



School Report

2024-2025

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 multi-purpose 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	165	163	161	143	138	118	888

2. Teachers' Experience

No. of years	0-5	6-10	Over 10
Percentage (%)	36%	18%	47%

3. Teachers' qualification

No. of years	Bachelor Degree	Master or above
Percentage (%)	100%	32%

4. Manpower

Category	Number
Principal	1
Consultant	1
Teaching Staff	72
Administrative Staff	26
Supporting Staff	13
Total	113

(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

1.1 To implement a comprehensive SEL (Social and Emotional Learning) curriculum

1.1.1 Teacher Professional Development on SEL

This year, our school expanded its professional development programme for teachers with a continued focus on social-emotional learning (SEL). A series of workshops and reflection sessions were held to deepen teachers' understanding of SEL and provide practical strategies for classroom integration.

On 22 August 2024, the workshop *SEL Readiness* introduced foundational SEL concepts and encouraged teachers to reflect on how SEL can enhance their teaching and support students' emotional development. This was followed by *Empowering Educators: Combating Burnout in Teaching* on 14 October 2024, which addressed teacher well-being and offered strategies to manage stress and build resilience.

To further develop SEL integration skills, *The Language of SEL* was held on 6 March 2025, focusing on how intentional communication can foster emotional literacy and positive relationships in the classroom. On 8 May 2025, the workshop *SEL in Action* provided hands-on strategies for creating a positive classroom climate, increasing student engagement, and embedding SEL activities into lesson plans.

Finally, on 23 and 26 June 2025, teachers participated in *SEL Activities and the Science Behind Them*, exploring the research and psychological principles that underpin effective SEL practices.

These professional development efforts have equipped teachers with the tools and insights needed to create supportive, emotionally intelligent learning environments that promote student well-being and success.

1.1.2 Integration into the Academic Curriculum

We are committed to **integrating Social-Emotional Learning (SEL)** directly into our academic curriculum. Our teachers are now embedding SEL principles and activities into a variety of subjects, enabling students to apply social-emotional skills in real-life contexts. In these lessons, teachers spark meaningful discussions about **empathy, self-awareness, and relationships**, helping students connect with the material on a deeper, more personal level. By weaving SEL into everyday lessons, we ensure that students develop these critical life skills as a natural part of their learning journey.

Supporting Social-Emotional Learning

- **Targeted Support for Key Transitions:** We partnered with **Wofoo Wellness Hub** to enhance our Social-Emotional Learning (SEL) programmes, with a special focus on students in Primary 1 and Primary 6. This initiative was actualised in our Transdisciplinary projects in the two levels where we designed tasks that address students' needs during these critical transition years.

- **Fostering a Positive Learning Environment:** We aim to establish a positive and supportive learning environment from day one by focusing on the emotional well-being of our youngest learners. This foundation helps students develop the emotional skills they need to thrive both in and out of the classroom. To achieve this, we have integrated Social-Emotional Learning (SEL) principles into various subjects, making these skills a natural part of their academic journey.

For instance, in **Language Arts**, students have written postcards to express gratitude to teachers and have engaged in reflection exercises on SEL questions while creating tall tale characters. Our **Chinese Picture Book classes** for Primary 1-6 are designed to teach self-awareness, social awareness, and responsible decision-making through stories. These lessons encourage students to share their thoughts on platforms like Padlet or worksheets, where they demonstrate an understanding of their individual value, the impact of their choices on themselves and others, and how to build positive social relationships.

In addition, our **Science** curriculum emphasises group work and discussions to improve peer communication and collaborative problem-solving skills, while other subjects have also incorporated SEL. For example, students have interviewed seatmates to practise relationship skills, explored their neighborhoods to develop social awareness, and reflected on their Learning Outcome Exhibition (LOE) using SEL-guided questions. These **cross-curricular efforts** ensure that our students not only gain academic knowledge but also grow into well-rounded, emotionally intelligent individuals.

1.2 To establish a positive and supportive school climate

1.2.1 Positive Behaviour Reinforcement:

Our school has taken deliberate steps to foster a positive and supportive climate through behaviour reinforcement, conflict resolution, leadership development, service learning, and notably, the integration of Social-Emotional Learning (SEL) within key student support programmes.

