



Annual School Plan

2025-2026

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

Briefly list the feedback and follow-up actions from the previous school year:

(In the first year of the development cycle, schools generally do not need to complete this part, but if the major concern(s) of this development cycle is related to the previous development cycle, e.g. optimising the major concern, schools may make reference to the feedback and follow-up actions of the previous school year to formulate or adjust the work of this school year.)

- formalize the SEL curriculum
- cultivate a supportive school climate
- systematically engage parents in our character-building initiatives

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
(If the school has a practical need to adjust the targets/implementation strategies/success criteria/methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.)						
1.1 To implement a comprehensive SEL (Social and Emotional Learning) curriculum	1.1.1 Teacher Professional Development on SEL: • Encourage collaboration and sharing of best practices among teachers through regular meetings, workshops, and online platforms. • Identify teacher leaders or SEL champions who can serve as mentors or coaches for their colleagues, supporting them in integrating SEL into their instructional practices.	• 80% of teachers will report an increase in their confidence and skills for implementing specific SEL strategies. • At least 80% of teachers have tried to integrate SEL into their teaching practices or student' activities • Most students are engaged in SEL-	• Workshop surveys • Classroom observation • SHS • Teachers' reflective discussion and sharing • APASO (No Negative Emotions) • Teachers' observation	Whole year	Vice Principal (Student Affairs) Assistant Principal, Student Development and Affairs Vice Principal (Academic Affairs)	Collaboration with external partners

	1.1.2 Integration into the Academic Curriculum: ● Establish SEL as the core foundation of our curriculum: ensuring students learn SEL through all subjects, and embed the elements in Scheme of Work (SOW) to develop a lifelong practice of social-emotional skills, and actively teach the SEL-related vocabulary and ideas. ● Deepen Integration: Develop SEL in Transdisciplinary and STEAM projects where students apply empathy, communication, and responsible decision-making to real-world problems. ● Pedagogical Enhancement & Training: Promote and provide training on SEL-focused teaching strategies, such as the game-based EAR (Empathy, Attitude, Resilience) Programme - playing fun games with students	infused lessons and activities via different subjects			Head of Curriculum Development Panel Heads and Level-co of relevant subjects	
1.2 To establish a positive and supportive school climate	1.2.1 Positive Behaviour Reinforcement: ● Enhance school discipline: ○ Implement a multi-faceted positive recognition system (e.g., "Student of the Month" displays, Morning assembly sharing) to consistently	● At least 85% of students report feeling engaged and motivated by the reward system	● Classroom observation ● SHS (Teachers' and students' views on support for student	Whole year	Vice Principal, (Student Affairs) Assistant Principal, School	

	reinforce desired behaviours. ○ Teach and practise conflict resolution skills to empower students to handle disagreements constructively. ● Enhance student well-being: Enhance the daily school timetable to promote well-being by establishing consistent routines like "Gratitude Moment" before dismissal, incorporating a daily morning check-in, and increasing unstructured play time. ● Promote collaboration: Implement school-wide initiatives that promote collaboration and positive peer interactions, such as using group seating arrangements in classrooms to foster teamwork and positive peer interaction, and activities during house gatherings.	● 90% of teachers report through an internal survey that the recognition strategies implemented effectively support students' self-management skills in their classroom ● Teacher Reflection Notes and Guidance Team case logs document a 15% reduction in minor classroom disruptions related to lack of self-management (e.g., unprompted off-task behaviour, failure to transition) ● 85% of students will report engaging in cooperative group activities focused on conflict resolution ● 80% of students will report feeling a sense of community and belonging, as measured by APASO or focus groups ● 80% of students will demonstrate improved conflict resolution	development ; Students' views on school climate) ● APASO (School: Atmosphere) ● Teachers' reflective discussion and sharing ● CB Logbook		Development and Affairs Guidance, Discipline and Life Education	
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		skills				
1.3 To engage parents and caregivers in character-building initiatives	1.3.1 Parent Education Workshops and Involvement Programmes: ● Host an interactive, game-based EAR (Empathy, Attitude, Resilience) Programme: Offer a game-based learning experience class to introduce parents to the EAR Social-Emotional Learning Model™ used at school. ● Parent Workshops: Launch a series of workshops and resources to support parents in reinforcing positive character and values at home.	● The student-reported Housework Q-score (APASO) will increase from 85 to a target of 95 by the end of 2026, reflecting enhanced home responsibility. ● 70% of parents who attend the EAR programme or workshops will report implementing at least one specific character-building strategy (e.g., using EAR language, reinforcing a school value) learned from the programmes, as measured by a post-programme follow-up survey ● 85% of parents who complete the programmes will report increased confidence in their ability to support their child's emotional regulation and positive values at home (e.g., addressing ethical issues,	● Workshop surveys ● Parent feedback ● SHS ● APASO (Family: Family Involvement)	Whole year	Vice Principal, (Student Affairs) Assistant Principal, Student Development and Affairs Head of School and Professional Development Assistant Parent Engagement Manager	Collaboration with external partners

