



# 2020-2021

## W F Joseph Lee Primary School Annual School Plan



# 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.

## Objectives (2020 - 2021)

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

Target	Strategies	Success criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1.1 To strengthen teacher-student rapport	1.1.1 To enhance teachers' understanding and develop skills on teacher-student relations building  1.1.2 To provide platforms for social connection between teachers and students	At least 80% of the items have increased in mean in comparison to the data from the past three years and the overall mean of HK in APASO Part 1 : Attitudes To School - Teacher-Student Relationship  For SHS evaluation items on "stakeholders' views on school climate", an average mean of 4.0 is to be expected as the achievement standard	Data collected from APASO Part 1 : Attitudes To School "Social Integration" and "Teacher-Student Relationship"  Data collected from SHS: "Teachers', Students' and Parents' views on school climate"	Whole year	Head of Student Support and School Ethos	
1.2 To align key stakeholders' values (parent, student, teachers, partners) with the school's values	1.2.1 To enhance key stakeholders' understanding of the school's values  1.2.2 To review school policies to align with our core values	At least 80% of items have increased in mean with reference to the data collected from the past three years and higher than the HK	Data collected from APASO Part 8 : Values  Data collected from SHS: "My views on support for student	Whole year	Head of Student Support and School Ethos	

Target	Strategies	Success criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
		average norm in APASO Part 8 : Values  For SHS, all evaluation items should have an average of 4.0 or above.	development” – Teachers’ item 49 “The school actively helps students develop correct values.”; students’ item 19 “The school actively fosters our virtues.”; and parents’ item 9 “The school can foster in my child good virtues.”			
1.3 To enrich positive daily experiences of students	1.3.1 To incorporate classroom language of core values in daily interaction with students 1.3.2 To enhance student physical, mental, and social wellbeing through purposeful school activities	At least 80% of items have increased in mean with reference to the data collected from the past three years and higher than the HK average norm (with reference to the relevant evaluation items from APASO and SHS).  At least 80% of stakeholders feel satisfied with the provision of learning opportunities for students in enriching	Data collected from SHS: “Teachers’, students’ and parents’ views on support for student development.”  Data collected from APASO part 7: Learning Competency  School self-evaluation on the provision of learning opportunities, comparing the	Whole year	Head of Student Support and School Ethos  Head of LWL	

Target	Strategies	Success criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
		their daily experiences in school.	data collected from teachers, students and parents on how much they are satisfied with these purposeful school activities			

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

Targets	Strategies	Success Criteria	Method of Evaluation	Time Scale	People in charge	Resources Required
2.1 To enhance self-directed learning through diversified learning approaches	2.1.1 To develop structured and progressive cross-curriculum theme-based learning programmes 2.1.2 To promote student reflection and a growth mindset through student portfolio 2.1.3 To engage students with technology-based learning experience for acquisition, exploration, integration and application of knowledge	At least 80% of items will have an increase in mean over the past three years and higher than the HK average mean in APASO Part 2: Independent Learning Capacity, and Part 7: Learning Competency	Data collected from APASO Part 2: Independent Learning Capacity, and Part 7: Learning Competency	Whole year	Head of L&T, Head of Student-centred Curriculum Development, Head of Digital Literacy	
2.2 To increase teachers' motivation to strive for academic excellence	2.2.1 To equip teachers with necessary skills and mindset towards pursuing academic excellence 2.2.2 To develop panel heads with strong leadership and high standard in academic excellence 2.2.3 To encourage teachers to conduct action research	Satisfactory performance from lesson observation, i.e. with a satisfaction rate of at least 90% of teachers having a rating of Level 2 or above, at least 50% of teachers attaining Level 3, and 5% achieving Level 4 (based on a 4-point scale with Level 2 as 'achieved standard')	Lesson observations from panel heads / Principal	Whole year	Head of School Development	

Targets	Strategies	Success Criteria	Method of Evaluation	Time Scale	People in charge	Resources Required
2.3 To reform curriculum to keep abreast with the challenges of the 21 <sup>st</sup> century	2.3.1 To enhance school-based curriculum framework corresponding to the competencies required for the 21 <sup>st</sup> century  2.3.2 To promote diversified modes of assessment corresponding to the knowledge, skills, values and attitudes required for the 21 <sup>st</sup> century	Completion of the school-based curriculum development cycle as planned, with a satisfaction rate of over 80% of teachers indicating that the curriculum reform has achieved its aim	Curriculum review from panel heads / Principal, using a school-based designed questionnaire to evaluate the effectiveness of the curriculum development in a yearly basis	Whole year	Head of L&T, Head of Student Assessment	

