



W F Joseph Lee
Primary School



W F Joseph Lee Primary School

School Report

2022-2023

Harmony brings family prosperity, Cohesion makes a nation wealthy.

- (1) Our School
- (2) Achievements and Reflection on Major Concerns; Feedback and Follow-up
- (3) Student Performance
- (4) Financial Summary

(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

*“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.

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.

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 dance room, 1 basketball court and 7 special rooms for teaching information technology, languages, general studies, music and art. One multi-purpose 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.

1. Class organisation

Level	P1	P2	P3	P4	P5	P6	Total
No. of classes	5	5	5	5	5	5	30
Total enrolment	165	160	151	143	130	119	868

2. Manpower

Category	Number
Principal	1
Consultant	2
Teaching Staff	72
Administrative Staff	27
Supporting Staff	13
Total	115

3. Teachers' work experience

No. of years	0-5	6-10	Over 10
Percentage	44%	18%	38%

4. Teachers' qualification

	Bachelor Degree	Master Degree or above
Percentage	100%	36%

(2) Achievements and Reflection on Major Concerns; Feedback and Follow-up

- **Major Concern 1: Inculcate Positive Values in Students through Character Building**

Achievements

1.1 To strengthen teacher-student rapport

Teacher is a person who greatly influences students. We believe that strong and positive teacher-student rapport can construct positive values in students. With school half-day resumption in the first term and full-day resumption in the second term, chances of face-to-face interaction between teachers and students have markedly increased. Teachers made use of various activities such as board games, birthday parties, Mother's Day and Father's Day preparation, etc. to enhance their relationship with students. Good practices in setting up the classroom routines, classroom management and understanding the students were shared by our teachers during the teacher monthly meetings. We believe success breeds success. The sharing did promote a positive school climate and build the good character of our students.

From the results of SHS, the mean scores of different stakeholders' views on "School Climate" were all above 4. The mean scores from teachers, students and parents were 4.06, 4.12 and 4.33 respectively in the year of 2022-2023. All scores increased which are very encouraging. It echoes with the results of APASO that the mean scores of Part 1: Attitudes to School "Social Integration" increased and they were all above that of Hong Kong norm in the year of 2020-2021, 2021-2022 and 2022-2023. The resumption of all activities such as life-wide learning week, recess activities, field trips and addition of self-study periods, etc. did provide platforms for strengthening teacher-student rapport. The mean score of "Teacher-student Relationship" of the same APASO further proved that our effect was worthy as they increased continuously over the past three years. It was above that of Hong Kong norm in the year of 2022-2023. We will keep training all new coming teachers to pass the torch with the good practices. We will continue our effort to maintain the positive school climate.

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

Alignment of values among key stakeholders is significant for student development. It can be done through sharing, learning and hands-on experiences, etc. The resumption of the parent workshop is a successful way for communication. Making DeCoupge Canvas Tote was a good example to align our attitude towards Chinese culture. Experiential team building activities were also implemented among our staff so as to align staff's values with the school values. These experiential learning activities not only enhance cohesion, but also build the school core values among different stakeholders.

“A Brew with Principal” is another effective way to communicate with parents. More than 90% of participants agreed or strongly agreed the purpose of communication between parents and the school was fulfilled. The overall comments collected were positive that they gained a clearer understanding of the school’s development and the school policies. With better alignment of values of all key stakeholders, we work hand in hand together for the betterment of school and student development.

Proper policies and guidelines can clearly illustrate the school’s values to all stakeholders, so that the school has reviewed and updated our Teacher Handbook, School Complaint Policy and Crisis Management Guideline. The transparency of the school is further enhanced.

According to the results of SHS, the mean scores of different key stakeholders’ views on “My view on support of student development” is around 4. It was in agreement with the results of teachers’ view of the same SHS that the mean scores of both item 63 “The school leads collaboration among subject panels and committees to actively implement values education.” and item 65 “The school helps students develop interpersonal skills and attitudes, such as showing respect for others and empathising with others.” were above 4. Teachers did put a lot of effort in inculcating positive values in students. A similar result can be seen in students’ view of the same SHS that the mean scores of both item 20 “The school actively teaches us how to get along with others, such as showing respect for others and being considerate.” and item 21 “The school actively fosters our virtues.” were all above 4 in the past three years. The results from parents’ view of the same SHS was in the manner of that of teachers and students that the mean scores of both item 9 “The school enables my child to understand how to get along with others, such as respecting others and being considerate.” and item 10 “The school can foster in my child good virtues.” were also all above 4. The results go in line with the results of APASO Part 8: Values, the mean scores of all items increased in the year of 2022-2023. There were more than 85% of items higher than that of the Hong Kong norm in the year of 2022-2023. It speaks for our effort. We will further extend our work on character building for the benefit of our students.

1.3 To enrich positive daily experiences of students

The school knew that students face many challenges regarding their social and emotional problems after school suspension for a long period of time. Thus, we specially provided many purposeful programmes for students to enhance their well-being. We also reactivated service learning and launched some new programmes such as 5G +AloT Butterfly Project and Pillars of Tomorrow: National History Education Programme for Youth, etc. for enriching their positive daily experiences. The results of the mean scores of students’ view of SHS item 22 “Through the opportunities that the school provides (including activities outside of the classroom), I can develop my interests and life skills.” increased notably. It revealed that our attempt did provide various learning experiences to students. These programmes not only unleash their potential,

but also nurture their positive values. It was further confirmed by the mean scores of teachers, students and parents on “My views on support for student development.” were 4.05, 4.00 and 3.98 respectively in the year of 2022-2023 which were comparatively high.

Our achievement in promoting National Education to students was reflected in the results of APASO part 8 “Values” subscale “Attitude towards the Nation” that it increased for the past three years. It was higher than that of the Hong Kong norm this year. We will keep fostering students with good traditional Chinese values by all means.

Reflection

Overall we are pleased to hear that the mean scores of all items of APASO Part 1: Attitude to School “Teacher-student Relationship” increased this year, yet only item 40 “ My teacher takes an interest in helping me with my work” was lower than that of Hong Kong norm. It echoes with the results of APASO Part 7: Independent Learning Capacity that the mean scores of most of the items decreased. It was found that the result of all items from P6 students decreased. It may be due to the reason that the school promotes self-directed learning and e-learning for the past few years. Our students take time to adjust their learning with the paradigm shift. Some students also revealed that there were too many module summaries this year and they were so busy catching up with the curriculum. Some students felt worried and busy finding secondary schools. It is suggested that the school can provide a wide variety of means and platforms to arouse students’ interest and cultivate their proper attitude and methods in learning independently. We will also try to consolidate and scaffold students’ learning through massive learning activities and gamification. Establishment of extensive reading habits can enhance their independent learning capacity and benefit their study in the future.

