

**W F Joseph Lee Primary School**

**School Report**

**2017-2018**

## **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**

Our 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 Shiu 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 February 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 organization

Level	P1	P2	P3	P4	P5	P6	Total
No. of class	5	5	5	5	5	5	30
Total enrollment	156	145	149	157	143	140	890

2. Manpower

Category	Number
Principal	1
Consultant	2
Teaching Staff	64
Administrative Staff	23
Supporting Staff	10
Total	100

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
<p>To achieve the goal, self-learning habits through pre-lesson preparation, note-taking and extended tasks in different subjects were promoted. For Chinese, self-evaluation parts were included in Chinese worksheets of every module to allow students to reflect and evaluate their learning process and attitude. Moreover, note taking skills were taught in English lessons and 83% of the students were able to apply the skills in their notebooks. For Math, pre-study worksheets and journals were included to enhance students' motivation and reflection on their own learning. 80% of the students agree that the worksheets serve the above-mentioned purposes. Pre-lesson preparation tasks and interesting science corner were included in GS and Science respectively to arouse students' interest on the topics. Besides, online learning platforms, 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.</p>
<p>Different subjects promoted habits of using e-learning tools and platforms (e.g. Edmodo) for sharing and learning among students. For Chinese and English, students shared and discussed information gathered for debate competitions on Edmodo. For Math, sharing of daily-life application and reflection with peers on Edmodo was promoted. As pre-lesson preparation or extended learning, pre-lesson materials and questions were posted on Edmodo for GS and Science respectively. Moreover, 80% of teachers designed learning tasks which required students to make use of information technology (e.g. Edmodo) to gather relevant information to support their learning and 72.5% of the teachers agreed that students had developed the 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 organized to familiarize teachers with the application of Edmodo in learning and teaching. Apart from the workshop for all teachers, Chinese (use of e-learning platform 'RainbowOne'), English (use of online learning platform 'Raz-Kids') and Math (use of Edmodo in Math learning and teaching) are the examples of the subject-based e-learning workshops.</p>
<p>Strengthening students' application, integration and problem solving skills through cross-subject collaboration contributes to self-directed learning. STEM education is implemented as a cross-subject collaboration of Math, Science and ICT subjects in our school. Science lessons serve as the core platform for carrying out the STEM programme which adopts the problem-based learning</p>

**Achievements**

approach. Teachers from Math, Science and ICT attended different STEM workshops about STEM education curriculum planning and related teaching skills on coding. 70% of students agreed that they were able to integrate and apply knowledge and skills from Math, Science and ICT throughout the STEM programme. The afore-mentioned 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 3.8 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 apply different self-directed learning strategies flexibly and further arouse students' interest in learning so as to bridge the gap between the two perceptions.

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

### Achievements

To achieve the goal, a framework of moral education with the elements of positive education was constructed and implemented through assemblies, Firefly Award Scheme and other related activities in honing “Kindness”. The theme of the year “Kindness” was greatly infused to students and staff who caught the kindness of each other by stamping “You Shine” and signing on Firefly booklets in the Firefly Award Scheme. According to the statistical record, more than 60% of students collected at least 50 “You Shine” stamps or signatures from people around them. In the questionnaire conducted among students, more than 70% of students suggested that they enjoyed the activities related to “Kindness”. By observation, more than 90% of students and staff actively participated in those assemblies which helped in establishing positive value and fostering students’ good characters. The feedback was positive and constructive.

The sense of belonging of students is significantly boosted with the implementation of interclass and interhouse competitions. According to the results of students’ questionnaire, 70% of students agreed that they enjoyed those competitions. It echoed with the result of about 70% students agreed that they had positive relationship with their buddies and about 80% of them loved their classes. It reveals that a positive school culture is gradually built and spread in our school. It was also supported with the stakeholder survey that the highest agreement ranking of positive school climate can be found.

To establish a distinctive “Inviting School” culture, we implemented Invitation Education (IE) project by honing the domains of People, Programmes and Places in our school. An IE atmosphere is progressively created among staff via the participation of IE workshops and sharings. Green, which 50 species of plants and more than 400 flowers and plants were planted, and comfortable environment was created for students to live here fruitfully. An IE review team from USA visited our school in April 2018. They awarded us “the Invitation School Award 2018” to appreciate all our effort in creating an inviting school for all stakeholders. The high participation rate of parents in school events is another piece of evidence to demonstrate good partnership between parents and school. It indicates that our school is successfully implementing IE concepts and putting energy to develop an inviting school ethos among stakeholders.

