



**W F Joseph Lee
Primary School
School Report**

2020/2021

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
- (7) Financial Summary
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(1) Our School

Our Ideal, Vision & Mission

Our Ideal

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

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

Our Vision

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

Our students as beacons of light;
Our teachers and staff as exemplary mentors and role models;
Our school as a learning institution for all; and
“Harmony brings a family prosperity, cohesion makes a nation wealthy.”

Our Mission

We pledge to provide our students with learning opportunities to lay a sound foundation in developing their multiplicity of capabilities so that they are intellectually individual thinkers.
We pledge to develop students to their fullest potential in all areas: ethics, intellect, physique, social skills and aesthetics.
We pledge to develop students into responsible future members of society worthy of respect.

Our School

We are a whole-day primary school under the Direct Subsidy Scheme, adopting a school-based management mode (SBM). The majority of our students come from comparatively well off families living in Yuen Long, Tuen Mun and Tin Shui Wai in the New Territories. About 60% of them commute-school by school bus, the rest by private transportation or on foot.

With 5 classes in each level, we have altogether 30 classes. We are housed in a 7-storey Y2K designed building standing on 6 200 square metres in northern Tin Shui Wai, New Territories. The school is equipped with 30 standard classrooms, 1 hall, 1 library, 1 dancing room, 1 basketball court and 7 special rooms for teaching information technology, languages, general studies, music and art. One multipurpose room has been converted into a multi-media learning centre with 36 computers. The new annex launched in March 2017 includes 1 indoor heated

swimming pool, 1 multi-purpose hall for sports training, performances and seminars, 1 outdoor basketball court and 1 exhibition gallery for exhibiting student works. With ample resources, we are able to provide a happy and motivating learning environment for our students.

Following the guidelines laid out by the EDB, our school-based curriculum infuses the concept of multiple intelligences learning. It also adopts a trilingual and biliterate approach to teaching to enhance students' language skills in communication and learning. As for pastoral care, the whole school approach is being practised.

Tables:

1. Class organisation

Level	P1	P2	P3	P4	P5	P6	Total
No. of class	5	5	5	5	5	5	30
Total enrolment	165	162	159	158	135	136	915

2. Manpower

Category	Number
Principal	1
Consultant	2
Teaching Staff	71
Administrative Staff	34
Supporting Staff	12
Total	120

3. Teachers' Experience

No. of years	0-5	6-10	Over 10
Percentage (%)	43%	18.1%	38.9%

4. Teachers' qualification

No. of years	Bachelor Degree	Master or above
Percentage (%)	100%	33.3%

(2) Achievements and Reflection on Major Concerns

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

Achievements

1.1 To strengthen teacher-student rapport

We believe that strong teacher-student rapport can influence both students' academic and social development positively. We organised sharing on the importance of Teacher-student relationship and the related skills training to all teachers. Teachers put in practice by using the existing platforms, such as recess time and class teacher period, etc. in school. It was observed that more personal talks between teachers and students were conducted to share their school or family lives. It is believed that our teacher-student rapport has been enhanced.

From the results of SHS, the mean score of different key stakeholders' views on "School climate" are all above 4. The mean scores from teachers, students and parents are 4.13, 4.07 and 4.41 respectively in the year of 2020-2021. It echoes with the results of APASO that the mean scores of Part 1: Attitudes to School "Social Integration" are 3.02, 3.00 and 3.00 in the year of 2018-2019, 2019-2020 and 2020-2021 respectively, which are all above that of Hong Kong norm. With the positive school climate, students gradually build good characters and are inculcated positive values in their primary schooling.

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

We made use of different platforms, such as information seminars for parents, assemblies and staff development day, to communicate with different key stakeholders on various frameworks including student profile, curriculum framework, character building framework, etc. It was a good start to align key stakeholders' values with the school values. With common language and values, we are moving towards the same direction to inculcate positive values in students through character building.

According to the results of SHS, the average mean scores of "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 4.2. Similar results can be found in students' questionnaire item 19 "The school actively fosters our virtues.". It went in line with the results from parents. The score of item 9 "The school can foster in my child good virtues." was 4.3. It showed that different stakeholders have experienced that our school was actively promoting character building and inculcating

positive values to the students. We will continue to put resources and effort into character building so as to inculcate positive values to our students.

