

W F Joseph Lee Primary School

School Report

2016-2017

Background

The school's sponsoring body is Wofoo Foundation Ltd., a charitable non-government subvented organization established by Dr. Joseph Lee in May 1997. The Foundation aims at providing social services and is committed to the betterment of the Hong Kong community. It focuses on the needs of the young and the elderly, and in response to the 2000 Education Reform, it started to offer its support to the children of Hong Kong in the provision of quality education. Since early childhood education is the basis for life education, the Foundation chose to open a school at the primary level under the direct subsidy scheme. The W F Joseph Lee Primary School was founded in September 2002 against this background.

Philosophy

It is our belief that the overall aims of education are to enable every child to attain all-around development in the domains of ethics, intellect, physique, social skills and aesthetics. Therefore, along with the academic learning, education in the new Millennium should also involve the enhancement of self-esteem, social interaction and responsibility, personal growth, creative imagination, independent thinking and the right attitude in using information technology. It is only through the integration of these diverse skills that our future generations can be properly prepared to meet their challenges.

Vision

Our school is an exemplary learning organization wherein every member achieves one's best.

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: ethics, intellect, physique, social skills and aesthetics.

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

Objectives

We are committed to cultivate in our students the following qualities and aspirations:

1. Sound and solid education foundation
2. Be biliterate
3. Be able to think logically
4. Be curious and show innovation in studies

5. Be healthy in mind and body
6. Have a unique disposition
7. Have commitment towards society
8. Have knowledge and appreciation of Chinese and foreign cultures
9. Have basic computer knowledge

We hope all our parents can be with the children during their growing years by:

1. Offering great attention to the children
2. Offering close family relationships
3. Having happy experiences as parents
4. Offering support to the missions and policies of the school

We hope that our school can have an effect on and function well in the community by:

1. Seeking resources from the community in a positive way in order to strengthen, deepen and widen the learning experiences of students.
2. Co-operating with other organizations to cultivate people and to contribute our resources to the community.

Motto

“Wisdom-Faith-Love”

Our School

We are a whole-day primary school under the Direct Subsidy Scheme, adopting a school based management mode (SBM). The majority of our students come from comparatively well off families living in Yuen Long, Tuen Mun and Tin Shui Wai in the New Territories. About 60% of them come to school by school bus, the rest by private car or on foot.

With 5 classes in each level, we have altogether 30 classes. We are housed in a 7-storey Y2K designed building standing on 6 200 square metres in northern Tin Shui Wai, New Territories. The school is equipped with 30 standard classrooms, 1 hall, 1 library, 1 dancing room, 2 basketball courts and 7 special rooms for teaching information technology, language, general studies, music and art. One multipurpose room has been converted into a multi-media learning centre with 36 computers. With ample resources, we are able to provide a happy and motivating learning environment for our students.

Following the guidelines laid out by the EDB, our school-based curriculum infuses the concept of multiple intelligences learning. It also adopts a trilingual and biliterate approach to teaching to enhance students' language skills in communication and learning. As for pastoral care, the whole school approach is being practised.

Tables:

1. Class organization

Level	P1	P2	P3	P4	P5	P6	Total
No. of class	5	5	5	5	5	5	30
Total enrollment	152	153	157	148	140	134	884

2. Manpower

Category	Number
Principal	1
Consultant	3
Teaching Staff	62
Administrative Staff	17
Supporting Staff	9
Total	92

3. Teachers' Experience

No. of years	0-5	6-10	Over 10
Percentage (%)	39%	30%	31%

4. Teachers' qualification

No. of years	Bachelor Degree	Master or above
Percentage (%)	100%	47%

Achievements and Reflections on Major Concerns

Priority Task 1:

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

Achievements

To achieve the goal, in-service training for teachers to review the effectiveness of the self-directed learning strategies that have been applied throughout the teaching process has been provided in March. The self-directed learning strategies that have been applied in different subjects have been reviewed and evaluated during the workshop. And different subjects have infused different self-directed learning strategies in students' learning according to the nature of the subjects. For example, self-evaluation was included to Chinese learning worksheets for students reviewing and reflecting on their learning outcome and progress. English and Math teachers prepared pre-lesson self-preparation tasks and pre-study worksheets using KWL model respectively. And students are asked by GS teachers to pose questions in their pre-lesson preparation and to find answers according to their own questions. After attending the workshop, 95% of the teachers are able to evaluate themselves on the effectiveness of using self-directed strategies learnt in the past three years.

