



# 2021-2022

## W F Joseph Lee Primary School Annual School Plan



## Our Ideal, Vision & Mission

### ***Our Ideal***

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

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

### ***Our Vision***

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

Our students as beacons of light;  
Our teachers and staff as exemplary mentors and role models;  
Our school as a learning institution for all; 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.

## Objectives (2021 - 2022)

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

Target	Strategies	Success criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1.1 To strengthen teacher-student rapport	1.1.1 To enhance teachers' understanding and develop skills on teacher-student relations building 1.1.2 To provide platforms for social connection between teachers and students	The mean scores of all grades in APASO Part 1: Attitudes To School - Teacher-Student Relationship are higher than the HK average norm  For SHS evaluation items on "stakeholders' views on school climate", an average mean of 4.0 is to be expected as the achievement standard  At least 80% of teacher interviewees agree that their understanding and development of skills on teacher-student relations building have been enhanced.	Data collected from APASO Part 1: Attitudes To School "Social Integration" and "Teacher-Student Relationship"  Data collected from SHS: "Teachers', Students' and Parents' views on school climate"  Teachers' focus group interview	Whole year	Head of Student Support and School Ethos	
1.2 To align key stakeholders'	1.2.1 To enhance key stakeholders' understanding of the school's values 1.2.2 To review school policies to align	At least 80% of items have increased in mean with reference to the	Data collected from APASO Part 8: Values	Whole year	Head of Student Support	Budget for professional

Target	Strategies	Success criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
values (parent, student, teachers, partners) with the school's values	with our core values	<p>data collected from the past three years and higher than the HK average norm in APASO Part 8: Values</p> <p>For SHS, all evaluation items should have an average of 4.0 or above.</p> <p>At least 80% of participants of A Brew with Principal agree that the purpose of communication between parents and the school is fulfilled. Overall comments collected from A Brew with Principal are positive.</p>	<p>Data collected from SHS: "My views on support for student development" – Teachers' item 49 "The school actively helps students develop correct values."; students' item 19 "The school actively fosters our virtues."; and parents' item 9 "The school can foster in my child good virtues."</p> <p>Feedback collected from "A Brew with the Principal"</p>		and School Ethos, Head of School Development	development activities
1.3 To enrich positive daily experiences of students	<p>1.3.1 To incorporate classroom language of core values in daily interaction with students</p> <p>1.3.2 To enhance student physical, mental, and social wellbeing through purposeful school activities</p>	At least 80% of items have increased in mean with reference to the data collected from the past three years and higher than the HK average norm (with reference to the relevant	Data collected from SHS: "Teachers', students' and parents' views on support for student development."	Whole year	Head of Student Support and School Ethos  Head of LWL	

Target	Strategies	Success criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
		<p>evaluation items from APASO and SHS).</p> <p>At least 80% of stakeholders feel satisfied with the provision of learning opportunities for students in enriching their daily experiences in school.</p> <p>At least 80% of student interviewees feel their wellbeing is enhanced through purposeful school activities.</p>	<p>Data collected from APASO part 7: Learning Competency</p> <p>School-based questionnaire to collect feedback from stakeholders involved</p> <p>Data collected from students' focus group</p>			

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

Targets	Strategies	Success Criteria	Method of Evaluation	Time Scale	People in charge	Resources Required
2.1 To enhance self-directed learning through diversified learning approaches	<p>2.1.1 To develop structured and progressive cross-curriculum theme-based learning programmes through curriculum mapping exercises across subjects</p> <p>2.1.2 To promote student reflections and growth mindsets through student portfolios, Reading across the curriculum (RaC) and daily learning and teaching, establishing a culture of risk-taking and self and peer evaluations</p> <p>2.1.3 To engage students with technology-based learning experience for acquisition, exploration, integration and application of knowledge</p> <p>2.1.4 To help students explore their areas of interest and encourage them to form self-directed learning habits through Blended Learning and life-long learning experiences</p> <p>2.1.5 To expand students' worldview and to encourage them to become a more global and caring person through RaC</p>	<p>At least 80% of items have an increase in mean over the past three years and higher than the HK average mean in APASO Part 2: Independent Learning Capacity, and Part 7: Learning Competency</p> <p>Most students share that goal-setting and learning reflection experiences support the development of student ownership of learning</p>	<p>Data collected from APASO Part 2: Independent Learning Capacity, and Part 7: Learning Competency</p> <p>Periodic discussions with teachers and/or surveys to collect feedback from teachers and students</p> <p>Student work/ oral presentation / reflection/ self-evaluation in particular domains</p> <p>Teacher observations / reflection logs/ feedback in student work</p>	Term 2	Head of L&T, Head of Student-centred Curriculum Development, Head of Digital Literacy	<p>Support of time-tabling to make possible peer observations of the blended learning lessons</p> <p>Support of AV and IT technicians as different activities are held in different classrooms at the same time</p> <p>Teaching materials prepared by teachers in various KLA subjects</p>

