



School Report

2023-2024

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

(1) Our School

Our Philosophy, Vision & Mission

Our Philosophy

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

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

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

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

Our Vision

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

Our students as beacons of light;
Our teachers and staff as exemplary mentors and role models;
Our school as a learning institution for all; and
Our society as a safe harbour where it is harmonious and prosperous for us to live and work
in.

Our Mission

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

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

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

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

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

Our School

We are a whole-day primary school under the Direct Subsidy Scheme, adopting a school-based management mode (SBM). The majority of our students come from comparatively well off families living in Yuen Long, Tuen Mun and Tin Shui Wai in the New Territories.

With 5 classes in each of 6 levels, we have altogether 30 classes. We are housed in a 7-storey Y2K designed building standing on 6,200 square metres in northern Tin Shui Wai, New Territories. The school is equipped with 30 standard classrooms, 1 hall, 1 library, 1 dancing room, 1 basketball court and 7 special rooms for teaching information technology, languages, general studies, music and art. One multipurpose room has been converted into a multimedia learning centre equipped with 36 computers. The new annex launched in March 2017 includes 1 indoor heated swimming pool, 1 multipurpose hall for sports training, performances and seminars, 1 outdoor basketball court and 1 exhibition gallery for showcasing student works. With ample resources, we are able to provide a happy and motivating learning environment for our students.

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

Tables:

1. Class organisation

Level	P1	P2	P3	P4	P5	P6	Total
No. of class	5	5	5	5	5	5	30
Total enrolment	162	161	153	138	124	114	852

2. Teachers' Experience

No. of years	0-5	6-10	Over 10
Percentage (%)	34%	19%	47%

3. Teachers' qualification

No. of years	Bachelor Degree	Master or above
Percentage (%)	100%	37%

4. Manpower

Category	Number
Principal	1
Consultant	1
Teaching Staff	70
Administrative Staff	25
Supporting Staff	12
Total	109

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

- **Major Concern 1 Building students' positive character and values through social and emotional development**

Achievements
<p>1.1 <u>To implement a comprehensive SEL (Social and Emotional Learning) curriculum</u></p> <p>1.1.1 Teacher Professional Development on SEL</p> <p>We target to provide ongoing professional development opportunities for teachers to enhance their understanding of SEL and equip them with effective teaching strategies. This includes workshops, seminars, and coaching sessions focused on integrating SEL into their instructional practices.</p> <p><i>Professional development workshops</i></p> <p>Our school organised two professional development workshops for teachers, focusing on social-emotional learning.</p> <p>On 19 October, the workshop "How to Help Students Overcome Setbacks and Achieve Success" equipped teachers with strategies to support students in developing resilience and perseverance. The following day, the workshop "How to Establish Positive Interpersonal Relationships" focused on teaching effective ways to build strong, positive relationships with students. The overall objective of these workshops was to enhance teachers' professional knowledge and skills in social-emotional learning, enabling them to better support students' social and emotional development. By acquiring effective teaching strategies, teachers can create a more conducive learning environment that fosters students' overall well-being and success.</p> <p><i>Teacher monthly meeting</i></p> <p>Our school organised three important professional development opportunities for teachers during the monthly meetings.</p> <p>On 22 February, a monthly meeting focused on "Early Identification and Support for Students with Mental Health Risks", aiming to equip teachers with the skills to recognise and support students' emotional needs, including behavioural and emotional understanding, as well as demonstration of response techniques. Additionally, our school hosted a "Guardian of Children" teacher workshop on 14 December and 17 April, which aimed to educate teachers on the principles of child protection, including understanding "no-blame" approaches and mandatory reporting, to ensure a safe and supportive learning environment for all students.</p> <p><i>Self-paced online courses</i></p> <p>Our school also required teachers to take a self-paced online course, focusing on "Early Identification and Handling of Suspected Child Abuse Cases". This course aimed to equip teachers with the knowledge and skills to identify and respond to potential child abuse cases, ensuring that they are well-equipped to provide a safe and supportive learning environment for all students.</p> <p>1.1.2 Integration into the Academic Curriculum</p> <p>We targeted to embed SEL principles and activities into various subjects across the academic curriculum. Teachers incorporated SEL-related projects, discussions, and reflection exercises into lessons, allowing students to apply social-emotional skills in real-life contexts.</p> <p>We have thus integrated Social Emotional Learning (SEL) into various subject disciplines, including Language Arts and Chinese Picture Book classes, where stories are used to facilitate meaningful discussions on empathy, self-awareness, and relationships.</p>

Moreover, SEL has seamlessly woven into daily lessons across subjects such as Math, English Language, Chinese Language, General Studies, and Science, where discussion sessions and group work are designed to foster teamwork, communication, and collaboration. By encouraging students to work together and rely on one another, we are promoting a culture that values collective learning and discourages isolation, ultimately helping our students develop essential life skills such as active listening, problem-solving, and conflict resolution. Through these intentional efforts, we aim to equip our students with the social and emotional competencies necessary to succeed in academics and beyond.

1.2 To establish a positive and supportive school climate

1.2.1 Positive Behaviour Reinforcement

We aimed to implement a system to recognise and reinforce positive behaviour. This includes acknowledging students' efforts, achievements, and acts of kindness through verbal praise, certificates, or a school-wide reward system. We celebrate and highlight positive behaviours in school assemblies or newsletters to create a culture of positivity.

Buddy Match Scheme, House Game, Firefly Scheme

Our school's Buddy Match Scheme fosters a sense of community and mutual growth, providing opportunities for students to learn from and support one another. Through House Games, big and little buddies are encouraged to participate together in activities, overcoming challenges and building stronger bonds. The Firefly scheme offers a unique chance for students to connect with the Principal or their favourite teachers over lunch, sharing their thoughts and feelings in a more intimate setting. This year, we are thrilled to see students earning more stamps than ever before, a testament to their enthusiasm and engagement in these initiatives.

Character Education

In Term 1, our P1-3 classes embarked on an exciting journey with "The Land of Oz" curriculum, which was met with enthusiasm and enjoyment from the majority of students. By utilising various tools to complete tasks, students had fun while developing their skills. Teachers observed that the Character Building (CB) lessons not only fostered teamwork and facilitated meaningful social interaction but also enabled students to experience our school's core values in a more tangible and impactful way.

In Term 2, our P4-6 classes explored the "Uncle Tree" curriculum, which not only focused on developing good character but also delved into essential Social-Emotional Learning (SEL) topics, such as conflict resolution and stress management. Both students and teachers agreed that the lesson activities effectively brought out our school's core values, and the majority found the activities to be interesting, diverse, and enjoyable. Overall, the lessons were well-received, with most students and teachers expressing their enthusiasm for participating in the "Uncle Tree" curriculum.

Leadership development

Our school takes pride in its commitment to leadership development, providing students with opportunities to hone their skills and showcase their abilities. This year we organised 20 leadership training sessions, including three outsourced sessions conducted by One Plus Wellness, focusing on essential skills like communication and listening. Our dedicated leadership development programme, held on Monday, serves as a platform for students to learn, grow, and share their experiences openly with teachers and peers, empowering them to become confident and effective leaders.

1.2.2 Conflict Resolution and Practising Harmony

We aimed to establish clear procedures and practices for conflict resolution within the school,

teaching students essential problem-solving skills, empathy, and active listening techniques. Our focus on restorative practices emphasizes repairing harm, promoting accountability, and fostering understanding and reconciliation among students involved in conflicts.

Throughout the year, our guidance and discipline team facilitated class discussions on the importance of acceptance, harmony, and respect for all individuals. This proactive approach not only helped resolve conflicts effectively but also contributed to creating a positive and inclusive classroom environment.

Teachers guided students to reflect on the impact of their actions, encouraging critical thinking about peaceful conflict resolution. By listening to each other's perspectives and feelings, students developed empathy and understanding, which are crucial for building a supportive school climate. Overall, our commitment to conflict resolution and harmony significantly enhanced the social and emotional development of our students.

1.3 To engage parents and caregivers in character-building initiatives

1.3.1 Parent Education Workshops and Involvement Programmes

We aimed to develop a holistic approach to engage parents and caregivers in nurturing their children's character and social-emotional skills. This includes hosting workshops to highlight the significance of these skills and offering practical resources for home support.