		emotional coaching), as documented in post-programme reflection forms				
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2. Major Concern: Achieving learning and teaching excellence through advancement in education technology

Briefly list the feedback and follow-up actions from the previous school year:

(In the first year of the development cycle, schools generally do not need to complete this part, but if the major concern(s) of this development cycle is related to the previous development cycle, e.g. optimising the major concern, schools may make reference to the feedback and follow-up actions of the previous school year to formulate or adjust the work of this school year.)

- Cultivating a Growth Mindset and Self-Concept in Students and teachers
- Sharpening Time Management Skills
- Advancing Learning and Healthy Tech Habits Through EdTech

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
(If the school has a practical need to adjust the targets/implementation strategies/success criteria/methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.)						
2.1 To enhance digital literacy through targeted teacher and student training	2.1.1 Professional Development Workshops and Learning Circles: Teacher training	• Peer Observation/Reflection: 75% of peer observation reports document	• Technology usage data survey	Whole Year	Vice Principal (Academic Affairs) Head of Curriculum	Budgets for eLearning, subject materials in general and professional

on educational technology	• Teacher training: Continue to conduct training on Ed tech pedagogy, specific apps, and the use of AI in the classroom. • Coaching and personalised goals: The concept of coaching teachers and implementing a "train the trainer" model within our professional development plans. For example, the role of an Apple learning coach. • External collaboration: Engage in partnerships with different external organisations to continue to engage teachers and enrich the school's tech resources and programs. Curriculum and assessment integration • Map to curriculum: Formally and integrate technology into the curriculum. This includes using the "9 information literacy" framework to teach students digital literacy ethics and skills. • Assessment and data-driven decisions: Integrate training on the assessment use of Edtech into the workshops for data-driven decision-making and monitoring student progress.	evidence of teachers using EdTech to personalize feedback or provide differentiated instruction based on data (formative assessment) • Teacher Sharing: Documented evidence (e.g., meeting minutes, presentation slides) shows cross-panel sharing of best practices for using EdTech for formative assessment (e.g., using AI to quickly analyze student writing) • Curriculum Review: Formal review confirms 100% of teaching units in core subjects (e.g., Language Arts, Science) formally address digital ethics and information source evaluation, aligned	• Teacher evaluations • School-based questionnaires • APASO (Information Technology) • SHS (Teachers' and students' views on student learning) • Lesson Observation • Student work • Post Lesson Observation notes • G&D reports on digital misconduct / AUP compliance	Development Head of Learning and Teaching Technology STEAM Coordinator Panel Heads of all subjects Heads of Guidance and Discipline	development activities
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	School Policy and Environment • School environment policies: Implement an Acceptable Use Policy (AUP). • Management & MDM: Establish e-learning purpose and percentage guidelines and manage devices using MDM. 2.1.2 Student Training and Workshops Curriculum Integration & Student Experience • Student showcases: Encourage students to showcase their learning digitally (e.g., through LOE exhibitions, competitions, or online platforms) to celebrate their achievements and inspire others. • Student activities: Organise student activities and competitions that use technology to foster creativity and innovative spirits. • Sharpening Time Management Skills and focusing on Productive Digital Usage • Facilitate sessions on digital entrepreneurship and innovation, inspiring students to leverage	with the "9 information literacy" framework (focus on <i>quality</i> of alignment) • Student Showcases: 70% of student project reflections (e.g., LOE, competitions) demonstrate their ability to articulate a clear solution to a real-world problem and reflect on the innovative use of a digital tool (e.g., AI, coding) in the process • 85% of students and parents report feeling that the school environment effectively promotes responsible digital citizenship and safety • Digital Citizenship & Behavior: Achieve a 20% reduction in				