A school environmental policy has been formulated and carried out to raise the environmental awareness of teachers and students. A variety of green activities such as assemblies on “Precious Natural Resource - water” and “Good Choice of Food”, One Person One Flower Planting Scheme,

planting and flower pot design competition, distribution of vegetables from our love farm, etc. were held to increase students' awareness of environmental protection.

## **Reflection**

This year, a distinctive "Inviting School" culture through the development of positive education is steadily established. With the implementation of Invitation Education concepts under the framework of 5Ps (People, Policies, Programmes, Places and Processes), both students and staff become more inviting and welcoming. All activities related to "Kindness" are effective practical ways for students to exercise their good characters under our positive school climate. Our goal is to fully establish our distinctive inviting school culture next year.

Our students set goals in collecting "You Shine" stamps or signatures, to carry out their kindness acts this year. However, only 40% of students were awarded different levels of non-materialistic prizes. It is suggested that a similar scheme can be continued in the coming year with more promotions to all stakeholders. Our goal is to further develop thankful hearts and appreciations among students, teachers and parents.

Another concern about the bonding between students and house or house teachers is raised, which can be reflected in the result of questionnaire that only 53% students loved their houses. It is suggested that more opportunities can be provided for students and house teachers to interact with each other. Moreover, the interhouse activities are suggested to be opened to all grades so as to enhance students' participation and engagement. A Cheering team of each house is recommended to set up for increasing the participation rate of students so as to enhance their sense of belonging of their houses. Our goal is to build up 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
<p>In order to nurture students to become compassionate individuals, we arranged different sharing sessions for students to train up their presentation skills so as to enhance their confidence. We had arranged more than 200 students to prepare for the morning assembly sharing and more than 100 students to produce Campus TV programmes. Most of the students agreed that these were good opportunities to train up themselves with more confidence.</p> <p>Besides that, we aimed to broaden students' horizons by inviting them to participate in study tours and join competitions so as to train our students to be open-minded citizens. 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 students to be an open-minded citizen. Service learning was organized for P1 to P4 and P6 students in January 2018 too. By observation, students were very engaged and showed their caring to the community.</p> <p>In order to develop teachers to be life-long learners, teacher leaders, and be able to serve, we organized a workshop on 2<sup>nd</sup> January; the topic of the workshop was how to meet the ESR requirement in lesson observation. And a two-day retreat which was conducted by Arthur Yeung was held on 9<sup>th</sup> and 10<sup>th</sup> March. The main theme of the retreat was teacher leadership. According to the survey, more than 80% of participants agreed they had a better understanding on the role of a teacher. For middle managers, the workshops provided them with a good chance to lead their teams to discuss the future development and compromise the strategies to achieve the school goals.</p> <p>To create a learning platform for teachers and encourage them to share their experiences to the education community, we organized six learning circles meetings. Teachers shared their learning after participating in workshops, seminars or courses. By observation, most of teachers were willing to share what they had learnt. Teachers knew more about the most updated education trend.</p> <p>For parents, five Parents' talks were held throughout the year to enhance parents' serving skills. Referring to parents' questionnaire, more than 90% of participants were satisfied with the talks and agreed that the presenters explained clearly and effectively. Three Parents' workshops to learn various skills were organized. The result of questionnaire showed that all parents were satisfied with the workshops, and more than 80% of participants agreed that they had a better understanding on necessary serving skills and they can practice them in their daily life.</p>

## Achievements

A caring parent volunteer group was organized to help all school activities. At least 5 parent volunteers participated in each school event. There were more than 100 parents participated in some large scale events such as PTA picnic, charity flag selling and Water Race, etc. It was piece of evidence to demonstrate good partnership between parents and school. We collaborate with each other to serve our school and the community.

Because of our good practices and a strong collaborative network with the society, we received the Inviting School Award from IAIE and 「學校社會責任獎」 from the Mirror Post.

## Reflection

We organized study tours and training camps for students in different grades. However, there were only 65% of students agreed that service learning can raise their caring awareness for the society. It may be caused by insufficient contact between students and the community. It is suggested that more sharings can be arranged such as morning assemblies, campus TV, etc.