We are delighted to know that all items of APASO Part 8 :Values increased in the year of 2022-2023, yet the mean scores of its subscale “Code of Conduct” were slightly lower than that of Hong Kong norm for the past three years. It may be the result of a long period of face-to-face class suspension. Students may not know proper social manner when they stayed at home. It is advised that social and emotional training can be provided to our students through formal, informal and hidden curriculum. With the continuous focus on character building, we carry on with inculcation of positive values in students.

Feedback and Follow-up

In order to meet the challenges and demands of the 21st century, our school has put lots of effort in inculcating positive values in students through character building and enhancing the well being of different stakeholders.

The long lasting COVID class suspension limited student development to some degrees. The lack of face-to-face interaction and elimination of a variety of activities did affect the growth of our students, especially in social and emotional learning, communication and collaboration with others. The formation of a social and emotional learning framework and the objectives of each grade can be set for different stakeholders to have a full picture of the development. They can cooperate and collaborate together to build a betterment for each student.

With full-day school resumption in the year of 2022-2023, both teachers and students tasted many positive daily experiences and enjoyed their campus life. Stronger and stronger teacher-student rapport is built through all kinds of academic and non-academic activities. It is believed that positive values are inculcated in students and good character is built. The school can make use of our strong community network and the support from parents to further provide platforms and opportunities for students to unleash their potential and growth, thus to help students to achieve the seven learning goals - positive values and attitudes.

Our philosophy 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. All our non-academic purposeful activities serve the purpose of building students' positive character and values. We fully resumed all kinds of activities such as morning assemblies and sharing, recess activities, school team training, extra-curricular activities, life-wide learning week, field trips and excursion, etc. this year. Students fully engaged in various types of activities and different competitions. Their efforts have not been in vain. Details of our non-academic achievements can be found on the school website under 'Achievement'.

- **Major Concern 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

To encourage learner agency and independence in daily learning

After completing their year-end exams, students took a moment at the Whole Person Development Period (WPD) lesson to reflect on their performance and examine the tactics and skills they employed during the exam.

Some students may have found that they were able to manage their time effectively, while others may have struggled to complete the exam papers within the allotted time. In terms of specific skills, some students may have excelled in their ability to recall information, while others may have struggled with analysis and critical thinking. To encourage learner agency and independence, it is important for them to recognise their own strengths and weaknesses so that they can work on improving in areas where they may be lacking. Additionally, sharing exam tactics and strategies with others can be helpful in developing a more comprehensive approach to studying and test-taking. The video made by the subject panels of the Academic Team helped students reflect on their performances. Younger students could learn from their big brothers and sisters. Overall, reflecting on their exam experience can help students identify areas for improvement and develop a more effective approach to their future studies.

Promotion of Reading Across the Curriculum (RaC)

The school has made significant efforts to promote reading among its students and encourages students to take ownership of their reading. There has been a significant increase in the aspect of "Reading," in the APASO report from 2.91 in 2021-2022 to 3.05 in 2022-2023, which is higher than the Hong Kong norm 2.91.

The teacher librarian has introduced different genres and ways of using the books to students. For instance, P.2 students have been taught 4 reading genres in Reading lessons, including fairy tales, adventure books, biographies and information books. Secondly, reading is also promoted through student librarians, where we plan to produce a 5-minute video to showcase library's recommended books and new arrivals. This is to empower them to take charge of their own learning. Thirdly, reading is promoted within classrooms with the new magazines for different topics, like STEM and sports.

In addition, the school has distributed a blue booklet, "My Reading Footprints Record Book" from the public library, to each student. Students could finish the reading amount which is set by our school library during school holidays. If students can finish reading a designated amount

of books, they can redeem “YouShine” stamps as a reward. These efforts to promote reading not only enhance learner agency and independence, but also foster a lifelong love of reading.

To engage students with technology based learning experience for acquisition, exploration, integration and application of knowledge with the launch of BYOD scheme

Blended learning and global connections

Our P.4 Blended Learning Project was conducted in December again in the first term this year. We aimed to provide students with the opportunity to try out some blended learning models and strategies similar to last year. Our P.4 English teachers had also made global connections with different primary age students in a school in Japan. The meeting with the Japanese teachers was held on 22 November 2022. The live Zoom with our Japanese counterpart was conducted on 13 December. Global connections allow students to interact with overseas students in English in an authentic scenario, enabling them to feel the magnitude of learning a foreign language. The experience of making global connections through all these precious virtual exchanges enabled our P.4 students to have an intimate glimpse into the language and customs of people living thousands of miles away. Our students introduced Hong Kong culture to our Japanese friends from afar! And in return, they showed us theirs. Students were very excited and motivated to participate in this genuine cultural exchange. After the project, our students wrote genuine reflections on the Padlet wall. Our students realised the differences in each other’s English speaking proficiency. They have learnt that English is a good tool to connect with people from another culture, and they need to show respect and care to others. They also appreciated the teamwork spirit of the classmates and were happy that they had completed a project together. Blended learning has also been infused into P.3 and P.5 as well to maximise online and offline learning for our students. As we continue to embrace blended learning, we have kept upskilling our teachers’ digital literacy through online courses and collaboration with companies such as Apple and Google classroom. Around 10 Apple workshops have been attended by our teachers including Note-taking for Learning and Teaching, AR for Different Subjects, Animated presentation with Keynote, Basic Usage of GarageBand, etc.

Blended Learning Award

On top of this was the winning of the Gold Award (English Language Education) on our blended learning programme of the International Outstanding e-Learning Award organised by the e-Learning Development Laboratory of The University of Hong Kong. The assessment of the award is stringent and well recognised. The members of the judging panel are the experts from academia, schools, industry and IT. The adjudication is based on the effective use of pedagogies and e-learning tools in the pedagogical design, assessment methods, analysis and result of learning effectiveness, innovativeness and continuity and universality of design and finally on

the reflection on Learning and Teaching. This has boosted our confidence to continue propelling the change in the mode of learning and teaching in our school.

EdTech Heroes Award in the K12 Track

We are proud to announce that our EdTech initiative, Blended Learning, has been chosen as one of the top 10 Finalists for the prestigious EdTech Heroes Award in the K12 Track. This award celebrates and promotes the efforts of K12 education institutes in Hong Kong that have successfully integrated technology applications to improve teaching and learning experiences.