Integration of SEL in Buddy System

A major enhancement to our Buddy programme is the intentional integration of SEL elements, which plays a vital role in building students' positive character and social skills. The programme empowers student autonomy through the Buddy System and involves mutual rule-setting to cultivate responsibility among peers. Guided reflection sessions following board games and house games help deepen self-awareness and social understanding. Moreover, Character Building lessons and Buddy activities actively provide students with practical opportunities to practice conflict resolution, promoting harmony and empathy within the school community. This SEL-integrated approach strengthens peer relationships and supports a nurturing school climate.

Positive Behaviour Reinforcement

The school consistently implemented a positive behaviour reinforcement system across all grade levels and classrooms. Recognition schemes such as *Star of the Month*, *Progress Award* (per term), and the *Firefly Scheme* were used to acknowledge and celebrate students' positive behaviours. These strategies were supported by verbal praise, certificates, and tokens, aligning with the school's positive behaviour framework. To ensure consistency and effectiveness, teachers were provided with ongoing support through regular check-ins, workshops, and sharing sessions during monthly meetings.

Promoting Responsibility and Leadership

To cultivate student leadership and responsibility, we have a Student Ambassadors programme covering various areas such as Math, Science, Art, PE, Music, ICT, Green Initiatives, Library, and Prefect roles, including the Constitution and Basic Law Student Ambassadors. Students signed up for roles based on their interests and strengths, and teachers provided clear responsibilities, ongoing training, and support. The programme emphasised service, contribution, and reflection.

In addition, a Leadership Training programme was held weekly on Mondays for selected student leaders. Using the *W F Leadership Training Logbook*, students engaged in interactive sessions, shared experiences, and received guidance from teachers. The “Classroom Jobs for Everyone” promoted responsibility by assigning each student a classroom role, fostering a sense of belonging, contribution, and teamwork.

Hands-On Service Learning

The school also provided students with meaningful service learning experiences. During Life Wide Learning Week in April, P1–P4 students participated in cleaning activities within the school and surrounding community. P5 students visited elderly homes during the post-exam period to learn about caring for the elderly. Throughout the year, P4–P6 students served as ambassadors and prefects during recess activities, with roles assigned based on their interests and commitment. Students also participated in community events such as the *30th Anniversary Activity of NTWJWASSDL Pak U Neighbourhood Elderly Centre – Albert Au Community Show* and the *Yuen Long Inter-schools Athletic Competition*, further strengthen

1.2.2 Conflict Resolution and Practising Harmony

Conflict Resolution and Practising Harmony

The school promotes a restorative approach to discipline that emphasises repairing harm, encouraging accountability, and prioritizing conflict resolution strategies as alternatives to punitive measures. The Discipline and Guidance team regularly shares case studies and handling approaches during monthly meetings to support staff in applying these methods. Level coordinators maintain consistent communication with class teachers each month to gather information on class dynamics and collaboratively share best practices for resolving conflicts. Additionally, messages promoting good behaviour, manners, and positive relationships are regularly shared with students during morning assemblies by the Discipline and Guidance team.

A dedicated workshop on communication skills was conducted during Staff Development Day to strengthen staff capacity in managing interactions effectively.

1.3 To engage parents and caregivers in character-building initiatives

1.3.1 Parent Education Workshops and Involvement programmes

To support students’ character development and social-emotional learning, the school organised a range of parent education workshops and support programmes throughout the year. These initiatives aimed to equip parents with practical strategies and emotional tools to better support their children. A highlight was the parent talk “What Should Parents Do If They Have a Bad Day?” (18 January 2025), which focused on managing adversity and modelling resilience through self-compassion.

Several support groups were also launched to deepen engagement. “Together Through Trials: A Shared Path” (Feb–Mar) helped parents manage stress related to family discipline, while “Emotions & Parenting: A Holistic Approach” (Apr–May) used experiential activities to

enhance emotional communication and self-care. The “Hands of Hope” parallel group in March provided a shared space for parents and students to support each other and strengthen family bonds.

To prepare for the 2025–26 rollout of the EAR Social-Emotional Learning™ programme, a parent experience session was held to introduce the programme and encourage volunteer participation. Throughout the year, parents were invited to reflect on their own well-being and provide feedback via Google Forms, helping the school refine future initiatives and ensure continued relevance and impact.

