

# W F JOSEPH LEE PRIMARY SCHOOL

## School Report



2021 / 2022

## **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) Whole-school Approach to Integrated Education
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## *(1) Our School*

### **Our Philosophy, Vision & Mission**

#### ***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***

*“To be an exemplary learning organisation wherein every member achieves one's best.”*

We envision

- our students as Beacons of Light;
- our teachers and staff as exemplary mentors and role models;
- our school as a learning community 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.

## 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 64% of them commute to school by school bus, the rest by private transportation or on foot.

With 5 classes in each of 6 levels, 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 multimedia learning centre equipped 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 showcasing 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 intelligence learning. We also adopt 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	165	163	152	153	141	128	902

### 2. Manpower

Category	Number
Principal	1
Consultant	2
Teaching Staff	70
Administrative Staff	30

Supporting Staff	11
Total	114

### 3. Teachers' Experience

No. of years	0-5	6-10	Over 10
Percentage (%)	40%	18%	42%

### 4. Teachers' qualification

Qualification	Bachelor Degree	Master or above
Percentage (%)	100%	36%

## *(2) Achievements and Reflection on Major Concerns*

### **Priority Task 1: Inculcate positive values in students through character building**

<b>Achievements</b>
<p><u>1.1 To strengthen teacher-student rapport</u></p> <p>Researches suggest that strong teacher-student rapport promotes academic success, develops self-worth and improves students' mental health. In order to enhance teachers' understanding on socioemotional development of children, professional development workshops have been arranged. We also arranged Class Teacher Training and Teacher Training to Handle Students with SEN to equip our teachers with skills to build a harmonious class climate. We made use of board games as a medium to build teacher-student rapport in each class and the overall atmosphere in each class was friendly and positive.</p> <p>From the results of SHS, the mean score of different key stakeholders' views on "School climate" is around 4. The mean scores from teachers, students and parents are 3.92, 4.08</p>

and 4.36 respectively in the year of 2021-2022. It echoes with the results of APASO that the mean scores of Part 1: Attitudes to School “Social Integration” are all above that of Hong Kong norm in the year of 2019-2020, 2020-2021 and 2021-2022. We kept providing different activities to strengthen teacher-student rapport such as P.4 Challenge Yourself Day Camp, Fruit Month and Recess Activities, etc. The results of APASO show that the mean scores of Part 1: Attitudes to School “Teacher-Student Relationship” increased continuously over the past three years. It speaks for our effort. We will continue to build up teacher-student rapport and common language in class through various means despite the class suspension this year.

More than 90% of teacher interviewees agreed that their understanding and development of skills on teacher-student relations building have been enhanced. They indicated that teacher training, especially case study, was useful in their daily application. They also stated that school activities were good platforms for social connection with students. It is believed that our teacher-student rapport has been further enhanced.

#### 1.2 To align key stakeholders’ values (parent, student, teachers, partners) with the school’s values

Effective communication is the key for aligning key stakeholders’ values with school’s values. “A Brew with Principal” has been launched for direct communication between parents and the school management team since July 2021. The event was successfully held 3 times in the 2021-2022 academic year. More than 97% of participants of “A Brew with Principal ” agreed or strongly agreed the purpose of promoting communication between parents and the school was fulfilled. 100% of participants agreed or strongly agreed that the events can meet their expectations. Overall comments collected were positive that parents can better understand the school policies and the direction of school development. With better communication, we are moving towards the same direction to nourish students with both good moral character and academic excellence.

According to the results of SHS, the mean scores regarding the questions on “My views on support of student development” from teachers, students and parents all are above 4. The score of item 49 “The school actively helps students develop correct values.” from the teachers’ questionnaire was 4.14. Similar results can be found in students’ questionnaire item 19 “The school actively fosters our virtues.”. While the answers from parents also echo those of teachers and students: the score of item 9 “The school can foster in my child good virtues.”

was 4.18. Overall it was agreed among different stakeholders that our school was actively promoting character building and inculcating positive values to students.

The results of APASO part 8 "Values" indicate the sustainable high scores which are 3.27, 3.28 and 3.27 in the year of 2019-2020, 2020-2021 and 2021-2022 respectively. It is comparable with the Hong Kong Norm.

### 1.3 To enrich positive daily experiences of students

From the data of SHS, the average mean scores regarding the questions on "My views on support of student development" from teachers and parents all are above 4. It matched with the mean scores of item 50 "The school actively encourages students to participate in extracurricular activities" and item 51 "The school's extra-curricular activities can help extend students' learning experiences." of SHS from students, they were all above 4 in the past three years. It echoes with the results of students' focus group interviews in which 80% of student interviewees agreed that their wellbeing was enhanced through purposeful school activities. It also went in line with the results of school-based questionnaires from different stakeholders that more than 90% of parents and students agreed and strongly agreed "The school provides rich and various learning activities to students". We provided purposeful school activities to boost the wellbeing of our students. We will explore more ways to meet the needs of different students and enrich their positive daily experiences.

Our effort in promoting National Education to students has been rewarding. The results of APASO Part 8 "Values" subscale "Attitude towards the Nation" increased continuously over the past three years. We keep promoting positive values through various aspects.

From the results of APASO, the mean scores of negative effects was 1.79 this year which is similar to that of last year. The school tried its best in eliminating the influence of COVID-19 by implementing MYSELF Planner, Me Time and We Time during the special holiday. We also resumed all kinds of activities such as swimming lessons, Let's Re-cess, extra curricular activities, 20th Anniversary celebration events, Flag Raising Ceremony, Graduation Party and post-examination activities, etc. after school resumption. It is believed our efforts have created more positive experiences for our students.

### **Reflection**

Overall we are glad to learn that the mean scores of APASO part 1: Attitudes to School “Teacher-Student Relationship” increased from 3.11 in the year of 2019-2020 to 3.15 in 2021-2022, yet it is still lower than the norms of Hong Kong. There were already more platforms and time for teachers to communicate with students such as recess time and post examination activities this year. The teacher interviewees suggested that the school can arrange more workshops and sharings on the skills in building teacher-student rapport. With the further emphasis on character building, we continue to nurture our students with positive values in their primary schooling.