1.3 To enrich positive daily experiences of students

We organised professional training workshops for teachers to enhance their communication skills which could be practised through their daily interaction with students. It is hoped that teachers can make use of what they have learnt from the workshops to provide positive experiences to students.

From the data of SHS, the average mean scores of “My views on support of student development” from teachers, students and parents all are above 4. The score of item 46 “The school’s guidance and discipline work is geared to students’ development needs.” The teachers' score was 3.96. The scores maintained high in the past 3 years, which was 3.94, 4.00 and 3.96 in the year of 2018-2019, 2019-2020 and 2020-2021 respectively. It revealed that our work in character building could support students’ developmental needs. Students could experience positive daily experiences via the school’s guidance and discipline work.

From the results of APASO, the mean scores of negative effects of the past three years, which are 1.90, 1.89 and 1.77 in the year of 2018-2019, 2019-2020 and 2020-2021 respectively, continue to drop. It is believed that the enrichment of positive daily experiences can enhance student mental and social well-being. We aim to provide more purposeful school activities continuously to boost the wellbeing of our students.

Due to class suspension during the COVID-19 pandemic, there were fewer face-to-face school activities provided to students. Yet, our school produced different videos and held celebration activities to connect students with the school. For example, we held online games for each class in the Christmas celebration, FAMtastic CNY and online school team training in the afternoon to improve student wellbeing. Students stayed connected with the school and engaged in learning.

Reflection

We have established a positive school climate and the peer relationship is strong. It creates a solid foundation of character building. From the results of APASO, the mean scores of Teacher-Student Relationship of P3 and P4 students are 3.33 and 3.25, which is higher than the mean score of Hong Kong Norm that are 3.30 and 3.20 respectively. It reveals that the

relationship between our students and teachers is satisfactory. However, the mean scores of the same item in the same report of P5 and P6 are both lower than that of Hong Kong Norm. It is suggested that continuous professional development and promotion on strengthening teacher-student rapport can facilitate character building. Under the New Normal, we will review the difficulties students are facing and develop more effective support for students.

We have put a lot of effort in sharing our values with all the stakeholders. We will continue to promote our school values to all stakeholders and explore ways to collect views from them. With alignment of their values with the school values, the development of our school can go further.

From the results of APASO Part 8: Values, although about 70% of items (well-behaved, social harmony, sense of responsibility, commitment and perseverance) have mean scores from the past three years higher than that of Hong Kong Norm, we still have to move forward to the target we set, which is over 80%. The result indicates that the promotion of our core values namely responsibility, care, integrity, respect, commitment and perseverance gains ground. Students have a better understanding of the school's values. Further promotion and alignment should be carried out.

The scores of 3 items in all 7 items in the aspect of "My view on support for student development" in students' questionnaire increased slightly in the past 3 years. It is suggested that students found support from the school for their development. It matched with the results of parents' questionnaire in which the scores of all items in the same aspect maintained high in the past 3 years. They ranged from 3.88-4.28, 4.10-4.35 and 3.94-4.25 in the year of 2018-2019, 2019-2020 and 2020-2021 respectively. It is believed that students tasted more positive experiences under our intentionality.

Through extended learning activities, students can learn about values and virtues. However, under COVID-19, a lot of activities were canceled. From the data of SHS Part C4 "Students' views about the school", the data trend of Q.1 (The teachers often arrange learning activities outside class for us, such as project learning week, visits, field trips, etc.) show a decrease, the mean scores are 3.84, 3.61 and 3.49 in the year of 2018-2019, 2019-2020 and 2020-2021 respectively. It is foreseeable that the pandemic will continue to affect regular schooling. We will continue to use different ways to engage students in extended learning activities and explore ways to create positive experiences for students under the New Normal.

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

Technology-based Learning

Teachers have adapted to delivering effective online content and learning given the experience of the previous year. They have developed their teaching skills and built up a great repertoire of techniques to use in different situations they encounter with time. This year many diversified learning and teaching approaches were seen in lesson observation that could help students achieve their teaching objectives, match different learning content, purposes and focuses as well as to maintain their motivation and curiosity.