1.3.2 Home-School Communications

To strengthen the partnership between home and school in promoting character education and social-emotional learning, we enhanced our communication strategies with parents. Monthly articles and video recommendations were shared to provide ongoing support and inspiration. These resources covered a variety of topics, including understanding children’s development, practicing character education through everyday actions, and effective communication techniques. For example, one article highlighted the importance of not just what parents say, but how they say it, emphasising the lasting impact of words on a child’s emotional well-being. Another resource offered practical tips for making the most of the summer break through reflection, digital detox, and creative activities.

To encourage meaningful engagement, parents were invited to share their feedback after reading the articles or watching the videos. Valuable insights were gathered, and select outstanding responses were featured on our social media platforms.

Beyond digital communication, the school fostered direct dialogue through “A Brew with Principal” sessions. Held three times throughout the year, these informal gatherings provided parents with an opportunity to have open conversations with school leadership, share concerns, exchange ideas, and build mutual trust between families and the school.

Reflection

This year’s APASO and Stakeholder Survey results affirm the school’s continued commitment to nurturing students’ character and values through social and emotional development. The data reveals several encouraging strengths across emotional well-being, ethical awareness, and school climate, while also highlighting areas that present opportunities for focused refinement.

Students continue to demonstrate **emotional resilience and stability**. The Q-score of **105 in Affect (No Anxiety, Depressive Symptoms)** and the score of **107 in Self-concept (Emotional Stability)** confirm the effectiveness of our efforts to support students’ emotional development. The school atmosphere is also a core strength. Students reported feeling significantly less lonely at school, with a Q-score of **111 in School Atmosphere (Not Lonely)**, indicating a high level of connection. Furthermore, the perception of discipline within the school has improved markedly, with a Q-score of **107 in School Atmosphere (No Discipline Problems)** (up from 85 last year), reflecting the successful implementation of our positive behaviour framework. Ethical development remains strong, evidenced by high scores in **Honesty (Q-score 104)** and **Volunteering Work Frequency (Q-score 106)**.

Analysis for Focused Development

Despite these positive indicators, an **integrative review** of quantitative metrics and qualitative staff feedback identified key areas for refinement. Our strategies have successfully laid a

foundation, but the next step requires more systemic support to ensure consistent skill application.

- **Peer Relationships and Belongingness:** While our current systems created an orderly environment, the Q-score for **Social Behaviour (Number of Close Friends) dropped significantly from 106 to 85**, and **Belongingness declined from 99 to 92**. **Teacher observations** indicated that students, while generally polite, faced **significant challenges** with **spontaneous conflict resolution** and **peer negotiation** in unstructured settings. This data confirms the urgent need to prioritize dedicated social skills training.
- **SEL Curriculum Transfer: 100% of staff completed professional development** on SEL. However, **Staff reflection notes** confirmed that teachers feel equipped with the *language* of SEL, but the **transfer of skills** to students for consistently managing daily emotional demands **requires intensive focus**. This suggests our goal must pivot from knowledge acquisition to embedding systematic practice.
- **Moral Conduct and Responsibility:** The Q-score for **Morality (No Stealing) is 90**, indicating more students reporting issues than in previous years, and student participation in **Housework (Q-score 85)** is low. These results call for targeted support to bridge the gap between ethical awareness and consistent behaviour across all environments, including the home.
- **Self-Discipline and Stress Management:** The SHS results point to gaps in **self-discipline (3.7 and 3.6 by teachers and students, respectively)** and student reports of challenges in managing stress and maintaining a healthy lifestyle (3.8). These areas call for targeted support to help students build stronger self-regulation skills.

Feedback and Follow-up

While the school has made meaningful progress in fostering students' positive character and social-emotional development, feedback from the APASO, SHS, stakeholder surveys, and classroom observations has identified key areas for refinement. Encouraging outcomes in emotional resilience, ethical awareness, and school climate affirm the effectiveness of current strategies. However, challenges related to peer relationships, moral conduct, and self-discipline require focused attention in the upcoming year.

The school continues to support students' emotional well-being and ethical growth through both formal and informal curriculum. Recognizing that many lower primary students are still developing the language to describe their emotions, we aim to teach Social-Emotional Learning (SEL) vocabulary. By equipping students with the right emotional language, we believe they will be better able to understand their feelings, express themselves clearly, and build stronger connections with others. To support this, we will map existing SEL concepts and introduce targeted instruction that is developmentally appropriate and accessible across all year levels.