We believe that teachers always have a huge impact on the development of students, and that the well-being of the teacher is just as important as that of students, therefore we arranged a number of workshops such as Pastel Nagomi Art and Mindfulness, etc. to reduce the stress of teachers and encourage them with rewards. We believe we must take good care of ourselves before we take care of others. In the new school year, we continue to promote the well-being of all stakeholders by various means.

From the results of APASO Part 8: Values, we are happy to learn that more than half (60%) of the items (well-behaved, social harmony, sense of responsibility, commitment and perseverance) resulted in mean scores higher than those of Hong Kong Norm for the past 3 years, however our target is to move up the figures to at least 80%. The school suspension in the middle of the year has undoubtedly affected the interaction between students and teachers, the connection of the class and the cultivation of values on students. With the resumption of face-to-face class, it is believed that students can actively participate in a wide variety of activities in which positive values can be infused. It echoes with the results of the school-based questionnaires from different stakeholders that more than 90% of parents, 85% of students and 70% of teachers agreed and strongly agreed that students can build positive values and good character through various school activities. We will continue to move forward in this direction.

From the results of APASO Part 7: Learning Competency, around 65% of the mean scores of all items is higher than those of the Hong Kong Norm. We will continue to explore various ways to engage students in lessons and in extended learning activities.

## Priority Task 2: Pursue academic excellence by increasing student ownership of learning and enhancing learning effectiveness

### Achievements

#### 2.1 To enhance self-directed learning through diversified learning approaches

##### *Blended Learning Project with Esperanza\*ISTE Blended Learning Programme*

In November and December this year, our P.4 Blended Learning Project with Esperanza\*ISTE (International Society for Technology in Education) was launched. We aimed to provide students with the opportunity to try out various learning models and strategies related to educational professional learning with technology, and to make global connections with primary age students in Korea and Japan. The whole learning process involves a combination of online and offline active, engaged learning providing students with more control over the time, place, pace, and path of their learning. Students experienced different methods of learning which provided them with ample opportunities to read, write, listen, and speak in a fun way.

To encourage students to work towards the success criteria, teachers prepared a visual task schedule for students to help them set learning goals. We have selected three teaching strategies to implement blended learning, namely flipped classroom, station rotation and global connections. These are globally used learning models or strategies that were proven effective in supporting students' learning. During the pandemic, we have been providing interactive online classes while offering rich home learning materials for our students so that they can maintain their learning progress via seamless online and offline lessons. Teachers have developed skills using education technology and built up a great repertoire of various teaching techniques to use in different situations they encounter with time. This year, our P.4 students have developed their information technological skills in learning in a more efficient and effective way for deepening their learning of English language. They used Nearpods in Flipped classroom, iPads and Padlet in Station Rotation, Padlet and Zoom in Global Connections. In the students' reflection session, we were amazed by students' positive responses to the blended learning approach and were thankful of the preparation by teachers and our global counterparts.

### *Global connections with Korea and Japan*

Global connection allows students to interact with overseas students in English in an authentic scenario, enabling them to feel the magnitude of learning a foreign language and to enhance their motive.

The experience of making global connections through all these precious virtual exchanges enabled our P.4 students to have an intimate glimpse into the daily classroom routines, habits, and cultures of people living thousands of miles away in an authentic English manner. Our students introduced Hong Kong culture to Korean and Japanese friends from afar! And in return, they showed us their daily school routines. Both sides wrote on Padlet Walls responding to each other's comments in a genuine and sincere way. Students were very excited and motivated to participate in this genuine cultural exchange.

The global connections that were made possible by the P.4 project team increased cultural understanding and acceptance within our school community, diversified the breadth of students' academic knowledge and greatly improved their speaking skills in terms of learning a second language. After the project, Japanese teachers also shared the experience among themselves. Global connections did not only foster the interaction among students in the three countries, but also helped teachers in these countries interact and learn from each other.

At the end of the project, our teachers and Korean and Japanese teachers exchanged lovely and meaningful cards and gifts with one another. We were grateful for their kindness, and the thoughts and efforts they made to make the project a success.

According to the results of SHS, the average mean score of "The teachers often make us inquire into/ investigate different issues in lessons" from students is 3.98, which is the highest over the past three years. Similarly, the score of "The teachers often arrange learning activities such as group discussion and oral presentation in lessons" is 3.93, which has reached the highest in three years. This shows the positive impact of the projects we have done.

### *Students' reflections on blended learning*

All students reflected on their learning after the project using Padlet or in other written forms. They shared their most unforgettable moments in the project. Some students found the cultural exchange fascinating because they could learn more about Japanese and Korean culture. They learnt about the earthquakes in Japan and the special school bags they used. Some students learnt to appreciate Japanese culture and the songs they sang. Other than learning more about others, they spent time making videos with group mates and tried their best to show foreign students more about Hong Kong. They wrote scripts and printed photos to make sure they could make informative and interesting videos for their friends overseas.

Some found station rotation interesting as it promoted interpersonal relationships and team work in a class especially when group work was rare under the pandemic. They learnt to work as a team and share the workload among themselves. Students also learnt to appreciate others throughout the process. They learnt to appreciate how teachers and Korean/ Japanese students prepared for their learning. They could also see the teachers' effort and showed gratitude. After our project, Primary 4 students expressed their keenness to try this learning mode in other subjects like Chinese and Science. This showed that they enjoyed the learning process.

Students completed a questionnaire after the project. Most students thought that they learned a lot from working in groups; they knew how and when to ask for help; many students could see their own problems in learning and many took the initiative to do the tasks independently.

#### *Learning achievements in general P.1-6*

Different subjects have made various achievements in the year and we shall go into each subject one by one:

The Chinese Language subject provided students with a wealth of e-learning resources. Students could use Rainbow One e-textbooks to complete self-learning at home especially during the class suspension period. The modules and units taught incorporated different moral and ethical elements, and students were involved in many character building and moral upbringing lesson activities. Picture Book lessons can be combined with Chinese lessons to cultivate students' positive values and attitudes. Non-Chinese speaking students were well-taken care of by the NCS classes which focused on their needs.

