



W F Joseph Lee Primary School School Report

2019/2020

Key Elements of the School Report

- (1) Our School
- (2) Achievements and Reflection on Major Concerns
- (3) Our Learning and Teaching
- (4) Support for Student Development
- (5) Student Performance
- (6) Financial Summary
- (7) Feedback on Future Planning

(1) Our School

Our Ideal, Vision & Mission

Our Ideal

“Students are life-long, life-wide learners”

We want to see young people who cherish and enjoy learning and want to perform to the best of their abilities in whatever they do. We want to have students who underwent a comprehensive and cohesive system of primary and secondary education to develop into persons who are confident, innovative, resourceful and brave in facing their responsibility in society. We believe that these are persons who are biliterate and trilingual; possess the skills necessary in tackling daily problems in logic and with compassion; attuned to their surroundings; civic-minded and tolerant; appreciative and open-minded and are life-long learners.

Our Vision

“The school is an exemplary learning organisation wherein every member achieves one’s best”

Our students as beacons of light
Our teachers and staff as exemplary mentors and role models
Our school as a learning institution for all

Our Mission

We pledge to provide 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.

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 commute-school by school bus, the rest by private transportation 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 hall 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 enrolment	162	165	163	143	142	156	931

2. Manpower

Category	Number
Principal	1
Consultant	2
Teaching Staff	70
Administrative Staff	28
Supporting Staff	13
Total	114

3. Teachers' Experience

No. of years	0-5	6-10	Over 10
Percentage (%)	42.8%	20%	37.2%

4. Teachers' qualification

No. of years	Bachelor Degree	Master or above
Percentage (%)	100%	44.3%

(2) Achievements and Reflection on Major Concerns

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

Achievements

1. Extending learning beyond the classroom walls

Strategies regarding the promotion of self-learning habits through extending learning beyond the classroom were applied in different subjects. Pre-learning tasks like posing questions on e-learning platforms and researching on a topic were introduced in several subjects. Post-learning tasks were also designed to encourage students to reflect on their own learning. As shown in the results of APASO, the scores related to the aspect of “Independent Learning Capacity” showed positive and improving trend, which indicates students’ self-learning habits were enhanced.

2. Establishing a habit of using e-learning tools

Due to class suspension, learning was conducted online from Feb to Jun 2020. It provided an opportunity for all teachers to further hone their skills on using e-learning tools to enhance the effectiveness of teaching and learning. E-learning tools (e.g. Kahoot!, Nearpod, etc.) were used tremendously to increase interaction between teacher-student and student-student. Further development on the use of e-learning (e.g. data integration, content management, personalised learning, etc.) will be conducted in the coming years.

3. Developing cross-subject collaboration

Theme-based learning around topics of interest to students designed by Science subject with support from other KLAs were scheduled in Term 2. However, the theme-based learning could not be carried out due to class suspension. The designed theme-based learning will be carried out next year in order to strengthen students’ ability to integrate and apply knowledge and skills and nurture problem solving skills through cross-subject collaboration.

4. Building a reflective mind

Different subjects infused diverse self-learning tools (e.g. checklists, learning journal, evaluation and reflection forms, etc.) into the designs of learning and teaching to guide students to regulate and rectify their own learning in the perspectives of monitoring and tracking the progress, evaluating effectiveness, reflecting on impact and making suggestion for improvement. According to the results of APASO from the past three years, the scores related to the aspect of “Academic Monitoring”, “Change to Improve”, and “Goal Setting” in the area of “Independent Learning Capacity” showed positive and improving trend, which is an indication of development in students’ reflective minds.

To create a culture of reflection, several platforms were developed for students to reflect upon their learning. Debriefing sessions were conducted after each activity or competition to help students to reflect, analyse and evaluate their performances. A self-reflection corner was added to the MI student questionnaire so that students could carry out self-reflection regularly. Some outstanding students were invited to share their stories in the yearbook. These actions provided platforms for students to develop their reflective minds.