Targets	Strategies	Success Criteria	Method of Evaluation	Time Scale	People in charge	Resources Required
2.2 To increase teachers' motivation to strive for academic excellence	<p>2.2.1 To equip teachers with necessary skills and mindset towards pursuing academic excellence</p> <p>2.2.2 To develop panel heads with strong leadership and high standard in academic excellence</p> <p>2.2.3 To encourage teachers to conduct case studies or action research and disseminate good practices (e.g., through internal subject meetings, informal networking, territory-wide seminars, conference participation)</p> <p>2.2.4 To hone teachers' skills in making use of state-of-the-art IT tools for engagement, differentiation, collaboration and formative assessment in order to enhance teaching and learning effectiveness</p> <p>2.2.5 Panel members and teachers will be encouraged to study updated curriculum documents, good exemplars and case studies, discuss lesson observations skills, subject knowledge and pedagogies. Panel heads will also be supported to participate in sharing sessions provided by the EDB</p>	<p>Satisfactory performance from lesson observation, i.e. with a satisfaction rate of at least 90% of teachers having a rating of Level 2 or above, at least 50% of teachers attaining Level 3, and 5% achieving Level 4 (based on a 4-point scale with Level 2 as 'achieved standard')</p> <p>80% of teachers try out the IT tools for enhancing teaching effectiveness and teachers' engagement in co-planning meetings observed</p> <p>80% of students be able to use IT tools properly and effectively in learning and enjoy the process of learning</p>	<p>Lesson observations from panel heads / Principal including quality of lesson plans and teaching materials</p> <p>Subject learning materials/ Team Planning Logs/ Year-end evaluation meetings/ Feedback from teachers</p>	Whole year	Vice-principal, Head of School Development, Head of L&T	Budgets for eLearning, subject materials in general and professional development activities

Targets	Strategies	Success Criteria	Method of Evaluation	Time Scale	People in charge	Resources Required
		Curriculum frameworks of thinking skills and problem solving skills developed for guiding subject development				
2.3 To reform curriculum to keep abreast with the challenges of the 21 <sup>st</sup> century	<p>2.3.1 To enhance school-based curriculum framework corresponding to the competencies required for the 21<sup>st</sup> century (Information literacy, Media literacy, Technology literacy)</p> <p>2.3.2 To promote diversified modes of assessment corresponding to the knowledge, skills (critical thinking/higher order thinking, problem solving, communication, collaboration, creativity) values and attitudes required for the 21<sup>st</sup> century</p> <p>2.3.3 Partnership with all sectors (parents, schools, teachers' network, education institutions, etc.)</p> <p>2.3.4 Maximizing the use of community resources and work environments, local and overseas if possible</p> <p>2.3.5 Convergence between systemic and bottom-up initiatives (e.g., useful QEF experiences) for the best benefit of students</p> <p>2.3.6 Connecting on-going curriculum change to the school vision</p>	Completion of the school-based curriculum development cycle as planned, with a satisfaction rate of over 80% of teachers indicating that the curriculum reform has achieved its aim	<p>Curriculum review from panel heads / Principal, using a school-based designed questionnaire to evaluate the effectiveness of the curriculum development in a yearly basis</p> <p>Teacher feedback in student work, reflection and classroom performance where students have exhibited traits of students attaining the</p>	Whole year	Head of L&T, Panel Heads, Head of Student Assessment	



Targets	Strategies	Success Criteria	Method of Evaluation	Time Scale	People in charge	Resources Required
	2.3.7 Promoting a sharing culture of curriculum development experiences through sharing sessions and informal networking		<p>targets through the strategies</p> <p>Student learning data in all subjects shall be reviewed regularly to monitor progress and intervention strategies</p>			

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

Target	Strategies	Success criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
3.1 To enhance senior leaders' and middle managers' capacity	3.1.1 To train senior leaders and middle managers with visionary and strategic mindset on school leadership and future development 3.1.2 To strengthen the people and task management skills of senior leaders and middle managers	Feedback collected after each completed workshop and programme, e.g. over 80% of participants felt satisfied with the workshop/ programme and find the workshop/ programme useful after attending  Refer to SHS evaluation items A-E from "Teachers' views about the school" where nearly all items (95% or above) are over the average norm and 60% of which are over an average mean of 4	Staff development programmes and workshops for senior leaders and middle managers with evaluation questionnaire  Making use of SHS evaluation items A-E from "Teachers' views about the school" as one of the methods of evaluation  Feedback from the interview of appraisal	Whole year	Head of School Development	
3.2 To build school capacity through community support	3.2.1 To build a professional network with the community 3.2.2 To build a community serving culture among teachers	To have a good participation rate of community service activities: teachers and students should have served the community for at least two times, and	Number of community service events and the participation number of our staff and students; and a	Term 2	Head of Partnership & Community Development	