In the Picture Book lessons, teachers have incorporated moral and affection reflections for students. They had ample opportunity to evaluate the behaviour of the characters in the story and transfer the corresponding values to their own lives. 80% or more of the students at all levels completed the reflection worksheets and gave positive responses in their work, which showed that the students had acquired or were learning good morals and values. This year P.4 Chinese subject teachers had the opportunity to collaborate with a Mainland teacher to enhance the P. 4 curriculum. Some suggestions on the curriculum development, teaching and teaching materials of the Chinese subject had been shared with all Chinese teachers by the Chinese Panel heads.

The Chinese NCS team also joined the school-based support service project team of the University of Hong Kong. Class observations were conducted in the first and second term, and held post-lesson evaluation meetings to share the results and findings of the observation, the progress of NCS curriculum development. Teachers reviewed and adjusted the effectiveness of curriculum design.

In the English Language subject, the blended learning project of P.4 could be recognised as a successful first attempt. Students were engaged and they actively participated in the tasks. Their horizon has been widened in Global Connections in which they got a chance to meet students in Japan and Korea online under the pandemic. Leadership, self-directed learning, peer evaluation and cultural exchange could be observed. Workshops on Blended Learning (flipped learning) and Process Drama were held from November 2021 to June 2022. Teachers have gained valuable teaching ideas and insights from the trainers.

According to APASO, in the part of “Independent Learning Capacity”, we could see that the figures of subscales like “Inquisitiveness” (3.2), “Academic Initiation”(3.04), “Change to Improve” (3.08), “Goal Setting” (2.96) and “Academic Monitoring” (2.9) are higher than that of Hong Kong Norm.

Graphic organisers were chosen and used in different levels. Pre-writing tasks were planned with more detailed and scaffolded steps. Writing worksheets and tasks were reviewed in Team Planning meetings. According to the section “My views on teaching” in SHS, the score of item 2 “The teachers often provide us with guidance in learning strategies, such as doing pre-lesson preparation, using concept maps, tool books and on-line resources, etc” is 4.05,

which is higher than the mean score of 3.90 in 2019-2020. Some students indicated that teachers had taught them how to use the tools to help them organise and express their ideas, however, they stated that they had not been able to apply the skills learnt yet. Teachers could continue to work on this aspect.

In Mathematics, teachers succeeded in nurturing students with a positive attitude towards Maths learning, 99.99% of students got level four in the assessment of learning attitude. Most P.5 & P.6 students agreed that they did the learning tasks seriously and that teachers have motivated students to think of multiple ways to do problem solving questions. With regard to meeting the standards of Pre-S1 Maths, teachers found that they could continue to work more on the question types.

In the Science subject, students were able to engage in cross-curricular learning approaches with some STEM elements. 100% of teachers agreed that implementing a cross-curricular project could enhance students' ownership of learning. 80% of teachers agreed that students were able to understand the scientific investigation skills through conducting experiments. All students can engage in experimental based learning. Students can perform a variety of experiments and practical-based activities through the use of learning tasks.

In the General Studies subject, online learning tasks were done on e-platforms (Edmodo) efficiently especially during class suspension period. Collaboration with the teacher-librarian was seen in the Cross-curricular learning weeks. Related booklist for students was suggested to GS subject teachers by the teacher-librarian. There were also tiered worksheets designed to cater for students' learning diversity. Students were engaged and were able to work on these appropriately challenging tasks.

## 2.2 To increase teachers' motivation to strive for academic excellence

Providing a quality education for all lies at the heart of the Education 2030 Agenda. Achieving this goal will require 'well-qualified, trained, adequately remunerated, and motivated teachers' (UNESCO, 2016: 30). By purposely incorporating opportunities for collaboration and quality professional development, well-designed teacher policies can build professionalism (Tournier et al., 2019). When teachers work together in a collaborative and mutually supportive environment, their motivation and confidence will soar. This year, the

school has made an initial attempt for collaboration among subjects in the Cross-curricular learning project P.1-6. Level coordinators have been through the planning, implementation and evaluation process while carrying out the initiatives. Teachers agreed that the middle-tier leadership has been enhanced as reflected in the score of 4.12 in 2021-2022, compared to 4.07, 3.97 respectively in 2019-2020 and 2020-2021, as seen in SHS. Level coordinators were involved in the decision-making process. The roles of subject leaders including Panel Heads and Vice Panel Heads have been strengthened.

The school's learning and teaching guidelines on Team Planning (TP) were clearly stipulated. Meaningful and professional discussion can be carried out in the TP meetings to further enhance teaching and learning. Blended learning and cross-curriculum internal sharing sessions among subject teachers were facilitated in subject meetings so that teachers could conceptualise the pedagogical experiences gained during the process. This experience was also shared in our Staff Debriefing meeting to disseminate our findings and also to celebrate our initial success.

Apart from this, Panel Heads have worked assiduously on their subject plans and reports in the whole PIE cycle.

The followings were highlighted in the learning and teaching review process:

*Lesson observations & peer lesson observations*

The following has been observed::

- 96% of the lessons were well-planned and prepared, and systematically organised with clear objectives, which were explicitly shared with students at the beginning of the lessons.
- To echo with the lesson objectives, a range of subject resources were aptly prepared.
- In over two third of the lessons, a student-centred teaching approach was effectively adopted to engage students in active and deep learning.
- Students were provided with ample opportunities to contribute ideas and learn through a wide range of tasks such as presentations and collaborative learning activities.
- While teachers made effective use of a good range of questions as well as prompting and probing to provoke students' thinking, students were generally enthusiastic and confident in responding to teachers' questions and expressing their views.
- A lively and engaging learning atmosphere prevailed in nearly all classrooms.

In view of the development of the pandemic from February to April 2022, the school had duly arranged real-time online lessons to support student learning at home during the suspension of face-to-face classes before the start of the special vacations. Most students were engaged in learning with the use of an array of Apps, e.g. Padlet, Nearpod, Quizzes, Kahoot, Edmodo, etc. Some module summaries were turned into online formative ones to keep track of students' learning progress but at the same time lower the stake of causing stress to the students. With the experience gained in conducting online lessons during the pandemic, teachers were seen as skilled at adopting a good variety of e-learning tools, such as effectively using Apps for multimedia presentations and incorporating animations and graphics to help explain or visualise abstract concepts.

Nevertheless, given the generally high ability of our students, there is room for engaging students in a more active role in learning to further develop their self-directed learning capabilities. For instance, through providing more chances for self-evaluation and peer assessment and assigning pre-lesson preparation tasks and post-lesson extension tasks.

