



Annual School Plan

2024-2025

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

(1) Our School

Our Philosophy

“Harmony brings a family prosperity, cohesion makes a nation wealthy.”

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

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

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

Our Vision

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

Our students as beacons of light;

Our teachers and staff as exemplary mentors and role models;

Our school as a learning institution for all; and

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

Our Mission

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

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

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

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

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

Major Concerns

1. Building students' positive character and values through social and emotional development
2. Achieving learning and teaching excellence through advancement in education technology
3. Serving the community through collaboration with stakeholders and partners

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

| Target | Implementation Strategy | Success Criterion | Method of Evaluation | Time Scale | Responsible person | Resource Required |
|--|--|---|--|------------|--|--------------------------------------|
| 1.1 To implement a comprehensive SEL (Social and Emotional Learning) curriculum | <p>1.1.1 Teacher Professional Development on SEL:</p> <ul style="list-style-type: none"> Facilitate collaborative discussions and reflection sessions to help teachers explore how SEL can enhance their teaching and support students' social-emotional development Provide more in-depth professional development opportunities for teachers to develop their skills in integrating SEL Offer targeted workshops and coaching sessions on specific SEL strategies, such as creating a positive classroom climate, fostering student engagement, and incorporating SEL activities into lesson plans <p>1.1.2 Integration into the Academic Curriculum:</p> <ul style="list-style-type: none"> Identify and pilot SEL integration in a few selected subjects to gather feedback and assess effectiveness | <ul style="list-style-type: none"> All teachers participate in professional development on integrating SEL into their instructional practices All teachers participate in targeted workshops or coaching sessions on specific SEL strategies At least 80% of teachers participate in collaborative discussions and reflection sessions on integrating SEL into their teaching practices or student' activities All students engage in SEL- infused lessons and activities | <ul style="list-style-type: none"> Workshop surveys Parent feedback School-based survey Classroom observation SHS APASO Teachers' reflective discussion and sharing | Whole year | <p>Vice Principal (Student Affairs)</p> <p>Assistant Principal, Student Development and Affairs</p> <p>Vice Principal (Academic Affairs)</p> <p>Head of Character Building (Formal Curriculum)</p> <p>Panel Heads of relevant subjects</p> | Collaboration with external partners |
| 1.2 | 1.2.1 Positive Behaviour Reinforcement: | <ul style="list-style-type: none"> At least 80% of teachers report feeling | <ul style="list-style-type: none"> School-based survey | Whole year | Assistant Principal, | |

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| <p>To establish a positive and supportive school climate</p> | <ul style="list-style-type: none"> • Implement the positive behaviour reinforcement system consistently across all grade levels and classrooms • Provide ongoing support and resources for teachers to effectively implement the system, including regular check-ins, workshops, and sharing of best practices • Develop a range of recognition strategies and rewards, such as verbal praise, certificates, tokens, or a school-wide reward system, that align with the positive behaviour framework • Create a central platform or mechanism for tracking and documenting positive behaviours and the associated recognition or rewards | <p>motivated and committed to implementing the positive behaviour reinforcement system</p> <ul style="list-style-type: none"> • At least 85% of students report feeling engaged and motivated by the reward system • At least 85% of teachers report feeling confident in their ability to use the platform to track and document positive behaviours | <ul style="list-style-type: none"> • Classroom observation • SHS • APASO • Teachers' reflective discussion and sharing | | <p>School Development and Affairs</p> <p>Guidance, Discipline and Life Education</p> <p>Head of Character Building (Informal Curriculum and Experiences)</p> | |
| | <p>1.2.2 Conflict Resolution and Practising Harmony:</p> <ul style="list-style-type: none"> • Train teachers and staff to facilitate restorative circles or conferences, enabling them to address conflicts and promote dialogue, understanding, and reconciliation • Foster a restorative approach to discipline, emphasising repairing harm, promoting accountability, and using conflict resolution strategies as an alternative to punitive measures | <ul style="list-style-type: none"> • 85% of students will report engaging in cooperative group activities focused on conflict resolution • CB lessons will incorporate regular conflict resolution skills discussions • 80% of students will report feeling a sense of community and belonging, as measured by APASO or focus groups | | | | |