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

Target	Strategies	Success criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
3.1 To enhance senior leaders' and middle managers' capacity	<p>3.1.1 To train senior leaders and middle managers with visionary and strategic mindset on school leadership and future development</p> <p>3.1.2 To strengthen the people management skills of senior leaders and middle managers</p>	<p>Feedback collected after each completed workshop and programme, e.g. over 80% of participants felt satisfied with the workshop/ programme and find the workshop/ programme useful after attending</p> <p>Refer to SHS evaluation items A-E from "Teachers' views about the school" where nearly all items (95% or above) are over the average norm and 60% of which are over an average mean of 4</p>	<p>Staff development programmes and workshops for senior leaders and middle managers with evaluation questionnaire</p> <p>Making use of SHS evaluation items A-E from "Teachers' views about the school" as one of the methods of evaluation</p>	Whole year	Head of School Development	
3.2 To build school capacity through community support	3.2.1 To build a professional network with the community	To have a good participation rate of community service activities: all	Number of community service events and the	Whole year	Head of Partnership & Community	



Target	Strategies	Success criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	3.2.2 To build a community serving culture among teachers	teachers and students should have served the community for at least two times, and the feedback from self-evaluation questionnaire should show that at least 80% of participants are satisfied with taking part in the service	participation number of our staff and students; and a school-based evaluation questionnaire to collect feedback from the stakeholders involved		y Developm ent	
3.3 To enhance student leadership capacity	3.3.1 To identify and define the quality attribute of moral leaders 3.3.2 To enhance teachers' facilitation skills to develop student leadership skills 3.3.3 To cultivate student as a moral leader with the necessary leadership skills in different platforms	Good scoring on Stakeholder Survey of corresponding questions: Teachers and students should have a mean score close to or over 4.0 in a 5-point Likert scale, and the data should be comparable with the data collected from the past three years. All students should have at least a chance to exercise their leadership in the school or their own classroom.	Data of Stakeholder Survey – Part B: Teachers' views about the school – item 47 & Part C: Students' views about the school – item 17	Whole year	Head of School Developm ent	



## Plan on Use of Capacity Enhancement Grant (CEG)

No. of operating classes: 30	CEG total amount: \$1,033,977	Total expenditure: \$949,884
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Means by which teachers have been consulted: via staff meetings

Areas of concern	Strategies	Benefits Anticipated	Time scale	Resources required	Success Criteria	Methods of Evaluation	Person Responsible
Cultivating students' multiple intelligences	To employ outside experts to run co-curricular activities within school hours	More opportunities for students to explore their potential	From Sept 2020 onward for 1 year	Total: \$668,304	1. 80% of students enjoy the MI courses and acquired the skills that match with their talent or interest.  2. Outstanding learning performances in individual areas can be formed.	1. Feedback from Teachers  2. Evaluation report on student performance in MI courses	1. Principal  2. Teacher-in-charge of 'Multiple intelligences' (MI) courses
Raising teaching effectiveness	To employ an IT staff to provide technical support in the use of IT in teaching and learning	Reduce teachers' workload regarding the preparation of IT teaching materials on technical level		Total: \$281,580	1. More application of IT in teaching and learning: At least 80% of staff are applying IT in their teaching and learning practice. Feedback from teachers shows that 80% teachers feel satisfied in the application of IT process.	1. Teachers' Feedback  2. Quality of IT teaching material	1. Subject Teachers  2. IT Panel Head

**Life-wide Learning Grant  
Plan on the Use of the Grant  
2020-2021 School Year**

**Declaration:** We understand clearly the principles on the use of the Life-wide Learning Grant and, after consulting teachers on the allocation of the resources, plan to deploy the Grant for promoting the following items.

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and estimated number of participants)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated 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>	29-31/3/2021	P1-4 (Local excursion)	Relevant worksheet designed showing how much students have learnt through the visit	\$14,000	✓	✓			

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and estimated number of participants)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated 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 the 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	29-31/3/2021	P1-4 (Local excursion)	Relevant worksheet designed to show that students can master what they have observed and learnt in the visit	\$13,000	✓				
		<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									
			Sub-total of Item 1.1			\$27,000					

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and estimated number of participants)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated 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				
1.2	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)										
—	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.	29-31/3/2021	P1- P4	A tailor-made questionnaire to evaluate on how students have reflected on service learning	\$10,000		✓		✓	
			Sub-total of Item 1.2			\$10,000					
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 Opium War and the revolution of 1911 which influenced the country and Hong Kong. 2. Visit Mr. Sun Yat-sen's	29-31/3/2021	P5 (Overseas excursion)	Individual or group projects with high quality to be completed by	\$139,500	✓				