The result of questionnaire showed that only about 50% students agreed they could be more confident to express themselves than before. In other words, we need to put more effort in training and providing chances for students to express themselves. The participation of students in assemblies is recommended to increase by inviting students to be M.C., do role play and perform drama, etc.

We organized six learning circles meetings. Teachers shared their learning after participating in workshops, seminars or courses. By observation, most of teachers were willing to share what they have learnt. And teachers knew more about the most updated education trend. However, the publication of good teaching practices to the community is not ready yet.

To build up a whole school capacity needs time. Before we want our students and parents to be competent life-long learners who love their school and are willing to serve others, we must develop school teacher leaders, where everyone can be equipped with the necessary knowledge, skills and affection in particular. To start small, building teacher capacity in the middle layers would be the pre-requisite for our next move.

## **A. Our Learning and Teaching**

The review in 2017-2018 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 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**

Positive education is significant for the growth of students. We held a variety of activities such as service learning, workshops, 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 will continue to implement positive education and the IAIE programme.

## **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 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 42 different secondary schools in which 54% were admitted to Direct Subsidy Secondary Schools and 46% were admitted to 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 2017-18”.

**W F JOSEPH LEE PRIMARY SCHOOL**  
**Reporting DSS Schools' Annual Financial Position**  
**Financial Summary for the 2016/2017 School Year**

	<b>Government Funds</b>	<b>Non-Government Funds</b>
<b>INCOME</b> (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	79.2%	N.A.
School Fees	N.A.	19.5%
Donations, if any	N.A.	0%
Other Income, if any	0.2%	1.1%
<b>Total</b>	79.4%	20.6%
<b>EXPENDITURE</b> (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	78.3%	
Operational Expenses (including those for Learning and Teaching)	12.6%	
Fee Remission / Scholarship <sup>1</sup>	2.3%	
Repairs and Maintenance	1.0%	
Depreciation	5.0%	
Miscellaneous	0.8%	
<b>Total</b>	100%	
<b>Surplus for the School Year</b> #	2.3 months of the annual expenditure	
<b>Accumulated Surplus in the Operating Reserve as at the End of the School Year</b> #	10.5 months of the annual expenditure*	
# in terms of equivalent months of annual overall expenditure		

\*It excludes 2.8 months of NBV.

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

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<sup>1</sup> 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) (2017-2018)**

CEG total amount :

Carried forward	\$84,022
Grant Received	<u>\$942,747</u>
Total Income	\$1,026,769

Use of CEG :

Multiple Intelligences courses	\$810,435
Employment of IT Technical Support Service	<u>\$229,320</u>
Total Expenditure	\$1,030,755

## **Feedback on Future Planning**

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 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 were organized, such as the training of prefects and school ambassadors with teachers' monitoring and evaluation regularly. House teachers met students monthly, not only to enhance the relationship between them, but also create a culture of caring and self-improving.

However, to train our students to be self-directed learners, e-learning was not implemented systematically. Some effective teaching and learning strategies should be introduced in the next school year. A school with students of positive thinking can create a more productive learning culture within the school. That is why positive education would be kept in practice in the year of 18-19. 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, as community relationship can be further reinforced by building a vibrant network more closely in the 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.

## Annual report of Information Technology Staffing Support (ITSS) Grant

Objective: to strengthen the information technology (IT) staffing support to practice e-learning and take forward various education initiatives which will harness IT.

	Items	Benefits Anticipated	Methods of Evaluation	Estimated Budget	Expenditure	Effectiveness and Reflections
1	Recruitment of IT staff	<ul style="list-style-type: none"> <li>Additional IT staff to cater for the implementation of e-learning and STEM related activities</li> </ul>	Questionnaire	\$200,000	\$106,083.87	Additional IT staff had prepared STEM teaching resources very well. According to the students' questionnaire of Science subject, 70% student have positive answers in STEM project.
2	Training subsidy for IT staff	<ul style="list-style-type: none"> <li>Professional training on new IT applications given to IT staff</li> </ul>	Questionnaire	\$20,000	\$ 0	No claim
3	On-site IT support services	<ul style="list-style-type: none"> <li>Additional on-site technical services such as data migration, cloud management, etc.</li> </ul>	Questionnaire	\$80,000	\$ 0	No suitable service provider yet
Grant Amount: HK\$300,000				Total:	\$300,000	\$106,083.87