Target	Strategies	Success criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	3.2.3 To develop platforms and contents to support the community	the feedback from self-evaluation questionnaire should show that at least 80% of participants are satisfied with taking part in the service	school-based evaluation questionnaire to collect feedback from the stakeholders involved			
3.3 To enhance student leadership capacity	3.3.1 To enhance teachers' facilitation skills to develop student leadership skills 3.3.2 To cultivate student as a moral leader with the necessary leadership skills in different platforms	Good scoring on Stakeholder Survey of corresponding questions: Teachers and students should have a mean score over 4.0 in a 5-point Likert scale, and the data should be comparable with the data collected from the past three years.  At least 80% of teacher interviewees agree that their facilitation skills to develop student leadership skills have enhanced.  At least 80% of student interviewees were satisfied with their role as a leader	Data of Stakeholder Survey – Part B: Teachers' views about the school – item 47 & Part C: Students' views about the school – item 17  Teachers' focus group interview  Students' focus group interview	Whole year	Head of Student Support and School Ethos	

Target	Strategies	Success criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
		in different platforms.				

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

No. of operating classes: 30	CEG total amount: \$1,012,044	Total expenditure: \$978,340
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Means by which teachers have been consulted: via staff meetings

Areas of concern	Strategies	Benefits Anticipated	Time scale	Resources required	Success Criteria	Methods of Evaluation	Person Responsible
Cultivating students' multiple intelligences	To employ outside experts to run co-curricular activities within school hours	More opportunities for students to explore their potential	From Sept 2021 onward for 1 year	Total: \$693,535	<ol style="list-style-type: none"> <li>1. 80% of student enjoyed the MI courses and acquired the skills that match with their talent or interest.</li> <li>2. Better learning performance</li> </ol>	<ol style="list-style-type: none"> <li>1. Feedback from Teachers</li> <li>2. Evaluation report on student performance in MI courses</li> </ol>	<ol style="list-style-type: none"> <li>1. Principal</li> <li>2. Teacher-in-charge of 'Multiple intelligences' (MI) courses</li> </ol>
Raising teaching effectiveness	To employ an IT staff to provide technical support in the use of IT in teaching and learning	Teachers can relieve of some of the workload in preparing IT teaching materials		Total: \$284,805	<ol style="list-style-type: none"> <li>1. More application of IT in teaching and learning</li> </ol>	<ol style="list-style-type: none"> <li>1. Teachers' Feedback</li> <li>2. Quality of IT teaching material</li> </ol>	<ol style="list-style-type: none"> <li>1. Subject Teachers</li> <li>2. IT Panel Head</li> </ol>

**Plan on the Use of the Life-wide Learning Grant  
2021-2022 School Year**

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

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				Level	Estimated Number of Participants			I	M	P	S	C
<b>Category 1</b>	<b>To organise / participate in life-wide learning activities</b>											
<b>1.1</b>	<b>Local Activities:</b> To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness , or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes											
1	We have planned to arrange a picnic in January this year. We will invite parents to accompany their child to attend and enjoy a happy parent-child time together. The picnic allows students to stretch their muscles, appreciate the natural scenery and relax the intense learning mood.	Student activities	Jan/2022	P.1-6	904 students	Questionnaire	\$55,000			✓		
2	We hold a "CNY carnival" before the CNY holidays every year. Students will learn about the Chinese culture when they play different games at game booths.	Student activities + Chinese	Jan/2022	P.1-6	904 students	Questionnaire	\$10,000		✓			

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)						
				Level	Estimated Number of Participants			I	M	P	S	C		
3	We will hold the Sports Day in Feb. We will invite P1-2 parents to join the competition with their child. Moreover, we will have teacher-student competitions. It promotes communication between teachers and students and let students show their learning outcomes.	PE	Feb/2022	P.1-6	904 students	Questionnaire	\$5,000			✓				
4	P.1 & P.3 students visit The Hong Kong Zoological and Botanical Gardens and HK Wetland Park respectively.  <u>P.1</u> To deepen students' understanding of animals and plants.  <u>P.3</u> To understanding the importance of natural ecology and protecting the environment.	Science	Apr/2022	P.1 & 3	316 students	Worksheet	\$15,000	✓						
5	P2 & 4 students visit fire station and Ping Shan Heritage Trail respectively.	GS	Apr/2022	P.2 & 4	317 students	Worksheet	\$15,000	✓						