Learning from peers

Self-directed learning happens in many ways. Students can learn a lot in the process of collaborating, sharing and exchanging ideas with peers. Zimmerman (2002) pointed out: “Each self-regulatory process or belief, such as goal setting, strategy use, and self-evaluation, can be learned from instruction and modeling by parents, teachers, coaches, and peers. In fact, self-regulated students seek out help from others to improve their learning.” During the class suspension period last year, teachers kept using IT to support students to learn from their peers. From observation, most students were engaged with collaborative learning with the use of apps, e.g. Google Doc and Padlet, etc.

Encouraging online reading

Reading online for children has the advantage of being inherently motivational and fun. Some online reading combines playful elements – highly engaging animations and characters, colourful visuals and catchy sound and music. The school supported student learning by doing more online reading this year. They chose e-books from Raz-Kids, Rainbow One, and other online reading platforms for other subjects. Teachers developed learning materials to support self-directed learning for school-based curriculum.

Diversified learning strategies adopted

Videos, stories and K-W-L model in English Language subject and process writing in Chinese Language subject were used to arouse students' curiosity and guide students to ask reflective questions. Students searched for information and worked with their group mates during the process. Useful websites and sources were provided to students to search for information. Students were able to make use of e-tools like Padlet, Edmodo and Zoom for help to have discussions and work with their group mates during online lessons. Finally, they presented their findings using different means, for example, Padlet, videos, posters, written reports and PPTs.

In Mathematics, different eLearning tools and Apps were used to teach the concepts. In GS subject, pre-tasks were done on e-platforms efficiently. Students were encouraged to reflect and evaluate their achievements through peer evaluation and appreciation. In the Science subject, students were able to engage in diversified learning approaches through the implementation of STEM. Yet more effort has to be put into involving different subject teachers in the planning stage of a STEM project.

Curriculum mapping will be conducted in order to better plan for cross-curricular learning. More open-ended questions eliciting students' creative, critical and evaluative judgement are to be designed. Teachers continue to upload high quality and easy-to-use e-learning resources to online platforms to facilitate self-directed learning.

From the results of APASO Independent Learning Capacity and Learning Capacity, 80% of items have mean scores from the past three years higher than that of Hong Kong Norm. We believe that the target of enhancing self-directed learning through diversified learning approaches is partly achieved. From the data collected, two subscale caught our attention, which were Value of School Work and Education Aims. Strategies to arouse students' curiosity in learning and ownership of learning have to be reviewed. We may also provide students with more choices on the topics and the ways of presentation.

2.2 To increase teachers' motivation to strive for academic excellence

Teachers are key actors and actresses who shape the learning environment and whose main tasks include motivating students to learn. They should provide learning experiences that can facilitate the learning of students as a result of the teacher's professional knowledge and skills in lesson planning, teaching pedagogy, curriculum and assessment design and adaptation of materials.

This year we observed that teachers could

- cater for school-based or student-oriented needs by appropriate adaptation of the curriculum to help students attain the desired learning outcomes;
- inspire students of different backgrounds and abilities and motivating them to learn;
- make positive impacts on students' whole-person and character building development and the development of generic skills;
- build trust and rapport with students
- inspire and provide support to colleagues for improvement of learning and teaching;
- promote a sharing and collaborative culture among colleagues and stakeholders with a view to developing the school as a professional learning community

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

The contents of learning including knowledge/concepts, skills, values and attitude would change with time as the needs of students and society changes. Therefore, the curriculum, as learning experiences, should be continuously improved in order to keep abreast of the changes. Each school should have a curriculum plan that is carefully set. The policy is to be reviewed and adjusted according to evidence of students' changing needs. The question now is what is worth learning in our school curriculum to achieve the aims of educating our students for the 21st century.

During the curriculum review process, especially during the Covid-19 pandemic period, we were aware that the public, in particular education practitioners, parents and students, have different expectations and viewpoints with regard to the curriculum reform. In view of the complexity of the issues involved in curriculum development, a simple and one-size-fits-all solution would not be able to resolve all the curriculum related issues. Instead, we need to consider the development in a balanced way.