	Grant Income	Expenditure
	\$300,000	\$106,083.87
Surplus	\$193,916.13	

## Annual report of the Use of Strengthening School Administration Management Grant

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	Expenditure	Effectiveness and Reflections
1	Information Management and Communications	<ul style="list-style-type: none"> <li>➤ Help Subject Panels update their website.</li> <li>➤ Take photo and video of school activities</li> <li>➤ More time for teachers' meetings and better teaching quality</li> </ul>	Assistance Technician for 1 year	85% teacher satisfy the work	\$163,800	\$ 92,027.42	Assistance Technician helps to testing and input the activity in the system.
2	Information Management and Communications	<ul style="list-style-type: none"> <li>➤ Online registration of the ECA and school team</li> <li>➤ Take ECA attendance by mobile phone</li> </ul>	ECA registration system and attendance system	90% students enroll the ECA activities though this system	\$195,000	\$195,000	Off-load many administrative work for ECA enrollment and take attendance
3	Information Management and Communications	<ul style="list-style-type: none"> <li>➤ Replace Octopus Payment Reader, PC and Notebook.</li> <li>➤ Update OS to Win 10 and reinstall Octopus Software</li> </ul>	Improve Octopus Payment system performance and security ( <b>Update 1718</b> )	80% staff satisfy the work	\$40,000	--	Use other funding to replace the devices

\* Over budget will use the school fund

## Annual report of One-off Grant for the Promotion of STEM Education (2017-18)

STEM (Science, Technology, Engineering and Mathematics) education is promoted to cultivate students' learning interest, enhance their capacity to innovate, and develop their creativity and problem-solving skills. The grant aims at fostering students' inquisitive mind and promotion of their interest in the learning of science and technology through STEM-related learning activities. The details of the deployment plan are as follows:

	Activities	Benefits Anticipated	Methods of Evaluation	Expenditure	Effectiveness and Reflections
1	Purchase of the necessary resources (e.g. electronic building blocks, related sensors, data logger)	<ul style="list-style-type: none"> <li>➤ Fulfillment of the aims of the grant stated above</li> </ul>	Verbal reports, students' work and questionnaire	\$120,183	<p>By observation and results of teachers' questionnaire, all teacher strongly agreed or agreed that students are able to integrate and apply knowledge and skills learnt from Math, Science and ICT throughout the STEM program.</p> <p>According to the results of students' questionnaire, the percentage, which is 70%, is lower than that of teachers' questionnaire. The inconsistency between teachers and students may deal to the misunderstanding of the questionnaire by students, especially the junior primary students.</p> <p>It is suggested that STEM project, which enhances the engagement of students, can continue to implement in different styles such as STEM lesson. It is also recommended that STEM can be modified by integrating with other subjects.</p>
2	添置電子積木及有關感應器，(以協助三年級及四年級推行 STEM 活動)	<ul style="list-style-type: none"> <li>➤ 學生能運用電子積木，動手製作不同工具。</li> <li>➤ 配合感應器，了解不同環境帶來的問題，以提升學生的環保意識。</li> </ul>	<ul style="list-style-type: none"> <li>➤ 口頭匯報</li> <li>➤ 實作成果</li> <li>➤ 問卷調查</li> </ul>		<p>增加不同電子積木感應器，使學生在創作解決方案時有更多的選擇，在過程中，學生的協作能力、創意解難和匯報技巧都表現良好。</p> <p>今年比較多學生選手使用基本開關，下年度可能要添置更多基本開關</p> <p>*註 1</p>
3	添置資料記錄器 (Data Logger)	<ul style="list-style-type: none"> <li>➤ 學生運用感應器以取得不同條件下的環境變化及數據，從而培養學生的科學思維及解難能力。</li> <li>➤ 學生能利用不同數</li> </ul>	<ul style="list-style-type: none"> <li>➤ 口頭匯報</li> <li>➤ 實作成果</li> <li>➤ 問卷調查</li> </ul>		<p>資料記錄器方便學生收集數據和製作圖表。在過程中，學生的協作能力、創意解難和匯報技巧都表現良好。今年只收集溫度資料，期望日後可以多加使用其他資料。</p> <p>*註 1</p>