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	technology for creating solutions and pursuing their passions.	incidents related to digital misconduct				
2.2 To foster a culture of innovation	2.2.1 Promote a Growth Mindset - Promote a culture of innovation; organise the Innovation Symposium e.g. L&T Expo, Apple Sharing etc. - Embed the principles of a growth mindset into the school's policies, practices, and professional learning opportunities. - Incorporate regular reflection and feedback sessions for teachers and students to share their growth mindset experiences and lessons learned. - Establish a system for recognising and rewarding innovative ideas, efforts, and successful technology integration projects.	- Achieve a 10% increase in the APASO Creative Thinking Q-score - Increase the student-reported Growth Mindset (Effort/Challenge subscale) score (internal/SHS survey) by 8% 85% of teachers report applying Growth Mindset pedagogical strategies (e.g., praising effort, using reflective feedback) more frequently in their lessons than the previous year, as measured by the year-end teacher survey 70% of student reflection logs (from major projects/LOE/goal	- Teacher evaluations in the projects - School-based questionnaires - APASO (Creative Thinking) - SHS - Analysis of Teacher Reflection Notes / Lesson Planning Documents - Analysis of Student Reflection Logs (from LOE/Projects)	Whole year	Vice-principal (Academic Affairs) Vice-principal (Student Affairs) Assistant Principal, School Development and Affairs Head of Curriculum Development Head of Learning and Teaching Technology Head of School and Professional Development STEAM Coordinator Panel heads of	

		setting/ Learning Feedback Day reflection sheet) explicitly articulate a growth mindset lesson learned (e.g., "My mistake helped me find a better strategy," or "I grew by persevering through the difficult step") • Teacher Observation Documentation shows that 70% of teachers actively facilitate a risk-taking and idea-sharing environment in their classroom, encouraging students to propose innovative solutions without fear of failure.			all subjects	
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3. Major Concern 3: Serving the community through collaboration with stakeholders and partners

Briefly list the feedback and follow-up actions from the previous school year:

3.1 Community Partnerships

- Enhance parental engagement via Learning Outcome Exhibition.
- Conduct SEL parent workshops and joint activities.
- Co-host "Resonance of Bells" concert with Hong Chi Morninghope.

3.2 Student Engagement

- Launch "Service Leap" programme with Jockey Club.
- Strengthen reflection and student leadership roles.
- Showcase outcomes through exhibitions and surveys.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
(If the school has a practical need to adjust the targets/implementation strategies/success criteria/methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.)						
3.1 To establish community partnerships with local organisation, business, and nonprofits	3.1.1 Outreach and Networking • To establish collaborative partnerships with local kindergartens for delivering high-quality parent education programs that support early childhood development and strengthen family engagement. • To enhance partnerships with local organizations, e.g. elderly centers, NGOs, special schools, to create enriching learning experiences for our students.	≥ 80% of Partnerships with local organizations & kindergartens provide positive feedback. Achieve a 6% increase in the student-reported Volunteering Work Frequency Q-score (APASO) by the end of 2026, reflecting enhanced community engagement Achieve a 10%	• Post-event feedback forms collected from • Partners. • APASO • Internal Tracking of Participant Numbers • Student Reflection Logs/Journals	Whole Year	Vice-principal (Student Affairs) Assistant Principal (Student development) Asst. Parent Engagement Mgr Head of Administration Wofoo Community Hub Project Officer	Kindergarten connection lists Collaboration lists with external partners

