W F Joseph Lee
Primary School

Annual School Plan

2023-2024

Harmony brings family prosperity, Cohesion makes a nation wealthy.

(1) Our School

Our Philosophy

"Harmony brings a family prosperity, cohesion makes a nation wealthy."

We believe every student is unique, valuable and able to learn. We want our students to undergo a comprehensive and cohesive system of primary education and develop into confident persons with Wisdom, Faith and Love.

We believe the overall aim of education is to enable every child to attain whole-person development. It is only through the integration of character and values, well-being and competencies that our future generations can be properly prepared to meet challenges of the new century.

"Harmony brings a family prosperity, cohesion makes a nation wealthy." By being good and doing good for others and the community, we are responsible and capable of taking part in building a harmonious and prosperous society. Education is thus about nurturing both the mind and heart of a person who shoulders the responsibility for creating a better world.

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; and
Our society as a safe harbour where it is harmonious and prosperous for us to live and work in.

Our Mission

To strive to provide a safe, comfortable and caring environment that supports students' well-being and develops students into confident, competent and compassionate individuals.

To provide students with ample learning opportunities to lay a sound foundation for developing their capabilities in multiple areas.

To develop students to their fullest potential in the moral, intellectual, physical, social, aesthetic, affective and spiritual domains.

To equip students with cognitive skills, social and emotional skills, as well as life skills necessary for independent learning, decision-making and problem solving.

To engage and empower our teachers, staff, parents and other stakeholders to support a student-centric education approach in terms of moral, academic and talent development of our young.

Major Concerns

1. Building students' positive character and values through social and emotional development

2. Achieving learning and teaching excellence through advancement in education technology

3. Serving the community through collaboration with stakeholders and partners

Annual School Plan (ASP)

1. **Major Concern 1: Building students' positive character and values through social and emotional development**

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
1.1 To implement a comprehensive SEL (Social and Emotional Learning) curriculum	1.1.1 Teacher Professional Development on SEL: ● Provide introductory workshops on SEL, focusing on its importance, key principles, and benefits for students. ● Offer training sessions on core SEL competencies, such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. 1.1.2 Integration into the Academic Curriculum: ● Conduct a needs assessment to understand the current state of SEL integration in the academic curriculum. ● Collaborate with subject teachers to identify opportunities for integrating SEL principles into existing lessons. ● Identify specific subjects to integrate SEL.	80% of teachers agree that they have increased understanding and practice of SEL Over 25 % of integrated lessons or activities incorporate SEL principles and skills in identified subjects. Over 25 % of subject teachers actively collaborate with the SEL team to identify integration opportunities.	● Teacher observation ● SHS ● APASO ● Workshop surveys ● School-based questionnaires	Whole year	Assistant Principal (Learning & Teaching) Head of Professional Development	Collaboration with external partners

| 1.2 To establish a positive and supportive school climate | 1.2.1 Positive Behaviour Reinforcement:
 • Establish a committee or task force comprising administrators, teachers, support staff, and students to guide the implementation of a positive behaviour reinforcement system.
 • Conduct a thorough review of existing behaviour management practices and policies to identify areas for improvement and alignment with the new system.
 • Develop a comprehensive communication plan to inform teachers, students, and parents about the purpose, benefits, and expectations of the positive behaviour reinforcement system.
 • Introduce the system to teachers and provide professional development sessions on effective strategies for acknowledging and reinforcing positive behaviour. | At least 80% of items have increased in mean with reference to the data collected from the past year (with reference to the relevant evaluation items from APASO and SHS). | • Teacher observation
 • SHS
 • APASO
 • School-based questionnaires | Whole year | Assistant Principal, School Development and Student Affairs

 Head of School Ethos and Climate

 Head of Guidance and Discipline

 Head of Character Building | |
| | 1.2.2 Conflict Resolution and Practising Harmony:
 • Conduct a needs assessment to identify the current state of conflict resolution practices within the school and the specific areas that require improvement. | | | | | |