Our school has adopted the following strategies to actualise our curriculum plans this year:

- Build on schools' existing effective learning and teaching practices of all subjects for new curriculum initiatives or reforms (e.g. IT in education). Information literacy, Media literacy and Technology literacy were infused into the curriculum especially during the pandemic period
- Applications and electronic platforms were used to aid learning and teaching in some lessons during the year. Besides using IT to complete some assignments,

students had to do on-line exercises for some subjects. The culture of learning and teaching using IT was strengthened during class suspension since teachers supplied online learning materials to students and assignments were submitted via Edmodo and other electronic means.

- The practice of self-learning was extended during class suspension caused by the outbreak, when students had to keep up with the learning schedule by studying the online materials provided and completing learning tasks given. The experience had helped to develop the learning capability of our students and enabled them to be more ready to assume greater responsibility in learning.
- Teachers were encouraged to conduct action research and share useful strategies to engage students on online learning and the limitation set under COVID-19.
- Teachers were involved in the evaluation of learning effectiveness and the review of curriculum. It enriched teachers' knowledge in curriculum leadership, design of curriculum as well as learning contents.
- School-based curriculum was reviewed and designed according to the recommendations in the Key Learning Areas' documents. (e.g. trim some teaching topics and allocate time as curriculum space for designing different learning and teaching topics that suit students' interest etc.)

Reflection

The school would continue to enhance teaching effectiveness by reforming the curriculum, therefore, more teachers will be encouraged to conduct action research to identify students' needs and reflect on and improve their teaching. Curriculum mapping and review would continue. More teachers would be involved in the planning, implementation and evaluation of cross curriculum projects, Reading Across the curriculum and blended learning projects.

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 on raising the awareness on school development and the PIEP cycle to the School Leadership Team members as well as all teachers on Staff Development Day. Besides, supervisor training sessions were arranged for all supervisors, including professional, functional and direct supervisors. The workshops raised middle managers' awareness on their roles in performance management and equipped them with the skills of giving face-to-face feedback to their subordinates and writing comments on appraisal form. Workshops were also arranged to enhance middle managers' skills on conducting an effective interview for recruitment.

According to the results on SHS of this year, the scores related to the views on vice-principal's (which are 3.79, 3.97 and 4.10 in 2018-2019, 2019-2020 and 2020-2021 respectively), subject/committee heads' professional leadership (which are 3.88, 3.97 and 4.07 in 2018-2019, 2019-2020 and 2020-2021 respectively) showed positive and improving trend, which is an indication of the enhancement of senior leaders' and middle managers' capacity.

3.2 To build school capacity through community support

Although there was class suspension and COVID-19 pandemic, we still held different community services or events this year. E.g. We organised a Fluid Arts workshop, which let teachers relieve stress by expressing their feeling in a non-verbal way and enjoy artistic creation, twice for teachers from our school and other schools. With the participation of teachers from different schools, we connected the community together. We shared our joy and peace together.

Owing to COVID-19 pandemic, we could not organise face-to-face and practical service learning for our students. We then worked on an online virtual visit to the elderly home. All P5 students, their class teachers, support teachers, the social worker and guidance

teachers, a total of 150 participants, attended a training workshop and prepared for a virtual visit to the elderly home. They led the elderly to dance and draw under a warm climate via Zoom. By observation, the response of the elderly was very positive. We saw many smiling faces on the screen. Both teachers and students were eager to serve the others.

Water race is our annual event to promote “Water is a precious resource on the Earth”. The event was held on the weekends of May. There were 65 teams, which included 230 teachers, students and parents, joining the event this year. 100% of participants agreed that they were satisfied with the event. All of them enjoyed the activity, which enhanced their awareness on environmental protection.

3.3 To enhance student leadership capacity

The school put effort into communication with teachers, parents and students on the student profile, which is to develop students with the four attributes. Due to class suspension and COVID-19 pandemic, we missed many face to face lessons. We provided online school team training sessions starting from April 2021 to keep members connected to the school and among themselves.

From the data of SHS result part C4 “Students’ views about the school”, Q.17 “Leadership” scores 3.93-3.98 in these three years. The school has been providing various platforms to allow students to execute their leadership. To allow more opportunities for students to be leaders, we identified potential leaders from school teams for future training. A pilot leadership training programme was carried out for P4 and P5 students. The feedback was positive, and students received some insights about being a leader. A more systematic training scheme will be implemented next year.