2.2 To increase teachers' motivation to strive for academic excellence

To equip teachers with necessary skills and mindset towards pursuing academic excellence through setting personal goals, post-lesson observation feedback sessions, peer lesson observation, and the learning and teaching policies

To equip teachers with the necessary skills and mindset for academic excellence, our school offers in-house professional development programmes, encourages personal goal setting, provides post-lesson feedback sessions and peer observation, implements effective learning and teaching policies, promotes technology integration through BYOD scheme, and provides ongoing support and reflection opportunities. These strategies help teachers enhance their abilities, collaborate with colleagues, adopt best practices, utilise technology, and continuously improve their teaching practices for the benefit of student learning.

The following achievements have been observed:

Satisfactory performance from lesson observation, with a satisfaction rate of at least 90% of teachers receiving a rating of Level 2 or above. At least 50% of teachers have attained Level 3 on the 4-point scale, indicating they have exceeded the standard. Additionally, 5% of teachers have achieved Level 4 on the same scale, demonstrating exceptional performance.

To steer more professional dialogues on pedagogies through Cross-subject and Team Planning Sharing, and other subject meetings

This year, the school has made continuous attempts to step up the collaboration among subjects in the cross-curricular learning project in P.1-6. Level coordinators have been through the planning, implementation and evaluation process while carrying out the initiatives. By developing engaging cross-disciplinary topics, project coordinators and teachers have designed learning activities that stimulate students' critical thinking and encourage flexible application of knowledge across different domains during the communication and problem-solving process. These activities promote a deeper understanding of how various subjects are interconnected and equip students with the skills to transfer their knowledge and apply it to new contexts. The

approach enables students to develop their creativity and gain a broader perspective, which is essential to thrive in today's dynamic and complex world.

To strengthen the middle-tiered leadership of subject leaders (Panel Heads, Vice Panel-heads and Level Coordinators) through distributed leadership in the development process of the curriculum initiatives

The school has taken steps to strengthen the middle-tiered leadership of subject leaders (Panel Heads, Vice Panel-heads, and Level Coordinators) through various strategies. Distributed leadership approaches have been implemented, involving these leaders in the development process of curriculum initiatives. Additionally, the school has provided instructional planning and coaching skills to enhance their abilities. Various professional learning opportunities have been offered to further support their growth, for example, encouraging them to take courses, share knowledge in international conferences. These efforts aim to empower subject leaders, promote collaboration, and enhance their leadership effectiveness in driving curriculum development and instructional improvement.

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

To engage students with technology-based learning experience with the launch of BYOD scheme at P.4 and P.5

Teachers have been positive towards implementing e-learning and tried out various strategies to further exploit the advantages of using mobile computer devices in learning and teaching while implementing "Bring Your Own Device" (BYOD) policy in our school. As hybrid learning becomes an integral part of school education, educators need to consider the long-term role of technology and deepen their usage of it to improve students' learning experience, performance as well as attitude. Digital skills are crucial for the next generation to succeed in the real world. We look forward to continuing to instil digital literacy and confidence in our teachers, and empowering them to leverage technology to nurture our future talent.

At the beginning of the year, subject panel heads had reviewed their curriculum so that only related technology-based / e-learning resources and appropriate software shall be installed in the iPads for the main aims and objectives of the subject curriculum to be achieved. Panel heads also thought of enhancing the teaching effectiveness by using education technology to give greater emphasis on the theme/topic introduced in the subjects. For instance, Padlet has been widely used to present the topic in a very innovative way that leads into discussion and exchanging ideas and thoughts among teachers and students. It is also a writing platform facilitating students to post notes in a common place and allows students to share notes with others in the form of images, videos, links and different documents. Our students, by using their

iPads, researched ideas by inputting it on the Padlet wall instantly in class. This happened in various subjects such as English Language, Chinese Language, Maths, Science, G.S. and Arts in the lessons. They then collaborated, discussed and provided feedback on their ideas together. Receiving instant feedback as students reached and commented to other students' posts in real time during class added more relevancy and engagement while they worked on their learning tasks.

Students have started to get used to taking digital handwritten notes on their iPads by using GoodNotes. Students jotted down their thoughts or took class notes. GoodNotes automatically syncs the documents across all of students' devices, so that they can access them, no matter where they are. In the long run, taking handwritten notes on an iPad is way more eco-friendly. With the advancement of mobile technology, BYOD in our school shall be stepped up in the coming years.

Cross-disciplinary projects in Primary 1-6

Through interesting cross-disciplinary topics devised by project coordinators and teachers, the learning activities designed have helped stimulate students' thinking and promote flexible application of knowledge in different domains in the communication and problem-solving process. Overall, cross-disciplinary learning has been a valuable tool for our students, helping them to develop a range of skills and knowledge. This year, different subjects worked together again under a specific theme in each level in our cross-disciplinary project.

The number of subjects involved in each level was down to four, which made it easier for teachers to communicate and also to strengthen the connections among the smaller scope of subjects. Teachers of P.1-6 helped students study the topics from different perspectives and develop generic skills and capabilities for integration by strengthening collaboration and exchanges across subjects during the year.

Reflection

According to the results of APASO, the items: Academic Initiation, Study Plan, Academic Monitoring and Academic Self Concept have increased in percentages and are higher than Hong Kong norm. Regarding teachers' view about Curriculum and Assessment, there has been a significant increase in the aspect of "School curriculum and assessment," from 3.93 in 2021-2022 to 4.13 in 2022-2023, making it the highest score recorded in three years. The items include knowledge of key learning areas, language skills, generic skills, national identity, positive values and attitude, and reading and information literacy.

A slight upward trend has been observed in "Student learning," with scores increasing from 3.95 in 2020-2021 to 4.00 in 2022-2023.

However, we need to further enhance students' inquisitiveness, academic affection, value of school work, goal setting and the ability to reflect upon their learning through more diversified teaching approaches, for example, project-based learning in various subjects in the upcoming years.

According to the results of SHS in 2022-2023, the average mean score of "My views on student learning" from students' perspective is the highest over the past three years from P.3 to P.6. Students believe they have taken on an active role in learning inside and outside of their classrooms. They are confident in their learning and enjoy it. They believed that they know how to set learning goals and be able to apply learning strategies.

The aspect of "Teaching" consistently received high scores over the past three years. Teachers believed that they have provided students with specific feedback in a timely manner (4.15), engaged them in an active inquiry (4.13), and have often taken into account students' learning progress (4.25).

In SHS, teachers agreed that the middle-tier leadership remained consistently high as reflected in the score of 4.09 in 2022-2023. Level coordinators were involved in the decision-making process. The roles of subject leaders including Panel Heads and Vice Panel-heads have been strengthened.

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 three years - 4.10 in 2022-2023 and 4.05 in 2021-2022 and 4.04 in 2020-2021. 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.