Reflection
<p>From the data of APASO result part 2 “Independent Learning Capacity”, the data trend of Q.11-20 “Academic Monitoring” shows that our students had significant improvement on self-reflection during their learning progress. Data drawn from 2017-2018 to 2019-2020 shows that 9 out of 10 items (except Q13) in this area are above the average norm. The results of all questions of this session were steadily increasing through the past three years. The data trend of Q.62-66 “Study Plan” also shows that our students were having good advancement on planning their studies. 4 out of 5 items (except Q64) are above the average norm, ranging from 0.14 (Q66) to 0.31 (Q62). The data indicates that our school curriculum has induced structural change on the development of students’ reflective mind.</p> <p>Consolidation work would be done to ensure sustainability. We will continue to promote and implement self-directed learning on school level, curriculum level and teacher level by reviewing the curriculum and learning approaches and strengthening teachers’ facilitation skills in promoting self-directed learning.</p> <p>The reflection cycle will be further extended to all areas from teaching and learning to life-wide learning in order to engage students to reflect and share in all areas. It is suggested that we can make use of various media, such as video taking, writing and sharing sessions etc., and provide more platforms, such as school website, Facebook and campus TV etc. for students to share. Thus, all students can gradually establish a habit of reflection.</p>

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

Achievements

1. Establishing a positive school culture

Moral values were incorporated in lesson planning and implementation for all subjects. Moreover, three new curricular, namely Picture Book, Language Arts and Character Building (CB), were developed and implemented with a structured framework on values education. Students learnt about moral values from short stories and classic stories. They were also provided with chances to live the values in authentic learning environment in CB lessons. Sharing of experiences among subjects about infusing moral values in lesson designs were done during team planning sessions and subject meetings. Teachers learnt from one another and explored more effective ways of infusing moral values in lesson planning and implementation.

CB lessons were designed and implemented for P1 to P3 students from October to February. Feedbacks from teachers, students and parents were positive. Students were very engaged and learnt our core values via various team activities. Submission of the student logbook (CB Passport) was not compulsory, but the return rate was high. It reveals that students liked to share their experience in CB lessons with their teachers. Students showed their characters with core values and when they discussed and included opinions of every member in their own team. CB lessons provide an authentic environment to build good characters for students. It is suggested that CB lessons can be continued and further enhanced by expanding the team and modifying the lesson plans and designs in the coming year.

“Appreciation” was the theme of the year. It was promoted through Assemblies, Firefly Scheme and other related activities. All classes made class posters and class videos corresponding to the theme. All class posters were posted on the board on G/F for parents to understand more about their children’s classes. Class teachers and students were invited to share their class posters during morning assemblies and life education assemblies so that all students understood the expectations of class teachers and their corresponding class goals. The class videos were played during lunch time and uploaded to “Microsoft Stream” for parents to watch. Teachers and students enjoyed the process of making the class videos. As activities like producing class videos were mostly welcomed by students and parents, this kind of activities can be considered to repeat next year.

Policies were reviewed to align with the approach. The dismissal arrangements were revised to ensure student safety. Yet we also put convenience for parents in consideration. By observation and informal conversation with parents, they welcomed the new dismissal policy which was convenient for them. The conduct grade policy was also revised for P1 students so as to align with the 6 core values. Good characters, especially the core values (Responsibility, Integrity, Care, Respect, Perseverance and Commitment), are progressively developed among students through formal, informal and hidden curriculum.

To support students with special educational needs and academically low achievers (ALAs), we had put extra resources to adapt small group teaching for certain subjects in P.1 to P.4. A total of nine small groups were arranged in 2019-2020. Also, after-school programmes on emotion and behaviour were organised to support their social-emotion development. During the pandemic, online group sessions were arranged for these students to support their emotional and learning needs. We also kicked off the Senior Ambassador Scheme to support ALAs in Key Stage 1. A total of 75 ambassadors from Key Stage 2 were recruited to support their fellow schoolmates in learning. The

ambassadors not only consolidated knowledge learnt, but also experienced the joy of helping others learn. Further enhancement can be done in the training of facilitation skills of the ambassadors.

2. To enhance the sense of belonging of students and staff

The school participated in Edmodo training and sharing. We were awarded “Edmodo Ambassador School” and advanced into the second round of the Outstanding Teaching Award in Moral Education (第四屆品德教育傑出教學獎).

