



W F Joseph Lee Primary School

School Report

2018-2019

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. 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

"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

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 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, 1 basketball court and 7 special rooms for teaching information technology, languages, general studies, music and art. One multipurpose room has been converted into a multi-media learning centre with 36 computers. The new annex launched in March 2017 includes 1 indoor heated swimming pool, 1 multi-purpose room for sports training, performances and seminars, 1 outdoor basketball court and 1 exhibition gallery for exhibiting student works. 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 organisation

Level	P1	P2	P3	P4	P5	P6	Total
No. of class	5	5	5	5	5	5	30
Total enrollment	159	165	145	147	157	137	910

2. Manpower

Category	Number
Principal	1
Consultant	3
Teaching Staff	67
Administrative Staff	25
Supporting Staff	10
Total	107

3. Teachers' Experience

No. of years	0-5	6-10	Over 10
Percentage (%)	34.9%	28.6%	36.5%

4. Teachers' qualification

No. of years	Bachelor Degree	Master or above
Percentage (%)	100%	38.1%

Achievements and Reflections on Major Concerns

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

Achievements

Self-learning habits through pre-lesson preparation, note-taking and extended tasks in different subjects were promoted. For Chinese, inspiring students to explore different ways of memorizing vocabulary items, developing the habits of note taking and utilising good phrases and sentences in composition were the major strategies for self-directed learning. For English, pre-lesson self-preparation tasks related to students' real life experience were designed and note-taking skills were promoted in lessons. For Math, journals were utilised to enhance students' application and reflection on their own learning. Besides, online learning platforms including 階梯閱讀 for Chinese, Raz-kids for English and Planetii for Math were employed to extend learning beyond classroom and develop students' self-learning habits.

Different subjects promoted habits of using e-learning tools and platforms (e.g. Edmodo) for sharing and learning among students. For Chinese, P6 students shared and discussed information gathered for debate competitions on Edmodo. For English, students made use of e-learning platforms for pre-lesson, while-learning and post-learning. For Math, sharing of pre-study work with peers on Edmodo was promoted. For pre-lesson preparation or extended learning, supporting information and questions for discussion were posted on Edmodo for GS and Science respectively. 88% of teachers designed learning tasks which required students to make use of information technology to gather relevant information to support their learning 80% of students agreed that they had developed a habit of using information technology to achieve the above-mentioned purposes. Besides, equipping teachers with the necessary skills to implement e-learning is very important. Teachers were encouraged to attend external workshops to keep abreast of e-learning teaching practices. And a school-based workshop was organised to familiarise teachers with the application of Edmodo in learning and teaching. Moreover, a school visit was arranged for teachers to exchange ideas on e-learning. All participating teachers agreed that the school visit was helpful in exchanging ideas on how e-learning is implemented and integrated into the school-based curriculum effectively.

Strengthening students' application, integration and problem-solving skills through cross-subject collaboration contributes to self-directed learning. STEM education was implemented as a cross-subject collaboration of Math, Science and ICT subjects in our school. STEM lessons served as the core platform for carrying out the STEM programme which adopted the problem-based learning approach. Teachers from Math, Science and ICT attended different STEM workshops about STEM education curriculum planning and related teaching skills on coding. 63% of students agreed that they were able to integrate and apply knowledge and skills from Math, Science and ICT throughout the STEM programme. The

Achievements

aforementioned figures reflected that the said strategies contributed to promoting students to be self-directed learners. Students' abilities to connect knowledge and skills learnt to self-learning habits were also enhanced.

Reflection

This year, enhancing students' self-learning habits has been achieved. However, in consideration of the stakeholder survey, the students' point of view on learning and teaching was 3.9 (the highest among the past three years) while the teachers' point of view on it was 4.1. The gap between the students' and teachers' perception showed that teachers may still need to apply different self-directed learning strategies flexibly and further arouse students' interest in learning.

Goal 2: Develop a distinctive school culture through the development of positive education

Achievements

To meet the target of establishing a positive school culture, a framework of moral education with the elements of positive education was constructed and implemented through assemblies, Firefly Scheme and other related activities in honing “Hope”. The theme of the year “Hope” was immersed to students and staff who brought hope to others. Students would receive “You Shine” stamps from staff in school or signatures from families and friends when they brought hope to others. According to the statistical record, there was a slight increase in percentage of students who were able to get at least 50 “You Shine” stamps. Both students and staff put effort in establishing a positive school culture. We also arranged STEM lessons with the topic of “Hope” in all grades. Students were nurtured to bring hope to animals, poor families, disabled people and the environment. With the implementation of service learning, students also learnt moral values by doing and experiencing. Through this process, they gradually built up good characters in their school lives.