Students also think that teachers often encourage them to learn and try their best to overcome learning difficulties inside and outside of the classroom. The score ranks high at 4.06 this year.

While our students generally possess high academic abilities, there is still room to enhance their self-directed learning capabilities by engaging them in a more active role in the learning process.

Feedback and Follow-up

Over the past three years, the school focused on pursuing academic excellence by promoting self-directed learning, increasing teacher motivation, and updating the curriculum. In the upcoming development plan, the school aims to achieve learning and teaching excellence through education technology, fostering positive character and values, and cultivating a culture of innovation. The connection lies in building upon the foundation of academic excellence and expanding it to incorporate advanced technology, character development, and innovation in education.

Moving forward, the upcoming development plan for the next three years focuses on achieving learning and teaching excellence through several key concerns. First, the plan emphasises on the advancement of education technology to enhance the learning experience for students. This includes incorporating technological tools and resources to facilitate teaching and learning processes such as facilitating workshops on effective use of digital resources, including open educational resources, online libraries, and educational apps, to enhance instructional materials and support student learning, and to introduce digital citizenship concepts to students, emphasising responsible and ethical behaviour when using digital platforms.

By connecting the major concern of pursuing academic excellence through student ownership of learning and enhancing learning effectiveness with the seven learning goals, the school will empower students to take charge of their education, develop a strong knowledge base, excel in language proficiency, foster critical thinking and independent learning skills, cultivate a reading habit, and use information technology responsibly. These connections create a comprehensive approach to academic excellence and holistic development, which supports students in achieving the seven learning goals, including knowledge of Key Learning Areas (KLAs), generic skills, and reading and information literacy.

Overall, the upcoming development plan of 2023-2026 builds upon the foundation of academic excellence from the previous years and expands it to encompass advancements in technology, character development, and a culture of innovation. These elements collectively contribute to the overall goal of achieving learning and teaching excellence in the school.

- **Major Concern 3: Continuously Improve and Sustain School Development by Enhancing Leadership Capacity**

Achievements

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

Over the past three years, our school has made significant strides in developing and nurturing managerial skills among supervisors through a variety of initiatives. We have conducted workshops specifically designed for professional, functional, and direct supervisors, focusing on areas such as providing written comments, handling difficult subordinates, preparing meetings with subordinates, and delivering oral feedback. In addition, we have established a robust supervisory system, with clearly defined roles and responsibilities for middle managerial teacher leaders, including Panel Heads, Functional Team Heads, and subject coordinators, to support the professional growth of teachers at different levels and functions. Furthermore, we have implemented a performance monitoring system that is linked to a recognition and reward system, with feedback and guidance provided by Senior Leadership Team members responsible for overseeing the corresponding areas. These efforts have helped create a supportive and productive environment that fosters the growth and development of our supervisors and teachers.

3.2 To build school capacity through community support

The school is part of the community that can grow together. The school collaborates with different parties through Wofoo Community Hub and has expanded our professional network in the past few years. This year, we are glad to participate in the Elder Academy Scheme launched by the Labour and Welfare Bureau and the Elderly Commission, and partner with Wofoo Social Enterprise to launch the “Wofoo Community Hub Elder Academy” so as to promote the belief of “Harmony brings a family prosperity, cohesion makes a nation wealthy”. We joined hands with New Territories Women & Juveniles Welfare Association Limited to arrange different activities for the elderly. There were 3 activities namely “Health Tourism Talk and Stretching Exercise”, a "Prepare for Ageing" talk and book signing event, and a mini-planter workshop held within this year. The participants were engaged and cherished the activities. We also invited our students as ambassadors to work closely with elders in the mini-planter workshop. It helps elders to keep pace with the times while students can get to know more about elders and learn from their valuable life experiences. Both elders and students were joyful with their mini-plants and enjoyed the moments.

We not only collaborate with various organisations in the community, but also provide different

platforms such as visiting elderly homes in service learning and beach cleaning etc. for students to serve the community. The students planned the schedules and implemented the activities. More and more student leaders can be trained through all these meaningful programmes. We will continue to build their capacity in this direction.

We set up the Wofoo Staff Club which aims to enhance and improve the staff well-being this year. A number of activities, such as Yoga Classes and Art Clay Silver Ring Making Workshop, etc., were held. The response and feedback from the participants were positive. More than 90% of participants agreed or strongly agreed the performances of tutors were good. They would like to join the next staff club activity. We will keep holding diverse activities to engage and fulfil different needs of our staff.

With the relaxation of measures of COVID, PTA re-organised the parent-child picnic. There were more than 1000 parents and students joining the event. It was a precious occasion for the family to come together and experience happiness as a family. Most participants expressed that they particularly enjoyed the event which can form strong bonding within their families. More events in different forms regarding family bonding will be planned and implemented in the coming year.

3.3 To enhance student leadership capacity

We believe systematic leadership training with a visualised model can significantly enhance student leadership capacity. We have completed a leadership training model and different programmes were made in respect to the model for various types of student leaders.

With the full-day school resumption in the second term, we resumed the duties of all student leaders such as student ambassadors and prefects. Student leaders can grow and practise their leadership skills. We also restarted our leadership training programmes. The results of SHS of teachers' view item 64 "The school provides enough opportunity to foster students' leadership" increased in the year of 2022-2023 which showed that the school did put effort and place focus in developing this domain. According to APASO, the data on "Social Power" increased, for example Q30 "It is very important for me to be a prefect/group leader." The results were 2.46, 2.44 and 2.81 respectively in the year of 2020-2022, 2021-2022 and 2022-2023; Q32 "I often try to be a prefect/group leader." were 2.55, 2.26 and 2.90 respectively in the year of 2020-2021, 2021-2022 and 2022-2023. It suggests an increasing interest and motivation among students to hold leadership positions and be recognised by their peers. This trend indicates a growing emphasis on leadership development and the desire to have a prominent role within

the school community.

Reflection

According to the results of SHS of students' view item 19 "The school actively develops our leadership abilities, such as providing training to class monitors and prefects." was 3.97, 4.03 and 3.98 respectively in the year of 2020-2021, 2021-2022 and 2022-2023. They were around 4 which are comparatively high, yet we did not achieve our target which is over 4 for all data. It may be due to the limitation of time for implementation of programmes and performing leaders' duties as the relaxation of measures of COVID started taking place in the second term.

With expanding professional networks in the community and social and economic activities resuming to full normalcy, the school can provide more and more chances for our students to develop in all aspects.