In a section of SHS, students were asked if “the teachers often provide us with guidance in learning strategies, such as doing pre-lesson preparation, using concept maps, tool books and on-line resources, etc.” Apart from a positive trend over the three years, the scores have been sustained at a high level these two years - 4.04 in 2020-2021 and 4.05 in 2021-22.) This shows that the quality and variety of teachers' lesson preparation is a major determinant of students' perception about the learning strategies. Students recognised teachers' effort in learning and teaching.

Homework Inspection, Peer Sharing and Sharing within KLA subjects

Meaningful homework helps students to construct knowledge and develop deeper understandings and connections among concepts. It also provides an opportunity for them to apply the skills they have acquired and hence reflects their attitudes on learning. It is observed that our school has a well-coordinated homework policy to help our students develop good study habits, and positive values and attitudes such as self-discipline, responsibility and interests in learning. Constructive and accurate feedback has been timely given by teachers on homework marking to help students understand their strengths and weaknesses so as to improve their learning.

Peer sharing of homework marking is a mode of co-evaluation that involves analysis of

students' work among teacher peers. During peer sharing time, our teachers reflected on the quality of the tasks assigned and the output, that was how students of different classes performed in the tasks. Teachers were engaged in looking into the feedback provided by other teachers to students so that they learned how to mark homework assignments with quality. Looking into one another's work gives teachers better insight into what "good" looks like and encourages more active involvement in their teaching, learning and assessment process. Teachers also found that students had started to have a habit of reading teachers' feedback. Giving verbal/ written feedback can help students to improve their ideas and organisation, as well as other areas, e.g. conventions, sentence fluency and word choice.

Sharing sessions were conducted during June and July in the KLA subject meetings. Some examples of students' work, lesson video clips and markings were shown for illustration. Teachers agreed this was an effective way to learn to improve their teaching skills.

### 2.3 To reform the curriculum to keep abreast with the challenges of the 21st century

#### *Cross-disciplinary approach*

This year, teachers have made an initial attempt to collaborate across subjects. They made efforts to move away from a prescribed curriculum to a semi-collaborative one in which teachers work together to design a series of theme-based lessons that incorporates more than one discipline. This cross-disciplinary project approach to learning aims to connect students' precious learning experiences in different subjects. Teachers of Primary One to Six helped students see the topics from different perspectives, and develop generic skills and capabilities for integration. Many quality student works have been collected so far. At the same time, teachers also began to strengthen their collaboration and exchanges across subjects.

Through interesting cross-curricular topics, learning activities were designed to stimulate students' thinking and promote flexible application of knowledge in different domains in the communication, critical thinking and problem solving process.

In lesson planning, teachers designed learning tasks that could encourage students to inquire, analyse data and learn to present their learning outcomes individually or in groups. During the lessons, students investigated, wondered, problem-solved, asked questions, designed and acted out. The learning approach also helped to develop a culture of cross-subject

collaboration among teachers in the school. It is our hope that all students will begin to internalise, build upon, and transfer key concepts of different subjects to their own lives, and to make connections in their study.

### *Findings from the teacher evaluation*

From the evaluation survey completed by the level-coordinators, we found that most teachers agreed that students were highly interested in doing the learning tasks in all the subjects. They took initiatives and were confident and serious in accomplishing all the tasks. The tasks were mostly right at the level of the needs and abilities of the majority of students but more could be done to cater for the less capable students.

In the upcoming years, we could work more on helping students understand their progress and problems in learning; facilitating feedback on learning; catering for the needs of low achievers and fostering more student leadership.

In terms of teacher curriculum leadership, most teachers were well aware of the project goals, had reflective dialogues and interacted with their colleagues to a certain degree and had gained knowledge and skills about curriculum development through participating in the project. However, they had faced time management problems for planning and implementation due to the packed curriculum after the special holiday period and thus, the lack of time to collaborate. Teachers constructively suggested that we could have a better schedule in the upcoming year if we plan earlier. On a positive note, some teachers could see transfers of students' knowledge (between language subjects and GS/SCI/VA) , according to the survey findings.

### **Reflection**

In order to meet the challenges and demands of the 21st century, our teachers are leading reform efforts that have a positive effect on their students' learning, going beyond the provision of content knowledge and instruction, preparing them to differentiate their instructions by adopting blended learning approaches and making attempts on cross-curriculum learning and teaching. The school also ensures that project teachers are offered intensive, in-depth education technology learning experiences with mentoring support, by engaging them in global learning experiences and connecting them to the educational technological people worldwide. The school also engages teachers in creating instruction aligned with our local **curriculum** standards and making sure that our teachers effectively interpret assessment results and their implications, responding to students' learning needs, and cultivating a passion for learning that will support students for a lifetime.

A couple of teachers have been taking part in some education technology programs to support more robust **instructional** methods for our school and the understanding of the relationship among content, pedagogy and technology through dissemination of Technological Pedagogical Content Knowledge (TPCK) theory and research.

There are indeed some adverse trends appearing in students' initiative and confidence to learn in these two years. The learning environment has been challenging due to the sustained outbreak of COVID. The school shall continue utilising learning technology as well as diverse teaching and learning strategies, including Blended Learning and Cross-disciplinary Learning to support students' learning and growth.

## Priority Task 3: Continuously improve and sustain school development by enhancing leadership capacity

### Achievements

#### 3.1 To enhance senior leaders' and middle managers' capacity

The school held workshops for all supervisors, including professional, functional and direct supervisors - a workshop was held to equip supervisors with the skills of giving written comments and handling difficult subordinates, while there was another workshop to enhance direct supervisors' skills of preparing meetings with subordinates and giving oral feedback to subordinates.

Managerial skills are developed and nurtured in real-life experience. The School has set up a robust supervisory system to support the professional development of teachers at different levels and functions. Middle managerial teacher leaders, such as Panel Heads, Functional Team Leaders, and subject-matter specialty coordinators, were identified to lead and coordinate the according teams and functions. Performance is systematically monitored and tied up with the recognition and reward system. Feedback and guidance are given by the corresponding Senior Leadership Team members.