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| | | <ul style="list-style-type: none"> 80% of students will demonstrate improved conflict resolution skills, as measured by APASO or focus groups 80% of teachers will report observing a reduction in conflicts and incidents in their classrooms | | | | |
| <p>1.3 To engage parents and caregivers in character-building initiatives</p> | <p>1.3.1 Parent Education Workshops and Involvement Programmes:</p> <ul style="list-style-type: none"> Expand the range of topics covered in the parent education workshops based on feedback and emerging needs, including areas such as resilience, emotional regulation, interpersonal skills, and empathy Provide opportunities for parents to reflect on their own social-emotional well-being and self-care, recognising the significant role they play in modelling positive behaviours and attitudes for their children Collect feedback from parents to assess the effectiveness of the workshops and make adjustments as needed to enhance their relevance and impact <p>1.3.2 Home-School Communications:</p> <ul style="list-style-type: none"> Develop a regular communication channel like circular to keep parents informed about upcoming character | <ul style="list-style-type: none"> More than 70% of parents are involved in their child's education, such as attending parent-teacher conferences, volunteering in the classroom, and participating in school events 75% of parent education workshops will cover topics such as resilience, emotional regulation, interpersonal skills, or empathy 70% of parents will report attending at least one workshop All parents will receive a minimum of one circular highlighting upcoming | <ul style="list-style-type: none"> Workshop surveys Parent feedback School-based survey Classroom observation SHS APASO Teachers' reflective discussion and sharing | Whole year | <p>Assistant Principal, Student Development and Affairs</p> <p>Head of School and Professional Development</p> <p>Assistant Parent Engagement Manager</p> | Collaboration with external partners |

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| | <p>education events, SEL programmes, and relevant topics for discussion</p> <ul style="list-style-type: none"> Foster opportunities for parents and teachers to engage in dialogue and share resources or best practices for promoting character and social-emotional growth in children | <p>character education events, SEL programs, and relevant topics for discussion</p> <ul style="list-style-type: none"> All teachers will participate in 1.5 parent-teacher association activities this year | | | | |
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2. Major Concern : Achieving learning and teaching excellence through advancement in education technology

| Target | Implementation Strategy | Success Criterion | Method of Evaluation | Time Scale | Responsible person | Resource Required |
|--|---|--|--|------------|---|---|
| <p>2.1 To enhance digital literacy through targeted teacher and student training on educational technology</p> | <p>2.1.1 Professional Development Workshops and Learning Circles:</p> <ul style="list-style-type: none"> Team-wide skills development and peer learning, identify advanced educational technology tools or trends that align with the school's goals and curriculum, such as video creation tools, virtual reality, or coding platforms Provide specialised workshops on specific tools or technologies based on teachers' interests and needs, allowing them to explore these tools and experiment with their integration into instructional practices | <ul style="list-style-type: none"> 85% of teachers report using at least one educational technology tool in their lessons at least once a week At least 75% of teachers attend at least 2 specialised workshops on educational technology tools 80% of teachers report feeling confident about using e-learning | <ul style="list-style-type: none"> Technology usage data survey Teacher evaluations School survey APASO SHS Lesson Observation Student work | Whole Year | <p>Vice Principal (Academic Affairs)</p> <p>Head of Learning and Teaching Technology</p> <p>Panel Heads of all subjects</p> | Budgets for eLearning, subject materials in general and professional development activities |