Reflection

The measures and systems regarding professional leadership have been effective as shown in the SHS result. The school will continue to carry out the measures and systems. There are new middle managers joining the team each year. Novice middle managers need training to equip them with their leadership skills and management skills. The existing middle managers need to promote collaboration among members in the panel and cross team collaboration.

COVID-19 pandemic has isolated people and communities but we can make good use of various e-platforms to connect students with school and people in the society. It is believed that where there is a will, there is a way. The school will continue to create ample opportunities for teachers and students to become moral leaders. A systemic leadership training scheme will be structured to increase the capacity of our teachers and students.

We are using various ways to connect to the community. However, we still do not know thoroughly about our community. We will put more effort into learning more about the community and what their needs are, so that we can establish a clearer direction on community support.

A. Our Learning and Teaching

The ESR was conducted in April 2021. The report summarized that students' self-directed learning habit and skills as well as their ownership of learning are being nurtured in good progress. Due to COVID-19, the e-learning platform Edmodo was extensively deployed to broaden students' learning beyond the classroom. Even after face-to-face classes were resumed, teachers still used Edmodo to engage students in learning tasks after school. Pull-out classes to cater for learner diversity has been in place. The team will focus on providing rooms for highly capable students to go beyond what they have mastered.

B. Support for Student Development

We intentionally raised the awareness of teachers about the significance of teacher-student rapport via professional development training this year. With adequate skills and attitude, teachers applied what they learnt from the training in their daily live interaction with students and provided more positive experiences to students. It is believed that an inviting and positive school culture has been established. These good practices can be shared and continued in the coming year. With effort to align key stakeholders' values with the school's values, we have confidence in working hand in hand to inculcate positive values in students and support their whole person development.

C. Student Performance

Our P6 students took part in the Secondary School Places Allocation. 93% of students were admitted to schools of their first-three choices. All P6 students were allocated to 44 different secondary schools in which 59% were admitted to Direct Subsidy Secondary Schools, 35% were admitted to Government-aided schools, 4% were admitted to Government schools and 2% were admitted to private schools.

D. Non-academic Performance

We value not only academic performance, but also expect students to be well-mannered, pleasant, collaborative, confident and connected with school. Due to COVID-19 and class suspension, a lot of activities, excursions, inter-school and external competitions were cancelled. However, we arranged different online games and activities for students. We also won championships in languages, maths, music and PE competitions. We aim to optimise the learning opportunities for all students through their participating in various competitions and activities. Details can be found on the school website under 'Achievement'.

I. Policies:

- Our school is committed to support students with special educational needs and lower academic performance through a whole school approach. We fully utilise resources to provide students with different support services;
- The school emphasises on home-school cooperation and works closely 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:

Our school provided the following supporting measures:

- A student learning support team with special educational needs coordinator, class teachers, subject teachers, SEN TAs was established, and the team received advice and support from the school social worker and educational psychologist;
- Employed two SEN TAs to take care of / cater for individual differences of students;
- Provided study and test adjustments to students in need and recorded students' learning outcomes;
- Provided Speech Therapy service to students in need. Due to class suspension, some of the services were conducted through video call;
- Purchased different school-based services such as SpLD training classes, speech therapies, behavioural emotional management classes and social skill trainings to enhance students' learning ability, confidence, social skills and interpersonal communication skills;
- Provided expressive arts therapy services to relieve daily stress for students with special learning needs;
- Encouraged teachers to take training courses about strategies for teaching students with special education needs;
- The Educational Psychologist (EP) visited our school on a regular basis in order to follow up on individual student's situation and provided support to teachers and parents.

Feedback on Future Planning

To further enhance the effectiveness of learning and teaching, platforms will be provided to facilitate quality co-planning meetings of all KLAs where teachers are encouraged to use the evidence-based approach to reflect on learning, teaching and assessment cycle. Teachers will be asked to collaborate to design appropriate curriculum, teaching plans, learning activities and assessment methods according to students' needs. Opportunities will be provided for peer support, peer counselling and collaborative learning for students. Teachers from different subject departments or teachers of split classes will be invited to share good practices in subject meetings and regular staff meetings. Peer lesson observation across different subject areas will also be implemented.