		increase in the number of student participants in external community engagement activities compared to the previous year 75% of student service-learning reflection logs (e.g., elderly home visits, NGO projects) contain documented evidence of social awareness, empathy, or responsible decision-making related to the needs of the community partners				
	3.1.2 Collaborative Projects Co-host the "Resonance of Bells" concert in partnership with Hong Chi Morninghope Tuen Mun, fostering community engagement through music, including joint rehearsals and reflective sessions.	90% of participating students in the "Resonance of Bells" concert report increased social awareness and positive attitudes toward students with special	- pre-/post-project surveys - reflective sessions - digital feedback forms	Whole Year	Master Teacher, Guidance, Discipline, and Life Education Panel Head, Music Cohead of Talent Development	

	To address community needs through collaborative programs with local partners, offering students valuable practical learning experiences.	educational needs (SEN)				
3.2 To involve students in community engagement activities	3.2 Implement structured service-learning programmes Participate in the “Service Leap” projects supported by the Hong Kong Jockey Club to enhance students’ awareness of community service. Through hands-on training and outreach visits, seamlessly integrate community outreach with students’ learning experiences.	80% of student participants show enhanced leadership and collaboration skills in project evaluations APASO results show a high score in volunteering work frequency Teacher Observation Notes document evidence of student participants proactively using skills learned during service (e.g., active listening, democratic decision-making) in classroom group tasks or leadership roles	APASO [Volunteering Work Frequency; Volunteering Work] KPM22 The Service recording platform Teacher observation Student work	Whole Year	Master Teacher, Guidance, Discipline, and Life Education Senior Teacher, Service Learning & Leadership Development Wofoo Community Hub Project Officer	Collaboration with external partners

2025-2026 Annual Plan

Promotion of Reading Across the Curriculum

I. Objectives

- 1.To develop the reading curriculum for P.4 to P.6 to nurture students' positive character and values
- 2.To use educational technology tools to boost students' reading interest and foster a culture of sharing
- 3.To promote a reading culture that involves multiple stakeholders

II. Work Plan

Objectives	Strategies	Success criteria	Methods of evaluation	Time scale	People in charge	Resources needed
To develop the reading curriculum for P.4 to P.6 to nurture students' positive character and values	- The theme for P.4 : "Explorer Development Program." P.4 students will develop a resilient spirit of exploration by reading adventure-themed books in Chinese and English - The theme for P.5 : "Time Traveler's Diary." P.5 students will cultivate a spirit of empathy by reading a series of books in both Chinese and English that depict the lives of people from different eras - The theme for P.6 : "Reading Growth Tree." P.6 students will reflect on their growth over the past six years through different readers, to cultivate a sense of gratitude and the ability to look toward the future, thereby learning to take responsibility	80% of P.4 students grasped the indomitable spirit of the main character in the adventure stories and completed the "Class Adventure Handbook." 80% of P.5 students are able to empathize with the characters living in different eras within the books during learning tasks and understand their feelings 80% of P.6 students are able to envision their future dreams or careers and write about the responsibilities	Reflective worksheets Reading lesson materials	Whole year	Teacher Librarian Reading teachers	

Objectives	Strategies	Success criteria	Methods of evaluation	Time scale	People in charge	Resources needed
		associated with those dreams or professions in society				
To use educational technology tools to boost students' reading interest and foster a culture of sharing	- To promote the use of electronic learning tools which can create engaging activities related to books and reading materials - Encourage students to express their thoughts on books through online sharing platforms to establish a culture of sharing in reading	- Each semester, every grade level should be used at least twice during reading lessons 80% of students have shared book reviews on the Library Master system	Reading schedule Usage data	Whole year	Reading Teacher	iPad
To promote a reading culture that involves multiple stakeholders	- 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 - 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	80% of respondents believe that the activities help promote a reading culture on campus.		Whole year	Teacher Librarian Student librarian Parents Publishers	Library Books