This year, the school has conducted the following workshops:

District 18 "Positive Family Education" Film Screening Tour

Play the movie "Leave a Voice" (movie commentary, family education sharing and introduction of "emotional vitamins") (Term 1)

Parent Talk

1. How to support children's emotional development (Term 1)
2. How to establish a positive parent-child relationship with your children (Term 1)

Parent Support Group Parent Support Group

1. Caritas Source "Dancing with Emotions" Emotional Exploration Parent Group (Term 2)
2. Positive Parent-Child Activities (PTA)
"Son". Home for You Parent Education Programme (Term 2)
 - Parent-child adventure competition activities
 - Parent-child Finnish wooden chess activities

1.3.2 Home-School Communications: Foster strong communication and collaboration between school and home. Share information about the school's character education initiatives, SEL activities, and resources with parents. Encourage parents to reinforce character values and social-emotional skills at home through discussions, activities, and reinforcement of positive behaviours.

Our school has strengthened its partnership with parents through effective communication and collaboration, ensuring a cohesive approach to character education and social-emotional learning. We have regularly shared information with parents about our character education initiatives, SEL activities, resources through circulars, Learning Feedback Day, and A Brew with Principal, and encouraged parent involvement by inviting them to participate in workshops and seminars on character education and SEL. We have also fostered a collaborative spirit

through open communication and mutual support, encouraging parents to work in tandem with us to reinforce character values and SEL skills, ensuring a consistent approach between home and school.

Reflection

The APASO results reflect encouraging signs of students' positive emotional well-being and ethical development, both of which are key to fostering their character and values. The scores in Affection (No Negative Affect) and Affect (No Anxiety, Depressive Symptoms), both averaging 107, indicate that our students demonstrate resilience and maintain a positive mental state. These results underscore the effectiveness of our efforts to support students' emotional development, an essential component of building their overall character.

Moreover, students display a strong adherence to ethical principles, with a score of 105 in Honesty (Act of Honesty) and 93 in Morality (Importance), reflecting their understanding and practice of integrity. This is an encouraging indication that our focus on promoting honesty and moral values is bearing fruit. We can continue to build on this by expanding opportunities for students to engage in ethical discussions, participate in character-building activities, and celebrate instances of honest behaviour, further embedding these values into their everyday lives.

The school's atmosphere plays a critical role in students' emotional and social growth. The results in School Atmosphere (Not Lonely), with a score of 106, and School Atmosphere (Belongingness), at 99, suggest that students feel well-integrated into the school community. This perception of a supportive, inclusive, and engaging environment is crucial in shaping their social development, as it fosters a sense of belonging and encourages positive peer interactions. The high score of 98 in Physical Activities also indicates that students are participating in regular exercise, contributing to both their emotional well-being and social bonding.

While the overall results are positive, there are areas for further development. A score of 85 in Self-concept (Relationship with Parents) highlights the need to strengthen family connections for some students. Similarly, the score of 85 for Relationship with Same Sex suggests that peer relationships, particularly with those of the same gender, may benefit from additional support. Addressing these areas will help improve students' social and emotional competence, enabling them to build stronger relationships both at home and in school. Developing initiatives that enhance communication skills and encourage positive peer interaction will be critical to supporting these students.

On the other hand, the score of 112 for Volunteering Work Frequency showcases our students' strong commitment to community service, reflecting their understanding of the importance of giving back to society. High scores in Participation in Housework (100) and Willingness to Participate (99) further demonstrate a sense of responsibility and cooperation, reinforcing the values of service and contribution to both home and community. These attributes are vital in cultivating responsible, community-minded individuals, key objectives in character education.

Finally, the score of 103 for No Loss of Learning Time shows students' appreciation for the value of learning and their commitment to being punctual and present. This reflects not only their dedication to academic success but also the development of lifelong habits that are integral to their future growth and character development.

While the APASO results reflect a solid foundation of emotional well-being and ethical awareness among students, they also highlight key areas for growth in building stronger family and peer relationships. By focusing on the social and emotional aspects of students' development—particularly in fostering positive interactions with family and peers—alongside reinforcing academic integrity and moral values, we can further nurture well-rounded

individuals. Expanding our ethics education, facilitating discussions around moral dilemmas, and celebrating acts of honesty and responsibility will help ensure that students continue to develop strong character and values, aligning with our major concern of fostering positive character and values through social and emotional development.

Feedback and Follow-up

While our Character Building curriculum has shown promise, we have identified areas for improvement based on feedback from APASO, SHS, school surveys, and general observations. Specifically, some tasks were found to be too challenging for our P1 students, leading us to explore an alternative curriculum tailored to their developmental needs for next year. We also recognised that lesson time was insufficient for completing tasks and facilitating debriefing sessions, prompting us to simplify certain activities in future lessons. Additionally, we acknowledge the importance of integrating more Social-Emotional Learning (SEL) elements into the lessons to provide a more holistic character-building experience. This will better support students in developing essential social and emotional skills alongside core values.

To further enhance the Character Building programme, we gathered feedback from students and identified areas requiring refinement. Many students expressed dissatisfaction with the Logbook, suggesting it be made optional. In response, we plan to revise the tasks and questions to make them more engaging and relevant, incorporating hands-on activities such as repairing something broken or calling an elderly relative to show care. These activities are designed to foster empathy, responsibility, and care for others, aligning with our goal of nurturing positive character and social values. Moreover, students felt that the allocated time for tasks was insufficient, so we will simplify some activities to ensure a more manageable and enjoyable experience, thereby enhancing both engagement and character development.

We also identified an opportunity to strengthen parental engagement in the Character Building programme. Despite the potential of the Firefly booklet, many parents did not engage in sharing their child's good habits. To address this, we propose more active promotion of the booklet within the school and providing parents with guidance on its benefits. By encouraging greater parental involvement, we can foster a stronger home-school connection, ensuring that character-building efforts extend beyond the classroom and into the family environment. This will support the emotional development of students by reinforcing positive habits at home.

In terms of our leadership development initiatives, we identified the need for better communication with teachers regarding training schedules to prevent delays and ensure their participation. Furthermore, providing leadership training for teachers in games and activities will equip them with innovative ideas to engage students effectively during ambassador team meetings. Clear communication of goals and expectations with external activity providers is also essential to ensure that their contributions align with our objectives of nurturing student leadership skills, which are crucial for fostering responsibility, teamwork, and ethical leadership in students.

To improve relationships between students and their parents, we propose offering individual or group counselling sessions led by our social worker, providing a safe space for students to discuss their feelings and concerns. Additionally, students can be encouraged to express themselves through writing, art, or class discussions. Hosting workshops or events aimed at building stronger family relationships will also offer opportunities for parents to engage in their child's social and emotional development, promoting mutual understanding and communication.

To foster positive relationships among same-sex peers, we can create inclusive and diverse clubs or organisations, such as sports teams, debate clubs, or volunteer groups, where students can interact with peers who share similar interests. Group projects or discussions that promote

teamwork, empathy, and respect among same-sex peers will help develop stronger peer relationships. We can also lead workshops or support groups focused on building healthy friendships, which are critical for students' social development and emotional well-being.

To increase satisfaction with physical activities, we aim to offer a broader range of physical education classes and extracurricular activities, such as yoga, dance, or martial arts, catering to diverse interests and abilities. Providing students with leadership roles in these activities, such as team captains or activity leaders, will also help develop their sense of responsibility and leadership. Encouraging students to set personal physical activity goals, such as running a certain distance or completing a fitness challenge, will promote perseverance and self-discipline, which are key traits in building strong character and values.

- **Major Concern 2 Achieving learning and teaching excellence through advancement in education technology**

Achievements

2.1 To enhance digital literacy through targeted teacher and student training on educational technology

2.1.1 Professional Development Workshops and Learning Circles

We aimed to conduct regular professional development workshops and establish learning circles for teachers to enhance their digital literacy skills and knowledge of educational technology tools.