	● Provide professional development opportunities for teachers and staff on conflict resolution strategies and the principles of active listening, empathy, and problem-solving. Introduce conflict resolution skills and restorative practices to students through age-appropriate lessons, activities, and role-playing exercises. ● Create a positive and inclusive school climate that encourages open communication, empathy, and respect among students and staff.					
1.3 To engage parents and caregivers in character-building initiatives	1.3.1 Parent Education Workshops and Involvement Programmes: ● Collaborate with school counsellors, psychologists, or other professionals with expertise in character development and social-emotional skills to conduct parent orientation sessions or workshops to introduce parents to the school's character education framework, the importance of SEL, and strategies for reinforcing character values and social-emotional skills at home.	More than 70% of parents are involved in their child's education, such as attending parent-teacher conferences, volunteering in the classroom, and participating in school events.	● Event records ● SHS ● Parent feedback		Head of School Development Head of Student Support Head of NSE, Communications & Events Head of Partnership and Community Development	

	● Promote the workshops through various communication channels, such as newsletters, social media, and parent-teacher conferences, to encourage maximum participation and engagement.				Assistant Parent Engagement Manager
	1.3.2 Home-School Communications: ● Evaluate existing communication channels where parents can access information about the school's character education initiatives, social-emotional learning (SEL) activities, and available resources. ● Conduct a survey or needs assessment to gather input from parents regarding their interest in participating in character-building initiatives and their preferred areas of involvement.				

2. **Major Concern2: Achieving learning and teaching excellence through advancement in education technology**

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
2.1 To enhance digital literacy through targeted teacher and student training on educational technology	2.1.1 Professional Development Workshops and Learning Circles: ● Conduct a needs assessment survey among teachers to identify their current level of digital literacy, areas of interest, and specific technology tools or skills they would like to develop. ● Offer a series of introductory workshops to build teachers' foundational knowledge of digital literacy, covering topics such as basic computer skills, internet safety, and digital communication tools. ● Provide hands-on training on commonly used educational technology tools and platforms, such as learning management systems, interactive whiteboards, and productivity software. ● Facilitate workshops on effective use of digital resources, including open educational resources, online libraries, and educational apps, to enhance instructional materials and support student learning. ● Encourage teachers to share their	30% of teachers report feeling confident about using e-learning tools to facilitate learning and teaching. At least 80% of items have pincreased in mean with reference to the data collected from the past year (with reference to the relevant evaluation items from APASO and SHS).	● Technology usage data ● Teacher evaluations ● APASO ● SHS ● Lesson Observations ● Student work	Whole Year	Assistant Principal (Learning & Teaching) Master Teacher, Digital Literacy	Budgets for eLearning, subject materials in general and professional development activities

	own experiences and best practices related to integrating technology into lesson planning and delivery, fostering a collaborative learning environment.					
	2.1.2 Student Training and Workshops: ● Introduce digital citizenship concepts to students, emphasising responsible and ethical behaviour when using digital platforms. ● Conduct workshops on online safety, teaching students about internet privacy, cybersecurity, and strategies for protecting themselves from online threats. ● Educate students on the importance of maintaining a positive digital footprint and provide guidance on managing their online presence. ● Teach students how to critically evaluate digital content for accuracy, reliability, and relevance, promoting media literacy skills. ● Organise interactive sessions where students can practise respectful and responsible communication in online environments, emphasising the importance of empathy and digital etiquette.					

| 2.2 To foster a culture of innovation | 2.2.1 Promote a Growth Mindset

● Introduce the concept of a growth mindset to teachers and students, emphasising its relevance to educational technology integration.
● Provide professional development sessions on the principles of a growth mindset and its application in teaching and learning.
● Engage teachers and students in activities that promote the understanding that failure is a valuable learning opportunity.
● Recognise and celebrate instances of risk-taking, experimentation, and innovative use of educational technology.
● Create a supportive environment where teachers and students feel comfortable sharing their ideas, taking risks, and embracing challenges. | ● At least 80% of items have increased in mean with reference to the data collected from the past year (with reference to the relevant evaluation items from APASO and SHS). | ● Teacher evaluation
● APASO
● SHS | | Vice-principal (Academic Affairs)

Assistant Principal (Learning & Teaching)