According to the results on SHS of this year, the scores related to the views on subject/committee heads' professional leadership (which are 3.97, 4.07 and 4.12 in 2019-2020, 2020-2021 and 2021-2022 respectively) showed positive and improving trend, which is an indication of the enhancement of middle managers' capacity.

#### 3.2 To build school capacity through community support

We managed to organise different community services or events this year despite the class suspension amidst the pandemic. For instance, we organised a social emotional talk for the teaching staff of our community to learn how to support their students during this difficult time, while there was another health talk organised for the neighbourhood of Tin Shui Wai. We also co-organised swimming lessons with an NGO for students with SEN who live nearby. In addition, we published a picture book and a Character Building booklet to be distributed in kindergartens of our district and the entire Hong Kong

respectively. With the connection of our community, we shared our resources and built a harmonious community together.

According to the school-based teacher questionnaire, the result showed that more than 50% of teachers have participated in social services and among which, more than 70% of the participants were satisfied with taking part in the service. The participation rate was relatively low given the pandemic and it was anticipated. We will continue to encourage our staff and students to serve our community.

We changed the mode of service learning this year. For P.5 students, they made videos to send blessings to the elderly via the network of Elder Academy and the elderly home of our school sponsoring body. The results of the questionnaire showed that more than 90% of students are able to understand the needs of elderly and the development of an ageing population. It is found that both teachers and students put a lot of effort in producing the video which reflects their eagerness to serve others. For P.6 students, they virtually visited the Mills and interviewed celebrities about Lion Rock Spirit and contribution to the society. More than 85% of students responded that they learnt Lion Rock Spirit and were willing to serve the community. Student and teacher capacity are gradually built through organisation and participation of different events.

Home-school partnership is vital to build the school's capacity. To encourage effective communication between homes and the school, various platforms have been established and sustained to provide opportunities for communications between parents and the school. These platforms include "A Brew with Principal", student planner, school website, Facebook, Intranet and My ID Channel Plus, Edmodo World and telephone etc. According to the SHS result, the scores given by parents in the area of School Climate and Home-School Cooperation were both about 4, which shows a very positive view towards such areas.

### 3.3 To enhance student leadership capacity

Due to class suspension and COVID-19 pandemic, we missed many face to face lessons. Although there were online school team training sessions, teachers would have less opportunity to foster students' leadership at school. It matched with the results from SHS of teacher's part I Q47 "The school provides enough opportunity to foster students'

leadership” that slightly decreased. The mean scores were 4.11, 3.99 and 3.92 in the year of 2019-2020, 2020-2021 and 2021-2022 respectively. The resumption of face-to-face lessons should be able to increase the chance for systematic leadership training in the coming year.

From the data of SHS result part C4 “Students’ views about the school”, Q.17 “Leadership” scores 3.93, 3.97 and 4.03 in the year of 2019-2020, 2020-2021 and 2021-2022 respectively. It has slightly increased in these three years. It echoes with the results from the student interviewees, 100% of them were satisfied with their role as a leader in different platforms. They shared that they were glad to be a leader and were cultivating their responsibility and leadership skills. Students did experience the intention of the school. More than 90% of teacher interviewees also agreed that their facilitation skills to develop student leadership skills have enhanced. Not only can students enhance their leadership capacity, but also teachers can enhance their facilitation skills.

According to results of APASO, regarding Learning Competency, the scores in the area of “Problem Solving” and “Creative Thinking” were both about 3 and have been sustained above the HK Norm. The school will continue to equip students with generic skills that are important for students’ whole-person development and future success.

### **Reflection**

As shown in the SHS results, the measures to enhance middle managers’ capacity have been effective. However, there were new senior and middle managers joining the team this year, effective communication and collaboration among committees and panels have to be enhanced.

A research project aimed at finding out the needs of early childhood and parents education in the community has been launched. With the results from the research in the near future, we can establish a clearer direction on community support.

With face-to-face school resumption, we can provide more leadership training in many other ways such as experiential learning approach. Both teachers and students can apply what they learn in their daily life and enhance their leadership skills.

## A. Our Learning and Teaching

In order to meet the challenges and demands of the 21st century, our teachers are leading reform efforts that have a positive effect on their students' learning.

To enable every person to attain all-round development in the domains of ethics, intellect, physique, social skills and aesthetics according to their own attributes so that they are capable of lifelong learning, critical and exploratory thinking, innovating and adapting to change, our priority should be accorded to enabling our students to enjoy learning, enhancing their effectiveness in communication and developing their creativity and sense of commitment (Education Commission (EC)).

Our school has adopted the following strategies to actualise our curriculum plans which focus on the 21st century skills:

- ❖ To help students develop self-directed learning habits and adapt to the 'New Normal' learning experience through Blended Learning Approach and other educational technology-based learning experiences
- ❖ To develop structured and progressive Cross-curriculum Theme-based Learning programmes & conduct curriculum mapping exercises across subjects to develop students' multiple perspectives and connections among different aspects of learning
- ❖ To expand students' worldviews by the Global Connections experience with Korea & Japan
- ❖ To implement a school-based STEM learning experience in mainly the Science subject, that is to conduct experiments to encourage observations and promote inquisitiveness
- ❖ To encourage students to share their learning experiences and achievements in class, appreciate and emulate each other to show gratefulness and to strengthen self-learning ability

## B. Support for Student Development

We have a good foundation of positive school culture which can be further enhanced by building strong teacher-student rapport, positive values and character building. More related activities, such as House games, film shows, etc. have been embedded in formal curriculum, informal curriculum and hidden curriculum. We aim to develop our students in different aspects and will continue our approach in whole-person development. Parents are always our partners to work together for holistic development of students. Under the "New Norm", we will try various means to connect and engage our parents.

## **C. Student Performance**

Our P.6 students took part in the Secondary School Places Allocation. 85% of students were admitted to schools of their first three choices. All P.6 students were allocated to 40 different secondary schools in which 54% were Direct Subsidy Secondary Schools, 42% were Government-aided schools, 4% were Government schools.