Our school has invested in a range of professional development opportunities to enhance teacher technology literacy and pedagogical innovation. Our teachers have benefited from workshops on IT integration, Class VR, and Google Classroom, as well as access to a STEAM self-learning platform. Additionally, we have partnered with leading organisations to provide professional resources, including the Applied Artificial Intelligence Programme for Teachers and Parents from AIDCEC, and Apple's Professional Learning, Learning Academy, and Learning Coach programmes.

2.1.2 Student Training, Workshops, and Peer Coaching

This year we aimed to organise training sessions and workshops for students to develop their digital literacy skills and ethics. Additionally, we wished to implement a peer coaching system where students can support each other in enhancing their digital skills. Below are what we have developed so far:

P6 AI Curriculum (ICT)

Students at P6 are offered regular classes through the AI Curriculum (ICT), which have been very well received. Students are exposed to advanced technology, such as machine learning, and numerous opportunities to apply their IT knowledge and skills in various learning activities. Building on the successful experience of the AI Curriculum, our school has enhanced its school-based ICT curriculum, enabling students to establish a solid foundation in digital literacy skills and computational thinking for their further studies in secondary school. The benefits of AI are fully utilised to promote students' self-directed learning. Students actively make use of different modes of e-assessment to reflect on and monitor their learning progress.

P4-6 Cool Think Projects

The Student Design Thinking Project in the CoolThink programme empowers our P4-6 students to apply computational thinking skills to solve real-world community problems. By using MIT

App Inventor, for example, students learn to analyse challenges, ideate creative solutions, and develop mobile applications that address the needs of their local community. This hands-on, project-based approach fosters critical thinking, problem-solving, and collaboration – essential skills for the 21st-century learner.

School-based ChatGPT Platform

The school's introduction of a supervised ChatGPT platform for primary students has proven to be a valuable learning resource. Under the guidance of their teachers, students have learnt to engage with the AI assistant in a responsible and productive manner.

During their lessons, primary students were encouraged to use the ChatGPT platform to assist with research, brainstorming, and the generation of draft content for their assignments and projects. Teachers have trained the students on how to provide clear and specific prompts to the AI, ensuring that the generated responses are relevant and aligned with the learning objectives. What we have not yet achieved is students have yet learned to critically evaluate the information provided by ChatGPT, cross-checking it against other reliable sources and their own understanding. This is going to strengthen their critical thinking skills and their ability to discern credible information from potentially biased or inaccurate content.

Digital literacy and ethics

This year, the ICT curriculum placed a strong emphasis on developing students' digital literacy skills. Through a series of targeted lessons, P. 1-6 students learnt how to responsibly navigate a variety of online platforms, including social media, and educational websites. They were taught ways of evaluating the credibility and accuracy of digital content, such as cross-checking information, and assessing the reliability of sources.

Educational technology use in daily lessons

In regular lessons of all subjects, students are highly-motivated in learning through digital devices. Self-learning strategies such as pre-lesson preparation through the searching of online information are commonly found. Students had the opportunity to experiment with a range of educational technology tools, such as MI design thinking software, collaborative platforms like Padlet, and multimedia creation tools like Canva, note-taking app like Goodnote, interactive whiteboards and learning apps are leveraged to help students grasp the key learning points under the guidance of their subject teachers. This allowed them to explore different technologies and determine the most effective ways to leverage these tools to support their learning processes. By fostering students' digital competencies in a supervised and structured environment, different subject curriculum has equipped them with the necessary skills to navigate the digital landscape responsibly and leverage technology to enhance their academic success. Most students participate actively in learning activities and are eager to complete the tasks assigned.

2.2 To foster a culture of innovation

2.2.1 Promote a Growth Mindset

We aimed to foster a growth mindset among teachers and students, emphasising that failure is an opportunity for learning and improvement. We encourage risk-taking, experimentation, and exploration of new educational technologies, and also recognise and celebrate innovative ideas and efforts to create a supportive environment for innovation. Therefore, we engaged students with technology-based learning experience with the launch of BYOD scheme at P4-6.

Stepping up Blended learning and Online Cultural Exchange with Japan

Our Primary 4 Blended Learning Project was conducted in December again in the first term this year. We aimed to provide students with the opportunity to try out some blended learning

models and strategies similar to the previous two years. The online cultural exchange with Kamigo Elementary School has been successfully organised this year. Two Zoom meetings were scheduled on 7 & 14 December 2023. Following the tradition of the past two years, students from both Japan and Hong Kong had the opportunity to introduce their respective schools, get to know more about one another, and showcase their talents during the sessions. Students interacted in English, sharing cultures and learning about language differences, respect, and teamwork, fostering genuine cultural exchange and reflections. The exchange proved to be a valuable and enjoyable experience for all participants. New year gifts and cards were sent to Japan in February.

Blended learning has also been infused into P2 as well to maximise online and offline learning for our students. As we continue to embrace blended learning, we have kept upskilling our teachers' digital literacy through online courses and collaboration with companies such as Apple and Google classroom.

To foster a growth mindset through transdisciplinary learning

This year, our school has fostered a growth mindset by integrating subjects through the transdisciplinary learning projects from P1-5. By embracing challenges and persisting through curriculum planning, implementation, and evaluation process, level coordinators and teachers have designed engaging, interdisciplinary topics that empower students to develop a growth mindset. Through these activities, students learn to approach problems with curiosity, adapt knowledge across domains, and cultivate creativity, resilience, and critical thinking. By recognising the connections between subjects, students develop a deeper understanding of their learning and build the confidence to apply their knowledge in new, innovative ways, preparing them to thrive in an ever-changing world.

- ✧ In the P1 transdisciplinary project titled "Little Farmers to the rescue: Help Save our Farm!", students collaborated to understand and explore animals and their needs across multiple subjects.
- ✧ In P2, students embarked on a transdisciplinary exploration of seasons, incorporating English Language, General Studies, Mathematics and Music. Through acrostic poems in English, they expressed their deep connection to favourite seasons.
- ✧ The main theme of the P3 transdisciplinary project is "Endangered Animals due to Climate Change". Students explored the pressing issue of climate change and its impact on endangered animals.
- ✧ In P4 transdisciplinary project titled "Air Aviation - Drone Supplies Challenge", students became engineers tasked with using drones to transport goods along a designated route to help the affected citizens in the war.
- ✧ In the P5 transdisciplinary project, students explored archery to cultivate Chinese traditional virtues of patience, discipline, respect, and cooperation. The project emphasised the importance of fair competition and teamwork in archery, as well as ethics in martial arts. By delving into the historical event of "Cao Cao's Bronze Sparrow Platform Archery Competition (曹操銅雀台射箭比賽)" from the novel "Romance of the Three Kingdoms (三國演義)", the significance of archery as a skill and athletic endeavour were uncovered, which showcased personal talent and leadership.

Reflection

In the Stakeholders Survey (SHS), the ratings for Teaching by teachers improved consistently, rising from 4.10 in 2021/22 to 4.16 in 2023/24. Similarly, the ratings for School Curriculum and Assessment increased from 3.90 in 2021/22 to 4.13 in 2022/23, maintaining this level in 2023/24. Students' perceptions of teaching quality have generally improved, increasing from 3.90 in 2021/22 to 4.00 in 2022/23, with a slight decrease to 3.97 in 2023/24. These improvements reflect overall favourable views of the quality of teaching at our school.

Our school is committed to advancing learning and teaching excellence by integrating education technology into daily practices. This is evident in our continuous efforts to create a conducive learning atmosphere that promotes student engagement and academic success. Scores from APASO further illustrate this, with 103.80 for effective teaching methods, 101.67 for engaging activities, and 105.50 for emphasis on future planning. The integration of educational technology into our curriculum, such as using digital tools for interactive lessons, supports students' holistic development by making learning more dynamic and relevant.

Our strong focus on digital literacy and life planning skills equips students with essential competencies for long-term success. Scores of 104.80 in reading and 105.50 in life planning indicate our students are well-prepared to face future challenges. By incorporating technology-based resources, such as online reading platforms and digital career planning tools, we foster a stimulating learning environment that enhances both academic performance and personal development.

In terms of students' self-concept in core subjects, as revealed by APASO, there are opportunities for growth, particularly in Chinese and English. While standardised tests in these subjects have shown improvement, technology can play a key role in addressing challenges by offering customised learning platforms and online resources that build students' confidence and skills. For instance, digital tools designed for language learning can help reinforce concepts and promote self-directed learning. In Mathematics, where targeted support is needed, the use of educational software and interactive simulations can provide students with alternative ways to grasp difficult concepts, enhancing their confidence and overall performance.