Assistant Principal, Head of School Development and Student Affairs

Head of Digital Literacy

Head of Professional Development | |

3. Major Concern 3: Serving the community through collaboration with stakeholders and partners

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
3.1 To establish community partnerships with local organisations, business, and nonprofits	3.1.1 Outreach and Networking: • Conduct a comprehensive mapping of local organisations, businesses, and nonprofits in the community. • Identify organisations that align with the school's values, goals, and areas of focus in educational technology. • Research the identified organisations to understand their mission, objectives, and potential areas of collaboration. • Develop a database or directory to organise and manage the information on potential partners. • Create a communication plan to reach out to the identified organisations and initiate the partnership development process.	Feedback collected after each completed workshop or project, over 80% of participants feel satisfied with the workshops/ project and find the workshops/ project useful after attending	• APASO • SHS • School-based questionnaires • Teacher observation • Student work	Whole Year	Head of School Development Vice-principal (Academic Affairs) Head of Life-wide Learning Head of Administration	External partners

	3.1.2 Collaborative Projects:					
	● Conduct a needs assessment within the school community to identify areas where collaborative projects can have a positive impact. ● Research and identify potential community partners, such as local organisations, businesses, nonprofits, or government agencies, that align with the identified needs and goals. ● Establish communication channels with the potential partners to explore collaboration opportunities and discuss mutual interests. ● Evaluate the resources, expertise, and support that each partner can contribute to the collaborative projects. ● Select a pilot project that best aligns with the identified needs and resources of both the school and the community partner.					

| 3.2 To involve students in community engagement activities | 3.2.1 Implement structured service-learning programmes:
● Invite and collaborate with a community partner on regular service-learning
● Review existing service learning practices and identify areas for improvement.
● Identify community partners that align with the school's values, goals, and areas of focus in community services.
● Collaborate with the selected community partner to design and develop the service learning programme in detail. | At least 80% of students report feeling engaged and motivated in their commitment in addressing community needs

At least 80% of students demonstrate a stronger sense of social responsibility and civic engagement, as evident in their participation in service-learning projects and their commitment to addressing community needs | | | Assistant Principal (School Development and Affairs)

Head of School Ethos and Climate

Head of Service Learning & Leadership Development | External partners |

2023-2024 Annual Plan
Promotion of Reading Across the Curriculum

I. Objectives

1. To support students in learning to read and reading to learn
2. To create a conducive reading environment
3. To promote character building and positive education
4. To cooperate with the development of various subjects and support cross-curricular collaboration projects

II. Work Plan

Objectives	Strategies	Success criteria	Methods of evaluation	Time scale	People in charge	Resources needed
To support students in learning to read and reading to learn	• To educate students on different types of reading genres • To introduce and educate students the Six Thinking Hats reading mindset • Educating students to acquire knowledge in different subjects through reading newspapers	• Reading lessons are conducted on different genres • Reading lessons are conducted on Six Thinking Hats reading mindset • Students can connect knowledge from different subjects through the production of thematic newspapers	School work during reading lesson	Whole year	Teacher Librarian Student librarian	Library books
To create a conducive reading environment	• To organise an on-campus book fair on Learning Feedback Day • To promote World Book Day by organising different reading activities • To involve student librarians in book promotion activities	• Elicit positive feedback from parents and students • Hold at least two book promotion activities on World Book Day	Book fair Book promotion activities	Learning Feedback Day World Book Day	Teacher Librarian Student librarian Exhibitors	Library books Gifts

Objectives	Strategies	Success criteria	Methods of evaluation	Time scale	People in charge	Resources needed
To promote character building and positive education	• Through training of school librarians to promote servanthood, responsibility and care for the school. • To educate students on library etiquettes to promote responsibility and care for the school	• Student librarians are able to share what they have learnt that year through reflective questions. • Students able to identify good and bad etiquettes during reading class	Reflective questions Reading lesson materials	Whole year	Teacher Librarian Reading teachers	
To cooperate with the development of various subjects and support cross-curricular collaboration projects	• To provide learning and teaching resources for cross-curriculum theme-based learning programmes • To facilitate the ordering of books and magazines for various forms	• Elicit positive feedback from teachers	Various communication channels	Whole year	Panel heads, Teacher Librarian	

2023-2024 Plan on the use of the Promotion of Reading Grant

Items	Purpose	Description	Estimated Expenses
1.	**Books for library and teachers' reference books**	**Readers**	**$65000**
2.	**Reading related activities**	**Stationery, honorarium for writers and prizes for students, etc.**	**$5000**
3.	**Classroom library**	**Magazines**	**$61000**
4.	**Book wrapping and stationery**	**Stationery, Book stand, colour paper, etc.**	**$7000**
5.	**Library decoration and furniture**	**Table clothes, table mat and 5-layer cabinet barrel, etc.**	**$7000**
6.	**Reading scheme**	**Prizes for students**	**$5500**
7.	**Activities for student librarians**	**Snacks for student librarian annual meeting (around $25 per student, a total of 30 student librarians)**	**$750**
		Total	**$151,250**