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
				Level	Estimated Number of Participants			I	M	P	S	C	
	<u>P.2</u> 1. To deepen students' understanding of fire stations. 2. To recognise the importance and contribution of firefighters in our community.  <u>P.4</u> 1. To understand the history and culture of Hong Kong. 2. To understand the living environment and life of early Hong Kong residents.												
6	Service Learning To let P5 students learn to serve and show their love, care and empathy to the elderly.	Moral Education	Apr/2022	P.5	142 students	Questionnaire	\$1,500		✓			✓	
7	Future Game To let P5 students experience their future life (from secondary school day to working life).	Social development	Apr/2022	P.5	142 students	Questionnaire	\$50,000						✓



No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
				Level	Estimated Number of Participants			I	M	P	S	C	
8	We will have a 20 <sup>th</sup> anniversary concert and share the joy of music with our schoolmates, teachers, staff and parents.	Music	July/2022	P.1-6	300 students	Questionnaire	\$600,000			✓			
Sub-total of Item 1.1							\$751,500						
<b>1.2</b>	<b>Non-Local Activities:</b> To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons												
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A						
Sub-total of Item 1.2							\$0						
<b>Estimated Expenses for Category 1</b>							\$751,500						

No.	Item	Domain* (Please refer to the remark for examples of domain)	Purpose	Estimated Expenses (\$)
<b>Category 2</b>	<b>To procure equipment, consumables or learning resources for promoting life-wide learning</b>			
1	N/A	N/A	N/A	N/A
2				
<b>Estimated Expenses for Category 2</b>				\$0
<b>Estimated Expenses for Categories 1 &amp; 2</b>				\$751,500

### Category 3: Estimated Number of Student Beneficiaries

Total number of students in the school:	904
Estimated number of student beneficiaries:	904
Percentage of students benefitting from the Grant (%):	100%

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

**W F Joseph Lee Primary School  
2021-2022 Annual Plan  
Promotion of Reading Grant**

**I. Objectives**

1. To improve students' ability to search and organise information, and then design collaborative project learning activities with subjects to improve the quality of student learning outcome
2. To consolidate students' moral values and promote positive education through diversified reading activities
3. To effectively promote reading plans and hold book fairs to broaden students' scope of reading and interests

**II. Work Plan**

<b>Objectives</b>	<b>Strategies</b>	<b>Success criteria</b>	<b>Methods of evaluation</b>	<b>Time scale</b>	<b>People in charge</b>	<b>Resources needed</b>
To cultivate students' positive values through character building	● To train student librarians to serve their fellow schoolmates	At least 80% of student librarians attain 40 service stamps and 'satisfactory' in their services	Student librarian service logbook	Whole year	Teacher Librarian and library assistant	Student librarian service logbook
To enhance students' dominance in learning, enhance learning effectiveness, and pursue excellence in education.	● To cooperate with ICT teachers in promoting Library Master Web by using the appropriate keyword search in library collection	At least 70% of users are satisfied with the keyword searching function of the Library Master Web.	School-based questionnaire	Whole year	Teacher Librarian	Readers, library webpage
To broaden students' scope of reading	● To raise the requirements of the reading scheme, ask students to read at least 3 different types of books and mark them in the reading log.	At least 70% of students mark at least 3 different types of books in the reading log.	Student reading records	Whole year	Teacher Librarian	Readers, library webpage
To provide students with opportunities to learn about	● To promote reading through Reading Channel, e.g. invite students to promote different kinds of book by taking video,	At least 70% of students are satisfied with different reading activities.	School-based questionnaire	Term 2	Teacher Librarian	Readers

<b>Objectives</b>	<b>Strategies</b>	<b>Success criteria</b>	<b>Methods of evaluation</b>	<b>Time scale</b>	<b>People in charge</b>	<b>Resources needed</b>
others' experience on reading through different reading activities	invite a writer to share his story about his writing career in life education period					
To cooperate with the development of various subjects and support cross-curricular collaboration projects	<ul style="list-style-type: none"> <li>To provide learning and teaching resources for cross-curriculum theme-based learning programmes</li> </ul>	At least 70% of users are satisfied about the quality of the resources	School-based questionnaire	Term 2	Panel heads, Teacher Librarian	Readers

### III. Budget

Items	Purpose	Description	Category	
			Fixed asset ( \$ )	Consumables ( \$ )
1.	Books for library and teachers' reference books	Readers	\$65000	/
2.	Reading related activities	Stationery, honorarium for writers and prizes for students, etc.	\$5000	
3.	Classroom library	Magazines	/	\$61000
4.	Book wrapping and stationery	Stationery, Book stand, color paper, etc.	/	\$7000
5.	Library decoration and furniture	Table clothes, table mat and 5-layer cabinet barrel, etc.		\$7000
6.	Reading scheme	Prizes for students	/	\$5500
7.	Activities for student librarians	Snacks for student librarian annual meeting (around \$10 per student, a total of 75 student librarians)	/	\$750
<b>Sub-total</b>			<b>\$70000</b>	<b>\$81250</b>
<b>Total</b>			<b>\$151250</b>	