	Activities	Benefits Anticipated	Methods of Evaluation	Expenditure	Effectiveness and Reflections
		據，分析其反映的問題，並提出建議。			
4	添置編程工具及積木	<ul style="list-style-type: none"> <li>➤ 學生透過運用積木，動手製作探索車。</li> <li>➤ 通過編程工具，培養學生邏輯及運算思維。</li> </ul>	<ul style="list-style-type: none"> <li>➤ 口頭匯報</li> <li>➤ 實作成果</li> <li>➤ 問卷調查</li> </ul>		<p>增加更多積木使學生在創作解決方案時有更多的選擇。在過程中，學生的協作能力、創意解難和匯報技巧都表現良好。連接電線問題，在加強課堂練習後，大部份學生能自己處理。</p> <p>連接馬達問題，雖然今年改良了連接方法，但有不少學生未能自己解決問題。</p> <p>*註 1</p>

\*註 1) 70 % 學生同意「STEM 計劃」有效整合和應用數學、科學及資訊科技的知識

## Annual report of Extra Recurrent Grant under the Fourth Strategy on Information Technology in Education (ITE4)

The extra recurrent grant aims to support the implementation of the Fourth Strategy on Information Technology in Education (ITE4)

Usage of the grant: payment for the on-going expenditures in setting up an appropriate Wi-Fi environment for e-learning, such as subscription of Wi-Fi services, maintenance or replacement of mobile computing devices, and meeting other operational needs on e-learning.

	Items	Benefits Anticipated	Methods of Evaluation	Estimated Budget	Expenditure	Effectiveness and Reflections
1	Replacement of Wi-Fi Controller x 1	<ul style="list-style-type: none"> <li>Increased stability of the Wi-Fi infrastructure</li> </ul>	Questionnaire	\$50,000	\$ 137,600	Replace of the Wi-Fi Controller which can support higher speed Access Point (AP). The old one will be used as backup the Classroom's AP  89.7% Satisfactory of Wi-Fi covered
2	(MDM) for iPad (around 100 units)	<ul style="list-style-type: none"> <li>Effective management of iPad</li> </ul>	Questionnaire	\$20,000	\$ 7,108	Stock not yet received
3	Maintenance of student tablets	<ul style="list-style-type: none"> <li>Support of sufficient number of student tablets for students to cater for e-learning</li> </ul>	Questionnaire	\$40,000	--	No repair needed.
Grant Amount (25-30 classes): \$169,880			Total:	\$110,000	\$ 144,708 (\$34,708)	

	Grant Income	Expenditure
	\$169,880	\$ 144,708
Surplus	\$ 25,172	

## Annual report of One-off Information Technology Grant (OITG) for e-Learning in Schools (2017-18)

The One-off Information Technology Grant (OITG) aims to enhance support for schools in the practice of e-learning in line with the implementation of the Fourth Strategy on Information Technology in Education (ITE4).

Usage of the grant:

1. To acquire mobile computing devices for use by students.
2. To hire or subscribe additional manpower to enhance technical support for mobile computing devices.
3. To acquire or subscribe e-learning resources, software or platforms for supporting e-learning e.g. learning management systems.

	Items	Benefits Anticipated	Methods of Evaluation	Estimated Budget	Expenditure	Effectiveness and Reflections
1	Purchase of iPads (x 64)	● Support of increased number of classes and increased learning motives	Questionnaire	\$217,000	\$186,879	iPad will arrive at the end of school year.  Suggested re-organise the method of borrowing device system.
2	Purchase of mobile phones (x 18)	● Apps development and VR development in the future	Students' work	\$36,850	\$27,000	82.3% students are interested in coding lesson Sharing devices are not efficiency, especially less lesson time in coming year. Suggested 1 to 1 device for each student during coding Apps lesson
Total:				\$253,850	\$213,879	