Annual School Plan (ASP)

Plan on Use of Capacity Enhancement Grant (CEG)

No. of operating classes: 30	CEG total amount: $1,028,125.00	Total expenditure: $1,199,593.00

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 2023 onward for 1 year	Total: $885,465.00	1. 80% of students enjoyed the MI courses and acquired the skills that match with their talent or interest. 2. Better learning performance	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	Teachers can relieve of some of the workload in preparing IT teaching materials		Total: $314,128.00	1. More application of IT in teaching and learning	1. Teachers' Feedback 2. Quality of IT teaching material	1. Subject Teachers 2. IT Panel Head

Annual School Plan (ASP)

2023-2024 Plan on the use of the Life-wide Learning Grant

W F Joseph Lee Primary School
Plan on the Use of the Life-wide Learning Grant
2023-2024 School Year

Schools are required to upload this Plan or the Annual School Plan which consist of this Plan endorsed by their SMCs / IMCs onto the homepage of the schools for the sake of enhancing transparency and in accordance with the established practice.
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.

Category 1: To organise / participate in life-wide learning activities

			Schools are required to complete this part					Completion of this part is not mandatory							
No.	Activity Name	Proposed Date	Target Students		Estimated Expenses ($)	Estimated Expenses per Person ($)	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Brief Description of the Monitoring / Evaluation Mechanism	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)					Subject Panel / Teacher-in-charge
			Level	Estimated Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences	
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or 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.	Career Expreience Activity	Nov 2022	S1-S3	200	$20,000.00	$100.00									
1	Picnic	Nov 2023	P1-6	875	$15,000.00	$17.14	To provide a chance for students to get close to the nature, to enjoy the beauty of nature and to stretch their bodies so as to relieve their pressure.	Citizenship and Social Development	Obervation / Questionnaire			✓			
2	X'mas celebration	Dec 2023	P1-6	875	$5,000.00	$5.71	To teach students about the origin and meaning of Christmas and to share love and blessing to our beloved ones at this special time of the year.	Values Education	Obervation / Questionnaire		✓				
3	CNY Carnival	Feb 2024	P1-6	875	$40,000.00	$45.71	To let students feel the festive atmosphere of CNY and let them learn Chinese culture when they watch the show, Chinese Game Booth and make the Chinese dumplings.	Chinese Language	Obervation / Questionnaire		✓				
4	Beach cleaning	Apr 2024	P5	130	$50,000.00	$384.62	To enhance students' awareness of water pollution and encourage them to protect the ocean and natural environment. Then, all P5 students visited the Lung Kwu Tan beach in Tuen Mun with instructors guiding them on exploration of the mangrove area. Students also helped with cleaning the beach.	Citizenship and Social Development	Obervation / Questionnaire		✓		✓		
5	Rope adventure play	June 2024	P1-2	328	$50,000.00	$152.44	The event allowed students to gain confidence and develop team spirit through rope adventure play.	Leadership Training	Obervation / Questionnaire		✓	✓			

Annual School Plan (ASP)

