

W F JOSEPH LEE PRIMARY SCHOOL

Annual School Plan



2022 – 2023

Our Philosophy, Vision & Mission

Our Philosophy

“Harmony brings a family prosperity, cohesion makes a nation wealthy.”

We believe every student is unique, valuable and able to learn. We want our students to undergo a comprehensive and cohesive system of primary education and develop into confident persons with Wisdom, Faith and Love.

We believe the overall aim of education is to enable every child to attain whole-person development. It is only through the integration of character and values, well-being and competencies that our future generations can be properly prepared to meet challenges of the new century.

"Harmony brings a family prosperity, cohesion makes a nation wealthy." By being good and doing good for others and the community, we are responsible and capable of taking part in building a harmonious and prosperous society. Education is thus about nurturing both the mind and heart of a person who shoulders the responsibility for creating a better world.

Our Vision

“To be an exemplary learning organisation wherein every member achieves one's best.”

We envision

-our students as Beacons of Light;

-our teachers and staff as exemplary mentors and role models;

-our school as a learning community for all; and

-our society as a safe harbour where it is harmonious and prosperous for us to live and work in.

Our Mission

To strive to provide a safe, comfortable and caring environment that supports students' well-being and develops students into confident, competent and compassionate individuals.

To provide students with ample learning opportunities to lay a sound foundation for developing their capabilities in multiple areas.

To develop students to their fullest potential in the moral, intellectual, physical, social, aesthetic, affective and spiritual domains.

To equip students with cognitive skills, social and emotional skills, as well as life skills necessary for independent learning, decision-making and problem solving.

To engage and empower our teachers, staff, parents and other stakeholders to support a student-centric education approach in terms of moral, academic and talent development of our young.

Objectives (2022 - 2023)

Major concern 1: Inculcate positive values in students through character building

Target	Strategies	Success criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1.1 To strengthen teacher-student rapport	1.1.1 To enhance teacher-student rapport through organising activities that enable effective communication 1.1.2 To share good practices among teachers three times in a year	The mean scores of all grades in APASO Part 1: Attitudes To School - Teacher-Student Relationship are higher than the HK average norm For SHS evaluation items on “stakeholders’ views on school climate”, an average mean of 4.0 is to be expected as the achievement standard	Data collected from APASO Part 1: Attitudes To School “Social Integration” and “Teacher-Student Relationship” Data collected from SHS: “Teachers’, Students’ and Parents’ views on school climate”	Whole year	Head of Student Support and School Ethos	
1.2 To align key stakeholders’ values (parent, student, teachers,	1.2.1 To promote the school’s values through experiential learning experiences for key stakeholders 1.2.2 To review school policies related to Learning & Teaching and Life-wide Learning	At least 80% of items have increased in mean with reference to the data collected from the past three years and higher than the HK average norm in APASO Part 8: Values	Data collected from APASO Part 8: Values Data collected from SHS: “My views on support for student	Whole year	Head of Student Support and School Ethos, Head of School Developme	Budget for professional development activities

Target	Strategies	Success criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
partners) with the school's values		<p>For SHS, all evaluation items should have an average of 4.0 or above.</p> <p>At least 80% of participants of A Brew with Principal agree that the purpose of communication between parents and the school is fulfilled. Overall comments collected from A Brew with Principal are positive.</p>	<p>development” – Teachers’ item 49 “The school actively helps students develop correct values.”; students’ item 19 “The school actively fosters our virtues.”; and parents’ item 9 “The school can foster in my child good virtues.”</p> <p>Feedback collected from “A Brew with the Principal”</p>		nt	
1.3 To enrich positive daily experiences of students	<p>1.3.1 To engage and encourage different stakeholders using positive languages in their daily lives</p> <p>1.3.2 To enrich students’ well-being programmes through values education</p>	<p>At least 80% of items have increased in mean with reference to the data collected from the past three years and higher than the HK average norm (with reference to the relevant evaluation items from APASO and SHS).</p>	<p>Data collected from SHS: “Teachers’, students’ and parents’ views on support for student development.”</p> <p>Data collected from APASO part 7: Learning Competency</p>	Whole year	<p>Head of Student Support and School Ethos</p> <p>Head of LWL</p>	