To develop student ownership of learning, self and peer evaluation checklists will be utilised for students to reflect on each learning and teaching modules. Teachers will guide students to set their learning goals and let them know explicitly the success criteria in daily classroom learning and teaching. Students will be guided to do reflection on their own learning from time to time. The school will continue to cater for individual diversity in class, address needs of both groups of students with low ability and higher ability through assessment strategies (e.g. tiered tasks), a range of higher order questioning skills for the more able ones in lessons and identify core elements in learning for less able ones.

To enhance the understanding of the whole-school curriculum, the same themes across different subjects will be selected for Reading Across the Curriculum lessons/ mini-projects. Subject panels will continue to collaborate with the teacher librarian to work out a reading list under themes of the week/ month. To provide students with ample opportunities to apply skills acquired in different subjects, the school will identify themes and topics for cross-subject collaborative learning opportunities for students. For instance, we will introduce STEM-related reading materials; design tasks, activities and projects to create new things or work out innovative solutions to problems.

Values education will be systematically implemented through the school-based CB framework. We will infuse the concepts of national identity or national security education into the school-based curriculum. A systematic leadership scheme will also be developed and implemented in the coming year.

W F JOSEPH LEE PRIMARY SCHOOL
Reporting DSS Schools' Annual Financial Position
Financial Summary for the 2019/2020 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)	79.7%	N.A.
School Fees	N.A.	17.7%
Donations, if any	N.A.	0.0%
Other Income, if any	0.9%	1.7%
Total	80.6%	19.4%
EXPENDITURE <i>(in terms of percentages of the annual overall expenditure)</i>		
Staff Remuneration	72.5%	
Operational Expenses (including those for Learning and Teaching)	9.7%	
Fee Remission / Scholarship ¹	1.9%	
Repairs and Maintenance	1.3%	
Depreciation	7.5%	
Miscellaneous	7.1%	
Total	100%	
Surplus for the School Year #	1.41 months of the annual expenditure	
Accumulated Surplus in the Operating Reserve as at the End of the School Year #	11.19 months of the annual expenditure*	
<i># in terms of equivalent months of annual overall expenditure</i>		

*It excludes 1.67 months of NBV.

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

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

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

Report on the Use of Capacity Enhancement Grant (CEG) (2020-2021)

CEG total amount:

Carried forward	\$193,572
Grant Received	<u>\$1,034,906</u>
Total Income	\$1,228,478

Use of CEG:

Multiple Intelligences courses	\$649,456
Employment of IT Technical Support Service	<u>\$281,580</u>
Total Expenditure	\$931,036

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

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Evaluation Results	A Ex
				Level	Number of Participants		
Category 1	To organise / participate in life-wide learning activities						
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning and life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in s						
1	To deepen students understanding of animals from different animal groups; the characteristics of each animal; gain a close up real-life experience with a varying of animals. Therefore, we invited a mobile zoo to visit our school for an animal encounter experience for P.1-P.3 students.	Science	6-8/7/2021	P.1-3	476 students	We arranged a mobile zoo who showed the natural side of animals and were able to correct the misunderstanding and negative thoughts of creepy crawlers on our young students' minds. Students enjoyed the encounter a lot.	\$
2	To let students understand the history and culture of Hong Kong.	GS	28-29/6/2021	P.4	154 students	Students were able to learn	

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Evaluation Results	Actual Expenses (\$)	Nature of Expenses ^	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
				Level	Number of Participants				I	M	P	S	C	
	We had arranged a 360° Ping Shan Heritage Trail for P.4 students.					more about the history of the walled villages, like the history of Tsui Sing Lau Pagoda and the importance of village well.								
3	To let students learn about Mr. Sun Yat-sen's background, revolutionary achievements and his contribution to the country. We borrowed exhibition boards from The Dr Sun Yat-sen Museum and conducted a modern china study for P.5 students.	GS	6-8/7/2021	P.5	134 students	Students showed interests in studying the exhibition panels which helped to consolidate their previous learning experiences.	\$0	E1	✓					
4	To let P5 students learn to serve and show their love, care and empathy to the elderly.	Values Education	25-31/3/2021	P.5	134 students	During the visit, they learned to serve and show	\$1,200	E7		✓			✓	