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| | <ul style="list-style-type: none"> • Foster collaborative learning communities by creating opportunities for teachers to share their successes and challenges with educational technology integration, such as through peer lesson observations or sharing sessions • Offer workshops on effective online collaboration platforms and strategies to enhance communication and collaboration among teachers, students, and parents • Encourage teachers to design and implement technology-infused projects or lessons that promote higher-order thinking skills, creativity, and student engagement <p>2.1.2 Student Training and Workshops:</p> <ul style="list-style-type: none"> • Provide hands-on training sessions for students to develop proficiency in using educational technology tools relevant to their grade level and curriculum • Introduce students to digital research skills, teaching them how to effectively search for and evaluate information from credible sources • Organise workshops on using productivity tools, such as word processors, spreadsheets, and presentation software, to enhance their academic work • Teach students how to collaborate online, using communication and | <p>tools to facilitate learning and teaching</p> <ul style="list-style-type: none"> • All teachers participate in peer lesson observations and/or sharing sessions • At least 80% of teachers report using online collaboration platforms to facilitate communication and collaboration with students and parents • At least 85% of students demonstrate improvement in higher-order thinking skills (e.g. critical thinking, problem-solving) in APASO • At least 80% of items have increased in mean with reference to the data collected from the past year (with reference to the relevant evaluation items from APASO and SHS) • The school's social media platforms or online communities have at least 10 posts or comments related to educational | | | | |
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| | <p>collaboration platforms to work on group projects and share ideas</p> | <p>technology integration, with at least 10 different teachers contributing</p> <ul style="list-style-type: none"> • All students in each grade level participate in at least three hands-on training sessions on educational technology tools relevant to their curriculum • At least 85% of students demonstrate the ability to effectively search for and evaluate information from credible sources on a research project • 80% of students report feeling comfortable using online communication and collaboration platforms to work with peers • 80% of students report learning new strategies or tips for using educational technology tools from their peers. | | | | |
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| <p>2.2 To foster a culture of innovation</p> | <p>2.2.1 Promote a Growth Mindset</p> <ul style="list-style-type: none"> • Encourage teachers to explore new educational technologies and innovative approaches to instruction • Provide resources and support to help teachers experiment with different technology tools and pedagogical strategies • Foster collaboration among teachers to share their experiences, successes, and challenges in integrating educational technology into the curriculum • Recognise and showcase innovative projects or initiatives that demonstrate a growth mindset and successful technology integration • Facilitate opportunities for students to engage in creative problem-solving, project-based learning, and interdisciplinary collaborations using educational technology | <ul style="list-style-type: none"> • 50% of teachers report trying at least one new educational technology tool or pedagogical strategy in their classroom • The number of teacher-led professional development sessions on educational technology increases by at least 10% over the course of the school year • 85% of teachers report having access to the resources and tools they need to experiment with new educational technologies • At least 80% of teachers participate in at least one collaborative activity focused on educational technology integration • At least 2 innovative projects or initiatives are showcased school-wide this year • 75% of students report using educational technology to | <ul style="list-style-type: none"> • Teacher evaluations in the projects • School surveys • APASO • SHS | <p>Whole year</p> | <p>Vice-principal (Academic Affairs)</p> <p>Vice-principal (Student Affairs)</p> <p>Assistant Principal, School Development and Affairs</p> <p>Head of Learning and Teaching Technology</p> <p>Head of School and Professional Development</p> <p>Panel heads of all subjects</p> | |
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| | | collaborate with peers on transdisciplinary projects | | | | |
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3. Major Concern : Serving the community through collaboration with stakeholders and partners

| Target | Implementation Strategy | Success Criterion | Method of Evaluation | Time Scale | Responsible person | Resource Required |
|--|--|--|--|------------|--|--------------------------------------|
| 3.1 To establish community partnerships with local organisation, business, and nonprofits | 3.1.1 Outreach and Networking: <ul style="list-style-type: none"> Attend community events, business forums, and networking sessions to establish connections with potential partners Initiate communication with the identified organisations, expressing interest in collaboration and highlighting the shared values and goals Explore opportunities for joint projects, resource sharing, mentorship programmes, or sponsorships | <ul style="list-style-type: none"> An attendance record of the relevant community events, business forums, and networking sessions will be developed. An identified organizations list with potential collaboration opportunities will be confirmed and 85% of them will receive initial communication (e.g., meeting, email, phone call, or letter) expressing interest in collaboration and highlighting shared values and | <ul style="list-style-type: none"> APASO SHS School-based questionnaires Teacher observation Student work | Whole Year | Vice-principal (Academic Affairs) Head of Administration Vice-principal (Student Affairs) Assistant Principal, School Development and Affairs Master Teacher, Digital Literacy | Collaboration with external partners |