Feedback and Follow-up

In the upcoming school development plan, the school aims to continue its pursuit of excellence while incorporating major concern 3 - serving the community through collaboration with stakeholders and partners. This major concern has been connected to one of the seven learning goals of achieving a balanced physical and mental development in various ways such as taking pleasure in engaging in different communities, and fostering interests and essential skills to appreciate aesthetic and physical activities.

The school recognises the importance of community collaboration through *outreach, networking and collaborative projects*. By partnering with stakeholders and external partners, such as local businesses, organisations, and community groups, the school can provide students with opportunities for real-world learning experiences. This may include internships, mentorship programmes, and service learning projects that allow students to actively contribute to their communities.

The school will also encourage more students to participate in community events, cultural activities, and artistic endeavours. This exposure to diverse communities and experiences helps students develop an appreciation for aesthetics, cultural diversity, and physical activities.

The development plan ensures a holistic approach to education and aims to help students to achieve the seven learning goals - positive values and attitudes, and national identity. Overall,

by combining academic excellence, positive character development, and community service, the school aims to prepare students not only for academic success but also to become compassionate, responsible, and engaged members of society.

(3) Student Performance

Based on the report, it can be observed that the students have shown a positive attitude and behaviour. The school recognised the challenges students face regarding their social and emotional well-being after a long period of school suspension. In response, the school implemented purposeful programmes to enhance their well-being and positive daily experiences. These programmes, such as the 5G + AloT Butterfly Project and Pillars of Tomorrow: National History Education Programme for Youth, provided various learning experiences and opportunities for students to develop their interests and life skills.

The mean scores of students' views regarding the school's support for their development, as well as the mean scores of teachers, students, and parents on "My views on support for student development," were notably high. This indicates that the school's efforts not only allowed students to unleash their potential but also nurtured their positive values.

Furthermore, the report highlights the school's achievement in promoting National Education to students. The results of the APASO part 8 "Values" subscale, specifically "Attitude towards the Nation," have consistently increased over the past three years and were higher than the Hong Kong norm. This suggests that the school has been successful in fostering students with good traditional Chinese values.

Overall, the report indicates that the students have shown a positive attitude, actively participated in various programmes, and exhibited good values and attitudes towards their nation.

(i) Academic performance

Our P.6 students took part in the Secondary School Places Allocation. 87% of students were admitted to schools of their first three choices. All P.6 students were allocated to 40 different secondary schools in which 59% were Direct Subsidy Scheme schools, 35% were government-aided schools, 5% were government schools and 1% were international schools.

At the Ladder Reading Space 2023 Recognition Ceremony, we received multiple awards, including the Outstanding Student Award in Hong Kong, the Outstanding Student Award in our school, and the Most Outstanding School Award. We encourage our teachers to continue promoting ladder reading among students.

A group of students from P.1-6 took part in the "Hua Xia Cup" National Mathematical Olympiad Invitational Tournament 2023 National Finals. They achieved awards in different categories, including the Grand Award (Special Prize), First Class Award, Second Class Award, and Third Class Award.

Similarly, a team of students from P.5-6 participated in the 2023 STEM - Travel all-around

competition, where the P.6 Team emerged as the first runner-up. As a result, they were selected to compete in the Final Round held in Malaysia.

Our sports teams have achieved remarkable results in various competitions. The Boy and Girl teams received the Silver Award among 50 schools in the Hong Kong Primary School Sports Award Scheme.

The Cheerleading Team won championships in the Mini (Small) L1-L2 All Girl and Mini (Large) L1-L2 All Girl categories at the Cheerleading Championships 2022/2023 organised by the Cheerleading Federation of Hong Kong China.

The Mini Tennis Team became overall champions in the boys' category at the Mini Tennis District Inter-Primary Schools Competitions 2023 organised by the Hong Kong Tennis Association. They were also recognised with the Most Active Participation Award for their outstanding performance and sportsmanship.

The Rope Skipping Team excelled in the Heung To Cup Rope Skipping Competition 2023, earning multiple awards. They secured the overall 3rd runner-up position in the boys' category at the 1st Hong Kong Primary School Skipping Competition 2023 in the Yuen Long district. They achieved over 30 individual awards, showcasing their talent and competitiveness in a highly participated event.

The Fencing Team achieved impressive results in the Grade C foil event of the All HK Inter-Primary Schools Fencing Competition.

The Swimming Team demonstrated outstanding performances in the 2022-2023 Yuen Long District Primary Schools Inter-School Swimming Competition. They achieved top-four rankings in 19 individual events and secured team awards, with the girls' Division A, B, and C teams winning the championship. Student Leung Sin Ming Sammy stood out by winning the gold medal and breaking the manual timing record in the girls' Division A 50m freestyle event, earning recognition as an outstanding athlete.

(ii) Non-academic performance

The Odyssey of the Mind Team successfully qualified for the OM World Final 2023 held at Michigan State University. During the competition week, the students showcased their long-term 8-minute problem and participated in the spontaneous problem drama. They had the opportunity to interact with their buddy team, engage in various activities such as the opening ceremony, banner parade, creativity festival, and pin trading. The OM Team had an enjoyable experience, made new friends, and cherished every moment of their performance.

2022-2023 Report on Whole-school Approach to Integrated Education

I. Policies:

- Our school is committed to support 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 on 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, subjects teachers, SEN TAs and the group is advised and supported by school social workers and educational psychologist;
- Employ two SEN TAs to take care of 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) visiting our school in order to follow-up individual student's situations and provide support to teachers and parents.
- Purchase different school-based services such as SpLD training classes, behavioral emotional management classes and social skill trainings to enhance students' learning ability, confidence, social skills and interpersonal communication skills. Our school provides the following supporting groups through different aspects:

A. Parent Education

Parent-Child Yoga Class(2 sessions)

With the aim of facilitating a good parent-child relationship, the school organised a "Parent-Child Yoga Class." Parents and children had the opportunity to learn how to get along and communicate with each other through participation in this relaxation activity, fostering a deeper understanding between them. A total of 8 parents joined the group, and the response was positive.

P.1 Parent Support Group

To provide additional support for P.1 parents, we initiated a parent support group in December.

The group consisted of 2 sessions in total, and we were pleased to have 17 parents participating. The response from the parents was positive, indicating their appreciation and engagement in the support group.

Parent Workshop: Parent-Child Pastel Nagomi Art Workshop

To foster a strong parent-child relationship, we organised a parent-child activity called the “Parent-Child Pastel Nagomi Art Workshop.” This workshop provided parents and children with the opportunity to engage in painting together, promoting bonding and enhancing their communication skills. It also facilitated a deeper understanding between parents and children. We had the participation of 6 parents in this group, and the response was highly positive. Due to the success of the workshop, we are planning to organise another session in the upcoming year, allowing more parents and children to benefit from this enriching experience.