Target	Strategies	Success criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
		At least 80% of student interviewees feel their wellbeing is enhanced through purposeful school activities.	Data collected from students' focus group			

Major concern 2: Pursue academic excellence by increasing student ownership of learning and enhancing learning effectiveness

Targets	Strategies	Success Criteria	Method of Evaluation	Time Scale	People in charge	Resources Required
2.1 To enhance self-directed learning through diversified learning approaches	2.1.1 To engage students with technology-based learning experience for acquisition, exploration, integration and application of knowledge with the launch of BYOD scheme, and through trying out a range of learning models such as Blended Learning, and maximising learning through the integration of technology into teachers' instructional planning with reference to the framework - Technological, Pedagogical Content Knowledge (TPACK)	At least 80% of items have an increase in mean over the past three years and higher than the HK average mean in APASO Part 2: Independent Learning Capacity, and Part 7: Learning Competency	Data collected from APASO Part 2: Independent Learning Capacity, and Part 7: Learning Competency	Term 1 & 2	Vice-principal Head of L&T Head of Digital Literacy	Support of time-tabling to make possible peer observations of the blended learning lessons Support of AV and IT technicians as different activities are held in different classrooms at the same time Teaching materials prepared by teachers in various KLA subjects
	2.1.2 To promote language literacy and broaden students' knowledge base through Reading across the Curriculum (RaC) in partnership with the teacher-librarian at Key Stage One		Periodic discussions with teachers and/or surveys to collect feedback from teachers and students			
	2.1.3 To encourage student learner agency and independence in daily learning, establish a culture of risk-taking through providing more chances for self-evaluation and peer assessment and assigning pre-lesson preparation tasks and post-lesson extension tasks		Student work/ oral presentation / reflection/ self-evaluation in particular domains Teacher observations /			

Targets	Strategies	Success Criteria	Method of Evaluation	Time Scale	People in charge	Resources Required
			reflection logs/ feedback in student work			
2.2 To increase teachers’ motivation to strive for academic excellence	<p>2.2.1 To equip teachers with necessary skills and mindset towards pursuing academic excellence through setting personal goals, post-lesson observation feedback sessions, peer lesson observation, and the learning and teaching policies</p> <p>2.2.2 To strengthen the middle-tiered leadership of subject leaders (Panel heads, Vice panel-heads and Level-coordinators) through distributed leadership in the development process of the curriculum initiatives, the provision of instructional planning and coaching skills and various professional learning opportunities</p> <p>2.2.3 To steer more professional dialogues on pedagogies through Cross-subject and Team Planning Sharing, and other subject meetings</p>	<p>Satisfactory performance from lesson observation, i.e. with a satisfaction rate of at least 90% of teachers having a rating of Level 2 or above, at least 50% of teachers attaining Level 3, and 5% achieving Level 4 (based on a 4-point scale with Level 2 as ‘achieved standard’)</p> <p>At least 80% of teachers try out some online tools / resources for enhancing teaching effectiveness as reflected in SHS and</p>	<p>Lesson observations from panel heads / Principal including quality of lesson plans and teaching materials</p> <p>Subject learning materials/ Team Planning Logs/ Year-end evaluation meetings/ Feedback from teachers</p>	Whole year	Vice-principal Head of School Development, Head of L&T	Budgets for eLearning, subject materials in general and professional development activities