The inter-class and inter-house competitions started in September. Students showed a strong sense of belonging to their own class and house by cheering for their class or house and playing hard in the games. Students could build good characters in an authentic environment in competitions. These competitions have been conducted since 2017 and have gradually become a regular practice.

Activities such as “Secret Angel”, Christmas celebration and year-end social gathering have become a usual practice and helped build positive relationship among staff members. In order to enhance the sense of belonging among our staff, a new house T-shirt for all staff was designed by the VA teachers, and all staff can wear the new T-shirt for school / house activities. Team building activities for teachers were also held to enhance the sense of belonging among all staff.

Reflection

From the data of APASO result part 2 “Independent Learning Capacity” and part 7 “Learning Competence”, it shows that our students are relatively high performing on their learning abilities compared to the overall mean of Hong Kong.

From the data of APASO result part 5 “Motivation”, the data trend of Q.17-21 “Praise”, it shows a positive trend of increment of “Praise” and a comparable high score from the overall mean of Hong Kong, ranging from a difference of 0.09 to 0.49. For example, data proves that “Praise from teachers” (Q17: 2.87 over the norm of 2.51) and “Praise from friends” (Q18: 2.93, which is 0.49 above the norm 2.44) for their good school work are important to our students. Students also work best when they are praised (Q19) with an average mean of 2.89, which is 0.39 higher than the norm reference 2.60. It indicates that our school is having positive performance on enhancing the theme of the year “Appreciation”.

Our school aims to develop both academic abilities and good characters for our students. We would like to develop a distinctive school culture through the development of positive education. The above data shows that we are on the right track of nurturing a distinctive school culture through the development of character education.

We will continue with the existing successful practice in the coming years. We will further enhance Character Building at the school level, curriculum level and class level. Programmes will also be developed to engage students, parents and teachers in Character Building.

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

Achievements

1. To develop teachers to be life-long learners and teacher leaders, and be able to serve

Teachers participated in external workshops, for instance, the Edmodo Certified Trainer training and Jockey Club British Council Core Skills for Life Programme, etc. During class suspension, teachers who attended the Edmodo training were invited to be speakers to share their experiences with other teachers in seminars. They also provided in-house training and support on e-learning to other teachers during the class suspension period. The training allows teachers to be more confident in using different e-tools to conduct lessons.

2. To nurture students to become compassionate individuals

Students learn to care for others through different programmes. Everyone took part in the Firefly Scheme. Students got chances to care for their buddies through the Buddy System. They learnt about team spirit in different house games and competitions. Although some programmes like service learning could not be conducted as usual due to class suspension, our students still showed care to one another through online class teacher sessions and Character Building lessons, they also gave positivity to the community through the online project 'FightingVirusMakesMe...'. Students, parents, teachers from our school and our partners shared positivity and support to one another in this difficult time.

3. To build in a caring force among parents in collaboration with school to serve the community

The parent volunteer team was set up at the beginning of the school year. 300 parents joined the team in serving the school or community. 60 members of the team served the community in the school year:

I. Sharing on selection of Primary school

Date: 7/9/2019 (Saturday)

Time: 10:00am – 12:00nn

Audience: Parents of Buddhist Chi Kwong Kindergarten

Aim: Share some ideas to select the best fit primary school for their child

II. There were 50 families participated home visits to the elderly and low-income families on 10/11/2019. Food and warm clothing were delivered to those in need with love and care.

III. Our parents took part in the Chinese New Year Funfair at Gigamind Kindergarten on 18/1/2020 from 9:15am-12:00nn. The aim was to allow students and parents of the kindergarten to have a better understanding of primary schooling.

Much appreciation was given to the parents that were able to set good examples by taking part in those events. Students learn to build good characters from their parents as well as in school.

4. To share our resources and good practices with the community (e.g. through Community Hub), and build up a strong collaborative network with the society

Despite the fact that most face-to-face programmes had to be cancelled due to the pandemic, our Community Hub arranged a few projects to engage the community and to stay connected with everyone. To bring hope to the community, we organised 'Loving Home, Loving TY' - a parent-child visual art competition which attracted more than 300 participants from different kindergartens

in Tuen Mun, Yuen Long and Tin Shui Wai. To connect with our students during class suspension, we produced three Character Dance videos to promote our school motto – Wisdom, Faith, Love. Students could experience going to school in a different way through the lens of the camera. Although classes were suspended, we still engaged our parents through online parent workshops co-organised with TWGHs.