By integrating technology across all subject areas, we aim to empower students with the skills and resources needed to reach their full potential. Our continuous commitment to blending innovative digital tools with effective teaching methods ensures that we are preparing students not only for academic success but also for a future in which technology plays a central role in personal and professional growth.

Feedback and Follow-up

To foster students' growth mindset and self-concept across various subject areas, we have conducted team meetings and year-end discussions with different subject panels. Based on these meetings, several key actions have been proposed to help students view learning challenges in a more positive and productive light. One important approach is to reframe challenges as opportunities. Encouraging students to perceive difficulties not as threats to their ego or self-worth but as valuable chances to learn and grow is essential in promoting resilience. This shift helps students embrace obstacles and use them as learning experiences.

A second emphasis is on highlighting the importance of effort over innate talent. By focusing on the learning process and praising students for their persistence, hard work, and progress, rather than just their natural abilities, we can foster a more positive attitude towards learning. Students will understand that success is more about their dedication and continuous improvement than fixed abilities. Alongside this, we aim to create a classroom culture that celebrates mistakes and failures, helping students to feel safe taking risks. This environment will allow them to view failures not as setbacks but as stepping stones towards mastery.

To ensure students are not overwhelmed by difficult tasks, we propose breaking complex tasks into manageable steps, which can help them build confidence in areas where they feel less capable. This approach will make learning feel more achievable and prevent students from becoming discouraged by larger, intimidating challenges. Constructive feedback will play a critical role here, offering guidance for improvement rather than simply pointing out what went wrong. In this way, feedback becomes an essential tool for helping students grow, while avoiding criticism that could diminish their self-esteem.

Another key focus is on fostering a sense of belonging and support within the classroom. Encouraging peer-to-peer collaboration and creating a strong sense of community will help students feel less isolated in their struggles. When students realise they are part of a supportive network, they are more likely to engage with challenging tasks and persevere through difficulties. Teachers can also model a growth mindset by sharing their own learning experiences, both struggles and successes, and showing students that learning is a continuous, lifelong process.

It is equally important to place an emphasis on the learning process itself, rather than solely focusing on grades or final outcomes. By highlighting the strategies, skills, and knowledge students are gaining, we reinforce the idea that improvement is a journey, and grades are just one part of their overall development. To support this approach, we will encourage students to engage in self-reflection and self-assessment, helping them to recognise their progress, set goals, and identify areas for improvement on their own. Giving students opportunities for choice and autonomy in their learning will further empower them, allowing them to take ownership by selecting topics, pacing, or learning methods that resonate with their personal interests and motivations.

In terms of advancing learning through the use of education technology, we propose several strategies to enhance students' digital skills and ensure a balanced, healthy use of technology. First, we aim to improve students' time management by teaching them how to create schedules that balance leisure and academic responsibilities. Equipping them with skills such as task prioritisation will help them manage their time more effectively, which is critical in an increasingly technology-driven environment.

In line with this, we will promote healthy leisure activities, encouraging students to engage in physical or outdoor activities and explore hobbies that contribute to their mental and emotional well-being. Organising extracurricular activities or clubs that cater to a diverse range of interests will help students find a healthy balance between screen time and other fulfilling pursuits. Enhancing digital literacy and IT control will be a key component, teaching students how to use technology responsibly and stay safe online. This includes educating them on setting boundaries for screen time and understanding the importance of balancing digital use with other aspects of life.

Finally, fostering self-awareness and reflection in technology use will help students assess the impact of their online activities. Encouraging them to reflect on their balance between leisure and education will allow them to make informed decisions about how to adjust their habits for a healthier and more productive lifestyle. By teaching self-awareness skills, such as recognising the effects of excessive screen time on their mental and physical health, we can help students develop a more mindful and balanced approach to both education and technology.

- **Major Concern 3 Serving the community through collaboration with stakeholders and partners**

Achievements
<p>3.1 To establish community partnerships with local organisations, business, and nonprofits</p> <p>3.1.1 Outreach and Networking</p> <p>Our school has been bustling with exciting events and activities aiming at promoting holistic development and social responsibility. In February, we hosted the Social Enterprise Summit School talk at Yuen Long, followed by a school talk for P6 students by the Women's Prison Department in March. We were also privileged to have Ms. Bailee Brown, a Hong Kong National Triathlete and Splash Champion, inspire our students to cultivate resilience and adopt a healthy lifestyle. Additionally, we organised a Christmas celebration cum Singing Contest in collaboration with the Mong Kok Baptist Church Tin Yan Chapel. Our students also spread festive cheer through Christmas carolling at the Hong Kong International Airport.</p> <p>3.1.2 Collaborative Projects</p> <p>On top of outreaching and networking, our goal is to develop collaborative projects that benefit both the school and the community partners. For example, partner with a local environmental organisation to organise a tree-planting initiative or collaborate with a business to offer career-focused workshops for students. These projects should provide meaningful learning experiences for students while addressing community needs.</p> <p>Our P5 students participated in a Solar boat STEM workshop by A Plastic Ocean Foundation and a Chinese music performance by the Windpipe Chinese Music Ensemble. We also hosted an Environmental talk and booth by Greenlink, engaging students from P1-5. Our School Junior Choir participated in the prestigious Hong Kong Choral Project program, showcasing their musical talents. Later in June, our students participated in the Elder Academy program - Health Talk on Psychosocial Wellbeing when our students played games with 21 elderly participants.</p> <p>3.2 <u>To involve students in community engagement activities</u></p> <p>3.2.1 Implement structured service-learning programmes</p> <p>We aimed to encourage students to apply their academic knowledge and skills to address real community needs while fostering a sense of social responsibility.</p> <p><i>Service learning</i></p> <p>Our school is dedicated to fostering a sense of social responsibility and community engagement through our Service Learning programme. In April, we organised two successful service events. Our P1-2 students participated in a Clean School Campus initiative while our P3-4 students took part in a Clean Our Community activity. These events not only promoted a cleaner and more sustainable environment but also instilled a sense of civic duty and compassion in our students.</p> <p>Our school's Service Learning programme continued to thrive in June, as our P5 students embarked on a heartwarming visit to Elderly Centres. This meaningful experience allowed our students to connect with the elderly, show their care and compassion, and develop a deeper understanding of the importance of intergenerational relationships.</p>

As part of our Elder Academy programme, we organised a Scratch Coding Workshop on 17 May, where 14 students from our Innovation Team worked alongside 9 elderly participants. This intergenerational learning experience provided a unique opportunity for our students to share their knowledge and skills in STEAM (Science, Technology, Engineering, Arts, and Mathematics) education, while also learning from the life experiences and wisdom of the elderly. Through this collaborative workshop, our students gained valuable experience in coding and programming, while the elderly participants were introduced to the innovative world of STEAM learning in primary education.

Through this initiative, we aimed to instil empathy, kindness, and a sense of social responsibility in our students, while also bringing joy and companionship to the elderly.

Reflection

The recent Stakeholders Survey (SHS) indicates stable perceptions of home-school cooperation, with scores consistently around 4.10 from 2021/22 and maintained in 2023/24. This demonstrates effective collaboration and communication between the school and families, highlighting the strong connections we have established within our community. Notably, high scores from APASO in Family Involvement, particularly in areas such as Learning in School (110), School Life (107), and Future Education (103), underscore our commitment to fostering a supportive and engaged community network.

Additionally, the APASO results reveal a high score of 112 in volunteering work frequency, reflecting our students' strong participation in community service initiatives. This involvement not only enhances their sense of belonging but also underscores our school's dedication to serving the community through active collaboration with various stakeholders, including local organisations and partners.

Central to our efforts is the Wofoo Community Hub, which plays a pivotal role in putting our community service concepts into action. Through resource sharing and collaborative community projects, the Hub facilitates meaningful connections between students, families, and local residents. This partnership is vital in addressing the needs of our local families, allowing us to actively engage in initiatives that promote character building and social responsibility among our students.