Targets	Strategies	Success Criteria	Method of Evaluation	Time Scale	People in charge	Resources Required
	2.2.4 To hone teachers' skills in making use of state-of-the-art IT tools for engagement, differentiation, collaboration and formative assessment to enhance teaching and learning effectiveness by making use of the BYOD framework	<p>other reflection findings</p> <p>At least 80% of students agree that most teachers use some online tools / resources effectively in SHS and in other reflection findings</p> <p>Teachers' positive reflections and evaluation from survey findings</p>				
2.3 To reform curriculum to keep abreast with the challenges of the 21 st century	<p>2.3.1 To conduct curriculum review on our school-based curriculum framework corresponding to the competencies and skills required for the 21st century propagated by the OECD Learning Compass 2030 (student agency, curriculum redesign)</p> <p>2.3.2 To develop students' multiple perspectives on common themes and to integrate the learning of knowledge, skills and attitudes through progressive and collaborative cross-disciplinary learning approach with refined combinations of smaller subject groups</p>	<p>Completion of the school-based curriculum development cycle as planned, with a satisfaction rate of over 80% of teachers indicating that the curriculum reform has achieved its aim</p>	<p>Curriculum review from panel heads / Principal, using a school-based designed questionnaire to evaluate the effectiveness of the curriculum development in a yearly basis</p> <p>Teacher feedback in student work, reflection</p>	Whole year	Head of L&T, Head of Digital Literacy, Panel Heads, Head of Student Assessment	

Targets	Strategies	Success Criteria	Method of Evaluation	Time Scale	People in charge	Resources Required
	<p>2.3.3 To promote diversified modes of assessment including the development of e-assessment tools corresponding to the knowledge, skills (critical thinking/higher order thinking, problem solving, communication, collaboration, creativity) values and attitudes required for the 21st century</p> <p>2.3.4 To enhance students' information literacy and to further refine the ICT curriculum to meet the challenges of the 21st century</p>		<p>and classroom performance where students have exhibited traits of students attaining the targets through the strategies</p> <p>Student learning data (student work, classroom performance) will be collected to measure the achievement of the learning targets based on the information literacy framework</p>			

Major concern 3: Continuously improve and sustain school development by enhancing leadership capacity

Target	Strategies	Success criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
3.1 To enhance senior leaders' and middle managers' capacity	3.1.1 To develop coaching skills among SLT and MMC 3.1.2 To promote self-reflection in SLT and MMC	Feedback collected after each completed workshops and programmes, over 80% of participants feel satisfied with the workshops/ programmes and find the workshops/ programmes useful after attending Refer to SHS evaluation items A-E from "Teachers' views about the school" where 60% of the items are over an average mean of 4	Staff development programmes and workshops for senior leaders and middle managers with evaluation questionnaire Making use of SHS evaluation items A-E from "Teachers' views about the school" as one of the methods of evaluation Feedback from the interview of appraisal	Whole year	Head of School Development	
3.2 To build school capacity through community support	3.2.1 To build a professional network with the community 3.2.2 To provide platforms for students to serve the community	at least 80% of participants are satisfied with taking part in the service	Number of community service events and the participation	Term 2	Head of Partnership & Community Development	

Target	Strategies	Success criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	3.2.3 To continue to improve student, teacher and family well-being		number of our staff and students; and a school-based evaluation questionnaire to collect feedback from the stakeholders involved			
3.3 To enhance student leadership capacity	3.3.1 To provide platforms for teachers to practise their facilitation skills and develop student leadership skills 3.3.2 To modify the model and programmes for building student leadership capacity	Teachers and students have a mean score over 4.0 in a 5-point Likert scale, and the data should be comparable with the data collected from the past three years.	Data of Stakeholder Survey – Part B: Teachers’ views about the school – item 47 & Part C: Students' views about the school – item 17	Whole year	Head of Student Support and School Ethos	

Plan on Use of Capacity Enhancement Grant (CEG)

No. of operating classes: 30	CEG total amount: \$993,860	Total expenditure: \$926,850
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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 2022 onward for 1 year	Total: \$630,045	<ol style="list-style-type: none"> 1. 80% of students enjoyed the MI courses and acquired the skills that match with their talent or interest. 2. Better learning performance 	<ol style="list-style-type: none"> 1. Feedback from Teachers 2. Evaluation report on student performance in MI courses 	<ol style="list-style-type: none"> 1. Principal 2. Teacher-in-charge of 'Multiple intelligences' (MI) courses
Raising teaching effectiveness	To employ an IT staff to provide technical support in the use of IT in teaching and learning	Teachers can relieve of some of the workload in preparing IT teaching materials		Total: \$296,805	<ol style="list-style-type: none"> 1. More application of IT in teaching and learning 	<ol style="list-style-type: none"> 1. Teachers' Feedback 2. Quality of IT teaching material 	<ol style="list-style-type: none"> 1. Subject Teachers 2. IT Panel Head

Plan on the Use of the Life-wide Learning Grant 2022-2023 School Year

W F Joseph Lee Primary School
Plan on the Use of the Life-wide Learning Grant
2022-2023 School Year

Jun 2022 ver.

