

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

2016-2017

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 (2016 - 17)

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

Target	Strategies	Success criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1. To ensure teachers equip with student-centered instruction when planning lessons and learning activities	a. Provide in-service training for teachers to review the effectiveness of the self-directed learning strategies that have been applied throughout the teaching process.	❖80% of the teachers are able to evaluate themselves on the effectiveness of using self-directed strategies learnt in the past three years after attending the workshops.	1. Questionnaire	Whole year	YSK, LPS	➤ Invite professionals and specialists for staff training
	b. Promote the Inquiry Process in all subject areas. Devise <u>success indicators</u> for measuring student's mastery of Inquiry Process. The indicators include the use of following: 1. 'volleyball' questioning skills 2. motivating students to keep the habit of note-taking 3. five senses in teaching 4. catering for learner differences	❖90% of teachers are able to apply 'volleyball' questioning skills. ❖60% of teachers developed students to keep the habit of note-taking throughout the teaching process. ❖80% of the teachers make use of five senses in their teaching. ❖80% of the teachers offer individual support to the weaker students in teaching process.	1. Lesson observations 2. Lesson plans 3. Students' portfolios including learning log book and reflective journal writing	Whole year	YSK, LPS	➤ Lesson observation form, lesson plans and videos of class observation
	c. In-service training for teachers on how to become tech savvy when planning lessons and learning activities.	❖70% of the teachers are more familiar in using the e-tools learnt for planning lessons and learning activities after attending the training.	1. Questionnaire	Whole year	WCM, LCH	➤ Questionnaire to evaluate teachers' feedback

<p>2. To enhance students' self-learning habits through the process of mastering the knowledge, skill and attitude of learning in each subject</p>	<p>a. Integrated curriculum will be promoted to make connections in knowledge and skills learnt from different subjects.</p> <p>In carrying out STEM education, different core subjects contribute differently. Language, Math and ICT subjects support student learning of generic and presentation skills while GS and Science subjects nurture student innovation and application.</p>	<ul style="list-style-type: none"> ❖60% of the students reflect that they are able to apply the generic and presentation skills learnt in language subjects, Math and ICT during the process of completing the Science and GS projects. ❖60% of the students are able to show their innovation and application of the knowledge learnt in the projects. ❖70% of the students enjoy learning through completing the projects. 	<ol style="list-style-type: none"> 1. Students' projects 2. Questionnaire 3. Formative assessment 	<p>Whole year</p>	<p>YSK, LPS & Panel Heads</p>	<ul style="list-style-type: none"> ➤ Questionnaire to evaluate students' participation and feedback ➤ Provide more opportunities and platforms for students to display learning outcomes
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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	Method of Evaluation	Time Scale	People in charge	Resources Required
1. To establish good school culture by infusing students with the ethics of our school motto “Wisdom, Faith, Love” and develop a reflective school ethos (This year, the focus is “Love”.)	<p>Life education (生命教育) will be structured by honing “Love” through Assemblies, Firefly Scheme, Group games, Love & Care Song Dedication and other related activities.</p> <p><u>a. Love yourself (人與自己)</u> Provide “5-R” guideline for students to set goals in their Firefly Booklets. These guidelines are questions for students to think of themselves how to behave well: Are you doing... - the right thing - at the right time - in the right place - towards the right person, - with the right attitude?</p> <p><u>b. Love another (人與他人)</u> 1. Provide opportunities for students to listen to others with understanding and empathy through House League activities (Habit of Mind #10) 2. Organize different themes of parent talks to enhance parenting skills and communication skills among parents and child</p>	<p>❖ Students are able to set goals for themselves and record in their booklets using real life experience with 5-R guideline</p> <p>❖ 75% students participate the “Chat Room” activity during House League time</p> <p>❖ 30% parents attend one of the parent talks.</p> <p>❖ 80% of the participants agree that the parents’ talks can improve parent-child communication skills and relationships.</p>	<p>1. Statistical record of students’ goal attainment in Firefly Award Scheme</p> <p>1. Questionnaire 2. Teachers’ observation 3. Record of attendance</p>	Whole year	<p>BL CSK CWL MTM WSF LKY</p> <p>CWL+ MTM</p> <p>CWL</p> <p>WSF + CSW + YSK + LPS</p>	<p>➤ Category of 16 Habits of Mind</p> <p>➤ Invite professionals and specialists for staff training and provide services</p> <p>➤ Questionnaire to evaluate students’ participation and feedback</p>

	<p>3. Initiate a system to communicate and work closely with alumni as partners and various school projects</p> <p><u>c. Love our environment (人與環境)</u> Formulate a school environmental policy towards a green school, to enhance environmental awareness, develop environmentally friendly attitude and promote green practices through 7R.</p> <p>(Resist, Reduce, Reuse, Replace, Recycle, Re-education, Re-think)</p>	<ul style="list-style-type: none"> ❖ A system has been created for the connection between alumni and school ❖ 80% of teachers can follow the school green scheme, e.g. Turn off all electronics after use ❖ 80% of classes can achieve the targets and criterions of a green classroom. ❖ 20% of students join green-related competitions to show their care on environment. 	<p>1. Questionnaire</p> <p>2. Green Policy Scheme</p> <p>3. Teachers' Observation</p>		<p>HSW</p> <p>LKY</p>	<ul style="list-style-type: none"> ➤ Questionnaire to evaluate students' participation and feedback
<p>2. Students acquire self-management skills and the ability to face adversity.</p>	<p><u>d. Respect life (人與生命)</u> Cultivate students to think interdependently (Habit of Mind # 15) through organizing different activities and social gatherings</p>	<ul style="list-style-type: none"> ❖ 75% of teachers and students are willing accept critical feedback ❖ 80% students and teachers enjoy Birthday Party that nurtures a sense of belongings among their class hood ❖ 70% of participating students agree the training camp and courses can strengthen their self-efficacy and improve their self-management skills 	<p>1. Questionnaire</p> <p>2. Teachers' observation</p>		<p>WSF</p> <p>WSF</p> <p>MTM</p>	<ul style="list-style-type: none"> ➤ Recognition system of students' leadership and services ➤ Category of 16 Habits of Mind ➤ Questionnaire to evaluate students' participation and feedback