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Evaluation Results	Actual Expenses (\$)	Nature of Expenses ^	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
				Level	Number of Participants				I	M	P	S	C	
						love, care and empathy to the elderly.								
5	We arrange a picnic every year. 1. To let students experience group life and learn how to get along with one another. 2. To let students relax their mind and body. 3. To let students reach and appreciate the natural scenery and broadening their horizons.	Student activities	21/1/2021	P.1-6	899 students	Due to COVID-19, we were not able to arrange a picnic.	\$0	E2		✓				
6	We planned to organize an annual concert to let students understand concert etiquette and appreciate music.	Arts (Music)	7/5/2021	P.1-6	899 students	Due to COVID-19, we were not able to arrange the event.	\$0	E1			✓			
7	We hold the Sports Day every year in order to cultivate the team spirit, sense of belonging, cooperation of students and promote	Physical Education	30/4/2021	P.1-6	899 students	Due to COVID-19, we were not able to arrange the event.	\$0	E1			✓			

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Evaluation Results	Actual Expenses (\$)	Nature of Expenses ^	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
				Level	Number of Participants				I	M	P	S	C	
	communication between teachers and students.													
8	We planned to arrange a swimming gala to cultivate team spirit, sense of belonging and cooperation of students.	Physical Education	18/6/2021	P.1-6	899 students	Due to COVID-19, we were not able to arrange a swimming gala.	\$0	E1			✓			

Expenses on Item 1.1 \$44,640

1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons													
1	1. To understand how the local area slowly evolves from a city to a green sustainable city. 2. To learn how green buildings can achieve energy-saving and carbon-reducing education functions, it helps energy-saving industries and business opportunities. 3. To recognize Singapore's recycling water policy and the	Science	28-31/3/2021	P.6	135 students	Due to COVID-19, we cancelled all overseas excursion.	\$0	E3, E4	✓					

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Evaluation Results	Actual Expenses (\$)	Nature of Expenses ^	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
				Level	Number of Participants				I	M	P	S	C	
	development of green buildings 4. To observe the innovative green building and the achievements of special reconstruction.													
							Expenses on Item 1.2	\$0						
							Expenses for Category 1	\$0						

No.	Item	Domain* (Please refer to the remark for examples of domain)	Purpose	Actual Expenses (\$)	
Category 2	To procure equipment, consumables or learning resources for promoting life-wide learning				
1	N/A	N/A	N/A	N/A	
				Expenses for Category 2	\$0

No.	Item	Domain* (Please refer to the remark for examples of domain)	Purpose	Actual Expenses (\$)
			Expenses for Categories 1 & 2	\$0

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

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

Category 3: Number of Student Beneficiaries

Total number of students in the school:	899
Number of student beneficiaries:	610
Percentage of students benefitting from the Grant (%):	67.8%

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

**Report on the Use of the Student Activities Support Grant
2020-2021 School Year**

I. Financial Overview

A	Allocation in the Current School Year:	\$15,050
B	Expenditure in the Current School Year:	\$5,152
C	Unspent Amount to be Returned to the EDB (A – B):	\$9,898

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	0	\$0
Full-grant under the School Textbook Assistance Scheme	29	\$2,668
Meeting the school-based financially needy criteria	27	\$2,484 (capped at 25% of the total allocation for the school year)
TOTAL	56	\$5,152 (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 ² (Please refer to the remark for examples of domain)	Person Times of Student Beneficiaries ³	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
					I	M	P	S	C
1. Local activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial									

² Applicable domain includes: Chinese Language / English Language / Mathematics / Science / Geography / History / Arts (Music) / Arts (Visual Arts) / Arts (Others) / Physical Education / General Studies / Citizenship and Social Development / Cross-Disciplinary (STEM) / Cross-Disciplinary (Others) / Constitution and the Basic Law / National Security / Moral, Civic and National Education / Values Education / Gifted Education / Leadership Training etc, if the activity does not belong to any of the above domain, please fill in the domain as appropriate.

³ 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.