Grant Amount (25-30 classes): \$253,850

	Grant Income	Expenditure
	\$253,850	\$213,879
Surplus	\$39,971	

## 2017-2018「推動中國歷史及文化津貼」報告書

	推行項目/活動	成效及評估	對象(人數)	推行時間	財政結算	負責人
1	同根同心一天內地交流	是次交流活動加深學生對內地歷史文化、風俗特色、城鄉建設、經濟發展、創新科技、自然保育等各方面的認識。	40位小四學生 2位教師 共42人	5/1/2018	\$3,591	劉邱婉雯副校 黃筱芳老師
2	中國文化歷史專題講座(一)	使教師能夠全面認識國家歷史、以豐富學生的學習經歷、發展學與教資源及加強教師的專業發展以提升學與教效能。	全體教師 65人	7/3/2018	\$2,500	劉邱婉雯副校
3.	才俊飛昇內地交流活動	是次才俊飛昇內地(廣州)交流活動計畫為本校學生創造與廣州學生相互交流及觀摩的機會，藉以豐富學生的學習經歷，同時亦能透過文化觀光及實地體驗加強學生對中國歷史與中華文化的認知，培養學生熱愛祖國的情操。	23位才俊飛昇 資優學生及5位教師	3-5/5/2018	\$24810.25	陳雪筠老師 林沛鏞老師
4.	中國文化歷史專題講座(二)	推動學生認識中國歷史/中國文化，以提升學生對中國歷史和中華文化的興趣和認識，讓他們能夠欣賞及承傳中華民族的卓越精神與文明。	小五及小六 學生 共283人	1/6/2018	\$2,500	劉邱婉雯副校
5.	教師到內地參與有關中國文化歷史教育的教學交流	是次行程中，我們參觀了「中山詹園」、「中山市博物館」、「亨村孫中山故居紀念館」等歷史文化景點。這有助教師認識中國歷史/中國文化	全體老師及 顧問 共70人	22-24/8/2018	\$66,598.75	劉邱婉雯副校 李建娜老師
總計:					\$100,000	

## 2017-2018 年度非華語計劃書

### I. 目標:

1. 確保本校非華語學生與華語同儕享有同等學習中文的機會。
2. 與持份者(包括非華語學生的家長)溝通，讓他們了解學校如何支援非華語學生學習中文。

### II. 工作計劃

目標	策略	成效和反思
<p>1. 確保本校非華語學生與華語同儕享有同等學習中文的機會。</p>	<p>a. 中文科教師</p> <ol style="list-style-type: none"> <li>1. 小組教學 於 PRP、繪本課小組教導非華語學生</li> <li>2. 共同備課，每周 1 次</li> </ol> <p>b. 教學助理</p> <ol style="list-style-type: none"> <li>1. 課後支援 於早讀、小息、午後小休時間抽離教學，每周 3 次</li> <li>2. 於中文課堂入班支援非華語學生，協助教師教學，每周 6 節</li> </ol> <p>c. 購買教學資源</p> <ol style="list-style-type: none"> <li>1. 華康標準字體 為全校電腦安裝華康香港標準字體，讓非華語學生掌握正確的中文字形。</li> <li>2. 星願小王子 透過趣味遊戲，幫助非華語學生學習中文。</li> <li>3. Rainbow One 學習軟件 透過趣味遊戲，幫助非華語學生學習中文。</li> </ol>	<ul style="list-style-type: none"> <li>● <b>81.8%</b>非華語學生在非華語評估卷(閱讀五及寫作五)的總分有所提升。</li> <li>● <b>75%</b>非華語學生不抗拒學習中文</li> <li>● <b>100%</b>中文科工作紙運用華康標準字體</li> </ul>

目標	策略	成效和反思
2. 與持份者(包括非華語學生的家長)溝通，讓他們了解學校如何支援非華語學生學習中文。	教學助理 1. 製作學生檔案(每單元記錄一次) 2. 與非華語家長聯絡	<ul style="list-style-type: none"> <li>100%非華語學生均有三次或以上與家長溝通的記錄</li> </ul>

### III. 財政報告

Item No.	Purpose	Descriptions/Items	Category	
			收入 (\$)	支出 (\$)
1.	16-17 年度撥款		\$800,000.00	
2.	承上結餘		\$162,318.39	
3.	中文科教師	1. 小組教學 於 PRP、繪本課小組教導非華語學生 2. 發展校本課程，共八個單元 3. 共同備課，每周 1 次		\$363,699.00
4.	教學助理	1. 課後支援 於早讀、小息、午後小休時間抽離教學，每周 3 次 2. 於中文課堂入班支援非華語學生，協助教師教學，每周 6 節 3. 製作學生檔案，與非華語家長聯絡		\$218,655.75
5.	購買教學資源	1. 華康標準字體 為全校電腦安裝華康香港標準字體，讓非華語學生掌握正確的 中文字形。 2. Rainbow One 學習軟件 透過趣味遊戲，幫助非華語學生學習中文。		\$59,500.00
Sub-total:			\$962,318.39	\$641,854.79
Surplus :			\$320,463.64	