B. Learning Group for SEN students

Mathematics Group

In order to support students with SpLD to enhance their arithmetic skills, 1 extra learning support group is provided. Two P.5 students have joined the group which was provided by our SEN Teaching Assistant. It is possible that the lack of significant improvement in students’ academic performance could be attributed to the limited number of sessions and the insufficient experience of the teaching assistant responsible for the instruction. For the upcoming year, there will be a consideration of staffing arrangements before deciding whether to proceed with the programme.

Chinese Reading and Writing Group (11 sessions)

In order to support students with SpLD to develop their reading competencies, 1 extra learning support group was provided. Four P.2-P.6 students have joined the group which was provided by our SEN Teaching Assistant. We tried to make a mixed levels learning group this year to cater with students with the same difficulties among different grades. Students were engaged and attentive during lessons. However, it is possible that the lack of significant improvement in students’ academic performance could be attributed to the limited number of sessions as well as the considerable disparity between the curriculum used and the school’s academic level. To better address this issue, the design of the teaching materials for the upcoming year should be revised based on the school curriculum, ensuring a better alignment.

Music Therapy and Pastel Nagomi Art Workshop (8 sessions)

In order to enhance students' social, collaborative and communication skills, we organised two art therapy groups last year, aiming at teaching students to learn how to express their emotions and improve their self-awareness through the processes of creating, exploring and healing. 24 students from P.1-P.6 joined the groups. Students enjoyed expressing their feelings through art and showed their creativity. Throughout the workshops, teachers could know more about students' needs. However, teachers have observed that P.4-P.6 students show less enthusiasm when participating in the music therapy group. Considering this, as well as the fact that the content of the group leans towards P.1-P.3 students, the plan for the next year is to only offer groups for P.1-P.3 students. P.4-P.6 students will have the option to choose other forms of art therapy.

Social Skills Enhancement Group (8 sessions)

To alleviate students' stress and emotional distress, we organised two support groups during Term 1. These groups aimed to provide a safe and supportive environment for students. We are pleased to report that 16 students from P.1 to P.3 actively participated in these groups. During the lessons, the majority of students demonstrated high levels of engagement and attentiveness, indicating the positive impact of the support groups in addressing their emotional well-being.

New Sports Groups (10 sessions)

The school has organised some new sports groups including Kubbs, VX Rock it ball and Floorball in March. These groups aimed at providing non-medical methods to enhance students' problem-solving skills, social skills and self-control. 22 students from P.1-P.6 joined the groups. It is great to hear that students have shown focused engagement and gained a sense of accomplishment through participating in the groups, particularly through sports activities. They have also demonstrated a spirit of teamwork and collaboration. The students have expressed a strong desire to continue participating in these group activities and hope that the school will organise them in the coming year as well. The plan for the new academic year includes expanding the variety and number of emerging sports activities.

Mindful Yoga Group (10 sessions)

We also organised a "Mindful Yoga Group". Students learnt how to relax and improve their self-awareness by practising yoga. 6 students from P.1-P.4 joined the group. The students have expressed that they feel a sense of calmness and relaxation through the activities, and their attention has improved as well. They have mentioned that they are better able to cope with stress and anxiety. In the upcoming year, there are plans to continue organising and promoting

these activities, extending them to students in higher grades as well.

Life Planning Education: Pet Grooming

The school has organised a “ Life Planning Education: Pet Grooming” in June. The visit enhanced SEN students’ knowledge of different industries. It also helped students understand their interests, abilities and aspirations. It is wonderful to hear that the activities have helped students push their boundaries, learn to interact with animals, and realise that work is not as simple as they might have imagined. In the upcoming year, there are plans to continue organising similar activities to broaden students’ horizons and provide them with further opportunities for growth and learning.

Individual Training

We also provided intensive individualised support for students with severe learning difficulties and ASD students. 4 students of P.1-4 joined training last year. The training programmes were provided by our SEN Teaching Assistants. They all made good progress and will continue the training next year.

Speech Therapy & Educational Psychological Service

Services of Speech Therapy and Educational Psychology have been carried out 15 times and 17 times respectively to cater various needs of students in our school.

C. Integrated Education

To develop a greater understanding and acceptance of students with disabilities and diversity as a whole, we have organised several activities for students.

Integrated Drama Show

Includrama 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.1-P.3 students in June. The response from students regarding inclusive theatre has been overwhelmingly positive. They are excited about the theater experience. The students are deeply moved by the performances and stories portrayed by the actors, and they feel a strong resonance with them. All teachers, without exception, agree that the theatre experience has helped students better understand and appreciate the abilities and experiences of people with disabilities, while also inspiring their thinking about inclusivity and respect. Students actively engaged in interactions with the actors and participate enthusiastically in follow-up discussions and learning activities. Overall, the students’ response to inclusive theatre is enthusiastic and

positive, and they feel deeply inspired by its impact. Therefore, there are plans to continue organising inclusive theatre activities in the upcoming year.

“Adventure Ship” On Board Training Programme

28 P.5 and P.6 students participated in the “Adventure Ship On-Board Training Programme” in December and through the pre-trip and post-trip workshops as well as the on-board training, students had the chance to face different challenges, achieve personal breakthrough and collaborate with other teammates. We have received overwhelming responses towards the Adventure Ship experience, especially on the part where they jumped into the sea with great courage amidst the cold weather as they could not believe they could do it! We believe this interesting experience can help them better understand themselves and strengthen their understanding and acceptance towards others, ultimately building a caring campus.

Talk on Integrated Education

To help students cultivate empathy for others, we have arranged a talk for P.1-P.6 students in March and talks for P.4-P.5 students in July. The first talk was provided by the Hong Kong PHAB Association. People with disabilities shared their own experience to encourage students to strive for self-improvement and to constantly establish a positive and optimistic attitude towards life. The second one was about gaining a better understanding of inclusive facilities in their community and enhancing their appreciation for multiculturalism and diverse abilities. They have learnt to respect and appreciate the uniqueness of each individual and have fostered a more inclusive and respectful community within the inclusive environment. In the upcoming year, there are plans to continue organising similar activities and collaborate with different organisations to introduce students to individuals with various needs in society.

School-wide Mental Health Booths

The school is concerned about and values the importance of cherishing life and promoting mental health. A school-wide mental health booth was held last year. We believe that this activity is particularly crucial for students’ psychological well-being, and we are willing to support and participate in it. The activity can provide students with the necessary information and skills to better cope with stress, anxiety, and other mental health issues. However, teachers have noticed that the difficulty level of the booth games is not challenging enough for P.4-P.6 students, resulting in them quickly completing the activities and having too much idle time. For the upcoming year, it is suggested continuing organising school-wide mental health booths while adjusting the content based on the different grade levels to ensure appropriate

difficulty and engagement for all students.