2025-2026 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	\$3000
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	\$84250
Total			\$154250	

Plan 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
2025-2026 School Year

Oct 2025 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	7/11Picnic 學校旅行	Nov 2025	P1-6	922	\$45,000.00	\$48.81	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	19/12 Christmas Celebration 聖誕聯歡	Dec 2025	P1-6	922	\$10,000.00	\$10.85	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	13/2 Lunar New Year Celebration 農曆年慶祝活動	Jan 2026	P1-6	922	\$65,000.00	\$70.50	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	25-28/3 LWL Week 全方位學習週 (本港活動)	Mar 2026	P1-4	650	\$50,000.00	\$76.92	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	25-28/3 LWL Week 小西挑戰營	Mar 2026	P4	\$750x161 (Student) +\$290x11 (Teacher)	\$123940.00	\$750x161 (Student) +\$290x11 (Teacher)	1. To promote personal growth, resilience, and self-discovery. 2. Encourages goal-setting and stepping outside comfort zones while fostering teamwork through group activities. 3. To explore students' potential, build confidence, and develop essential life skills in a supportive community, enhancing resilience and creating lasting friendship.	Values Education	Observation / Questionnaire		✓	✓	✓		
6	25/4 Learning Outcome Exhibition 學習成果展	Apr 2026	P1-6	922	\$25000.00	\$27.11	1. To showcase students' academic progress and achievements throughout the school year. 2. To provides a platform for students to present their projects, research, and creative works in various subjects.	Cross-Disciplinary (Others)	Observation / Questionnaire	✓	✓		✓		
7	25-26 P6 Graduation Camp 小六畢業營	June 2026	P6	135	\$50000.00	\$370.37	1. To foster stronger bonds and friendships among classmates, creating a vital social support network for the next academic chapter.	Values Education	Observation / Questionnaire		✓			✓	
8	25-26 Post Exam LWL week - English Drama 英文話劇欣賞	June-July 2026	P1-6	922	\$25000.00	\$27.08	1. To foster a love for English through the arts, students from P1-P6 participated in an engaging drama appreciation.	English Language	Observation / Questionnaire	✓	✓				
9	29/6-9/7 Post-assessment Activities 試後活動週	June-July 2026	P1-6	922	\$200,000.00	\$216.92	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				6,317	\$370,000.00										

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	Oversens excursion: P5 Stepping into Modern China Excursion	25-27 March 2026	P5	137	\$178,800.00	\$1,305.11	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)	Observation / Questionnaire / Students' work	✓	✓		
2	Oversens excursion: P6 Graduation and Environmental Technology Overseas Excursion	25-28 Apr 2026	P6	135	\$897,350.00	\$6,647.04	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	Observation / Questionnaire	✓			
(Please insert rows above if the space provided is insufficient.)													
Sub-total of Item 1.2				272	\$1,076,150.00								
Total for Category 1				6,589	\$1,446,150.00								

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			\$1,447,150.00

Category 3: Estimated Number of Student Beneficiaries (Compulsory)

Total number of students in the school:	922
Estimated number of student beneficiaries:	922
Percentage of students benefitting from the Grant (%):	100%
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)

No. of operating classes: 30	CEG total amount: \$1,005,902.00	Total expenditure: \$1,282,218.00
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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 2025 onward for 1 year	Total: \$1,045,590	1. 80% of students enjoyed the MI courses and acquired the skills that match with their talent or interest. 2. Better learning performance	1. Feedback from Teachers 2. Evaluation report on student performance in MI courses	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: \$236,628	1. More application of IT in teaching and learning	1. Teachers' Feedback 2. Quality of IT teaching material	1. Vice Principal (Academic Affairs) 2. Head of Learning and Teaching Technology 3. Panel Heads

Budget Proposal for One-off Grant for Supporting the Introduction of Primary Science (2025-2027)