No.	Brief Description and Objective of the Activity	Domain ² (Please refer to the remark for examples of domain)	Person Times of Student Beneficiaries ³	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
					I	M	P	S	C	
					I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences					
needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them										
1	To deepen students understanding of animals from different animal groups; the characteristics of each animal; gain a close up real-life experience with a varying of animals. Therefore, we invited a mobile zoo to visit our school for an animal encounter experience for P.1-P.3 students.	Science	476 students	\$43,440	✓	✓				
2	To let students understand the history and culture of Hong Kong. We had arranged a 360° Ping Shan Heritage Trail for P.4 students.	GS	154 students	\$0	✓					
3	To let students learn about Mr. Sun Yat-sen's background, revolutionary achievements and his contribution to the country. We borrowed exhibition boards from The Dr Sun Yat-sen Museum and conducted a modern china study for P.5 students.	GS	134 students	\$0	✓					
4	To let P5 students learn to serve and show their love, care and empathy to the elderly.	Values Education	134 students	\$1,200		✓				
5	We arrange a picnic every year. 4. To let students experience group life and learn how to get along with one another.	Student activities	899 students	\$0		✓				

No.	Brief Description and Objective of the Activity	Domain ² (Please refer to the remark for examples of domain)	Person Times of Student Beneficiaries ³	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
					I	M	P	S	C
					I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
	5. To let students relax their mind and body. 6. To let students reach and appreciate the natural scenery and broadening their horizons.								
6	We planned to organize an annual concert to let students understand concert etiquette and appreciate music.	Arts (Music)	899 students	\$0			✓		
7	We hold the Sports Day every year in order to cultivate the team spirit, sense of belonging, cooperation of students and promote communication between teachers and students.	Physical Education	899 students	\$0			✓		
8	We planned to arrange a swimming gala to cultivate team spirit, sense of belonging and cooperation of students.	Physical Education	899 students	\$0			✓		
				Expenses for Category 1	\$44,640				

2. Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions

1	P.6 students go to Singapore for an environmental technology tour	Science	0 student	\$0	✓				
				Expenses for Category 2	\$0				

3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities

1	N/A	N/A	N/A	N/A					
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No.	Brief Description and Objective of the Activity	Domain ² (Please refer to the remark for examples of domain)	Person Times of Student Beneficiaries ³	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
					I	M	P	S	C
					I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Expenses for Category 3				\$0					
Total			610 students	\$44,640					

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

W F Joseph Lee Primary School
2020-2021 Annual Report
Promotion of Reading Grant

I. Evaluation of effectiveness

1. Library service and collection purchase
 - During class suspension, we continued to implement the online book borrowing service. According to the statistics, there were 1299 books borrowed through this service.
 - Although the library was not open throughout the whole year, the library purchased books according to the budget plan to make sure we have new arrivals each month. There were about 400 new books on shelf this year. The total number of collection is 21562 titles.
 - In July, the teacher librarian invited subject panel heads to visit the Hong Kong Book Fair to select books for the new school year to support learning and teaching.

2. Reading Scheme
 - During the online teaching period, the teacher librarian often uploaded videos to Edmodo to follow up on the reading scheme for students. This year's reading scheme was completed. 'The reading target for each student was 70 or more. Due to COVID-19, classes were suspended and the public libraries were not open for public. Only 52% of the students were able to meet the target.
 - To follow it up, the teacher librarian set a reading goal for the students to read in the summer so that they could make good use of the summer vacation and enjoy the fun of reading.

3. Reading activity
 - The Teacher Librarian shared 2 family stories to promote 'Theme of the Year: Connectedness' in P.1-3 life education period. It is very important to keep a good relationship with family member. Students drew a 'Thank you card' to their parents as an extended activity. There were 82 students who took photos with their family members. They showed gratitude by sending the card for them full of the memory about joyful gathering time.

II. Budget

Items	Purpose	Description	Actual Expenses
1.	Books for library and teachers	Readers and reference books	\$64,895.08
2.	Reading related activities	Stationery, prizes for students	\$ 3,118.00
3.	Classroom library	Magazines	N/A (Due to class suspension, we canceled the order of magazines.)
4.	Book wrapping and stationery	Stationery	\$ 413.20
5.	Reading scheme	Prizes for students	\$ 5,469.70
6.	Activities for student librarians	Snacks for student librarian annual meeting	N/A (Due to class

	(around \$10 per student, a total of 75 student librarians)	suspension, we did not recruit student librarians.)
Total		\$73,895.98