Schools are required to upload this Plan or the Annual School Plan which consist of this Plan endorsed by their SMCs / IMCs onto the homepage of the schools for the sake of enhancing transparency and in accordance with the established practice.
Declaration: We understand clearly the principles on the use of the Life-wide Learning Grant and, after consulting teachers on the allocation of the resources, plan to deploy the Grant for promoting the following items.

Category 1: To organise / participate in life-wide learning activities

Schools are required to complete this part							Completion of this part is not mandatory								
No.	Activity Name	Proposed Date	Target Students		Estimated Expenses (\$)	Estimated Expenses per Person (\$)	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Brief Description of the Monitoring / Evaluation Mechanism	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)					Subject Panel / Teacher-in-charge
			Level	Estimated Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences	
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes														
e.g.	Career Experience Activity	Nov 2022	S1-S3	200	\$20,000.00	\$100.00									
1	Outdoor learning day	Nov 2022	P1-6	868	\$90,000.00	\$103.69	To provide a chance for students to get close to the nature, to enjoy the beauty of nature and to stretch their bodies so as to relieve their pressure.	Citizenship and Social Development	Questionnaire			✓			LWL Team
2	X'mas celebration	Dec 2022	P1-6	868	\$5,000.00	\$5.76	To teach students about the origin and meaning of Christmas and to share love and blessing to our beloved ones at this special time of the year.	Values Education	Questionnaire		✓				LWL Team
3	FAMtastic CNY	Jan 2023	P1-6	868	\$10,000.00	\$11.52	The event was held online via zoom because of the pandemic, it provided a platform for our students to experience the festive atmosphere of CNY whilst learning about Chinese culture through the appreciation of traditional arts, playing games and making traditional crafts.	Chinese Language	Questionnaire		✓				Chinese Language Department & LWL Team
4	P1-4 museum / park visit	Mar 2023	P1-4	619	\$30,000.00	\$48.47	To allow students to learn about animals and plants through interesting and interactive outings outside of classrooms, and to understand the importance of natural ecology and protecting the environment.	General Studies	Students' work / Questionnaire	✓					GS & Science Department
5	Service learning	Mar 2023	P5-6	249	\$2,000.00	\$8.03	To teach students the importance of serving the community and to share their love and care to the elderly.	Citizenship and Social Development	Observation / Questionnaire				✓		CB Team
6	Future game	June 2023	P5	130	\$50,000.00	\$384.62	Through interesting game plays, students can experience the life as a secondary school student and even as an adult at work, so as to inspire them to think about their future and plan for the path ahead.	Citizenship and Social Development	Observation / Questionnaire					✓	CB Team
7	Animal encounter	June 2023	P2-3	311	\$40,000.00	\$128.62	The event allowed our students to meet with and interact with a variety of animals, to learn more about their characteristics, diets as well as habitats whilst also learning to respect all species of lives.	Science	Observation / Questionnaire	✓					Science Department