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| | <p>3.1.2 Collaborative Projects:</p> <ul style="list-style-type: none"> • Develop local projects to help students understand community needs • Collaborate with the selected community partner to design and develop the collaborative project in detail • Define the project objectives, timeline, roles, responsibilities, and expected outcomes for both the school and the community partner • Engage teachers, students, and community members in the planning and implementation process to ensure their input and ownership • Allocate resources, secure necessary permissions, and coordinate logistics for the successful execution of the collaborative project • Regularly communicate and provide updates to stakeholders, including teachers, students, parents, and the community partner, to maintain engagement and support | <p>goals</p> <ul style="list-style-type: none"> • At least 1 project will commit to a specific collaboration or partnership • 80% of partnerships will result in a tangible outcome or deliverable (e.g., joint project, event, or program) • 90% of collaborative projects will have clear objectives, timelines, roles, and responsibilities defined • 75% of projects will have expected outcomes and key performance indicators • 75% of stakeholders will report feeling a sense of ownership and input in the project • 75% of students will report gaining a deeper | | | <p>Head of School and Professional Development</p> <p>Assistant Principal (School Development and Affairs)</p> <p>Wofoo Community Hub</p> | |
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| | | <p>understanding of community needs and social responsibility through the project</p> <ul style="list-style-type: none"> • At least 80% of students report feeling engaged and motivated in their commitment in addressing community needs | | | | |
| <p>3.2 To involve students in community engagement activities</p> | <p>3.2.1 Implement structured service-learning programmes:</p> <ul style="list-style-type: none"> • Evaluate the impact and success of the service learning programme implemented • Provide opportunities for students to showcase their projects, achievements, and lessons learned through presentations, exhibitions, or community events | <ul style="list-style-type: none"> • 90% of students will have the opportunity to showcase their projects, achievements, and lessons learned through presentations, exhibitions, or community events • 80% of the programme will be sustained and continued in future semesters, with modifications and improvements made based on feedback and evaluation | <ul style="list-style-type: none"> • APASO • SHS • School-based questionnaires • Teacher observation • Student work | <p>Whole Year</p> | <p>Assistant Principal (School Development and Affairs)</p> <p>Guidance, Discipline and Life Education</p> <p>Head of Service Learning & Leadership Development</p> <p>Wofoo Community Hub</p> | <p>Collaboration with external partners</p> |

2024-2025 Annual Plan
Promotion of Reading Across the Curriculum

I. Objectives

- 1.To promote a reading culture that involves multiple stakeholders
- 2.To enhance students’ interest in reading through educational technology tools
- 3.To support students in learning to read and reading to learn

II. Work Plan

| Objectives | Strategies | Success criteria | Methods of evaluation | Time scale | People in charge | Resources needed |
|---|---|--|---|------------|--|------------------|
| To promote a reading culture that involves multiple stakeholders | <ul style="list-style-type: none"> • Establish a culture of sharing reading through different reading activities such as Book Character Day, Buddy Reading and Reading Marathon, to encourage students to participate in various reading activities. • Encourage parents to read together and share the interest in reading. • Inviting publishers to hold a book fair which provides an opportunity for students to discuss books, share recommendations and connect with others who share their interests, fostering a climate around reading. | <ul style="list-style-type: none"> • 80% of students enjoyed different reading activities. • 80% of P.2 students finished the Parents-Child Reading Task after the reading lesson. • 80% of participants agreed that holding a book fair can create a reading atmosphere. | <p>Reflective questions</p> <p>Reading lesson materials</p> <p>Reflective questions</p> | Whole year | <p>Teacher Librarian</p> <p>Reading teachers</p> | |
| To enhance students’ interest in reading through educational technology tools | <ul style="list-style-type: none"> • To promote the use of electronic learning tools which can create engaging activities related to books and reading materials. | <ul style="list-style-type: none"> • Each semester, every grade level should be used at least twice during reading lessons. | Reading schedule | Whole year | Reading Teacher | iPad |

| Objectives | Strategies | Success criteria | Methods of evaluation | Time scale | People in charge | Resources needed |
|--|--|--|-----------------------------------|------------|--|------------------|
| To support students in learning to read and reading to learn | <ul style="list-style-type: none"> • To educate students on different types of reading genres. • To introduce and educate students the Six Thinking Hats reading mindset. • Educating students to acquire knowledge in different subjects through reading newspapers. | <ul style="list-style-type: none"> • Reading lessons are conducted in different genres. • Reading lessons are conducted on Six Thinking Hats reading mindset. • Students can connect knowledge from different subjects through the production of thematic newspapers. | School work during reading lesson | Whole year | Teacher Librarian Student librarian | Library Books |