Reflection

Due to the social unrest and the COVID-19 pandemic in the school year, we had to come up with new plans to stay connected with the community. It was a challenging yet rewarding year as we could feel the support from different stakeholders in the community. As there are still uncertainties in the coming year, we will plan programmes in a blended mode so that we can provide our students with ample opportunities to serve the community under all circumstances.

A. Our Learning and Teaching

The review in 2019-2020 showed that our students demonstrated some self-directed learning strategies and the habit of using e-learning tools and platform has been promoted according to the APASO results and e-learning usage reports. With accumulated experiences of using e-learning tools and platform attained by teachers and students over the years, the integration and application of e-learning in different subjects can be further enhanced towards the goal of promoting students to be self-directed learners.

B. Support for Student Development

A positive school culture has gradually built via formal, informal and hidden curricula this year. The teacher is the key person to influence students' growth, and that is why we value the contributions and place high emphasis on the achievement of teachers. The sense of belonging of teachers is highly enhanced through the direct supervisor system, Voice of the Teacher, the new design of the house T-shirt, etc. The implementation of Character Building Lessons, Language Arts and Picture Book is a great success to nurture students' growth with good characters and they will be continued in the coming years.

C. Student Performance

Our P6 students took part in the Secondary School Places Allocation for allocation of Secondary 1 places. 93.5% 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 51 different secondary schools in which 51.3% were admitted to Direct Subsidy Secondary Schools, 43.5% were admitted to Government-aided schools and 5.2% were admitted to Government schools.

D. Non-academic Performance

We value not only academic performance, but also expect students to be well-mannered, pleasant, collaborative and confident. Due to the outbreak of COVID-19 in January 2020, a lot of inter-school competitions were cancelled. However, we won a lot of individual championship titles in the past, (e.g. overall champion in inter-school swimming gala, athletics meets) and champion in individual sport games, gymnastics, table tennis, fencing, etc. We aim to optimise the learning opportunities for all students through participating in various competitions and activities. Details can be found on the school website under 'Achievement'.

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 skills 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 inter-house competitions and house gatherings so that relationships between buddies and between students and house teachers would be gradually built up, which would also enhance students' sense of belonging to the school.

To further develop our students into life-long learners, wise decision-makers, responsible citizens and moral leaders, our school will focus on the following areas in the coming 3 years:

- Inculcate positive values in students through character building
- Pursue academic excellence by increasing student ownership of learning and enhancing learning effectiveness
- Continuously improve and sustain school development by enhancing leadership capacity

W F JOSEPH LEE PRIMARY SCHOOL
Reporting DSS Schools' Annual Financial Position
Financial Summary for the 2018/2019 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)	79.3%	N.A.
School Fees	N.A.	19.1%
Donations, if any	N.A.	N.A.
Other Income, if any	0.5%	1.1%
Total	79.8%	20.2%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	69.9%	
Operational Expenses (including those for Learning and Teaching)	13.6%	
Fee Remission / Scholarship ¹	2.1%	
Repairs and Maintenance	1.8%	
Depreciation	7.6%	
Miscellaneous	5.0%	
Total	100%	
Surplus for the School Year #	1.7 months of the annual expenditure	
Accumulated Surplus in the Operating Reserve as at the End of the School Year #	11.0 months of the annual expenditure*	
# in terms of equivalent months of annual overall expenditure		

*It excludes 1.9 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) (2019-2020)

CEG total amount:

Carried forward	\$0
Grant Received	<u>\$1,028,755</u>
Total Income	\$1,028,755

Use of CEG:

Multiple Intelligences courses	\$690,300
Employment of IT Technical Support Service	<u>\$144,883</u>
Total Expenditure	\$835,183

**Life-wide Learning Grant
Report on the Use of the Grant
2019-2020 School Year**

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Category 1	To organise / participate in life-wide learning activities											
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises, thematic learning day)											
Science	P1 & P3 students visit The Hong Kong Zoological and Botanical Gardens and HK Wetland Park respectively.	<p><u>P1</u> To deepen students’ understanding of animals and plants.</p> <p><u>P3</u> To understand the importance of natural ecology and protecting the environment.</p>	23-29/4/2020	P1-4 (Local excursion)	Due to COVID-19, the classes were suspended	\$150,000	COVID	✓	✓			

