathetic and cooperative.</li> </ul>				

**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 and teachers to build Teams of Learners	<ul style="list-style-type: none"> <li>➤ Leadership training will be arranged so that middle managers know their leadership role in building a learning community.</li> <li>➤ Middle managers lead committee and subject team planning and work with team members to achieve school goals.</li> <li>➤ Teachers learn from each other through clustered sharing and professional exchange.</li> </ul>	<ul style="list-style-type: none"> <li>● 80 % of middle managers are confident and are ready for their leadership role. They are able to give constructive feedback to teachers.</li> <li>● 80% of teachers are enlightened to learn from each other.</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers' self-evaluation and peer evaluations</li> <li>● Evaluation on the effectiveness of programme and subject plans</li> </ul>	Whole year	Principal & SDG	<ul style="list-style-type: none"> <li>– Invite professionals and specialists for staff training</li> </ul>
II. To cultivate students to be a thoughtful and caring leader.	<ul style="list-style-type: none"> <li>➤ Strengthen student leaders through leadership training and service learning activities.</li> <li>➤ Increase the number of student-led activities.</li> <li>➤ Strengthen the leadership role of students through functional posts such as monitors, prefects, house league leaders, subject leaders and ambassadors</li> <li>➤ Recognize and reward good leaders and their efforts in promoting learning community</li> </ul>	<ul style="list-style-type: none"> <li>● 80% of student leaders have completed leadership training</li> <li>● 80% of student leaders undertake their responsibilities and perform their duties well</li> <li>● 80% of students can exercise autonomy and become more considerate.</li> </ul>	<ul style="list-style-type: none"> <li>● Numbers of students attending leadership learning</li> <li>● Observation and evaluation by teachers and peers recognize contribution in promoting learning community</li> </ul>	Whole year	Vice Principal, CWL, MTM, YKY	<ul style="list-style-type: none"> <li>– Name lists of student leaders</li> <li>– Evaluation forms</li> <li>– Recognition system of students' leadership and services</li> </ul>

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
III. To promote a learning culture among parents and alumni	<ul style="list-style-type: none"> <li>➤ Arrange workshops for parents to enhance their roles in helping children to be self-directed learners and to consolidate the 4 core values of the habits of mind in family.</li> <li>➤ Arrange WF activities for alumni and invite them to participate in annual school functions.</li> <li>➤ Invite alumni to be coach helpers in school team training.</li> </ul>	<ul style="list-style-type: none"> <li>• 60% of parents attend parent workshops.</li> <li>• 40% of parents have a better understanding in helping children to be self-directed learners.</li> <li>• 40% of parents encouraged their children to practise the four core Habits of Mind (#1, 6, 10, 15) in their daily life experience.</li> <li>• Alumni enjoyed joining school gatherings and WF functions.</li> <li>• Alumni shared their experiences to our younger buddies</li> </ul>	<ul style="list-style-type: none"> <li>• Number of parents attend parent workshops</li> <li>• Questionnaire (Parents)</li> <li>• Number of alumni attend gathering and workshops</li> <li>• Questionnaire (Alumni)</li> </ul>	Whole year	BL PCM WSF WCM	<ul style="list-style-type: none"> <li>– Invite professionals and specialists for parent workshops</li> <li>– Questionnaire to evaluate parents participation and feedback</li> </ul>



## Focused implementation of 16 Habits of Mind in annual school plans 2015-2016 ( HoM # 1, 6, 10 ,15)

	<b>Category of 16 Habits of Mind</b>	<b>*Focus for Year 2015-2016</b>
<b>(A)</b>	<b>Learning Outcome</b>	
1.	Striving for accuracy & precision*	✓
2.	Thinking and communicating with clarity and precision	
3.	Creating, imagining and innovating	
4.	Apply past knowledge to new situations	
<b>(B)</b>	<b>Learning Process</b>	
5.	Learn through all senses	
6.	Questioning and posing problems*	✓
7.	Persisting	
8.	Learning continuously	
<b>(C)</b>	<b>Human Relationship</b>	
9.	Managing impulsivity	
10.	Listen to others with understanding and empathy*	✓
11.	Responding with wonderment and awe	
12.	Finding humour	
<b>(D)</b>	<b>Thinking Attitude</b>	
13.	Thinking flexibly	
14.	Thinking about thinking	
15.	Thinking interdependently*	✓
16.	Taking responsible risks	

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

No. of operating classes: 30	CEG total amount: \$902,502	Total expenditure: \$896,810
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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
Cultivating students' multiple intelligences	To employ outside experts to run co-curricular activities within school hours	More time for teachers' meetings and better teaching quality	From Sept 2015 onward for 1 year	Total: \$717,890	1. More common free periods for teachers to co-plan and prepare teaching materials 2. Better learning performance	1. Feedback from teachers 2. Evaluation report on student performance in PRP	1. Principal 2. Teacher-in-charge of 'Potential Realization Programme' (PRP)
Raising teaching effectiveness	To employ an IT assistants 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	1. More effective incorporation of IT in teaching and learning 2. More frequent use of IT facilities	1. Appraisal on the work of the IT assistant 2. Quality of IT teaching material	1. Principal 2. IT Panel Head