## **D. Non-academic Performance**

We place equal importance on both academic excellence and good virtues of our students. We nourish our students to be well-mannered, pleasant, collaborative, confident and connected with school. Due to COVID-19 and class suspension, some activities and excursions were cancelled. However, we resumed school teams training in May 2022. We also arranged post-exam LWL weeks and the 20th anniversary concert for students in July 2022. 62% of students participated in different competitions, some of them won championships in languages, maths, Odyssey of the Mind, music and PE competitions. We aim to optimise the learning opportunities and enrich positive daily experiences for all students through participation in various competitions and activities. Details of our non-academic achievements can be found on the school website under 'Achievement'.

# *2021-2022 Report on Whole-school Approach to Integrated Education*

## **I. Policies**

- Our school is committed to supporting students with special educational needs and lower academic performance through a whole school approach. Through resources allocation, students are provided with different support services;
- The school emphasises home-school cooperation and therefore works with parents through different channels to discuss strategies for supporting students.

## **II. Resources**

Our school has received additional resources from the Education Bureau, including:

- Learning Support Allowance

## **III. Support measures and ways of using resources**

- Establish a student learning support group with special educational needs coordinator, class teachers, subject teachers, SEN TAs and the group is advised and supported by school social workers and educational psychologist;
- Employ two SEN TAs to cater to the individual differences of students;
- Provide study and test adjustments to students in need and record students learning outcomes;
- Provide Speech Therapy service to students in need. Due to the class suspension, some of the services were conducted through video call;
- Educational Psychologist (EP) visits our school in order to follow-up individual student's situations and provides support to teachers and parents.
- Purchase different school-based services such as SpLD training classes, behavioural emotional management classes and social skill training to enhance students' learning ability, boost their confidence, and enrich their social skills and interpersonal communication skills. Our school

provides the following supporting groups covering different aspects:

## **A. Parent Education**

### *1. Parent Workshop: Parent-Child Board Game Group*

In order to motivate parents to get more involved in playing with children and give families opportunities to see each other in a different light, we have organised a parent workshop in July. There were 7 families participating in the workshop. Both students and parents enjoyed the activity very much and enhanced their relationship.

### *2. P.1 Parent Support Group*

To provide more support for P.1 parents, we have started a parent support group with 9 parents joining. The response was positive and parents can learn skills in handling students' emotions and how to reduce pressure. We will organise another one in the coming year.

### *3. Parent Workshop: Parent-Child Pastel Nagomi Art Workshop*

In order to build up a good parent-child relationship, we have organised a parent-child activity named "Parent Child Pastel Nagomi Art Workshop". Through painting, parents and children have the opportunities not only to get along with each other and improve their communication skills, but also to gain a deeper understanding of each other. The response was positive. Both parents and students were engaged and willing to join the workshop again. We will organise it again in the coming year.

## **B. Learning Group for SEN students**

### *1. Chinese Reading and Writing Group*

In order to support students with SpLD to develop their reading competencies, extra learning support groups were provided. 35 Students from P.2-P.6 have joined the group which was provided by external tutors. However the participating students did not show strong interest and motivation and it is suggested changing the service provider in the coming year.

### *2. Emotion Master Group*

To enhance students' ability to express emotions, 3 extra support groups were

provided. 28 P.1-6 students have joined the groups which were provided by external tutors. Most of the students were engaged and attentive during lessons. We will continue to organise similar group in the coming year.

3. *Expressive Arts Therapy*

In order to reduce students' stress and emotional distress during the class suspension period, we have formed two groups in July with an aim to teach students how to express their emotions and increase their self-awareness by using different expressive arts media through the process of creating, exploring and healing. Most of the students were engaged and attentive during lessons. We will continue to organise the group in the coming year.

4. *Attention Training Group*

We have formed an Attention Training Group in July for students with ADHD. This group aimed at providing non-medical methods to enhance students' critical thinking skills, problem solving skills, self-organisation and self-control. 11 students from P.1-P.5 joined the group. Most of the students enjoyed the lessons very much, they also learned how to communicate with others. We will organise the group again in the coming year.

5. *"Board Game Infinity" Group*

To enhance students' social skills, we have formed a group named "Board Game Infinity" for SEN students. The group organised workshops which teach students how to get along with others in an appropriate way through board games and interactive activities. The students enjoyed the lessons and will become "game ambassadors" next year to create an integrated education environment in school. We hope to further develop a harmonious atmosphere in the campus.

6. *Individual Training*

We also provided intensive individualised support for students with severe learning difficulties and ASD students. The training programs were provided by our SEN Teaching Assistants (Mr. Andy Cheng & Ms. Minnie Chung) and school social worker (Ms. Ma Lai Wah). They all made good progress and will continue the training next

year.

### **C. Integrated Education**

The school would like to develop a greater understanding and acceptance of students with disabilities and diversity as a whole, we have organised several activities for students at school level.

#### *1. Hand In Hand Capable Theatre*

Hand in Hand Capable Theatre Includrama Project aims to provide a platform for theatre so that equal opportunities can be given to people with different abilities. We have organised a drama session for P.4-P.6 students. The show was aired on campus TV but it was difficult for it to reach all students because of the pandemic. We are planning to join another scheme to promote the message of creating an inclusive environment in our school.

#### *2. Talk on Integrated Education*

A talk was organised for P.1-P.5 students on integrated education so that they learn about empathy. Over 70% of teachers found the talk useful and could convey the message to students. The talk was then followed by a series of classroom activities to consolidate their learning towards the subject matter.

### **D. Teacher Training**

In order to raise teachers' awareness of students with special educational needs, two teacher training workshops were held and it taught teachers how to communicate with SEN students via board games, and teachers also played board games with students during post exam LWL week. The response was positive.

In addition, we have also organised three workshops on “Pastel Nagomi Art”, “Food Art” and “Singing Bowl” respectively in July for teachers to experience how to use different means to help students relax and get along with students with Special Educational Needs. 100% teachers agreed that they learn more about how to get along with SEN students through the workshops. We are planning to organise more workshops next year.

We are constantly striving to help students with SEN overcome their limitations and difficulties, attain the learning level in accordance with their abilities, and realise their potential at different

stages of development so that they can become increasingly independent with adaptability and the learning-to-learn capabilities to embrace the challenges in life.