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
1. To empower middle managers to build Teams of Learners	Consolidate self-reflection culture among teachers	<ul style="list-style-type: none"> ❖ 50% of teacher will share their own experience during staff meeting. ❖ 50% of teachers will be arranged to have book sharing with students through the website of Library Master or campus TV. ❖ Teachers are able to mapping out their professional and personal goals through mentorship programme. 	<ol style="list-style-type: none"> 1. Course attendance form 2. Sharing record sheet 3. Questionnaire 	Whole year	LPS CSW BL	<ul style="list-style-type: none"> ➤ Course attending record sheet ➤ Book sharing record sheet
2. To empower students to be confident and autonomous learners	Increase the number of student-led activities to enhance students' self-confidence.	<ul style="list-style-type: none"> ❖ 80% of students will participate in different kinds of celebration activities for 15th Anniversary. ❖ 40% of higher grade students can design self-initiated activities during math-science carnival and PE-VA carnival. ❖ 50% of students are confident to share their learning during morning assemblies. 	<ol style="list-style-type: none"> 1. Record sheet 2. Questionnaire 	Whole year	BL + YKY Subject Panel Heads CSK + MTM	<ul style="list-style-type: none"> ➤ Attendance namelist ➤ Experiment equipment ➤ Questionnaire to evaluate the students' feedback ➤ PE and VA equipment
3. To promote a learning culture among parents and alumni	Arrange workshops for parents to enhance their understandings of the 16 Habits of Mind. Through the workshops, strategies will be shared with parents on how to take initiative to encourage children in their learning through daily life practice.	<ul style="list-style-type: none"> ❖ At least five parents' workshop will be arranged throughout the year. One of the workshops will be focused on the application of 16 HOMs. ❖ More than 50% parents agreed the usefulness of the workshops. 	<ol style="list-style-type: none"> 1. Record sheet 2. Questionnaire 		CSW, WSF	<ul style="list-style-type: none"> ➤ Invite some guest or teachers for workshops ➤ Questionnaire to evaluate the parents' feedback

Focused implementation of 16 Habits of Mind in annual school plans 2016-2017 (HoM # 1, 6, 10 ,15)

	Category of 16 Habits of Mind	*Focus for Year 2016-2017
(A)	Learning Outcome	
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)	Learning Process	
5.	Learn through all senses	
6.	Questioning and posing problems*	✓
7.	Persisting	
8.	Learning continuously	
(C)	Human Relationship	
9.	Managing impulsivity	
10.	Listen to others with understanding and empathy*	✓
11.	Responding with wonderment and awe	
12.	Finding humour	
(D)	Thinking Attitude	
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: \$925,296	Total expenditure: \$887,020
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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 opportunities for students to explore their potential	From Sept 2016 onward for 1 year	Total: \$679,120	1. 80% of students enjoyed the MI courses and acquired the skills that match with their talent or interest. 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 relieve some of the workload in preparing IT teaching materials		Total: \$207,900	1. More application of IT in teaching and learning	1. Teachers' Feedback 2. Quality of IT teaching material	1. Subject Teachers 2. IT Panel Head

Name of School: W F Joseph Lee Primary School (District: Tin Shui Wai)**Work Plan on the Use of Strengthening School Administration Management Grant**
(To be uploaded on the school's homepage before end-October 2016)

We (the School) have read and understand the stipulations stated in the EDB Circular Memorandum No.21/2016 on Strengthening School Administration Management (SAM) Grant. The following work plan on the use of the SAM Grant is drawn up after consultation with the teacher:

Objective

After reviewing the operation of the school, the measures below will be devised to enhance the overall website information is up-to-date. Subject panel reduce many upload webpage time. In ECA program, this system enhance the procedure in student apply the ECA activities, and the teacher-in-charge will reduce more workload in ECA activities.

Area	Expected Results	Item	Evaluation Criteria	Budget	Sustainable Development Plan
Information Management and Communications	<ul style="list-style-type: none"> ● Help Subject Panels update their website. ● Take photo and video of school activities ● More time for teachers' meetings and better teaching quality 	Assistant IT Technician for 1 year	<ul style="list-style-type: none"> ● Positive feedback from parents on the website updates ● 70% of the teachers are satisfied with the quality of the videos and photos taken by him/her. 	Total: \$163,800	Regular practice to enhance the communication and network among stakeholders and outsiders.
Information Management and Communications	<ul style="list-style-type: none"> ● Online registration of the ECA and school team ● Take ECA attendance by mobile phone 	ECA registration system and attendance system	90% students enroll the ECA activities though this system	Total: \$195,000	ECA, MI and school team attendance record export to our ePortfolio system

* Over budget will use the school fund