To ensure the effectiveness in achieving the goal, regular lesson observation has been conducted throughout the year. From the feedback of lesson observation form, 95% of the teachers were able to apply 'volleyball' questioning skills while 83% of the teachers made use of five senses in their teaching. And these are important teaching skills and elements that can facilitate students' self-directed learning. Moreover, 70% of the teachers developed students to keep the habit of note-taking throughout the teaching process. For instance, in Chinese, pre-study and notebook were integrated as class learning record to demonstrate the learning processes. For English, students used notebooks to take notes during lessons. They jotted the main ideas, details, story elements, word meaning and grammar notes etc. For GS, Science and Music, students recorded their learning process on 專題研習冊(GS) and booklets. Furthermore, 83% of the teachers offered individual support to the weaker students in teaching process. For Chinese and English, less able students even attended a lesson pull-out each week for remedial work. And strategies about catering for learner differences have been systematically applied in Music, VA and PE as well. From the above data and observation, inquiry process was promoted and demonstrated in different subject areas.

E-learning is also one of the useful means to enrich students' learning. And workshops about Edmodo have been provided for Math teachers and non-Math teachers in September and December respectively. Around 87% of the Math teachers and 45% of non-Math teachers agreed that they are

Achievements

more familiar in using Edmodo for planning lessons and learning activities respectively. The fore-mentioned contributed to 55% of all the teachers. Edmodo has been used in most of the subjects and teachers mainly attempted the functions of posing notes for learning activities. Teaching videos, student works, learning resources for pre-lesson and consolidation have been posted to facilitate and supplement students' learning. Apart from Edmodo, different e-tools have been infused in different subjects. For instance, Chinese teachers used 筆順網頁 as e-tools in the teaching process. English and Science teachers facilitated students to make use of tablets to surf the Internet for information and present their findings with PowerPoint.

Integrated curriculum has been promoted to make connections in knowledge and skills learnt from different subjects. And it can be reflected in STEM education. In carrying out STEM education, different core subjects contributed differently. Language, Math and ICT subjects supported students' learning of generic and presentation skills while GS and Science subjects nurtured students' innovation and application. Students made good use of the Science lessons in term 2 to complete their science projects which enable them to demonstrate the skills learnt from different subjects. Student questionnaires have been conducted to collect feedbacks from all students about STEM education and the results are as follows: 78% of the students agreed that they can apply the generic and presentation skills learnt in Chinese, English, Mathematics and ICT during the process of completing STEM projects while 75% of the students agreed that they can show their innovation and application of knowledge learnt in the project. Throughout the learning process, 73% of the students confirmed that they enjoy learning through completing STEM projects. The fore-mentioned data reflected that students' self-learning habits and abilities to connect the knowledge and skills learnt have been enhanced through the processes of mastering the knowledge, skill and attitude of learning in each subject.

Reflection

This year, enhancing teachers' awareness on different teaching strategies and students' self-learning habits have been achieved. However, in consideration of the stakeholder survey, the students' point of view on learning and teaching was 3.7 while the teachers' point of view on it was 4.2. The gap between the students' and teachers' perception showed that teachers may need to be more aware of the use of student-centered instruction in learning and teaching. With the above findings, it appeared to give proof that our teachers should apply different self-directed learning strategies flexibly to suit students' learning needs in order to bridge the gap between the two perceptions.

Priority Task 2:

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

Achievements
<p>To achieve the goal, a framework of life education was structured and implemented through the House League Buddy Scheme and other related activities in honing “Love”.</p> <p>To establish good school culture, we provide opportunities for students to cultivate the “16 Habits of Mind” (16 HoMs). In the questionnaire survey conducted among students, more than 95% students experienced love another by participating in the “Chat room” activities, which provided rooms for listening to others with understanding and empathy, during House League. They practiced their learnings of HoMs and tried to be positive to each other. Moreover, a series of parents’ talks were organized to enhance parenting skills and communication skills among parents and students. More than 85% of participants agreed that the talks were helpful to build up closer relationship and better communication with their children. Introduction of the 16 HoMs were also included in parents’ talks, so that parents had a better understanding of our school culture. Positive feedback from parents can be found in the questionnaires.</p> <p>A reflective culture has been demonstrated through the evaluations of lessons, homework and self-appraisals from both teachers and students. They think interdependently for their reflections. The growth mindset has steadily developed.</p> <p>From the on stage live morning sharing and assemblies throughout the whole year, students showed their confidence and abilities to deal with ad hoc tasks. All P4 students were selected to join training camp, which aimed at strengthening their self-efficacy and improving their self-management skills, each year as it is their first year to step in their senior primary school. Majority of participants agreed that they achieved the aim which in turn can strengthen their ability to face adversity.</p> <p>To raise the environmental awareness of teachers and students, school environmental policy has been formulated and carried out. More than 80% of students and teachers could follow the school green scheme and the green habits are gradually built up. A number of green activities such as One Flower Planting Scheme, planting and flower pot design, distribution of vegetables from our love farm etc. were held to nurture their love to our environment. The seeds we sowed progressively grow in the hearts of our students.</p>