The sense of belonging of students was further boosted with the implementation of interclass and interhouse competitions and activities. According to the results of students’ questionnaire, more than 90% of students took part in those competitions or activities. It matches with the result that 82% of students agreed that they enjoyed the house activities. In addition, 95% of teachers agreed that the house competitions and activities could enhance the morale of the house. It shows that a positive and an inviting school culture has been steadily established in our school. It can be reflected in the results of the stakeholder survey that all teachers’, students’ and parents’ view of school climate scored 4 or above. It is an encouraging evidence to show our growth.

To establish a distinctive “Inviting School” culture, we implemented Invitation Education (IE) project by honing the domains of People, Programmes and Processes in our school. An IE atmosphere is expanding among staff via the participation of IE workshops and sharings. An IE review team from USA visited our school on April 2019. We received a very positive and encouraging feedback from the reviewers. For example:

“The staff embrace students with love and expectations that everyone can be their best and shine by giving them many opportunities to develop their strengths and grow.”

“Welcoming environment for parents with high engagement levels of volunteerism and involvement. In addition, in the parents’ interview, our parents said that the school is always open and they love to attend the school.”

“Student interactions with the visiting guests indicated happy and confident learners who are very thankful for the opportunities their school has provided them.”

They awarded us the “Inviting School Silver Fidelity Award 2019” to value our hard work in developing an inviting school ethos. It also indicates that our school is successfully implementing IE concepts and putting energy to foster an inviting school ethos among stakeholders.

There were about 160 parent volunteers who collaborated with the school to serve in different school events. Some also participated in community events, such as Water Race 2019, etc. It is not far from building a caring force among parents in collaboration with the school to serve the community.

Reflection

This year, a distinctive “Inviting School” culture through the development of positive education has been established. We were awarded the “Inviting School Silver Fidelity Award 2019”. We were grateful for the positive influence brought by Invitational Education. We were also glad that we could offer more new programmes and extra training opportunities for students who were gifted in music and sports. The statistical data collected by questionnaires and surveys showed that various stakeholders, such as students, teachers and parents, were more engaged in school learning and activities. They enjoyed school lives and contributed their work and effort in school. Our goal is to better establish our distinctive inviting school culture next year.

Our students brought “Hope” to others everywhere to collect “You Shine” stamps or signatures. 470 reward cards, which could be used to exchange different levels of non-materialistic prizes, were issued to students. It reflected that students were more engaged in the Firefly Scheme this year. However, we need to invite our parents to work hand in hand in this scheme as students claimed that it was difficult for them to get signatures from their parents. More promotion can be carried out in parent meetings. Our goal is to sustain the thankful hearts and appreciation among students, teachers and parents.

According to the result of the student questionnaire, 64% of students, which was 11% more than last year, loved being in their houses. It indicated that the strategic plan of last year did work to enhance students’ participation and engagement. It is suggested that we can arrange more house gathering time and constructive activities in the life education period, so that students and house teachers can build a closer relationship. Our goal is to further build strong sense of belonging of students to their houses and school.

Goal 3: Build a whole school capacity and show good practices to serve the community

Achievements

It is believed that a confident person can easily show empathy to others, and that was why we arranged various types of sharing to train up students' confidence. According to the student questionnaire, more than 400 students shared their learning experience in morning assemblies and more than 550 students produced campus TV programmes. It was shown that more and more students practised their presentation skills which helped enhance their confidence. We arranged service learning for all grade so that students were nurtured to serve by doing and experiencing. More than 70% of students agreed that the service learning raised their awareness to show care for the society.

Besides that, we want our students to become open-minded citizens. We aimed to broaden students' horizons by inviting them to participate in study tours and join competitions. We organised study tours for P5, P6 students and a two-day Challenge Camp for P4 students. The feedback was very positive. Most of the students thought the study tours were definitely an eye-opening experience for them. Service learning was organised for P1 to P4 and P6 students in January 2019 too. Teachers reported that students were very engaged and showed their care to the community.

In order to develop teachers to be life-long learners and teacher leaders who are able to serve, we organised 3 training workshops for middle managers and a two-day retreat conducted by Dr. Kenneth Chan and other consultants. It was held on 2nd and 3rd March. The main theme of the retreat was to understand the Belbin Team Role. According to the survey, more than 80% of participants agreed they had a better understanding on the role of the team. The workshops provided middle managers with a chance to lead their teams to discuss strategies to achieve the school goals.