We plan to use visual organisers in language lessons to help students analyse characters' emotions, motivations, and relationships in books. These tools will also be used to explore historical events and decisions from multiple perspectives, encouraging students to examine different viewpoints and the impact of choices. By using visual organisers in this way, students are better equipped to analyse and interpret information critically. They develop empathy by considering different viewpoints, whether in fictional narratives or real-world historical contexts. The structured format also supports social awareness and reflective thinking, helping students connect ideas, ask meaningful questions, and engage more thoughtfully with the content.

A new school timetable will be implemented in 2025–2026, introducing **morning check-ins and gratitude moments** as part of a broader effort to support students' emotional well-being and strengthen the school climate. These practices are designed to help students begin each day with calm, focus, and a sense of connection. The school aims to promote deeper reflection and emotional stability. While recent improvements in discipline and overall atmosphere are encouraging, a decline in peer relationships and sense of belonging highlights the need for stronger social bonds. The revised timetable will include structured peer bonding activities, inclusive group projects, and collaborative seating arrangements to foster a more connected and supportive environment. Through intentional scheduling and a focus on emotional and social development, the school is committed to creating a space where every student feels valued, included, and ready to thrive.

The school continues to strengthen student discipline through proactive and supportive strategies. To foster a respectful and responsible learning environment, we will implement regular recognition of positive behavior—highlighting students' efforts through school displays and teacher-led sharing. These visible affirmations help reinforce core values and encourage students to make thoughtful choices. In addition, **conflict resolution skills** will be taught and practised across year levels, equipping students with the tools to manage disagreements constructively and empathetically. By embedding these practices into daily routines, the school aims to build a culture of accountability, cooperation, and emotional resilience. These initiatives reflect our commitment to nurturing not only academic success but also strong character and interpersonal growth.

In the area of leadership development, we will expand service learning programmes that empower students to engage with real-world community needs. These experiences will foster social awareness, responsible decision-making, and a deeper sense of purpose and contribution—preparing students to lead with compassion and confidence both within and beyond the school community.

Parental involvement remains a cornerstone of successful character education. While previous efforts included a taster day to introduce parents to the EAR Social-Emotional Learning Model™, the programme will be **officially launched this year as a game-based learning experience class**. To further strengthen engagement, a series of workshops and resources will be introduced to support parents in reinforcing positive character and values at home.

- **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

Promoting AI Literacy with AlphaAI Robots

Our programme, "Uncovering the 'Black Box of Machine Learning: Promoting Artificial Intelligence Literacy with AlphaAI Robots in Senior Primary/Junior Secondary Schools across Hong Kong and France," developed by The Education University of Hong Kong, successfully promoted Artificial Intelligence (AI) literacy among senior primary students, specifically

targeting Primary 6. A key achievement was equipping ICT teachers with the expertise to deliver the AI curriculum. This involved an initial intensive 30-hour training for three teachers, followed by a 6-hour practical workshop for other participating ICT teachers. The programme utilised **AlphaAI robots** to teach fundamental machine learning concepts and their real-world applications, fostering students' information literacy and awareness of national security.

The programme's implementation included a robust feedback loop to ensure continuous optimisation and improve student development in AI literacy and responsible digital citizenship. Following the AI course delivery, teachers participated in dedicated 1-hour reflection sessions. These sessions were crucial for evaluating course strengths, identifying areas for improvement, and sharing insights across participating schools. This collaborative approach, combined with evaluation components like pre-tests, post-tests, and interviews with students and teachers, enabled ongoing refinement of the curriculum.

Expanding Digital Skills Through QEF Workshops

Beyond the AI literacy programme, our commitment to enhancing digital pedagogy extended through additional workshops organised as part of the Quality Education Fund (QEF) projects: "**Virtual Reality Experience for Learning**" and "**Digital Classroom.**" These workshops were designed for **all teachers**, ensuring broad access to professional development.

The sessions focused on equipping educators with diverse digital skills and integrating innovative technologies into their teaching. Key topics included training on **interactive electronic screens** to maximise classroom engagement, guidance on utilizing **360-degree cameras** for creating immersive learning experiences, and strategies for effectively incorporating **virtual reality (VR) technology** to enhance classroom interaction and student engagement.