2024-2025 Plan on the use of the Promotion of Reading Grant

| 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, colour paper, etc. | / | \$7000 |
| 5. | Library decoration and furniture | Table clothes, table mat and 5-layer cabinet barrel, etc. | / | \$7000 |
| 6. | Reading scheme | Prizes for students | / | \$5500 |
| 7. | Activities for student librarians | Snacks for student librarian annual meeting (around \$25 per student, a total of 30 student librarians) | / | \$750 |
| Sub-total | | | \$70000 | \$81250 |
| Total | | | \$151250 | |

Report on the Use of the Life-wide Learning Grant

W F Joseph Lee Primary School
Plan on the Use of the Life-wide Learning Grant
2024-2025 School Year

Oct 2024 ver.

Schools are required to upload this Plan or the Annual School Plan which consist of this Plan endorsed by their SMCs / IMCs onto the homepage of the schools for the sake of enhancing transparency and in accordance with the established practice.
Declaration: We understand clearly the principles on the use of the Life-wide Learning Grant and, after consulting teachers on the allocation of the resources, plan to deploy the Grant for promoting the following items.

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

| Schools are required to complete this part | | | | | | | Completion of this part is not mandatory | | | | | | | | |
|---|---|----------------|-----------------|----------------------------------|-------------------------|------------------------------------|--|---|--|---|------------------|--------------------------------|-------------------|----------------------------|-----------------------------------|
| No. | Activity Name | Proposed Date | Target Students | | Estimated Expenses (\$) | Estimated Expenses per Person (\$) | Brief Description and Objective of the Activity | Domain (Please select or fill in the domain of the activity as appropriate) | Brief Description of the Monitoring / Evaluation Mechanism | Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected) | | | | | Subject Panel / Teacher-in-charge |
| | | | Level | Estimated Number of Participants | | | | | | Intellectual Development (closely linked with | Values Education | Physical and Aesthetic Develop | Community Service | Career-related Experiences | |
| 1.1 | Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes | | | | | | | | | | | | | | |
| e.g. | Career Experience Activity | Nov 2022 | S1-S3 | 200 | \$20,000.00 | \$100.00 | | | | | | | | | |
| 1 | 1/11 Picnic 學校旅行 | Nov 2024 | P1-6 | 890 | \$45,000.00 | \$50.56 | To provide a chance for students to get close to the nature, to enjoy the beauty of nature and to stretch their bodies so as to relieve their pressure. | Citizenship and Social Development | Observation / Questionnaire | | | ✓ | | | |
| 2 | 20/12 Christmas Celebration 聖誕聯歡 | Dec 2024 | P1-6 | 890 | \$7,000.00 | \$7.87 | To teach students about the origin and meaning of Christmas and to share love and blessing to our beloved ones at this special time of the year. | Values Education | Observation / Questionnaire | | ✓ | | | | |
| 3 | 24/1 Lunar New Year Celebration 農曆年慶祝活動 | Jan 2025 | P1-6 | 890 | \$40,000.00 | \$44.94 | To let students feel the festive atmosphere of CNY and let them learn Chinese culture when they watch the show, Chinese Game Booth and make the Chinese dumplings. | Chinese Language | Observation / Questionnaire | | ✓ | | | | |
| 4 | 1-3/4 LWL Week 全方位學習週 (本港活動) | Apr 2025 | P1-6 | 890 | \$70,000.00 | \$78.65 | 1. To let students connect with the society and to broaden their horizon. 2. To let students reinforce their understanding of various subjects in a practical context by visiting different places. | Citizenship and Social Development | Observation / Questionnaire | ✓ | ✓ | ✓ | ✓ | | |
| 5 | 30/6-10/7 Post-assessment Activities 試後活動週 | June-July 2025 | P1-6 | 890 | \$200,000.00 | \$224.72 | 1. To let students connect with the society and to broaden their horizon. 2. To let students reinforce their understanding of various subjects in a practical context by visiting different places. 3. To develop CRE concept by Career-related Learning in / beyond the Classroom | Citizenship and Social Development | Observation / Questionnaire | ✓ | ✓ | ✓ | ✓ | ✓ | |
| (Please insert rows above if the space provided is insufficient.) | | | | | | | | | | | | | | | |
| Sub-total of Item 1.1 | | | | 4,450 | \$362,000.00 | | | | | | | | | | |