## ***Feedback on Future Planning***

Enhancing student learning experience through the provision of a variety of learning strategies including CB lessons, cross-disciplinary learning and blended learning is both challenging and complex. These curriculum initiatives started in the previous years were intended to enhance learning improvement practices, mainly self-directed learning and collaborative teaching experience, from both the student and teacher perspectives; to ensure greater awareness of, and reflection upon, the learning process by students; and to encourage greater use of quality feedback to inform future student learning. The design, implementation and evaluation of these learning approaches were described with an emphasis on promoting independent learners. The conceptualisation, design and implementation of a range of student feedback tools and approaches aimed to develop understanding of learning processes, reinforce learning and improve performance. This was achieved through teacher collaboration, collaboration with external agents as well as our global school network.

Several sharing sessions were held to enhance teachers' conceptualisation of the whole learning and teaching experience. Providing opportunities for reflection and evaluation together with qualitative and quantitative data have demonstrated some degree of satisfaction with student and teacher feedback. The experience earned has informed us of the direction of continuing and sustainable enhancement of the student learning experience.

In the coming years, to enhance the application of these learning strategies and practices, the data did inform us of the need to further develop students' awareness of making good use of those strategies taught in their learning. We also learned that we should further develop our differentiated learning instructions to cater for our students' needs. With the onset of BYOD and the foreseeable pandemic development, our school would further step up our effort in improving our teaching practices.

Values education has been implemented through the school-based CB framework and also cross-disciplinary learning. We shall continue to infuse the concepts of national identity, national security education and the appreciation of Chinese culture and tradition into our school-based curriculum. A more system approach of values education will be implemented in the upcoming school year.

# W F JOSEPH LEE PRIMARY SCHOOL

## Reporting DSS Schools' Annual Financial Position

### Financial Summary for the 2020/2021 School Year

	Government Funds	Non-Government Funds
<b>INCOME</b> (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	80.8%	N.A.
School Fees	N.A.	17.7%
Donations, if any	N.A.	0.1%
Other Income, if any	0.3%	1.1%
<b>Total</b>	81.1%	18.9%
<b>EXPENDITURE</b> (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	72.0%	
Operational Expenses (including those for Learning and Teaching)	9.7%	
Fee Remission / Scholarship <sup>1</sup>	1.8%	
Repairs and Maintenance	1.0%	
Depreciation	8.1%	
Miscellaneous	7.4%	
<b>Total</b>	100%	
<b>Surplus for the School Year</b> #	0.44 months of the annual expenditure	
<b>Accumulated Surplus in the Operating Reserve as at the End of the School Year</b> #	10.78 months of the annual expenditure*	
# in terms of equivalent months of annual overall expenditure		

\*It excludes 1.53 months of NBV.

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

<sup>1</sup> The % of expenditure on fee remission/scholarship is calculated on the basis of the annual overall expenditure of the school. This % is different from that of the fee remission/scholarship provision calculated on the basis of the school fee income as required by the Education Bureau, which must be no less than 10%.

It is confirmed that our school has set aside sufficient provision for the fee remission / scholarship scheme according to Education Bureau's requirements (Put a "✓" where appropriate).

#### Report on the Use of Capacity Enhancement Grant (CEG) (2021-2022)

CEG total amount:

Brought forward	\$297,442
Grant Received	<u>\$1,014,750</u>
Total Income	\$1,312,192

Use of CEG:

Multiple Intelligences courses	\$676,524
Employment of IT Technical Support Service	<u>\$284,805</u>
Total Expenditure	\$961,329

# Report on the Use of the Life-wide Learning Grant

W F Joseph Lee Primary School  
Report on the Use of the Life-wide Learning Grant  
2021-2022 School Year

Jun 2022 ver.

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

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

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1.1	<b>Local Activities:</b> 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													
1	<b>FAMtastic CNY</b> The event was held online via zoom because of the pandemic, it provided a platform for our students to experience the festive atmosphere of CNY whilst learning about Chinese culture through the appreciation of traditional arts, playing games and making traditional crafts.	28/1/2022	P1-6	883	\$4,000.00	\$4.53	E5	Chinese Language	Over all students enjoyed the event - especially the martial arts show. They were also excited to be writing the CNY spring couplets as well as participating in the CNY greeting video where they shared CNY blessing with their families.		✓			
2	<b>Failure Day</b> We want to teach our students about the meaning and definition of failure and that it is an inevitable process in life, whilst at the same time building their resilience and equipping them with a positive "growth mindset", through a series of experiential activities.	1-2/6/2022	P4-5	272	\$32,000.00	\$117.65	E5, 6	Values Education	Student were excited for various challenges in the activity, and were able to stay positive amidst difficulties or failures with guidance and coaching.		✓			✓
3	<b>Animal Encounter</b> The event allowed our students to meet with and interact with a variety of animals, to learn more about their characteristics, diets as well as habitats whilst also learning to respect all species of lives.	8 & 19/7/2022	P2-3	302	\$45,960.00	\$152.19	E5, 6	Science	This was a unique experience for students in school and they had a lot of fun. Not only did they learn more about different animals in an interactive manner, they also learned to respect different species of lives and how to get along with them.	✓				
4	<b>Rope adventure play</b> The event allowed P.2 and P.3 students to gain confidence and develop team spirit through rope adventure play.	6/7/2022	P2-3	302	\$49,800.00	\$164.90	E5, 6	Others, please specify: Team building	The tasks could be challenging and difficult for junior students, yet they managed to overcome them with supports and assistance from their fellow classmates, it was a meaningful and fun experience for them.		✓	✓		





# Report on the Use of the Student Activities Support Grant

W F Joseph Lee Primary School  
Report on the Use of the Student Activities Support Grant  
2021-2022 School Year

Jun 2022 ver.