Reflection

This year, a school culture of thoughtfulness through the development of the “16 Habits of Mind” has somewhat developed. According to the statistical record of students’ goal attainment in Firefly Award Scheme, only 18.5% of our students could attain goals. It is suggested that training on how to help students set goals and take action can be provided to both teachers and students. Next year, our goal is to fully develop a school culture of thoughtfulness by making sure students are able to set goals and achieve them.

In consideration of the stakeholder survey, the Negative Affect is 2.06 which is a bit high. In order to minimize the negative affect to approximately zero, IAIE with infusion of positive education will be implemented in coming years. Our goal is to create a warm, caring with love and welcoming atmosphere in school.

Priority Task 3:

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

Achievements

In order to strengthen the learning culture in the school, we aimed to empower the teachers to build teams of learners. According to the course attendance record sheet, all the teachers have participated different workshops or seminars in the year of 2016-17 to strengthen their teaching quality. Moreover, all the junior teachers have shared their teaching reflections or interest during staff meeting or in the learning circle periods. All teachers have shared their favourite books in the appraisal form and shared appropriate books to students through the Campus TV on every Thursday. To ensure the quality of learning, the teacher's academic and administration appraisal system were effectively operated in order to map out their professional and personal goals through mentorship programme. It is expected that all of these arrangements could effectively enrich the learning culture among the school.

To empower students to be confident and autonomous learners, a series of activities were arranged to celebrate 15th Anniversary. 100% of students have participated in different kinds of celebration activities, such as the writing program about the anniversary in the language subjects and other activities of different subjects. Moreover, 164 students were selected to be the performers in the musical and all of them appreciated their performance at the end of the school year. To provide an effective platform for students to share what they have learnt, 401 students have shared their learning during morning assemblies and half of them agreed that they were confident to share their learning during morning assemblies.

13 different parent education seminars or workshops were arranged by teachers and PTA, including the daily life practise of 16 HoMs and we provided the effective ways to reinforce the successful behavior of children etc. More than 80% of the participated parents agreed the seminars and workshops were useful and the seminars were effective to raise the awareness of the importance of keeping good relationship between parents and children.

In order to strengthen the relationship between the parents and the school. A series of activities were organised, such as the Mid-autumn Festival Night, Volunteer Christmas Party, PTA Picnic, Pun Choi Gathering etc, so that it could help enhance the sense of belonging to the school.

To strengthen the relationship with the community, more than 400 stakeholders including teachers, students, parents and graduates joined the Hong Kong Water Race 2017. It aimed to arouse the importance of saving water and could arouse their concern for the society.

Reflection

During the past two years, we found that it was difficult to encourage parents and graduates to participate in the seminars and workshops. However most of the parents and alumni were actively participating in the different activities organised by school and PTA. In future, apart from establishing a stronger teachers' continuous professional development programme, if more parent education workshops can be introduced, it can be expected that a more vigorous and vibrant learning community for all stakeholders in school can be built in successfully.

A. Our Learning and Teaching

The review in 2016-2017 showed that our students demonstrated some self-directed learning strategies and they were able to integrate the knowledge and skills learnt from different subjects. With accumulated experiences attained by teachers through lesson observation, team planning and learning circle periods over the past three years, teachers were able to review and evaluate the self-directed learning strategies applied in different subjects. For more details, please refer to the achievement and reflection of Goal 1.

B. Support for Student Development

Life education is significant for the growth of students. We held a variety of activities such as Star of Politeness, workshop of sex education and communication skills etc., to nurture students with growth mindset and good character in order to transform lives and society through wisdom, faith and love. Next year, we concern much about the negative effect of our students. IAIE with infusion of positive education will be our choice to turn the tables.

C. Student Performance

Our P6 students took part in the Secondary School Places Allocation for allocation of Secondary 1 places. 82% of students were admitted into schools of their first-three choices in the discretionary places placing stage of the Secondary School Places Allocation exercise. All of the P6 students were allocated to 44 different secondary schools in which 52% were admitted in Direct Subsidy Secondary Schools and 48% were admitted to the Aided schools respectively.