	Area	Items	Target	Proposed date	Estimated expenditure
1	Renovation of Science room	• Refurbishment of Existing Infrastructure • Installation of Modern Equipment and Facilities	Science room	25-27 (2-year plan)	\$160,000
2	Experimental materials to aid the learning from the new curriculum	• Procurement of Core Experimental Kits and Equipment • Consumables and Replenishments • Development of New Experiment Resources • Safety Equipment and Supplies	P.1 - P.6	25-27 (2-year plan)	Around \$150,000 \$12,500 (per grade) for two years

3	Professional development substitution cover	• To hire supply teachers to cover lessons while Science teachers attend professional development courses • Curriculum-Specific Training • Training on New Equipment and Resources • Collaborative Planning and Resource Development	Science Teachers	25-27 (2-year plan)	\$40,000
	Total estimated expenditure				\$350,000

Proposal for One-off Grant for Promotion of Self-directed Language Learning (English Language) (2025–2027)

Year 1 (2025-2026)

	Budget Allocation
Item 1: Online Reading Platform - Raz-Plus - Raz-Plus is an online reading platform that offers a vast library of leveled books for students to read at their own pace. It provides tools to develop reading skills, comprehension, and fluency in a self-directed manner. - Our school has been using Raz-Plus for years, and feedback from students and parents has been overwhelmingly positive. The platform provides students with the flexibility to choose books at their reading level and pace, while also offering reading strategies and teaching resources for educators.	\$49,650
Item 2: AI Writing Platform - Wiseman Online Writing Lab - The Wiseman Online Writing Lab is an AI-powered platform where students can upload their writing and receive instant feedback. The platform provides tailored scores based on the school's requirements and includes features such as peer reviews through gallery walks and targeted post-writing exercises. - This platform encourages self-directed writing improvement by providing instant, actionable feedback on content, language, and organization. The additional exercises, like Grammar Detective and Sentence Superstars, allow students to work on specific areas of improvement based on their needs, fostering autonomy in learning.	\$5,000 (per writing topic) Key Stage 2 P.4-6: - 3 topics per level - 9 topics per year Total: \$45,000
Total (2025-2026)	\$94,650

In the first year (2025–2026), we are expected to use \$94,650 out of the \$200,000 grant to establish the foundation for self-directed learning through the implementation of two key platforms: Raz-Plus for reading and Wiseman Online Writing Lab for writing. The remaining budget will be allocated in the subsequent year after evaluation.

和富慈善基金李宗德小學
推廣自主語文學習(普通話)一筆過津貼使用計劃

負責老師	中文科主任
津貼	HKD200,000
津貼使用範疇	1. 採購和／或訂閱推動自主語文學習和／或豐富語言學習環境的相關資源，以提升學生的普通話學習體驗；2. 聘請不屬編制內的普通話導師或非教學支援人員，支援學生的語文學習、舉辦普通話活動或比賽；3. 向具有專業知識的個人／專業組織購買學與教相關的服務，開發校本資源，支援普通話自主學習，和／或 舉辦普通話活動，豐富語言學習環境。
使用年期	由 2024-25 學年起，跨學年使用津貼至 2026/27 學年完結 (2024-25 學年、2025-26 學年 和 2026-27 學年)

2025-2026 學年

津貼使用範疇		對象	時間	預算開支
1.購買資源	採購 AI 普通話平台(調研中) 目前已有多款 AI 軟件開發了普通話 朗讀及對話功能，能夠自動評測學生 語音的正確率，並生成自主練習建議，亦能根據學生需要就相關話題進行人機對話。已試用過「會說麼」，了解過「中文路」、GAPSK 的普通話 AI 平台，由於均處於開發階段，為謹慎使用津貼，會進一步檢測其質	P.1-6	2025 年 9 月至 2026 年 7 月	30,000

	素 後才採購。			
	採購 A Plus 智能學習平台 該平台能配合教材內容, 提供學習內容的自學短片和練習, 所有短片均提供普通話, 亦可依照學生能力發放高	P.1-6	2025 年 9 月至 2026 年 7 月	49,000