## I. Financial Overview

A	Allocation in the Current School Year:	\$18,200.00
B	Expenditure in the Current School Year:	\$9,568.00
C	Unspent Amount to be Returned to the EDB (A – B):	\$8,632.00

## II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	2	\$172.00
Full-grant under the School Textbook Assistance Scheme	42	\$4,846.00
Meeting the school-based financially needy criteria	43 (capped at 25% of the total allocation for the school year)	\$4,550.00
<b>Total</b>	<b>87</b>	<b>\$9,568.00</b>

(Remark: This item should be equal to the "Expenditure in the Current School Year" in Part I B)

## III. Details of Expenses

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times <sup>1</sup> of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
<b>1. Local activities:</b> To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or 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									
1	<b>FAMtastic CNY</b> The event was held online via zoom because of the pandemic, it provided a platform for our students to experience the festive atmosphere of CNY whilst learning about Chinese culture through the appreciation of traditional arts, playing games and making traditional crafts.	Chinese Language	0	\$4,000.00		✓			
2	<b>Failure Day</b> We want to teach our students about the meaning and definition of failure and that it is an inevitable process in life, whilst at the same time building their resilience and equipping them with a positive "growth mindset", through a series of experiential activities.	Values Education	28	\$32,000.00		✓			✓
3	<b>Animal Encounter</b> The event allowed our students to meet with and interact with a variety of animals, to learn more about their characteristics, diets as well as habitats whilst also learning to respect all species of lives.	Science	35	\$45,960.00	✓				
4	<b>Rope adventure play</b> The event allowed P.2 and P.3 students to gain confidence and develop team spirit through rope adventure play.	Others, please specify: Team building	0	\$12,340.00		✓	✓		
5	<b>Outdoor learning day</b> P.1 to P.4 students spent their Outdoor Learning Day in Kam Tin Country Club, where they fed farm animals and enjoyed spending time under the sun and on the grass.	Citizenship and Social Development	0	\$13,450.00			✓		
6	<b>Outdoor learning day</b> P.5 and P.6 students spent their Outdoor Learning Day in Po Leung Kuk Jockey Club Tai Tong Holiday Camp where they participated in a number of outdoor activities like archery and cope course.	Citizenship and Social Development	24	\$26,300.00			✓		
7	<b>Outdoor learning day</b> P.1-6 students spent their Outdoor Learning Day in Kam Tin Country Club and Po Leung Kuk Jockey Club Tai Tong Holiday Camp, where they participated in a number of outdoor activities and enjoyed the beauty of the nature.	Citizenship and Social Development	0	\$4,000.00			✓		

8	<b>P.5 Service Learning</b> Physical visits were not feasible under the pandemic, yet our P.5 students expressed their love and care to the society by making a video to the elderly which was shared to the Elder Academy and to a number of elderly homes.	Citizenship and Social Development	0	\$3,900.50				✓	
9	<b>P.6 Service Learning</b> P.6 students participated in a number of services to give back to the society and to learn about the meaning and value of serving others.	Values Education	0	\$48,000.00				✓	
10	<b>STEM</b> We have organised a number of STEM days for our students. The topic for P.1 students was "doctor knowledge" whereas students learned about different technologies used in the medical fields taught in "STEM Sir" lesson, then they tried on hand-on tools as a doctor. While the topic for P.4 students was "Beyblade Burst" whereas students learned about the mechanism behind, followed by students making their own Burst and an exciting BeyBlade Burst competition.	Others, please specify: STEM	0	\$53,670.00			✓		
11	<b>STEM</b> P.2 and P.3 students made a garden using blocks while P.3 students made a "stop-motion" movie all by themselves.	Others, please specify: STEM	0				✓		
12									
(Please insert rows above if the space provided is insufficient.)									
<b>Expenses for Category 1</b>			<b>87</b>	<b>\$243,620.50</b>					
<b>2. Non-Local activities:</b> To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1									
2									
3									
4									
5									
(Please insert rows above if the space provided is insufficient.)									
<b>Expenses for Category 2</b>			<b>0</b>	<b>\$0.00</b>					
<b>3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities</b>									
1									
2									
3									
(Please insert rows above if the space provided is insufficient.)									
<b>Expenses for Category 3</b>			<b>0</b>	<b>\$0.00</b>					
<b>Total</b>			<b>87</b>	<b>\$243,620.50</b>					

1: 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.

Contact Person for LWL (Name & Post):	Ms Janice Li Ming Wai Head of LWL
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# W F JOSEPH LEE PRIMARY SCHOOL

## 2021-2022 Annual Report

### *Promotion of Reading Grant*

#### **I. Evaluation of effectiveness**

This year's reading goal was to encourage students to read different types of books through a variety of reading activities. The librarian especially took advantage of the life education lesson to encourage students to read with the theme of "Gratefulness" and shared how to improve reading skills. The activity was to invite students to write a gratitude diary and to read more than 100 books. The content of such books includes: correct values and stories that talk about growth. After watching the program recommended by the librarian, the students also came to the library to borrow books related to "Gratefulness", and we gradually saw that the reading habits of the students were gradually developing and also the types of reading had been broadened. The activities of good book promotion in the library were not only about the theme of moral education, but also recommended books to meet the needs of various subjects. For example, for Primary 3, they recommended books for different kinds of classroom activities so that students can apply what they have learned and promote good habits of self-study.

Due to the epidemic, the opening hours of the school library have been affected. We have switched to making reading programs online to recommend books to students. And the library's lending service has also switched to online pre-loan books. Students and parents could read ebooks at home. From the library's website, they could select their favourite books. We also tried our best to find suitable books for students and to go through the procedures for borrowing books, and delivered them directly to the classroom for students. This service has been well received by parents and students, and we are delighted to be able to support our readers.

Although the Buddy Reading activities and the reading activities of making handicraft books were cancelled during the suspension of classes, the librarian made good use of the reading allowance and concentrated on purchasing quality books of different types for the library, and continued to enrich the resources of the library. After the resumption of classes at the end of April, students continued to participate in the reading plan. The plan not only encourages students to continue to pursue their own reading goals, but also allows them to check their reading records. The school also rewarded students for their reading performance, and distributed small gifts to students at the end of the semester. This plan was welcomed by the students and played a positive role.

## II. Budget

Items	Purpose	Description	Actual Expenses
1.	Books for library and teachers	Readers and reference books	\$ 60103.70
2.	Reading related activities Buddy reading Reading Channel (stationery) Handmade Readers (Materials & reference books)	Stationery, prizes for students	\$ 1160.55
3.	Classroom library	Magazines	N/A (Due to class suspension, the order of magazines was cancelled.)
4.	Book wrapping and stationery	Stationery	\$ 9914.21
5.	Reading scheme	Prizes for students	\$ 4312.90
6.	Activities for student librarians	Snacks for student librarian annual meeting (around \$10 per student, a total of 75 student librarians)	N/A (Due to class suspension, we did not recruit student librarians.)
<b>Total:</b>			<b>\$75491.36</b>