However, upon reflecting on the results from both APASO and SHS, we recognise opportunities for growth in areas such as cultural awareness, national identity, and global citizenship. These aspects are closely tied to our students' sense of community and the broader goal of serving society effectively. While there is room for improvement, these areas present a valuable opportunity to cultivate a deeper appreciation for diversity, both globally and nationally, while strengthening national pride and identity.

To address these growth areas, we aim to nurture a sense of global citizenship and cooperation among our students. This can be achieved by promoting cultural understanding and encouraging responsibility towards global issues. By implementing initiatives that foster cultural appreciation and community involvement, we can create a more inclusive and globally-minded school environment. Our goal is to celebrate diversity, honour our national heritage, and empower students to take ownership of their roles as responsible global citizens.

By prioritising collaboration with stakeholders and partners, particularly through our work with the Wofoo Community Hub, we can ensure that our community initiatives are effective and impactful. This partnership not only enhances our students' sense of purpose but also strengthens their connections to both local and global communities. Through these collective efforts, we are committed to building a stronger, more cohesive community that values

cooperation, shared responsibility, and character development in our students, ultimately preparing them to make meaningful contributions to society.

Feedback and Follow-up

This major concern is set to align closely with one of the Seven Learning Goals: achieving balanced physical and mental development. Our school is committed to fostering a sense of enjoyment in engaging with various communities while nurturing interests and essential skills that enhance appreciation for aesthetic and physical activities. This holistic approach will be pivotal in promoting the overall well-being of our students.

To strengthen our community collaboration, we plan to actively engage in outreach, networking, and collaborative projects. By forming partnerships with stakeholders and external organisations—including local businesses, community groups, and non-profit organisations—we aim to create valuable opportunities for real-world learning experiences. These initiatives will encompass internships, mentorship programmes, and service-learning projects, empowering our students to contribute actively to their communities while developing a strong sense of civic responsibility.

In addition, we will encourage greater student participation in community events, cultural activities, and artistic endeavours. By exposing our students to diverse communities and experiences, we will help them cultivate an appreciation for aesthetics, cultural diversity, and physical activities. This engagement will enrich their educational journey and foster a deeper understanding of the world around them.

As we integrate this major concern into our development plan, we will adopt a holistic approach to education, focusing on helping students achieve the Seven Learning Goals, including positive values and attitudes and a strong national identity. By prioritising community service alongside academic excellence and character development, we are dedicated to preparing our students for not only academic success but also their roles as compassionate, responsible, and engaged members of society.

Looking ahead, our vision is to build a robust community network that supports our students' growth and positively impacts the wider community. Through these collaborative efforts, we aspire to nurture well-rounded individuals who are not only academically proficient but also socially aware and committed to making a difference in the world. Together, we will create a vibrant community that inspires our students to lead with purpose and integrity, empowering them to shape a better future for themselves and those around them.

(3) Student Performance

Positive Aspects

The student has a strong foundation in terms of their psychological and physical health, which suggests that they are likely to be resilient and able to cope with stressors in a healthy way. This is a great asset for their overall well-being and ability to succeed.

The student comes from a supportive family environment, which is essential for their emotional and psychological development. This support can help them feel more confident and secure, which can have a positive impact on their academic performance and personal growth.

The school provides a conducive learning environment that is effective in promoting holistic development. The teaching methods are effective, the activities are engaging, and there is a focus on future planning, which helps students prepare for their future goals and aspirations.

Areas for Improvement

While the student is doing well in many areas, they may be lacking in terms of exposure to diverse cultures and understanding of their own national identity. This could be an area for improvement, as having a global perspective and understanding of different cultures can be beneficial for personal growth and future success.

The student may need to work on developing their global competence, which includes skills such as intercultural communication, adaptability, and critical thinking. This can help them become more effective citizens of the world and prepare them for an increasingly globalised society.

The student's score in information technology integration suggests that they may not be utilising technology as effectively as they could be for learning. This could be an area for improvement, as technology is becoming increasingly important in many aspects of life.

Finally, the student could benefit from working on their self-concept and developing a broader range of skills. This could include skills such as communication, problem-solving, and critical thinking, which can help them become more confident and effective in their personal and professional lives.

(i.) Academic performance

Student Performance

Our P.6 students took part in the Secondary School Places Allocation. 92% of students were admitted to schools of their first three choices. All P.6 students were allocated to 44 different secondary schools in which 59% were Direct Subsidy Secondary Schools, 40% were government-aided schools, and 1% was government schools.

By recognising and celebrating our school's exceptional academic achievements, particularly the impressive array of prizes our students have won this year, we are nurturing a well-rounded education that aligns with the seven learning goals of our curriculum. Our students excel in their academic pursuits, demonstrating remarkable critical thinking, effective communication, and collaboration skills, which are essential for their overall development and success. These accomplishments reflect their dedication, resilience, and commitment to excellence. Additionally, they cultivate values such as perseverance and a passion for lifelong learning, while fostering civic awareness and social responsibility. By valuing both academic and non-academic achievements equally, we provide our students with a holistic education that empowers them to thrive in all areas of life.

(ii.) Non-academic performance

By recognising and celebrating our school's outstanding non-academic achievements, we are fostering a well-rounded education for our primary students that aligns with the seven learning goals of our curriculum. Activities such as sports, music, art, national education, and community service enable students to cultivate essential skills like teamwork, empathy, resilience, and creativity, all vital for their overall growth and well-being. These experiences also promote values such as social responsibility, civic awareness, and a strong sense of national identity. Furthermore, they encourage self-directed learning, critical thinking, effective communication, and collaboration. By valuing both academic and non-academic accomplishments equally, we provide our students with a holistic education that equips them for success in every aspect of life.

2023-2024 Use of Reading Promotion Grant

In the past year, the school has implemented various initiatives to enhance the reading culture on campus. To promote extensive reading, the school organised an annual book fair and a Book Character Day, allowing students to experience reading in a rich literary atmosphere. To further encourage extensive reading, the school has made efforts to educate students about different reading genres and involved student librarians in book promotion activities. For character building and positive education, school librarians received training to promote values such as servanthood, responsibility, and care for the school. Additionally, students learnt library etiquette to foster a sense of responsibility and care for the school environment. In terms of supporting cross-curricular collaboration, the school provided learning and teaching resources for theme-based cross-curricular learning programmes. Furthermore, the school assisted in ordering books and magazines for different grade levels, thereby supporting the development of various subjects. These initiatives have provided students with a well-rounded educational experience, fostering their love for reading, character development, and cross-curricular learning.

Items	Purpose	Description	Category	
			Fixed asset (\$)	Consumables (\$)
1.	Books for library and teachers' reference books	Readers	\$53,371.12	/
2.	Reading related activities	Stationery, honorarium for writers and prizes for students, etc.	\$1,800.00	
3.	Classroom library	Magazines	/	\$60,498.00
4.	Book wrapping and stationery	Stationery, Book stand, colour paper, etc.	/	\$5,056.20
5.	Library decoration and furniture	Table clothes, table mats and 5-layer cabinet barrels, etc.	/	\$0
6.	Reading scheme	Prizes for students	/	\$4,613.40
7.	Activities for student librarians	Snacks for student librarian annual meeting	/	\$496.30
Sub-total			\$55,171.12	\$70,663.90
Total			\$125,835.02	

Report on the Use of the Life-wide Learning Grant

W F Joseph Lee Primary School
Report on the Use of the Life-wide Learning Grant
2023-2024 School Year

Oct 2024 ver.

Schools are required to upload this Report or the School Report which consist of this Report endorsed by their SMCs / IMCs onto the homepage of the schools for the sake of enhancing transparency and in accordance with the established practice.