| No. | Activity Name | Proposed Date | Target Students | | Estimated Expenses ($) | Estimated Expenses per Person ($) | Brief Description and Objective of the Activity | Domain (Please select or fill in the domain of the activity as appropriate) | Brief Description of the Monitoring / Evaluation Mechanism | Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected) | | | | | Subject Panel / Teacher-in-charge |
			Level	Estimated Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences	
1.1	**Local Activities:** To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or 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														
6	Failure Day	Apr 2024	P4	142	$25,000.00	$176.06	To let students go through the experiential activities to improve students' resilience and equip students with positive and growth mindset. Also, to let studnts experience failure, understand that failure is an inevitable process and experience in life, and rethink the definition of failure and its meaning to life.	Values Education	Obervation / Questionnaire		✓				
	(Please insert rows above if the space provided is insufficient.)														
	Sub-total of Item 1.1			3,225	$185,000.00										
1.2	**Non-Local Activities:** To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons														
e.g.	Exchange Tour to the Greater Bay Area	10-12 Apr 2023	S4-S5	88	$100,000.00	$1,136.36									
1	Stepping into Modern China Excursion	10-12 Apr 2024	P5	130	$129,000.00	$992.31	1. To learn the history of the Opium War and the revolution of 1911 which have influenced the country and Hong Kong. 2. Visit Mr. Sun Yat-sen's memorial site to learn about his revolutionary achievements and his contribution to the country. 3. Visit a primary school to promote mutual understanding and establish friendship.	Cross-Disciplinary (Others)	Obervation / Questionnaire / Students' work	✓					
2	Graduation and Environmental Technology Overseas Excursion	9-12 Apr 2024	P6	118	$684,000.00	$5,796.61	1. To understand how the local area slowly evolves from a city to a green sustainable city. 2. To learn how green buildings can achieve energy-saving and carbon-reducing education functions, it helps energy-saving industries and business opportunities. 3. To recognize Singapore's recycling water policy and the development of green buildings 4. To observe the innovative green building and the achievements of special reconstruction.	General Studies	Obervation / Questionnaire	✓					
	(Please insert rows above if the space provided is insufficient.)														
	Sub-total of Item 1.2			248	$813,000.00										
	Total for Category 1			3,473	$998,000.00										

Schools are required to upload this Plan or the Annual School Plan which consist of this Plan endorsed by their SMCs / IMCs onto the homepage of the schools for the sake of enhancing transparency and in accordance with the established practice.

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.

Category 1: To organise / participate in life-wide learning activities

| | | | Target Students | | Estimated Expenses ($) | Estimated Expenses per Person ($) | Brief Description and Objective of the Activity | Domain (Please select or fill in the domain of the activity as appropriate) | Brief Description of the Monitoring / Evaluation Mechanism | Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected) | | | | | Subject Panel / Teacher-in-charge |
No.	Activity Name	Proposed Date	Level	Estimated Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences	
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or 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.	Career Expreience Activity	Nov 2022	S1-S3	200	$20,000.00	$100.00									
1	Picnic	Nov 2023	P1-6	875	$15,000.00	$17.14	To provide a chance for students to get close to the nature, to enjoy the beauty of nature and to stretch their bodies so as to relieve their pressure.	Citizenship and Social Development	Obervation / Questionnaire			✓			
2	X'mas celebration	Dec 2023	P1-6	875	$5,000.00	$5.71	To teach students about the origin and meaning of Christmas and to share love and blessing to our beloved ones at this special time of the year.	Values Education	Obervation / Questionnaire		✓				
3	CNY Carnival	Feb 2024	P1-6	875	$40,000.00	$45.71	To let students feel the festive atmosphere of CNY and let them learn Chinese culture when they watch the show, Chinese Game Booth and make the Chinese dumplings.	Chinese Language	Obervation / Questionnaire		✓				
4	Beach cleaning	Apr 2024	P5	130	$50,000.00	$384.62	To enhance students' awareness of water pollution and encourage them to protect the ocean and natural environment. Then, all P5 students visited the Lung Kwu Tan beach in Tuen Mun with instructors guiding them on exploration of the mangrove area. Students also helped with cleaning the beach.	Citizenship and Social Development	Obervation / Questionnaire		✓		✓		
5	Rope adventure play	June 2024	P1-2	328	$50,000.00	$152.44	The event allowed students to gain confidence and develop team spirit through rope adventure play.	Leadership Training	Obervation / Questionnaire		✓	✓			

姊妹學校交流計劃書
2023 /2024 學年

學校名稱：	和富慈善基金李宗德小學		
學校類別：	*小學 / *中學 / *特殊學校 *(請刪去不適用者)*	負責老師：	鍾惠纓

	擬於本學年與以下內地姊妹學校進行交流活動：
1.	金華市丹溪小學 (浙江省金華市婺城區航歌路 111 號)
2.	寧波市海曙中心小學 (浙江省寧波市海曙區府橋街)
3.	
4.	
5.	