D. Teacher training

In order to raise teachers' awareness of students with special educational needs, we have arranged 5 teachers to take the structured training programmes pitched at three levels, i.e. Basic, Advanced and Thematic Courses (BAT Courses).

E. Assessment for students with SEN

We have utilised the Learning Achievement Measuring Kit (LAMK) to assess the academic achievements of all students with special educational needs (SEN). These assessment results will serve as a reference for the upcoming school year in determining the need for continued provision of specific support services and curriculum accommodations for these students. The LAMK assessment helps inform decision-making regarding the appropriate level of support and accommodations required to cater to the individual needs of each student with SEN.

We are committed to continuously supporting students with special educational needs (SEN) in overcoming their limitations and difficulties. Our goal is to help them reach their learning potential, taking into account their individual abilities and stages of development. By providing tailored support and interventions, we aim to foster their independence, adaptability, and learning-to-learn capabilities. Our ultimate aim is to equip them with the necessary skills and resilience to embrace challenges in life and thrive in various aspects of their personal and academic journey.

(4) Financial Summary

2022-2023 Use of Reading Promotion Grant

In the past year, the school has implemented various initiatives to enhance its educational practices. To promote extensive reading, efforts were made to educate students about different reading genres and involve student librarians in book promotion activities. For character building and positive education, school librarians were trained to promote values such as servanthood, responsibility, and care for the school. Additionally, students were taught library etiquettes to instil a sense of responsibility and care for the school environment. In terms of supporting cross-curricular collaboration, the school provided learning and teaching resources for cross-curriculum theme-based learning programmes. Additionally, the school facilitated the ordering of books and magazines for different grade levels, thus supporting the development of various subjects. These initiatives have contributed to a well-rounded educational experience for students, fostering their love for reading, character development, and cross-curricular learning.

Items	Purpose	Description	Category	
			Fixed asset (\$)	Consumables (\$)
1.	Books for library and teachers' reference books	Readers	\$52595.06	/
2.	Classroom library	Magazines	/	\$52080
3.	Book wrapping and stationery	Stationery, Book stand, color paper, etc.	/	\$14614.8
4.	Reading scheme	Prizes for students	/	\$5443.9
Sub-total			\$52595.06	\$72138.7
Total			\$124733.76	

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
2022-2023 School Year

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	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													
1	Outdoor learning day P.1 and P.2 students went to Bunny Wonderland. P.3 and P.4 went to Holiday Farm. P.5 and P.6 went to Tree Top Cottage. Students experienced and appreciated the relationship with nature and friends through outdoor learning.	31/3/2023	P1-6	852	\$95,154.00	\$111.68	E1	Citizenship and Social Development	It was a lovely day with great weather. Students and teachers bonded under the sun and enjoyed the beauty of the nature.			✓		
2	CNY Carnival To let students feel the festive atmosphere of CNY and let them learn Chinese culture when they were watching the Chinese story show "Grind an iron bar down to a fine needle", Chinese Game Booth and made the Chinese Handicraft in classroom.	20/1/2023	P1-6	856	\$36,968.40	\$43.19	E5	Chinese Language	Students and teachers enjoyed playing with each other and building a relationship with friends and teachers.		✓			
3	Failure day To let students go through the experiential activities to improve students' resilience and equip students with positive and growth mindset". Also, to let students experience failure, understand that failure is an inevitable process and experience in life, and rethink the definition of failure and its meaning to life.	28-29/6/2023	P4	137	\$22,000.00	\$160.58	E5, 6	Values Education	Students showed their excitement on the challenge activities and showed their positive attitude when they faced difficulties or failures.		✓			✓
4	Beach cleaning 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 beach cleaning.	29/3/2023	P5	124	\$53,200.00	\$429.03	E5, 6	Science	Students learnt about the importance of reducing waste to protect the environment and enjoyed a great day with all the fun activities and outdoor learning experience	✓				✓
5	Wildlife learning To enhance students' interest of natural wildlife and encourage them to appreciate and love the environment more. Our students got the chance to play different games related to nature during exploration at the park. Students lastly played board games related to wildlife diversity in the afternoon.	30/3/2023	P3	147	\$46,700.00	\$317.69	E5, 6	Science	It was a great opportunity for students to connect with the environment, learn to care about the environment through games and talk and students had a great time on the day.	✓				

6	<p>Nature and Science Carnival To stimulate students' interest in exploring the environment, as well as discovering the interdependence of nature and humans. Collaborative learning is applied to encourage students to investigate into the nature in which the content integrates themes and topics from Science curriculum, serving as supplementary learning materials to facilitate students' understanding of the relationship between environment and living things.</p>	29/3/2023	P1-3	471	\$7,000.00	\$14.86	E5, 6	Science	It was exciting and fun for students to learn science knowledge through the game booths.	✓					
7	<p>STEAM Wildlife Corridor To learn about protecting bees and the environment by attending a lecture, making a bee hotel, and planting sunflowers. They not only learned about the bees' habits and contributions to the ecosystem, but also made a bee hotel to provide a safe shelter for them. Finally, students received three sunflower seeds to take home and help create an ecological corridor for wildlife.</p>	29/3/2023	P1-3	471	\$23,650.00	\$50.21	E5, 6	Cross-Disciplinary (STEM)	Students increased their awareness of environmental conservation and developed their environmental consciousness and social responsibility. By making the bee hotel and planting sunflowers, they not only learned how to help and protect bees, but also experienced the fun and sense of accomplishment that comes with hands-on creation and planting. This activity provided an engaging STEAM experience, as well as an opportunity to cultivate students' environmental consciousness and social responsibility.	✓					
(Please insert rows above if the space provided is insufficient.)															
Sub-total of Item 1.1				3,058	\$284,672.40										
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons														
1	<p>Graduation and Environmental Technology Overseas Excursion Students went to Singapore. They visited Gardens by the Bay, the ArtScience Museum, and the Singapore Science Center to learn about environmental protection and technology. They also visited Merlion Park, the landing site of Sir Stamford Raffles, Chinatown, and the Singapore Air Force Museum to learn about Singapore's history and national security.</p>	18-21/6/2023	P6	110	\$985,490.00	\$8,959.00	E3	Cross-Disciplinary (Others)	Students enjoyed this excursion very much and took this opportunity to share their experiences and memories of their six years of school life, thanking their teachers for their attentive guidance, and setting goals for their future. It was an unforgettable memory as they completed primary school.	✓					
2			P6	11	\$98,549.00	\$8,959.00	E4	Cross-Disciplinary (Others)		✓					
3	<p>Odyssey of the Mind Competition Odyssey of the mind competition is the largest creative problem-solving competition in the world. It required students to work together as a team to provide a solution to a long term problem. Our</p>	21-29/5/2023	P4-5	7	\$85,050.00	\$12,150.00	E3	Cross-Disciplinary (Others)	Finally, students won the champion in the HK region OM competition in Problem 3 division I. They also got the chance to represent HK and competed in the OM	✓					
4	<p>students created an 8-minute play on "The wall of Troy" last year. They worked really hard in preparing our props and costume and practised many time for our play.</p>		P4-5	2	\$69,508.00	\$34,754.00	E4	Cross-Disciplinary (Others)	World Final at Michigan State University in USA. It was an unforgettable journey and experience for all our OM members.	✓					
(Please insert rows above if the space provided is insufficient.)															
Sub-total of Item 1.2				130	\$1,238,597.00										
Expenses for Category 1				3,188	\$1,523,269.40										