Enhancing Teaching with Goodnotes Classroom

We have implemented **Goodnotes Classroom**, an AI-powered digital note-taking solution designed to transform teaching environments. This platform empowers educators with features that streamline grading and enhance interactive learning. Teachers can now **share, view, and comment on student assignments in real-time using iPads**, fostering immediate feedback and engagement. Goodnotes Classroom also enables comprehensive **tracking of students' learning progress**, offering valuable insights into individual and class performance.

To ensure all teachers can leverage this innovative tool, we are providing thorough training and ongoing support. An **introductory 1.5-hour workshop** will familiarise all school teachers with Goodnotes Classroom's functionalities, focusing on its use for classroom activities and student interactions. Furthermore, **regular user exchange meetings**, organised directly by Goodnotes, will provide a continuous platform for teachers to share experiences, collaborate with peers, and contribute suggestions for software improvements, ensuring the platform evolves to meet their needs.

Fostering Computational Thinking through Community of Practice

We have actively participated in the **Jockey Club Computational Thinking Education**

programme Community of Practice Activities, specifically focusing on "Implementing Computational Thinking in Schools and Catering for Learning Diversity." This initiative brought together **5–6 schools** in a focused environment to foster collaboration and knowledge sharing.

Key activities included **experience sharing sessions** where participants discussed effective strategies for integrating computational thinking across various subjects. A significant objective was to explore methods and approaches to **cater to the diverse learning needs of students** during the implementation of computational thinking concepts. This community of practice aimed to enhance mutual understanding and knowledge exchange among participating schools, promoting **mutual school visits and collaborative learning sessions** to build a supportive network for continuous improvement in computational thinking education.

2.1.2 Student Training and Workshops

In addition to teacher development and specific programme implementations, efforts are also directed at enhancing students' fundamental digital literacy and academic efficiency.

Empowering Students with Essential Digital Skills

We have implemented **interactive training sessions** designed to **build students' confidence and proficiency in using essential educational technology tools**. These sessions cover a range of applications critical for academic success, including word processors for creating and editing written assignments, spreadsheets for organising data and performing basic calculations, and presentation tools for developing and delivering engaging presentations.

The ultimate goals of these student training sessions are twofold: **to equip students with the skills to create well-structured academic work and to empower them to manage their learning more efficiently**. By leveraging technology to streamline study habits and organisational skills, we have been able to enhance students' overall learning effectiveness and prepare them for future academic and professional endeavours.

Advancing Information Literacy through Transdisciplinary Learning with HKU

We have partnered with the University of Hong Kong (HKU) e-Learning Lab to significantly advance our integration of educational technology and enhance information literacy skills within our transdisciplinary learning approach. This collaboration specifically focuses on our Primary 2, 3, and 5 curricula, connecting with diverse subject disciplines.

Our students delved into rich topics: P. 2 中國的發明如何影響我們的文化和生活？, P. 3 What is the impact of climate change on the planet's animals? and P. 5 中國自然景觀的優美之處是甚麼？有哪些獨特的自然景觀，值得我們向朋友推薦去遊覽？ This partnership allowed us to further develop students' ability to effectively find, evaluate, and use information across these varied and engaging subjects.

2.2.1 Promote a Growth Mindset

To foster a growth mindset through transdisciplinary learning

This part of the report outlines the collaborative efforts for curriculum development, building upon the successes of previous years. The project emphasises an inquiry-based

learning approach and the integration of educational technology, values education, national education and social-emotional learning.

We have fostered a culture of innovation by inviting experts in educational technology to share emerging trends, research, and innovative practices during professional development workshops.

- **Primary 1 & Primary 6:** Wofoo Wellness Hub
- **Primary 2, Primary 3 & Primary 5:** HKU e-learning lab STEAM team
- **Primary 4:** EDB Gifted Education on STEAM development

Project Design and Focus

The core of this curriculum development initiative was **inquiry-based learning**. This approach guided students to actively participate in their learning journey by engaging with **inquiry questions**.

A key element of the project design involved creating **authentic learning tasks**. These tasks were specifically designed to:

- provided students with practical experiences in **values education and national education, and**
- facilitated the development of essential **social-emotional skills (SEL)**.