| 1.2 Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons | | | | | | | | | | | | | | |
|--|---|----------------|-------|--------------|-----------------------|------------|---|-----------------------------|---|---|--|---|--|--|
| e.g. | Exchange Tour to the Greater Bay Area | 10-12 Apr 2023 | S4-S5 | 88 | \$100,000.00 | \$1,136.36 | | | | | | | | |
| 1 | Overseas excursion: P5 Stepping into Modern China Excursion | 1-3 Apr 2025 | P5 | 149 | \$178,800.00 | \$1,200.00 | Students will learn about: 1. the history of the Opium War and the 1911 Revolution, key events that have shaped the nation and Hong Kong, fostering a deeper understanding of their Chinese heritage. 2. A visit to Mr. Sun Yat-sen's memorial site will allow students to explore his revolutionary achievements and significant contributions to the nation, reinforcing their connection to Chinese history and ideals. 3. Engaging with a local primary school will promote mutual understanding and friendship, strengthening their sense of community and national identity as they connect with peers in their homeland. | Cross-Disciplinary (Others) | Obervation / Questionnaire / Students' work | ✓ | | ✓ | | |
| 2 | Overseas excursion: P6 Graduation and Environmental Technology Overseas Excursion | 1-3 Apr 2025 | P6 | 131 | \$897,350.00 | \$6,850.00 | 1. Students will explore how the local area has gradually evolved from a traditional city into a green, sustainable urban environment, deepening their appreciation for ecological progress. 2. They will learn about the role of green buildings in achieving energy savings and reducing carbon footprints, highlighting the importance of sustainability in fostering energy-saving industries and creating business opportunities. 3. Students will recognise the destination country's water recycling policies and advancements in green building development, enhancing their understanding of environmental stewardship and responsibility. 4. They will observe innovative green buildings and the achievements of sustainable reconstruction, inspiring them to embrace eco-friendly practices and contribute to the country's commitment to a sustainable future. | General Studies | Obervation / Questionnaire | ✓ | | | | |
| (Please insert rows above if the space provided is insufficient.) | | | | | | | | | | | | | | |
| Sub-total of Item 1.2 | | | | 280 | \$1,076,150.00 | | | | | | | | | |
| Total for Category 1 | | | | 4,730 | \$1,438,150.00 | | | | | | | | | |

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

| No. | Item | Purpose | Estimated Expenses (\$) |
|--|------------------------------------|------------------------------|-------------------------|
| e.g. | STEM Learning Kits | STEM Interest Group Activity | \$50,000.00 |
| 1 | ECA Signages and support materials | support the logistic for ECA | \$1,000.00 |
| 2 | | | |
| 3 | | | |
| (Please insert rows above if the space provided is insufficient.) | | | |
| Estimated Expenses for Category 2 | | | \$1,000.00 |
| Estimated Expenses for Categories 1 & 2 | | | \$1,439,150.00 |

Category 3: Estimated Number of Student Beneficiaries (Compulsory)

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| Total number of students in the school: | 890 |
| Estimated number of student beneficiaries: | 890 |
| Percentage of students benefitting from the Grant (%): | 100% |

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| Name of Contact Person for LWL: | Chan Mei Chu Mavis |
| Post of Contact Person for LWL: | Vice Principal /Head of Life-wide Learning |

Plan on Use of Capacity Enhancement Grant (CEG)

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|------------------------------|----------------------------------|-----------------------------------|
| No. of operating classes: 30 | CEG total amount: \$1,066,488.00 | Total expenditure: \$1,226,707.00 |
|------------------------------|----------------------------------|-----------------------------------|