Category 2: To procure equipment, consumables or learning resources for promoting life-wide learning

No.	Item	Purpose	Actual Expenses (\$)
1			
2			
3			
<i>(Please insert rows above if the space provided is insufficient.)</i>			
Expenses for Category 2			\$0.00
Expenses for Categories 1 & 2			\$1,523,269.40

Category 3: Number of Student Beneficiaries

Total number of students in the school:	\$12
Number of student beneficiaries:	\$12
Percentage of students benefiting from the Grant (%):	100%

Name of Contact Person for LWL:	Li Ming Wai Janice
Post of Contact Person for LWL:	Head of Life-wide Learning

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

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

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
2022-2023 School Year

I. Financial Overview

A	Allocation in the Current School Year:	\$17,850.00
B	Expenditure in the Current School Year:	\$17,850.00
C	Unspent Amount to be Returned to the EDB (A – B):	\$0.00

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	5	\$7,770.00
Full-grant under the School Textbook Assistance Scheme	48	\$10,080.00
Meeting the school-based financially needy criteria	53	(capped at 25% of the total allocation for the school year)
Total	106	\$17,850.00

(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 ¹ 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
I. Local activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, 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	Outdoor learning day P.1 and P.2 students went to Bunny Wonderland. P.3 and P.4 went to Holiday Farm. P.5 and P.6 went to Tree Top Cottage. Students experienced and appreciated the relationship with nature and friends through outdoor learning.	Citizenship and Social Development	53	\$95,154.00			✓		
2	CNY Carnival To let students feel the festive atmosphere of CNY and let them learn Chinese culture when they were watching the Chinese story show "Grind an iron bar down to a fine needle", Chinese Game Booth and made the Chinese Handicraft in classroom.	Chinese Language	0	\$36,968.40		✓			
3	Failure day To let students go through the experiential activities to improve students' resilience and equip students with positive and growth mindset". Also, to let students 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	0	\$22,000.00		✓			✓
4	Beach cleaning 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 beach cleaning.	Science	9	\$53,200.00	✓			✓	
5	Wildlife learning To enhance students' interest of natural wildlife and encourage them to appreciate and love the environment more. Our students got the chance to play different games related to nature during exploration at the park. Students lastly played board games related to wildlife diversity in the afternoon.	Science	8	\$46,700.00	✓				

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times ¹ 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
6	Nature and Science Carnival To stimulate students' interest in exploring the environment, as well as discovering the interdependence of nature and humans. Collaborative learning is applied to encourage students to investigate into the nature in which the content integrates themes and topics from Science curriculum, serving as supplementary learning materials to facilitate students' understanding of the relationship between environment and living things.	Science	23	\$7,000.00	✓				
7	STEAM Wildlife Corridor To learn about protecting bees and the environment by attending a lecture, making a bee hotel, and planting sunflowers. They not only learned about the bees' habits and contributions to the ecosystem, but also made a bee hotel to provide a safe shelter for them. Finally, students received three sunflower seeds to take home and help create an ecological corridor for wildlife.	Cross-Disciplinary (STEM)	23	\$23,650.00	✓				
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 1			116	\$284,672.40					
2. Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1	Graduation and Environmental Technology Overseas Excursion Students went to Singapore, they visited Gardens by the Bay, the ArtScience Museum, and the Singapore Science Center to learn about environmental protection and technology. They also visited Merlion Park, the landing site of Sir Stamford Raffles, Chinatown, and the Singapore Air Force Museum to learn about Singapore's history and national security.	Cross-Disciplinary (Others)	5	\$985,490.00	✓				
2	Odyssey of the Mind Competition Odyssey of the mind competition is the largest creative problem-solving competition in the world. It required students to work together as a team to provide a solution to a long term problem. Our students created an 8- minute play on "The wall of Troy" last year. They worked really hard in preparing our props and costume and practised many times for our play.	Cross-Disciplinary (Others)	0	0	✓				
3					✓				
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 2			5	\$985,490.00					
3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities									
1									
2									
3									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 3			0	\$0.00					
Total			121	\$1,270,162.40					

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 Life-wide Learning
---------------------------------------	--

**Reporting DSS Schools' Annual Financial Position
Financial Summary for the 2021 / 2022 School Year**

	Government Funds	Non-Government Funds
INCOME <i>(in terms of percentages of the annual overall income)</i>		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	82.7%	N.A.
School Fees	N.A.	16.1%
Donations, if any	N.A.	0%
Other Income, if any	0.2%	1.0%
Total	82.9%	17.1%
EXPENDITURE <i>(in terms of percentages of the annual overall expenditure)</i>		
Staff Remuneration	67.1%	
Operational Expenses (including those for Learning and Teaching)	17.3%	
Fee Remission / Scholarship ¹¹	1.5%	
Repairs and Maintenance	0.9%	
Depreciation	7.3%	
Miscellaneous	5.9%	
Total	100%	
Deficit for the School Year #	0.25 months of the annual expenditure	
Accumulated Surplus in the Operating Reserve as at the End of the School Year #	10.10 months of the annual expenditure	
# <i>in terms of equivalent months of annual overall expenditure</i>		

* It excludes 1.45 months of NBV.

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

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

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

Report on the Use of Capacity Enhancement Grant (CEG) (2022-2023)

CEG total amount:

Brought forward	\$350,863
Grant Received	\$1,000,804
Total Income	\$1,351,667

Use of CEG:

Multiple Intelligences courses	\$602,194
Employment of IT Technical Support Service	\$298,419
Total Expenditure	\$900,613