The themes explored are:

- ❖ P.1 Be a responsible pet owner : Paws & Promises
- ❖ P.2 WF little inventors
- ❖ P.3 Endangered animals due to climate change
- ❖ P.4 Air Aviation - Drone Supplies Challenge
- ❖ P.5 Exploring the Beauty of China's nature
- ❖ P.6 Love in Youth Community Campaign

For instance,

P.5 Exploring the Beauty of China's nature

Innovation Level, Sustainability, and Universal Significance of Activity Design

Innovation Level

Integration of Humanities and Chinese Language Subjects: Combining the introduction of Chinese geography and landscapes in humanities with reading and writing instruction in Chinese language subjects is itself an excellent interdisciplinary innovation. This breaks down the barriers between subjects, allowing students to explore the same topic from different perspectives and deepen their understanding.

Use of Padlet Tasks: Employing Padlet for group research and collaboration in Chinese language classes is more interactive and immediate than traditional paper-based assignments or oral presentations. It encourages students to explore and communicate in a digital environment, demonstrating innovation.

Creation of Cospaces Virtual Environments: The use of **Cospaces in ICT** subjects to create a **virtual reality (VR Gallery)** for displaying statistical charts and scenic spot introductions is a highly innovative approach. This transforms abstract data and textual descriptions into an immersive visual experience, significantly boosting student engagement and interest in learning. It goes beyond traditional presentations or poster displays, allowing students to "step into" the content they are learning.

Integration of Mathematics with Interdisciplinary Learning: Combining travel destinations

from Chinese writing with data analysis in mathematics—requiring students to collect visitor data, create composite bar charts, and conduct comparisons and analyses—is another clever innovation. It connects seemingly unrelated subjects, helping students see the real-world applications of mathematics.

Reflection

In advancing educational technology, the school has implemented diverse training and classroom practices to enhance digital literacy and teaching effectiveness.

Integrative Analysis of EdTech Effectiveness

Our data confirms strong and successful technological adoption across the faculty. According to the internal teacher survey, over half of the teachers use Goodnotes Classroom more than five times per week, and a large majority use Apple Classroom frequently. This quantitative finding is directly supported by qualitative feedback: participants in the Apple Everyone Can Create Workshop and QEF VR training rated the relevance of the training content to their teaching practices very highly, demonstrating that our targeted professional development successfully equipped teachers with applicable, high-value skills that are now deeply embedded in daily routines.

For students, ICT surveys collected over 360 responses across P1–P6 levels, showing generally positive engagement and interest in using ICT tools. Senior students, in particular, showed increased acceptance of sophisticated technology like VR, coding, and AI-related lessons, validating our SDP goal of fostering innovation. Furthermore, the school has proactively demonstrated an ongoing commitment to innovation by beginning to trial AI tools like Gemini in Google Classroom.

Identifying the Need for Digital Balance

Despite this success in technological adoption, the integrated analysis of APASO and SHS revealed a significant area for focused development: “Digital Balance and Healthy Lifestyle.” This lower-performing score indicates concerns about excessive IT usage during leisure time. This finding suggests that while our efforts in school successfully foster digital literacy (a core SDP goal), the next phase requires us to extend our focus to home-school collaboration. The challenge is not technology integration, but digital citizenship and self-management. This issue directly informs the next cycle's PACED Framework action (P-Parents: G&D: Enhance Regulation) to ensure technology use supports, rather than detracts from, a healthy lifestyle.

Taken together, these data points show that the school has made meaningful progress in promoting educational technology adoption and innovation. Moving forward, efforts will focus on strengthening students’ self-management skills and fostering a balanced digital life through partnership, ensuring we achieve true excellence in teaching and learning.

Fostering a Growth Mindset

The school is actively striving to nurture a growth mindset in its students, and we are making great progress in our learning experiences. Rather than simply telling students what to think, we are working to consistently encourage them to engage in deeper, more meaningful inquiry. Teachers are using thoughtful questions to inspire students' thinking, not just during lessons but also in their own time. This approach aims to teach students to see challenges as opportunities for growth and to believe that their abilities can be developed through dedication and hard work.