Means by which teachers have been consulted: via staff meetings

| Areas of concern | Strategies | Benefits Anticipated | Time scale | Resources required | Success Criteria | Methods of Evaluation | Person Responsible |
|--|--|---|----------------------------------|--------------------|---|--|---|
| Cultivating students' multiple intelligences | To employ outside experts to run co-curricular activities within school hours | More opportunities for students to explore their potential | From Sept 2024 onward for 1 year | Total: \$991,350 | <ol style="list-style-type: none"> 1. 80% of students enjoyed the MI courses and acquired the skills that match with their talent or interest. 2. Better learning performance | <ol style="list-style-type: none"> 1. Feedback from Teachers 2. Evaluation report on student performance in MI courses | <ol style="list-style-type: none"> 1. Vice Principal (Student Affairs) 2. Head of Extended Learning |
| 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: \$235,357 | <ol style="list-style-type: none"> 1. More application of IT in teaching and learning | <ol style="list-style-type: none"> 1. Teachers' Feedback 2. Quality of IT teaching material | <ol style="list-style-type: none"> 1. Vice Principal (Academic Affairs) 2. Head of Learning and Teaching Technology 3. Panel Heads |

姊妹學校交流計劃書
2024-2025 學年

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

擬於本學年與以下內地姊妹學校進行交流活動：

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|----|--------------|
| 1. | 浙江省金華市丹溪小學 |
| 2. | 浙江省寧波市海曙中心小學 |
| 3. | 浙江省杭州二中白馬湖學校 |

本校擬舉辦的姊妹學校活動所涵蓋層面及有關資料如下：

(請在適當的方格內填上 ✓ 號(可選多項)及/或在「其他」欄填寫有關資料)

甲. 管理層面 (*擬舉辦 / *不擬舉辦) (*請刪去不適用者)

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

乙. 教師層面 (*擬舉辦 / *不擬舉辦) (*請刪去不適用者)

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

丙. 學生層面 (*擬舉辦 / *不擬舉辦) (*請刪去不適用者)

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

丁. 家長層面（*擬舉辦 / *不擬舉辦）(*請刪去不適用者)

(註：學校不可使用姊妹學校計劃津貼支付家長在交流活動的開支)

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

擬運用的監察/評估方法如下：

| 編號 | <input type="checkbox"/> | 監察/評估方法 |
|----|-------------------------------------|----------|
| M1 | <input checked="" type="checkbox"/> | 討論 |
| M2 | <input checked="" type="checkbox"/> | 分享 |
| M3 | <input checked="" type="checkbox"/> | 問卷調查 |
| M4 | <input checked="" type="checkbox"/> | 面談/訪問 |
| M5 | <input checked="" type="checkbox"/> | 會議 |
| M6 | <input checked="" type="checkbox"/> | 觀察 |
| M7 | <input checked="" type="checkbox"/> | 報告 |
| M8 | <input type="checkbox"/> | 其他(請註明)： |

| 津貼用途及預算開支： | | | |
|------------|-------------------------------------|----------------------------------|-------------|
| 編號 | <input checked="" type="checkbox"/> | 交流項目 | 支出金額 |
| N1 | <input checked="" type="checkbox"/> | 到訪內地姊妹學校作交流的費用 | HK\$140,000 |
| N2 | <input checked="" type="checkbox"/> | 在香港合辦姊妹學校交流活動的費用 | HK\$5,000 |
| N3 | <input type="checkbox"/> | 姊妹學校活動行政助理的薪金 (註:不可超過學年津貼額的 20%) | HK\$ |
| N4 | <input type="checkbox"/> | 視像交流設備及其他電腦設備的費用 | HK\$ |
| N5 | <input checked="" type="checkbox"/> | 交流物資費用 | HK\$10,000 |
| N6 | <input checked="" type="checkbox"/> | 在香港進行交流活動時的茶點開支(註:不可超過學年津貼額的 2%) | HK\$3,000 |
| N7 | <input type="checkbox"/> | 老師的一次入出境簽證的費用(註:不可超過學年津貼額的 1%) | HK\$ |
| N8 | <input type="checkbox"/> | 其他(請註明): | HK\$ |
| N9 | <input checked="" type="checkbox"/> | 學年預計總開支 | HK\$158,000 |
| N10 | <input type="checkbox"/> | 沒有任何開支 | 不適用 |