To create a learning platform for teachers and encourage them to share their experiences with the education community, we organised learning circles in different subjects. Teachers shared their learning after participating in workshops, seminars or courses during subject meetings. Most teachers shared what they had learnt. Teachers knew more about the most updated education trend.

For parents, five parents' Talks were held throughout the year to enhance parents' serving skills. According to the parent questionnaire, more than 90% of participants were satisfied with the talks and agreed that the presenters explained clearly and effectively. Moreover, most parents were able to learn different skills to communicate and take care of their children.

A caring parent volunteer group was built up to help in all school activities. At least 10 parent volunteers

Achievements

participated in each school event, such as Mid-Autumn Festival Night, PTA picnic and Water Race, etc. There were about 160 parent volunteers this year. Good partnership between parents and school was shown by the participation and engagement of parents. Our goal is to continue to pass on the message of serving community to our parents.

The school also shared our resources, such as swimming pool and multi-purpose room of new annex, etc., with our community partners after the opening ceremony of the Sports and Arts Building.

Reflection

Service learning is an important activity for students to cultivate their empathy. It is recommended that more services can be arranged in school as well as outside school. Serving and the contact with people in need and elderly is the direction for students and parents to serve. The idea of serving the community can be included in both assemblies and parent workshops so that we can arouse parents' and students' awareness to serve the community in the coming year.

A. Our Learning and Teaching

The review in 2018-2019 showed that our students demonstrated some self-directed learning strategies and able to integrate knowledge and skills learnt from different subjects. With accumulated experiences attained by teachers through lesson observation, team planning and relevant training over the 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

An inviting school culture is a key for students to grow in good characters. We held different types of activities, such as interclass and interhouse competitions and activities, service learning and production of campus TV, etc., to cultivate students with a positive mindset and proper values to transform lives and society. With the implementation of Character Building Lessons and key curriculum components in formal, informal and hidden curriculum next year, we hope to further nurture students' growth with good characters.

C. Student Performance

Our P6 students took part in the Secondary School Places Allocation for allocation of Secondary 1 places. 93% of students were admitted to schools of their first-three choices in the discretionary places placing stage of the Secondary School Places Allocation exercise. All P6 students were allocated to 46 different secondary schools in which 54% were admitted to Direct Subsidy Secondary Schools and 46% were admitted to Aided and Government schools.

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 optimise the learning opportunities for all students through participation in various competitions and activities. Details can be found in a separate document titled "Student Awards 2018-19".

W F JOSEPH LEE PRIMARY SCHOOL
Reporting DSS Schools' Annual Financial Position
Financial Summary for the 2017/2018 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)	78.99%	N.A.
School Fees	N.A.	19.42%
Donations, if any	N.A.	0.28%
Other Income, if any	0.35%	0.96%
Total	79.34%	20.66%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	74.1%	
Operational Expenses (including those for Learning and Teaching)	14%	
Fee Remission / Scholarship ¹	2.3%	
Repairs and Maintenance	1.9%	
Depreciation	5.0%	
Miscellaneous	2.7%	
Total	100%	
Surplus for the School Year #	2.3 months of the annual expenditure	
Accumulated Surplus in the Operating Reserve as at the End of the School Year #	11.8 months of the annual expenditure*	
# in terms of equivalent months of annual overall expenditure		

*It excludes 2.5 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) (2018-2019)

CEG total amount :

Carried forward	\$0
Grant Received	<u>\$982,107</u>
Total Income	\$982,107

Use of CEG :

Multiple Intelligences courses	\$802,920
Employment of IT Technical Support Service	<u>\$245,867</u>
Total Expenditure	\$1,048,787

Feedback on Future Planning

In order to develop 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, and cultivating the habit of wide-range reading and book sharing during morning assemblies, etc. It is hoped that all these strategies can help students develop the habit of self-directed learning.

To develop a distinctive school culture through the development of positive education, a series of leadership training programmes can be organised, such as the training of prefects, school ambassadors and training of class roles with teachers' monitoring and evaluation regularly. Buddy element and constructive activities can be included in the interhouse competitions and house gatherings so that relationships between buddies and between students and house teachers are gradually built up, which will also enhance students' sense of belonging to the school.

Major concerns of 2019-2020:

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