Encouraging Exploration and Overcoming Challenges

The school is actively working to ensure the learning environment extends far beyond the traditional classroom. Teachers are striving to give students the freedom to explore a variety of topics, both inside and outside of school, with the goal of sparking genuine curiosity and a passion for learning. We are also committed to organizing diverse learning activities—such as discussions, field trips, sharing sessions, and oral presentations—that are designed to push students out of their comfort zones and help them see things from different perspectives.

Feedback and Follow-up

Cultivating a growth mindset and building positive self-concept in students

To nurture students' growth mindset and self-concept across all subjects, we have implemented several key strategies, developed through team and subject panel meetings. The goal is to help students embrace learning challenges positively.

Emphasising Effort and Process Over Innate Talent

In morning assemblies, daily lessons, and CB lessons, we highlight the importance of **effort** and **persistence** over natural ability. By praising students' hard work and progress, we foster a positive learning attitude. Our classroom culture celebrates **mistakes as learning opportunities**, making it safe for students to take risks and see failures as steps toward mastery.

Breaking Down Complex Tasks & Providing Constructive Feedback

To prevent overwhelming students, complex tasks are broken into **manageable steps** in lessons and homework. This builds confidence, especially in challenging areas. **Constructive feedback** is crucial; it guides improvement rather than criticizing, boosting self-esteem. This is evident in teachers' homework design and marking.

Fostering Belonging and Teacher Modeling

We cultivate a strong sense of **community** and **peer collaboration** in the classroom so students feel supported and less isolated. Teachers also model a growth mindset by sharing their own learning journeys, including struggles and successes, demonstrating that learning is a lifelong process.

Prioritising the Learning Process and Student Autonomy

The focus is on the **learning process**—strategies, skills, and knowledge gained—rather than just grades. We encourage **self-reflection** and **self-assessment** to help students recognize progress and set goals. Giving students **choice and autonomy** in their learning empowers them to take ownership, as seen in our Learning Outcome exhibition.

Advancing Learning and Healthy Tech Habits Through EdTech

We are focusing on several strategies to boost students' digital skills and ensure a balanced, healthy approach to technology.

Sharpening Time Management Skills

We'll teach students how to create effective schedules that balance academic work with leisure. Equipping them with task prioritisation skills is crucial for navigating a tech-driven world efficiently.

Promoting Healthy Leisure & Digital Well-being

We encourage students to engage in physical and outdoor activities and explore hobbies that support their mental and emotional health. By organising diverse extracurricular activities and clubs, we will help them find a healthy balance between screen time and other fulfilling pursuits. A key component of this is enhancing digital literacy and IT control, teaching students to use technology responsibly and safely online, including setting screen time boundaries.

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

Achievements

3.1 To establish community partnerships with local organisations, business, and nonprofits

3.1.1 Outreach and Networking

An attendance record for relevant community events, business forums, and networking sessions will be maintained, with the 2024/25 data reflecting the participation of SLT members. Additionally, a list of potential partner organizations has been established, and initial outreach has been made to 100% of these groups. Specifically, we identified 10 organizations and successfully communicated with all of them to express our interest in collaboration and to emphasise our shared values and goals.

3.1.2 Collaborative Projects

Our School Junior Choir participated in the prestigious Hong Kong Choral Project programme, showcasing their musical talents. Our Handbell team and Senior Choir collaborated with Hong Chi Morninghope School handbell team to conduct two concerts in both schools, showcasing their musical talents and serving those with special needs. The concert aimed to foster collaboration between our school and the special school, providing students with the opportunity to work together and experience the joy of music while building connections within the community.

3.2 To involve students in community engagement activities

Service learning

Our school's Service Learning programme continued to thrive in 2024-25. In April, we organised 2 service learning activities, i.e. 'Clean Our School' for P1-2 students and 'Clean Our Community' for P3-4 students. In July, 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. A reflection session, facilitated by class teachers, was scheduled for each class after the visit, where P5 students were guided to reflect on what they learned and the impact of their service. Each student received a reflection card to share their feelings and insights with others. We collected the reflection cards and prominently displayed them on the school campus, showcasing our students' learning to the WFJLPS community.

The community service activities organised or co-organised by Wofoo Community Hub play a vital role in providing various service learning opportunities for our students. Our students are encouraged to contribute to the community by engaging in volunteer services.