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
GS	P2 & 4 students visit fire station and Ping Shan Heritage Trail respectively.	<u>P2</u> 1. To deepen students’ understanding of fire stations. 2. To recognise the importance and contribution of firefighters in our community. <u>P4</u> 1. To understand the history and culture of Hong Kong. 2. To understand the living environment and life of early Hong Kong residents.	23-29/4/2020	P1-4 (Local excursion)	Due to COVID-19, the classes were suspended	\$13,720	COVID	✓				
			Expenses on Item 1.1			\$163,720						
1.2	Local Activities: 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. activities on multiple intelligences; physical, aesthetic and cultural activities; leadership training; service learning clubs and societies; school team training; uniformed groups; military camps)											

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
—	P1- P4 students help to clean the school campus, clean our community and they deliver love and care to the community.	To let students love the campus and know the community.	26-29/4/2020	P1-4	Due to COVID-19, the classes were suspended	\$0			✓			

Expenses on Item 1.2 \$0

1.3	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons											
GS	P5 students go to Guangzhou / Hong Kong to conduct a modern China study.	1. To learn the history of war, especially the history of the Opium War and the revolution of 1911 which influenced the country and Hong Kong. 2. Visit Mr. Sun Yat-sen's memorial site to learn about his	27-29/4/2020	P5 (Overseas excursion)	Due to COVID-19, the classes were suspended	\$0		✓				

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
		revolutionary achievements and his contribution to the country. 3. Visit a primary school to promote mutual understanding and establish friendship.										

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Science	P6 students go to Singapore for an environmental technology tour	<ol style="list-style-type: none"> 1. To understand how the local area slowly evolves from a city to a green sustainable city. 2. To learn about how green buildings can save energy and reduce carbon, and learn about energy-saving industries and business opportunities. 3. To recognise Singapore's recycling water policy and the development of green buildings. 4. To observe the innovative green buildings and the achievements of special 	26-29/4/2020	P6 (Overseas excursion)	Due to COVID-19, the classes were suspended	\$0		✓				

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
		reconstruction.										
						Expenses on Item 1.3	\$0					

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
1.4	Others											
Student activities	We hold an outing in November every year. We invite parents to accompany their child to attend and enjoy a happy parent-child time together. The outing allows students to stretch their muscles, appreciate the natural scenery and relax the intense learning mood.	1. Let students experience group life and learn how to get along with each other. 2. Let students relax their mind and body. 3. Let students reach and appreciate the natural scenery and broaden their horizons.	7/11/2019	P1-6	The weather was fine that day. Teachers led students to play different games, and students played badminton, took pictures, played football and so on. Everyone enjoyed the day out.	\$34,348	E2		✓			

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Music	We will have an annual concert and share the joy of music with our schoolmates, teachers, staff and parents.	1. Let students understand the concert etiquette. 2. Let students enjoy and appreciate music.	7/4/2020	P1-6	Due to COVID-19, the classes were suspended	\$0				✓		
PE	We hold the Sports Day every year. We invite P1- P2 parents to join the competition with their child. Moreover, we have teacher-student competition. It promotes communication between teachers and students.	1. To build team spirit, sense of belonging and cooperation of students.	27/3/2020	P1-6	Due to COVID-19, the classes were suspended	\$0				✓		
						Expenses on Item 1.4	\$34,348					
						Expenses for Category 1	\$198,068					

Domain	Item	Purpose	Actual Expenses (\$)
Category 2	To procure equipment, consumables or learning resources for promoting LWL		
STEM	N/A	N/A	\$0
PE	N/A	N/A	\$0
Arts	N/A	N/A	\$0
Others	N/A	N/A	\$0
		Expenses for Category 2	\$0
		Expenses for Categories 1 & 2	\$198,068

*: Input using the following codes; more than one code can be used for each item.