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

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses *	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes													
1	Picnic 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.	2023/11/2	P1-6	874	\$43,340.00	\$49.59	E2	Citizenship and Social Development	The day was enjoyable, with excellent weather fostering strong bonds between students and teachers while appreciating the beauty of nature.			✓		
2	X'mas celebration 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.	2023/12/22	P1-6	864	\$5,266.00	\$6.09	E1	Values Education	Students delighted in a musical about love, sharing snacks and gifts in the classroom, resulting in a celebration filled with laughter and applause.		✓			
3	CNY Carnival To let students feel the festive atmosphere of CNY and let them learn Chinese culture when they were watching the traditional Chinese "Face changing" show ", Chinese Game Booth and made the Chinese sweet dumpling in classroom.	2024/2/6	P1-6	859	\$66,660.00	\$77.60	E1	Chinese Language	Students and teachers engaged in playful activities, fostering strong relationships and camaraderie among friends and faculty.		✓			
4	P4 Self-Challenge Camp A Self-Challenge Camp for primary 4 students promotes personal growth, resilience, and self-discovery. It encourages goal-setting and stepping outside comfort zones while fostering teamwork through group activities. Ultimately, the camp empowers students to explore their potential, build confidence, and develop essential life skills in a supportive community, enhancing resilience and creating lasting friendship	2024/4/9 - 2024/4/10	P4	151	\$108,190.00	\$716.49	E1	Citizenship and Social Development	The P4 Self-Challenge Camp effectively promoted personal growth, resilience, and teamwork, empowering students to build confidence and essential life skills for their future endeavors.	✓		✓		

5	<p>Life-wide Learning Activity Participating in activities like visits to the Health Education Exhibition, Maritime Museum, Kadoorie Farm, Wetland Park, and engaging in outdoor sketching and STEM workshops significantly contributes to students' holistic development. These experiences enhance cognitive growth by promoting critical thinking about health and cultural heritage, while emotional development is fostered through interactions with nature and animals, encouraging empathy and responsibility. Social skills are strengthened during service learning, instilling a sense of community. Outdoor activities improve physical skills and mental well-being, while outdoor sketching stimulates creativity. The Solar Boat STEM workshop develops problem-solving abilities, and visits to the Wetland Park enhance environmental awareness. Together, these activities prepare students to be well-rounded individuals ready to face future challenges.</p>	2024/4/9 - 2024/4/12	P1-5	742	\$73,264.50	\$98.74	E1, E2	Cross-Disciplinary (Others)	Participating in diverse activities fostered holistic development, enhancing cognitive, emotional, social, and physical skills while promoting creativity and environmental awareness.	✓		✓		✓
6	<p>Post-Exam Activities: English Drama Show - Drama Appreciation The English Drama Show serves as a vibrant post-exam activity aimed at enhancing students' appreciation for the performing arts while providing a creative outlet after the academic pressures of exams. This event allows students to engage with drama through various means, such as watching performances, participating in discussions, and exploring the themes and messages conveyed through the plays.</p>	2024/6/25	P3 & P4	290	\$13,000.00	\$44.83	E1	English Language	The English Drama Show enhanced students' appreciation for performing arts, providing a creative outlet and engaging discussions after exam pressures.	✓	✓			
7	<p>Post Exam Activities STEM Day is an exciting post-exam event designed to engage students in science, technology, engineering, and mathematics through hands-on activities and collaborative projects. This day aims to ignite curiosity and foster a love for learning in these critical fields while providing a fun and interactive way to unwind after the exam period.</p>	2024/6/27 - 2024/6/28	P1-5	729	\$97,800.00	\$134.16	E1	Cross-Disciplinary (STEM)	STEM Day engaged students in hands-on activities, fostering curiosity and a love for learning in science, technology, engineering, and mathematics.	✓				
8	<p>Post-Exam Activities: Noah's Ark Hong Kong Visit The visit to Noah's Ark Hong Kong serves as an engaging post-exam activity that combines education and fun, providing students with a unique opportunity to explore themes of conservation of nature and teamwork. This interactive experience allows students to unwind while deepening their understanding of nature while having fun.</p>	2024/6/27	P3	164	\$20,500.00	\$125.00	E1, E2	Values Education	The Noah's Ark visit combined education and fun, allowing students to explore conservation themes and teamwork while unwinding post-exams.		✓		✓	

9	<p>Post Exam Activities: The post-exam activities for primary students include a variety of enriching experiences designed to promote learning and community engagement. The P.2 visit to the local fire station allows students to interact with firefighters and learn about fire safety and emergency response, fostering respect for public service. For primary 4 students, the visit to the Hong Kong Museum of Coastal Defence provides insights into the region's maritime history and the importance of coastal protection, enhancing their understanding of cultural heritage. The P.5 school-based national film appreciation program introduces students to significant cultural narratives through cinema, helping them develop critical viewing and analytical skills. Additionally, the P.5 service learning initiative, which involves visiting elderly residents, encourages empathy and social responsibility as students engage in meaningful interactions that foster intergenerational relationships. Collectively, these activities enhance students' awareness, appreciation of their community, and critical life skills, all while providing a fun and interactive way to unwind after exams.</p>	2024/6/28 & 2024/7/2 - 2024/7/3	P2, 4-5	417	\$41,480.00	\$99.47	E2	Cross-Disciplinary (Others)	These post-exam activities for primary students fostered learning and community engagement, promoting fire safety, cultural heritage, critical viewing, and social responsibility.	✓	✓	✓		
Sub-total of Item 1.1				5,090	\$469,500.50									
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons													
1	<p>Graduation and Environmental Technology Overseas Excursion to Korea This excursion provides students with a unique opportunity to learn about environmental protection and technology firsthand. During the trip, students visit eco-friendly sites, such as renewable energy facilities and waste management plants, gaining insights into sustainable practices and advancements in technology. This hands-on experience enhances their understanding of global environmental issues and inspires critical thinking about their impact on the planet. By witnessing Korea's commitment to sustainability, students return home motivated to advocate for environmental protection in their own communities, fostering a sense of global citizenship and a proactive approach toward sustainability.</p>	2024/4/9 - 2024/4/12	P6	117	\$801,450.00	\$6,850.00	E3	Science	Students enjoyed this excursion very much and took this opportunity to share their experiences and memories of their six years of school life, thanking their teachers for their attentive guidance, and setting goals for their future. It was an unforgettable memory as they completed primary school.	✓	✓			✓
2	P6		13	\$89,050.00	\$6,850.00	E4	Science	✓		✓			✓	

3	P5 Overseas Excursion Stepping into Modern China: This excursion offers students an immersive experience to explore contemporary Chinese culture, technology, and development. During this trip, students engage in a variety of activities where they can see the blend of traditional heritage and modern advancements firsthand. They may explore high-tech districts, visit historical landmarks, and participate in cultural workshops. This excursion not only broadens students' understanding of China's rapid growth and modernization but also fosters appreciation for its rich history and diverse culture. By interacting with local communities and experiencing daily life in China, students develop a global perspective and enhance their cultural awareness, preparing them to be informed and engaged global citizens.	2024/4/10 - 2024/4/12	P5	118	\$141,600.00	\$1,200.00	E3	National Security	The P5 overseas excursion immersed students in the vibrant landscape of modern China, beautifully blending traditional heritage with cutting-edge technology. This engaging experience significantly enhanced their cultural awareness and global perspectives, allowing them to appreciate the rich history while witnessing the rapid advancements shaping contemporary Chinese society.	✓	✓	✓	✓
4		2024/4/10 or 2024/4/12	P5	13	\$15,600.00	\$1,200.00	E4	National Security					
(Please insert rows above if the space provided is insufficient.)													
Sub-total of Item 1.2				261	\$1,047,700.00								
Expenses for Category 1				5,351	\$1,517,200.50								

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

No.	Item	Purpose	Actual Expenses (\$)
1			
2			
3			
(Please insert rows above if the space provided is insufficient.)			
Expenses for Category 2			\$0.00
Expenses for Categories 1 & 2			\$1,517,200.50

Category 3: Number of Student Beneficiaries

Total number of students in the school:	852
Number of student beneficiaries:	852
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

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

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

Report on the Use of the Student Activities Support Grant

W F Joseph Lee Primary School
Report on the Use of the Student Activities Support Grant
2023-2024 School Year

Oct 2024 ver.