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and estimated number of participants)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
		<p>memorial site to learn about his revolutionary achievements and his contribution to the country.</p> <p>3. Visit a primary school to promote mutual understanding and establish friendship.</p>			students after the excursion						
Science	P6 students go to Singapore for an environmental technology tour.	<p>1. To understand how the local area slowly evolves from a city to a green sustainable city.</p> <p>2. To learn about how green buildings can save energy and reduce carbon, and learn about energy-saving industries and business opportunities.</p> <p>3. To recognise Singapore's recycling water policy and the development of green</p>	28-31/3/2021	P6 (Overseas excursion)	Green building model – a group or individual project completed by students after the excursion	\$704,000	✓				

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and estimated number of participants)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated 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				
		buildings 4. To observe the innovative green buildings and the achievements of special reconstruction.									
			Sub-total of Item 1.3			\$843,500					
1.4	Others										
Student activities	We hold an outing in January this year. We invite parents to accompany their children to attend and enjoy a happy parent-child time together. An outing in the woods or countryside 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.	21/1/2021	P1-6	Relevant questionnaire designed to evaluate how much students have learnt and whether or not they are satisfied with the activities	\$50,000		✓			



Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and estimated number of participants)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated 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 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.	7/5/2021	P1-6	Relevant questionnaire designed to collect feedback from various participants	\$200,000			✓		
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.	1. To build team spirit, sense of belonging and cooperation of students. 2. To tap the potential of students in track and field.	30/4/2021	P1-6	Relevant questionnaire designed to collect feedback from all participants	\$5,000			✓		
PE	We will have a swimming gala this year. Let students show their learning outcomes.	1. To build team spirit, sense of belonging and cooperation of students. 2. To develop students' potential to their full in swimming.	18/6/2021	P1-6	Relevant questionnaire designed to collect feedback from all participants	\$5,000			✓		
Sub-total of Item 1.4						\$260,000					

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and estimated number of participants)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated 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				
			Estimated Expenses for Category 1		\$1,140,500						

Domain	Item	Purpose	Estimated Expenses (\$)
Category 2	To procure equipment, consumables or learning resources for promoting life-wide learning		
STEM	N/A	N/A	\$0
PE	N/A	N/A	\$0
Arts	N/A	N/A	\$0
Others	N/A	N/A	\$0
		Estimated Expenses for Category 2	\$0

Domain	Item	Purpose	Estimated Expenses (\$)
		Estimated Expenses for Categories 1 & 2	\$1,140,500

#### Estimated Number of Student Beneficiaries

Total number of students in the school:	929
Estimated number of student beneficiaries:	929
Percentage of students benefitting from the Grant (%):	100%

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

## 2020-2021 Promotion of Reading – Annual Plan

### I. Work Plan

Objectives	Strategies	Success criteria	Methods of evaluation	Time scale	People in charge	Resources needed
To enhance self-directed learning through diversified learning approaches	● To support cross-curriculum theme-based learning programmes	At least 80% of items will have an increase in mean over the past three years and higher than the HK average mean in APASO Part 2: Independent Learning Capacity – “Academic Initiation”	Data collected from APASO Part 2: Independent Learning Capacity	Term 2	Panel heads, Teacher Librarian	Readers
	● To support subject panel members in resources to conduct project learning	At least 70% of stakeholders agree that the resources enhance the effectiveness of learning and teaching	School self-evaluation on the effectiveness of project learning	Whole year	Panel heads, Teacher Librarian	Readers, library webpage
	● To support students to look for online resources with technology	At least 70% of stakeholders are satisfied with the borrowing and returning services	School-based questionnaire	Whole year	Teacher Librarian	Readers, library webpage
	● To promote reading through Reading Channel	At least 70% of stakeholders are satisfied with the activities and agree that the activities enhance their interest in reading	School-based questionnaire	Term 2	Teacher Librarian	Readers
To align key stakeholders’ values with the	● To support the Chinese Department to promote reading and enhance the appreciation of Chinese literature	At least 75% of stakeholders are satisfied with the activities and	Reading Log	Term 2	Chinese and English teachers, Teacher	Students’ readers

school's values		agree that the activities promote positive attitude in their daily life			Librarian	
	● To train student librarians to serve their fellow schoolmates	At least 80% of student librarians attain 40 service stamps and 'satisfactory' in their services	Student librarian service logbook	Whole year	Teacher Librarian and library assistant	Student librarian service logbook

## II. Budget

Items	Purpose	Description	Category	
			Fixed asset ( \$ )	Consumables ( \$ )
1.	Books for library and teachers' reference books	Readers	\$65000	/
2.	Reading related activities	Stationery, honorarium for writers, etc.	\$5000	
3.	Classroom library	Magazines	/	\$61000
4.	Book wrapping and stationery	Stationery	/	\$14000
5.	Reading scheme	Prizes for students	/	\$5500
6.	Activities for student librarians	Snacks for student librarian annual meeting (around \$10 per student, a total of 75 student librarians)	/	\$750
Sub-total			\$70000	\$81250
Total			\$151250	