D. Non-academic performance

We value not only academic performance, but also expect students to be well-mannered, pleasant, collaborative and confident. Therefore, we aim to optimize the learning opportunities for all students through participation in various competitions and activities. Details can be found in a separate document titled “Student Awards 2016-17”.

W F JOSEPH LEE PRIMARY SCHOOL
Reporting DSS Schools' Annual Financial Position
Financial Summary for the 2015/2016 School Year

	Government Funds	Non-Government Funds
INCOME (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	79.6%	N.A.
School Fees	N.A.	18.9%
Donations, if any	N.A.	0.1%
Other Income, if any	0.2%	1.2%
Total	79.8%	20.2%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	76.3%	
Operational Expenses (including those for Learning and Teaching)	13.8%	
Fee Remission / Scholarship ¹	2.3%	
Repairs and Maintenance	3.4%	
Depreciation	3.0%	
Miscellaneous	1.2%	
Total	100%	
Surplus for the School Year [#]	2.7 months of the annual expenditure	
Accumulated Surplus in the Operating Reserve as at the End of the School Year [#]	9.3 months of the annual expenditure*	
[#] in terms of equivalent months of annual overall expenditure		

*It excludes 3.1 months of NBV.

Details of expenditure for large-scale capital works, if any:

¹ The % of expenditure on fee remission/scholarship is calculated on the basis of the annual overall expenditure of the school. This % is different from that of the fee remission/scholarship provision calculated on the basis of the school fee income as required by the Education Bureau, which must be no less than 10%.

It is confirmed that our school has set aside sufficient provision for the fee remission / scholarship scheme according to Education Bureau's requirements (Put a "✓" where appropriate).

Report on the Use of Capacity Enhancement Grant (CEG) (2016-2017)

CEG total amount :

Carried forward	\$0
Grant Received	<u>\$922,632</u>
Total Income	\$922,632

Use of CEG :

Multiple Intelligences courses	\$630,710
Employment of IT Technical Support Service	<u>\$207,900</u>
Total Expenditure	\$838,610

Feedback on Future Planning

This is the last year of the 3-year cycle. According to the survey, most of the targets could be achieved successfully. In order to initiate our students to be self-directed learners, some effective learning strategies were introduced in various subjects, such as note-taking in the two language subjects, the writing of math journals, the inclusion of high-order thinking skills in all subjects, especially in GS and Science lessons, and cultivating the habit of wide-range reading and book sharing during morning assemblies, etc. It is hoped that all of these strategies could help students develop the habit for self-directed learning.

To develop a distinctive school culture through the development of a reflective school ethos, it appears that we are on the right track. Firstly, a series of leadership training programmes were organized, such as the training of prefects and school ambassadors with teachers' monitoring and evaluation regularly. A goal setting exercise for all students at the beginning of the school years also helped to train our students to be reflective thinkers and practitioners. House teachers gave feedback to students monthly, not only to enhance the relationship between them, but also to create a culture of caring and self-improving. In order to train our students with good sense of environmental protection awareness, the 7Rs were introduced into the "Green School" programme and it is evident that our students have developed such good life habit thereafter.

To cultivate a vibrant learning community among all stakeholders, a learning circle among teachers has been organized. All teachers gathered to share what they had learnt in external workshops and good teaching practices were shared among colleagues after exams. By now, our teachers have had better understanding of the most updated educational trend and they had chances to appreciate good practices, too. Moreover, the 16 Habits of Mind were introduced to students and they have shown more confidence in gaining success. With the input from parents who are better equipped and have attended a series of parents' workshops, it was likely that our students cannot only build up a good habit of self-learning practices at school, but they can also internalize this habit into their daily life.

However, to train our students to be self-directed learners, e-learning should be included in our teaching and learning strategies, especially in the next school development cycle. A school with students of positive thinking can create a more productive learning culture within the school. That is why the introduction of positive education could also be one of the major concerns in the next cycle. As Wofoo Social Enterprises (WSE) is one of the most famous non-government organizations with an aim to build up a safer, more productive and harmonious society, it is surely a great advantage for us if we can link up with WSE's vision, so that the community relationship could be further reinforced by building a vibrant network more closely in future.

Major concerns of 2017-2020:

Major concern 1: Enhance teaching effectiveness in order to develop students to be self-directed learners.

Major concern 2: Develop a distinctive school culture through the development of positive education.

Major concern 3: Build a whole school capacity and show good practices to serve the community.