Code for Expenses			
E1	Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)	E6	Fees for students attending courses, activities or training organised by external organisations recognised by the school
E2	Transportation fees	E7	Purchase of equipment, instruments, tools, devices, consumables
E3	Fees for non-local exchange activities / competitions (students)	E8	Purchase of learning resources (e.g. educational softwares, resource packs)
E4	Fees for non-local exchange activities / competitions (escorting teachers)	E9	Others (please specify)
E5	Fees for hiring expert / professionals / coaches	COVID	Fees chargeable under the one-off measure to pay the expenses incurred from the cancellation of learning activities due to the COVID-19 outbreak

Number of Student Beneficiaries

Total number of students in the school:	930
Number of student beneficiaries:	930
Percentage of students benefitting from the Grant (%):	100%

Contact Person for Life-wide Learning (Name & Post):

Ms Li Ming Wai Janice
Head of Life-wide Learning

Report on the Use of the Student Activities Support Grant
2019-2020 School Year

I. Financial Overview

A	Allocation in the Current School Year:	\$6,125+\$7,175
B	Expenditure in the Current School Year:	\$2,920
C	Unspent Amount to be Returned to the EDB (A – B):	\$10,380

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	N/A	\$0
Full-grant under the School Textbook Assistance Scheme	36	\$1,440
Meeting the school-based financially needy criteria	37	\$1,480 (capped at 25% of the total allocation for the school year)
TOTAL	73	\$2,920 (Remark: This item should be equal to the "Expenditure in the Current School Year" in Part I B)

III. Details of Expenses

Details of Expenses									
Domain	Brief Description of the Activity	Expenses (\$)	Person Times of Student Beneficiaries ²	Essential Learning Experiences					
				(Please put a ✓ in the appropriate box(es); more than one option can be selected)					
				I	M	P	S	C	
				I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences					
1.1	Local activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises)								
Science	P1 & P3 students visit The Hong Kong Zoological and Botanical	\$0	0	✓	✓				

² Person times of student beneficiaries in this column refers to the sum of student beneficiaries participating in each activity, i.e. a student beneficiary participating in more than one activity can be counted more than once.

Domain	Brief Description of the Activity	Expenses (\$)	Person Times of Student Beneficiaries ²	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				I	M	P	S	C
				I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
	Gardens and HK Wetland Park respectively.							
GS	P2 & P4 students visit fire station and Ping Shan Heritage Trail respectively.	\$0	0	✓				
	Expenses on Item 1.1	\$0						
1.2	Local activities: To subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them (e.g. activities on multiple intelligences; physical, aesthetic and cultural activities; leadership training; service learning; clubs and societies; school team training; uniformed groups; military camps)							
—	P1- P4 students help to clean school campus, clean our community and they deliver love and care to the community.	\$0	0		✓			
	Expenses on Item 1.2	\$0						
1.3	Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions							
GS	P5 students go to Guangzhou / Hong Kong to conduct a modern china study.	\$0	0	✓				
Science	P6 students go to Singapore for an environmental technology tour	\$0	0	✓				
	Expenses on Item 1.3	\$0						
1.4	To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities							
—	N/A	N/A	N/A					
	Expenses on Item 1.4	N/A						
1.5	Others							
Student activities	We hold an outing in November every year. We invite parents to	\$2,920	73		✓			

Domain	Brief Description of the Activity	Expenses (\$)	Person Times of Student Beneficiaries ²	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				I	M	P	S	C
				I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
	accompany their child to attend and enjoy a happy parent-child time together. The outing allows students to stretch their muscles, appreciate the natural scenery and relax the intense learning mood.							
Music	We will have an annual concert and share the joy of music with our schoolmates, teachers, staff and parents.	\$0	0			✓		
PE	We hold the Sports Day every year. We invite P1 - P2 parents to join the competition with their children. Moreover, we have teacher-student competition. It promotes communication between teachers and students.	\$0	0			✓		
	Expenses on Item 1.5	\$0						
1.6	To pay the expenses incurred from the cancellation of learning activities due to the COVID-19 outbreak under the one-off measure							
—	N/A	N/A	N/A					
	Expenses on Item 1.6	N/A						
	Total	\$2,920	73					

Ms Li Ming Wai Janice
 Contact Person for Life-wide Learning (Name & Post): Head of Life-wide Learning