I. Financial Overview

A	Allocation in the Current School Year:	\$16,450.00
B	Expenditure in the Current School Year:	\$16,450.00
C	Unspent Amount to be Returned to the EDB (A – B):	\$0.00

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	6	\$9,595.00
Full-grant under the School Textbook Assistance Scheme	46	\$6,855.00
Meeting the school-based financially needy criteria	53	(capped at 25% of the total allocation for the school year)
Total	105	\$16,450.00

III. Details of Expenses

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					Intellectual	Values	Physical and	Community	Career-related
1. Local activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them									
1	Picnic 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	105	\$5,206.80			✓		
2	Life-wide Learning Activity Participating in activities like visits to the Health Education Exhibition, Maritime Museum, Kadoorie Farm, Wetland Park, and engaging in outdoor sketching and STEM workshops significantly contributes to students' holistic development. These experiences enhance cognitive growth by promoting critical thinking about health and cultural heritage, while emotional development is fostered through interactions with nature and animals, encouraging empathy and responsibility. Social skills are strengthened during service learning, instilling a sense of community. Outdoor activities improve physical skills and mental well-being, while outdoor sketching stimulates creativity. The Solar Boat STEM workshop develops problem-solving abilities, and visits to the Wetland Park enhance environmental awareness. Together, these activities prepare students to be well-rounded individuals ready to face future challenges.	Cross-Disciplinary (Others)	90	\$8,886.60	✓		✓		✓

3	<p>Post Exam Activities: The post-exam activities for primary students include a variety of enriching experiences designed to promote learning and community engagement. The P.2 visit to the local fire station allows students to interact with firefighters and learn about fire safety and emergency response, fostering respect for public service. For primary 4 students, the visit to the Hong Kong Museum of Coastal Defence provides insights into the region's maritime history and the importance of coastal protection, enhancing their understanding of cultural heritage. The P.5 school-based national film appreciation program introduces students to significant cultural narratives through cinema, helping them develop critical viewing and analytical skills. Additionally, the P.5 service learning initiative, which involves visiting elderly residents, encourages empathy and social responsibility as students engage in meaningful interactions that foster intergenerational relationships. Collectively, these activities enhance students' awareness, appreciation of their community, and critical life skills, all while providing a fun and interactive way to unwind after exams.</p>	Cross-Disciplinary (Others)	56	\$5,570.30	✓	✓	✓	
4	<p>Post-Exam Activities: Noah's Ark Hong Kong Visit The visit to Noah's Ark Hong Kong serves as an engaging post-exam activity that combines education and fun, providing students with a unique opportunity to explore themes of conservation of nature and teamwork. This interactive experience allows students to unwind while deepening their understanding of nature while having fun.</p>	Values Education	21	\$2,625.00		✓	✓	
(Please insert rows above if the space provided is insufficient.)								
Expenses for Category 1			272	\$22,288.70				

2. Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions								
1	<p>Graduation and Environmental Technology Overseas Excursion to Korea</p> <p>This excursion provides students with a unique opportunity to learn about environmental protection and technology firsthand. During the trip, students visit eco-friendly sites, such as renewable energy facilities and waste management plants, gaining insights into sustainable practices and advancements in technology. This hands-on experience enhances their understanding of global environmental issues and inspires critical thinking about their impact on the planet. By witnessing Korea's commitment to sustainability, students return home motivated to advocate for environmental protection in their own communities, fostering a sense of global citizenship and a proactive approach toward sustainability.</p>	Science	13	\$89,050.00	✓	✓		✓
2	<p>P5 Overseas Excursion Stepping into Modern China: This excursion offers students an immersive experience to explore contemporary Chinese culture, technology, and development. During this trip, students engage in a variety of activities where they can see the blend of traditional heritage and modern advancements firsthand. They may explore high-tech districts, visit historical landmarks, and participate in cultural workshops. This excursion not only broadens students' understanding of China's rapid growth and modernization but also fosters appreciation for its rich history and diverse culture. By interacting with local communities and experiencing daily life in China, students develop a global perspective and enhance their cultural awareness, preparing them to be informed and engaged global citizens.</p>	National Security	22	\$7,700.00	✓	✓	✓	✓
(Please insert rows above if the space provided is insufficient.)								
Expenses for Category 2			35	\$96,750.00				

3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities									
1									
2									
3									
(Please insert rows above if the space provided is insufficient)									
Expenses for Category 3				0	\$0.00				
Total				307	\$275,334.50				

1: Person times of student beneficiaries in this column refers to the sum of student beneficiaries participating in each activity, i.e. a student beneficiary participating in more than one activity can be counted more than once.

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

姊妹學校交流報告書

2023 / 2024 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：	封可君副校長

本學年已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

本校會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 (*已舉辦 / *未有舉辦) (*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):

管理層面 達至預期目標程度	C1 ☑ 完全達到	C2 ☐ 大致達到	C3 ☐ 一般達到	C4 ☐ 未能達到
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乙. 教師層面 (*已舉辦 / *未有舉辦) (*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 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 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):

教師層面 達至預期目標程度	C1 <input checked="" type="checkbox"/> 完全達到	C2 <input type="checkbox"/> 大致達到	C3 <input type="checkbox"/> 一般達到	C4 <input type="checkbox"/> 未能達到
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丙. 學生層面 (*已舉辦 / *未有舉辦) (*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 type="checkbox"/>	生活體驗	H3	<input checked="" type="checkbox"/>	擴闊視野
G4	<input 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 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):

學生層面 達至預期目標程度	C1 <input checked="" type="checkbox"/> 完全達到	C2 <input type="checkbox"/> 大致達到	C3 <input type="checkbox"/> 一般達到	C4 <input type="checkbox"/> 未能達到
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丁. 家長層面 (*已舉辦 / *未有舉辦) (*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 type="checkbox"/>	增進對內地的認識和了解
J2	<input type="checkbox"/>	家長座談會	K2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
J3	<input type="checkbox"/>	分享心得	K3	<input type="checkbox"/>	擴闊視野
J4	<input type="checkbox"/>	其他(請註明):	K4	<input type="checkbox"/>	加強家校合作
			K5	<input type="checkbox"/>	加強家長教育
			K6	<input type="checkbox"/>	交流良好家校合作經驗和心得
			K7	<input type="checkbox"/>	其他(請註明):

家長層面 達至預期目標程度	C1 <input type="checkbox"/> 完全達到	C2 <input type="checkbox"/> 大致達到	C3 <input type="checkbox"/> 一般達到	C4 <input checked="" type="checkbox"/> 未能達到
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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):

全年財政報告:

編號	<input 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\$ 128,960
N2	<input checked="" type="checkbox"/>	在香港合辦姊妹學校交流活動的費用	HK\$ 2,000
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\$ 0
N4	<input type="checkbox"/>	視像交流設備及其他電腦設備的費用	HK\$ 0
N5	<input checked="" type="checkbox"/>	交流物資費用	HK\$ 22,020
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\$ 2,000
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\$ 0
N8	<input type="checkbox"/>	其他(請註明):	HK\$ 0
N9	<input checked="" type="checkbox"/>	學年總開支	HK\$ 154,980
N10	<input type="checkbox"/>	沒有任何開支	不適用

反思及跟進:

編號	<input type="checkbox"/>	內容
O1	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> ◆ 於 2023 年 8 月 14 日,本校與浙江省金華市丹溪小學締結為姊妹學校。 ◆ 施行概況:

		<p>境外交流</p> <p>於 2024 年 3 月 23 日至 26 日，5 名老師帶領 20 名學生進行四日三夜浙江歷史文化及探訪姊妹學校之旅。學生代表為《憲法》、《基本法》學生校園大使、中華文化小精英及手鈴隊隊員。於 2024 年 3 月 25 日，我校前往金華丹溪小學進行交流活動。此次參訪獲得學校黨支部書記兼校長王兆紅的熱烈歡迎，她帶領丹溪師生代表與來訪團進行了全面交流。此外，開發區統戰部副部長吳緒軍亦親臨提供指導。</p> <p>本校在熱情學生引導下參觀了學校的百草園、中草藥長廊、凌霄廊等。我們讚嘆中醫藥文化內涵的校園，校園將自然之美與藝術之美完美融合。及後，學生作藝術表演和分科目參與課堂活動，豐富學習經驗。</p> <p>◆ 成效及反思:</p> <p>參訪中，本校師生聆聽了學生團隊的「中醫論」，品嚐了金華的佛手柑茶和清明糕，並參與了中藥知識競賽，大家沉浸在中藥文化的魅力之中。禮品交換在增進友誼方面發揮了重要作用。丹溪小學及其學生團隊為我們準備了具有中醫特色的文化創意產品，而我們則為他們準備了代表香港的學習用品和小吃。是次參訪恰逢丹溪小學進行第三屆全國「國醫節」啟動儀式。吳副部長、王校長和封副校長分別致辭，祝賀此項活動的成功舉辦。兩校表演項目包括民間音樂、舞蹈、中國詩詞朗誦和手鈴，學生的投入展現了浙江和香港兩地共同的文化歸屬感。當天，浙江主流媒體《金彩雲》作採訪事宜，活動情況亦在當地媒體報道。</p> <p>學生代表在活動後，記錄了是次難忘體驗在反思手冊內，多項例子顯示他們很珍惜是次體驗，亦感恩學校給予他們外訪的機會。問卷調查結果正面，他們同意活動加深了對傳統中國文化的認識，所有學生能夠代表學校出席姊妹學校探訪而感到自豪。</p> <p>此次參訪令兩校通過相互交流訪問，實現資源互補共用，進一步開拓教育視野。我們期望未來不斷豐富交流合作的內涵，雙方能夠拓寬教育視野，增進相互理解，增進彼此認同和瞭解。</p>
O2	<input checked="" type="checkbox"/>	<p>◆ 於 2023 年 9 月 12 日，本校與寧波市海曙中心小學締結。</p> <p>◆ 施行概況:</p> <p>教學成果展</p> <p>於 2024 年 5 月 30 日，本校接受寧波市海曙中心小學邀請，參加網上“星蔭有約”甬港美育浸潤教學成果展暨寧波市美術教共體美育論壇在寧波市文化館 117 藝術中心開幕。展覽時間：2024 年 5 月 28 日-6 月 16 日。</p> <p>甬港兩地五所學校的學生作品聯展，共計展出上千件作品，參展的有寧波市海曙中心小學、香港和富慈善基金李宗德小學、海曙區古林鎮實驗小學、寧波市翰香小學和石碶街道江上小學。</p> <p>水墨作為中國標誌性的傳統文化，在美育中舉足輕重。傳承與創新發展水墨文化，實現「跨」學科之美、「融」文化之韻，是美育浸潤的共識。為探索「跨學科學習」的最佳路徑和有效教學策略，我們聯合雁山港五所學校開展「力行至美」美育浸潤教學成果展。</p> <p>◆ 成效及反思:</p> <p>甬港美育浸潤教學成果展暨寧波市美術教共體美育論壇已在 5 月 30 日在寧波市文化館及線上圓滿舉行。海曙中心小學和本校美育浸潤水墨文化教學成果展，為本校學生提供了一個展示他們水墨畫作品的寶貴機會。這不僅讓兩地學</p>

		<p>生有機會互相欣賞彼此的藝術成果，也促進了他們在水墨創作方面的交流和學習。本校有幸能夠參與本次展覽，帶給寧波市民一次全新的觀展體驗。</p> <p>美育是一種全面、深入、延續的教育，讓青少年在自然之美、社會之美、藝術之美、科學之美等多元、立體、豐富的美感環境中，接受美的薰陶、愛的教育、身體健美、智慧啟迪。這使他們對美好事物產生好奇、認知和嚮往，進而形成健康愉悅、優雅高尚的品德，以及表達與創造美的興趣與行為。</p> <p>本次活動聚焦於將美術課程中的水墨藝術與其他學科進行「跨」與「融」的實踐。以水墨為主要的視覺線索，結合兒童的心理特點和認知能力，以多元風格和視角呈現兒童生活，展現傳統與現代相融的創意水墨新形態。這不僅提升了個人的藝術素養和對中華傳統文化的熱愛，也增強了民族自信心和自豪感。</p>
O3	<input checked="" type="checkbox"/>	<p>◆ 於 2024 年 4 月 24 日，本校與杭州二中白馬湖學校小學部締結。</p> <p>◆ 施行概況: 線上藝術交流 於 2024 年 4 月 24 日同日，六年級 B 班學生與杭州二中白馬湖學校進行網上美術課程交流與分享活動。課堂活動後，兩地老師進行了檢討會議，詳談教學得着。</p> <p>◆ 成效及反思: 這次線上藝術課程交流是一次生動活潑、引人入勝的體驗，師生們都獲益匪淺。通過虛擬平台，兩校的學生有機會學習更多的中國傳統藝術-「穿越千年的青銅之美」。</p> <p>青銅藝術源遠流長，源於中國古代，通過精湛的工藝和獨特的文化意義展現了中國古代文明的輝煌。青銅藝術主題豐富多樣，包括神話故事、花鳥蟲魚、人物肖像和日常生活場景。這些作品不僅反映了當時社會的價值觀和審美觀，也折射出中國古代深厚的文化底蘊。</p> <p>為了使課程更加生動有趣，藝術老師巧妙地構思讓學生將青銅藝術融入到設計文具中。這一創意引起了學生的極大興趣，因為文具是他們日常生活中使用的東西。學生們熱情地探索青銅藝術的獨特特徵，將其運用到自己的創作中，取得了圓滿成功。</p> <p>這節課使學生對於青銅藝術悠久的文化遺產有了更深入的認識和欣賞。他們了解到這種古老藝術形式背後的歷史意義和精湛工藝。將其融入日常生活，使傳統藝術與現代生活無縫對接，促進了傳統藝術在當代的保護和發揚。</p> <p>來自兩校的藝術老師積極促進討論，提供建設性反饋，交流有效培養學生藝術素養的策略。這種跨文化的對話真正豐富了參與者，使他們對姐妹學校的藝術課程有了更深入的理解和欣賞。</p> <p>總結，這次線上藝術交流課程和分享是我校師生拓展視野、增進國際理解、與杭州學校建立持久聯繫的一個難得機會。</p>
O4	<input checked="" type="checkbox"/>	有關交流活動的津貼安排 [如適用，請註明]: 姊妹學校計劃津貼
O5	<input checked="" type="checkbox"/>	有關承辦機構的組織安排 [如適用，請註明]: 千里馬旅遊公司
O6	<input type="checkbox"/>	其他(請註明):

交流參與人次：

編號	<input checked="" type="checkbox"/>	層面	交流參與人次
P1	<input checked="" type="checkbox"/>	本校學生在香港與姊妹學校交流的人次	47 人次

P2	<input checked="" type="checkbox"/>	本校學生到訪內地與姊妹學校交流的人次	20 人次
P3	<input checked="" type="checkbox"/>	本校學生參與交流的總人次	67 總人次
P4	<input checked="" type="checkbox"/>	本校教師參與交流的總人次	12 總人次
P5	<input checked="" type="checkbox"/>	本校學校管理人員參與交流的總人次	10 總人次

備註：

W F JOSEPH LEE PRIMARY SCHOOL
Reporting DSS Schools' Annual Financial Position
Financial Summary for the 2022/2023 School Year

ANNEX

	Government Funds	Non-Government Funds
INCOME <i>(in terms of percentages of the annual overall income)</i>		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	79.46%	N.A.
School Fees	N.A.	16.86%
Donations, if any	N.A.	0.03%
Other Income, if any	2.16%	1.49%
Total	81.62%	18.38%
EXPENDITURE <i>(in terms of percentages of the annual overall expenditure)</i>		
Staff Remuneration	69.98%	
Operational Expenses (including those for Learning and Teaching)	13.22%	
Fee Remission / Scholarship ¹	1.66%	
Repairs and Maintenance	0.71%	
Depreciation	8.15%	
Miscellaneous	6.28%	
Total	100%	
Surplus for the School Year #	0.11 months of the annual expenditure	
Accumulated Surplus in the Operating Reserve as at the End of the School Year #	9.88 months of the annual expenditure*	
# <i>in terms of equivalent months of annual overall expenditure</i>		

*It excludes 1.38 months of NBV.

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

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

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

Report on the Use of Capacity Enhancement Grant (CEG) (2023-2024)

CEG total amount:

Brought forward	\$451,054
Grant Received	<u>\$1,035,125</u>
Total Income	\$1,486,179

Use of CEG:

Multiple Intelligences courses	\$855,027
Employment of IT Technical Support Service	<u>\$314,806</u>

Total Expenditure \$1,169,833

End of report