8	Rope adventure play	June 2023	P1-2	325	\$49,800.00	\$153.23	The event allowed students to gain confidence and develop team spirit through rope adventure play.	Leadership Training	Observation / Questionnaire		✓	✓			LWL Team
9	Failure day	June 2023	P4-5	273	\$32,000.00	\$117.22	We want to teach our students about the meaning and definition of failure and that it is an inevitable process in life, whilst at the same time building their resilience and equipping them with a positive "growth mindset", through a series of experiential activities.	Values Education	Observation / Questionnaire		✓				CB Team
10	5G +AIoT Butterfly garden	10/2022-07/2023	P4-6	40	\$49,800.00	\$1,245.00	To provide a chance for students to learn about the growth process, diets and habitats of butterflies and other local animals in Hong Kong through an interesting visit, and to cultivate empathy and a correct attitude towards nature.	Cross-Disciplinary (STEM)	Observation / Questionnaire	✓					ICT & Science Department
11	CoderZ	10/2022-07/2023	P1-6	868	\$36,740.00	\$42.33	To develop students' computational thinking, analytical skills and problem solving skills through the process of coding and robotics STEM class.	Cross-Disciplinary (STEM)	Observation / Questionnaire	✓					ICT Department
12	Graduation camp	June 2023	P6	119	\$10,000.00	\$84.03	To develop students' cooperation and social skills	Social Development	Observation		✓				CB Team
(Please insert rows above if the space provided is insufficient.)															
Sub-total of Item 1.1				5,538	\$405,340.00										
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons														
e.g.	Exchange Tour to the Greater Bay Area	10-12 Apr 2023	S4-S5	88	\$100,000.00	\$1,136.36									
1															
2															
3															
(Please insert rows above if the space provided is insufficient.)															
Sub-total of Item 1.2				0	\$0.00										
Total for Category 1				5,538	\$405,340.00										

Category 2: To procure equipment, consumables or learning resources for promoting life-wide learning (Compulsory)

No.	Item	Purpose	Estimated Expenses (\$)
e.g.	STEM Learning Kits	STEM Interest Group Activity	\$50,000.00
1			
2			
3			
(Please insert rows above if the space provided is insufficient.)			
Estimated Expenses for Category 2			\$0.00
Estimated Expenses for Categories 1 & 2			\$405,340.00

Category 3: Estimated Number of Student Beneficiaries (Compulsory)

Total number of students in the school:	868
Estimated number of student beneficiaries:	868
Percentage of students benefiting from the Grant (%):	100%
Name of Contact Person for LWL:	Ms Janice Li Ming Wai
Post of Contact Person for LWL:	Head of Life-wide Learning

**W F Joseph Lee Primary School
2022-2023 Annual Plan**

Promotion of Reading Grant

I. Objectives

1. To promote extensive reading
2. To promote character building and positive education
3. To support students in learning to read and reading to learn

II. Work Plan

Objectives	Strategies	Success criteria	Methods of evaluation	Time scale	People in charge	Resources needed
To promote extensive reading	<ul style="list-style-type: none"> ● To educate students on different types of reading genres ● To involve student librarians in book promotion activities 	<ul style="list-style-type: none"> ● Reading lessons are conducted on different genres ● Hold book promotion activity at least once this school year 	School work during reading lesson Book promotion activities	Whole year	Teacher Librarian Student librarian	Library books
To promote character building and positive education	<ul style="list-style-type: none"> ● Through training of school librarians to promote servanthood, responsibility and care for the school. ● To educate students on library etiquettes to promote responsibility and care for the school 	<ul style="list-style-type: none"> ● Student librarians are able to share what they have learnt that year through reflective questions. ● Students able to identify good and bad etiquettes during reading class 	Reflective questions Reading lesson materials	Whole year	Teacher Librarian Reading teachers	
To cooperate with the development of various subjects and support cross-curricular collaboration projects	<ul style="list-style-type: none"> ● To provide learning and teaching resources for cross-curriculum theme-based learning programmes ● To facilitate the ordering of books and magazines for various forms 	<ul style="list-style-type: none"> ● Elicit positive feedback from teachers 	Various communication channels	Term 2	Panel heads, Teacher Librarian	

III. Budget

Items	Purpose	Description	Category	
			Fixed asset (\$)	Consumables (\$)
1.	Books for library and teachers' reference books	Readers	\$65000	/
2.	Reading related activities	Stationery, honorarium for writers and prizes for students, etc.	\$5000	
3.	Classroom library	Magazines	/	\$61000
4.	Book wrapping and stationery	Stationery, Book stand, colour paper, etc.	/	\$7000
5.	Library decoration and furniture	Table clothes, table mat and 5-layer cabinet barrel, etc.		\$7000
6.	Reading scheme	Prizes for students	/	\$5500
7.	Activities for student librarians	Snacks for student librarian annual meeting (around \$10 per student, a total of 75 student librarians)	/	\$750
Sub-total			\$70000	\$81250
Total			\$151250	