本校擬舉辦的姊妹學校活動所涵蓋層面及有關資料如下：

(請在適當的方格內填上 ✔號(可選多項)及/或在「其他」欄填寫有關資料)

甲. 管理層面（*擬舉辦 / *~~不擬舉辦~~）*(*請刪去不適用者)*

交流項目			預期目標		
編號	☑	描述	編號	☑	描述
A1	☑	探訪/考察	B1	☑	增進對內地的認識和了解
A2	☐	校政研討會/學校管理分享	B2	☑	增加對國家的歸屬感/國民身份的認同
A3	☐	會議/視像會議	B3	☐	交流良好管理經驗和心得/提升學校行政及管理的能力
A4	☑	與姊妹學校進行簽約儀式/商討交流計劃	B4	☑	擴闊學校網絡
A5	☐	其他(請註明)：	B5	☑	擴闊視野
			B6	☑	建立友誼/聯繫
			B7	☑	訂定交流計劃/活動詳情
			B8	☐	其他(請註明)：

乙. 教師層面（*擬舉辦 / *~~不擬舉辦~~）*(*請刪去不適用者)*

交流項目			預期目標		
編號	☑	描述	編號	☑	描述
D1	☑	探訪/考察	E1	☑	增進對內地的認識和了解
D2	☑	觀課/評課	E2	☑	增加對國家的歸屬感/國民身份的認同
D3	☐	示範課/同題異構	E3	☐	建立學習社群/推行教研
D4	☐	遠程教室/視像交流/電子教學交流	E4	☑	促進專業發展
D5	☐	專題研討/工作坊/座談會	E5	☑	提升教學成效
D6	☐	專業發展日	E6	☑	擴闊視野
D7	☐	其他(請註明)：	E7	☑	建立友誼/聯繫
			E8	☐	其他(請註明)：

Annual School Plan (ASP)

丙. 學生層面（*擬舉辦 / *~~不擬舉辦~~）*(*請刪去不適用者)*

交流項目			預期目標		
編號	☑	描述	編號	☑	描述
G1	☑	探訪/考察	H1	☑	增進對內地的認識和了解
G2	☑	課堂體驗	H2	☑	增加對國家的歸屬感/國民身份的認同
G3	☐	生活體驗	H3	☑	擴闊視野
G4	☐	專題研習	H4	☑	建立友誼
G5	☐	遠程教室/視像交流/電子學習交流	H5	☑	促進文化交流
G6	☑	文化體藝交流	H6	☑	增強語言/表達/溝通能力
G7	☐	書信交流	H7	☑	提升自理能力/促進個人成長
G8	☐	其他(請註明)：	H8	☑	豐富學習經歷
			H9	☐	其他(請註明)：

丁. 家長層面 （*~~擬舉辦~~ / *不擬舉辦）*(*請刪去不適用者)*

(註：學校不可使用姊妹學校計劃津貼支付家長在交流活動的開支)

交流項目			預期目標		
編號	☑	描述	編號	☑	描述
J1	☐	參觀學校	K1	☐	增進對內地的認識和了解
J2	☐	家長座談會	K2	☐	增加對國家的歸屬感/國民身份的認同
J3	☐	分享心得	K3	☐	擴闊視野
J4	☐	其他(請註明)：	K4	☐	加強家校合作
			K5	☐	加強家長教育
			K6	☐	交流良好家校合作經驗和心得
			K7	☐	其他(請註明)：

擬運用的監察/評估方法如下：		
編號	☑	監察/評估方法
M1	☑	討論
M2	☑	分享
M3	☑	問卷調查
M4	☑	面談/訪問
M5	☑	會議
M6	☑	觀察
M7	☑	報告
M8	☐	其他(請註明)：

津貼用途及預算開支：				
編號	☑	交流項目		支出金額
N1	☑	到訪內地姊妹學校作交流的費用		HK$ 135,000
N2	☑	在香港合辦姊妹學校交流活動的費用		HK$5,000
N3	☐	姊妹學校活動行政助理的薪金 *(註:不可超過學年津貼額的 20%)*		HK$
N4	☐	視像交流設備及其他電腦設備的費用		HK$
N5	☑	交流物資費用		HK$5,000
N6	☐	在香港進行交流活動時的茶點開支*(註:不可超過學年津貼額的2%)*		HK$
N7	☐	老師的一次入出境簽證的費用*(註:不可超過學年津貼額的1%)*		HK$
N8	☐	其他(請註明)：		HK$
N9	☐	學年預計總開支		HK$145,000
N10	☐	沒有任何開支		不適用