	中低不同難度的題目給學生, 平台還能根據發生能力自動派發相應的跟進 練習。能通過預習和溫習訓練學生的 自主學習能力。			
	採購校內普通話比賽及推廣活動相關 物資 1. 小息普通話推廣活動 2. 校內普通話比賽	P.1-6	2025 年 9 月至 2026 年 7 月	20,000

預計總開支: 99,000

預算盈餘: 10,1000

姊妹學校交流計劃書
2025-2026學年

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, 封可君副校長

擬於本學年與以下內地姊妹學校進行交流活動：	
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	☐	描述	編號	☐	描述
A1	☐	探訪/考察	B1	☐	增進對內地的認識和了解
A2	☐	校政研討會/學校管理分享	B2	☐	增加對國家的歸屬感/國民身份的認同
A3	☐	會議/視像會議	B3	☐	交流良好管理經驗和心得/提升學校行政及管理的能力
A4	☐	與姊妹學校進行簽約儀式/商討交流計劃	B4	☐	擴闊學校網絡
A5	☐	其他(請註明)：	B5	☐	擴闊視野
			B6	☐	建立友誼/聯繫
			B7	☐	訂定交流計劃/活動詳情
			B8	☐	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	☐	描述	編號	☐	描述
D1	☐	探訪/考察	E1	☐	增進對內地的認識和了解
D2	☐	觀課/評課	E2	☐	增加對國家的歸屬感/國民身份的認同
D3	☐	示範課/同題異構	E3	☐	建立學習社群/推行教研
D4	☐	遠程教室/視像交流/電子教學交流	E4	☐	促進專業發展
D5	☐	專題研討/工作坊/座談會	E5	☐	提升教學成效
D6	☐	專業發展日	E6	☐	擴闊視野
D7	☐	其他(請註明):	E7	☐	建立友誼/聯繫
			E8	☐	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	☐	描述	編號	☐	描述
G1	☐	探訪/考察	H1	☐	增進對內地的認識和了解
G2	☐	課堂體驗	H2	☐	增加對國家的歸屬感/國民身份的認同
G3	☐	生活體驗	H3	☐	擴闊視野
G4	☐	專題研習	H4	☐	建立友誼
G5	☐	遠程教室/視像交流/電子學習交流	H5	☐	促進文化交流
G6	☐	文化體藝交流	H6	☐	增強語言/表達/溝通能力
G7	☐	書信交流	H7	☐	提升自理能力/促進個人成長
G8	☐	其他(請註明):	H8	☐	豐富學習經歷
			H9	☐	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	☐	描述	編號	☐	描述
J1	☐	參觀學校	K1	☐	增進對內地的認識和了解
J2	☐	家長座談會	K2	☐	增加對國家的歸屬感/國民身份的認同
J3	☐	分享心得	K3	☐	擴闊視野
J4	☐	其他(請註明):	K4	☐	加強家校合作
			K5	☐	加強家長教育
			K6	☐	交流良好家校合作經驗和心得
			K7	☐	其他(請註明):

擬運用的監察/評估方法如下:

編號	·	監察/評估方法
M1	☐	討論
M2	☐	分享
M3	☐	問卷調查
M4	☐	面談/訪問
M5	☐	會議
M6	☐	觀察
M7	☐	報告
M8	☐	其他(請註明):

津貼用途及預算開支：			
編號	☐	交流項目	支出金額
N1	☐	到訪內地姊妹學校作交流的費用	HK\$140,000
N2	☐	在香港合辦姊妹學校交流活動的費用	HK\$10,000
N3	☐	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	☐	視像交流設備及其他電腦設備的費用	HK\$
N5	☐	交流物資費用	HK\$5,000
N6	☐	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	☐	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	☐	其他(請註明)：	HK\$
N9	☐	學年預計總開支	HK\$158,000
N10	☐	沒有任何開支	不適用