In October, we held the Albert Au Community Show for Tin Shui Wai as part of the WSE Community Outreach programmes in our school hall. The Community Show was a celebratory activity for the 30th Anniversary of NTWJWASSDL Pak U Neighbourhood Elderly Centre. It was a collaboration, with Wofoo Community Hub serving as the co-organiser. Our Chinese Drum School Team delivered a spectacular performance, and a team of 12 WFJLPS students served as event helpers on that day. We had over 200

participants attend the Community Show. The Loving TY programme aims to foster a sense of belonging among the residents of Tuen Mun and Yuen Long districts and cultivate character education. The event day of the Loving TY programme in May had 145 pairs of K2 students and parents from the community joining us. The K2 students attended a Chinese and English language class on our school campus, with 28 student helpers supporting the lesson activities and caring for the K2 students.

The Elder Academy by Wofoo Community Hub organised three workshops involving the participation of elderly individuals and our students, aimed at promoting intergenerational harmony. These workshops provide opportunities for our students to foster empathy and care for the elderly in the community, enhancing their sense of social and civic responsibility. A total of 65 students joined the workshops.

Reflection

The 2024/25 Stakeholders Survey (SHS) results remain consistent with those of the previous two years, maintaining scores around 4.10. This continuity demonstrates ongoing effective collaboration and communication between the school and families, highlighting the strong relationships we have established within our community.

The 2024/25 APASO results show a high score of 106 in volunteering work frequency, highlighting our students' enthusiastic engagement in community service activities. This active participation not only fosters a deeper sense of belonging among students but also reflects our school's commitment to community service through strong partnerships and collaboration with local organizations and stakeholders.

During the 2024/2025 academic year, our school actively participated in 25 different community events, business forums, and networking sessions, with a total of 45 attendances. This consistent involvement demonstrates our commitment to Major Concern 3 — Serving the community through collaboration with stakeholders and partners. Specifically, under objective 3.1.1, Outreach and Networking, these engagements have been instrumental in establishing and strengthening partnerships with local organizations, businesses, and nonprofits. Through these efforts, we are building a robust network that enhances our capacity to serve the community effectively and fosters mutual support among all stakeholders involved.

Feedback and Follow-up

Feedback and Follow-up

Overall Feedback

The second-year implementation of Major Concern 3 has demonstrated significant progress in establishing community partnerships and engaging students in meaningful service-learning activities. The achievements reflect a deliberate effort to align with the school's mission of serving the community through collaboration. Both quantitative and qualitative evidence—such as participation records, collaborative projects, and survey results—indicates positive engagement and impact.

Feedback on 3.1: Establishing Community Partnerships Strengths:

- Successful initial outreach to 100% of the identified potential partner organizations (10 organisations) demonstrates proactive and systematic effort in building networks.

- Participation in 25 community events and forums with 45 attendances by SLT members shows strong institutional commitment.
- Musical collaborations (e.g., with Hong Chi Morninghope School) not only enhanced students' artistic exposure but also promoted inclusive education and community bonding.

Feedback on 3.2: Involving Students in Community Engagement

Strengths:

- The Service Learning programme provided age-appropriate and impactful experiences, such as the P.5 elderly centre visit and intergenerational workshops, which fostered empathy and civic responsibility.
- Events like the Albert Au Community Show and Loving TY programme successfully integrated student helpers and performers, strengthening bonds with the local community.
- High APASO score (106) in volunteering frequency reflects strong student participation and positive attitude toward community service.

General Follow-up Recommendations

- Continue to monitor and analyse the Stakeholders Survey (SHS) and APASO data to track long-term trends in community engagement and satisfaction.
- Explore opportunities for parents and alumni to participate in community projects, further expanding the collaborative network.

Follow-up Actions for 3.1: Establishing Community Partnerships

We continue to strengthen our partnerships with local kindergartens to serve the early childhood and parent segments in the Tuen Mun and Yuen Long districts. Local kindergartens are invited to promote our Lovin' TY programme and support the recruitment of participants. We enhance collaboration by inviting selected kindergartens to co-create and co-work in parent-child activities.

We encourage resource sharing among WCH partners to address community needs. Combining the skills, talents, and resources of our partners can create synergy, delivering a meaningful impact to the community. We actively liaise with local organizations to develop collaborative programmes that create valuable learning experiences for the WFJLPS community.

Follow-up Actions for 3.2: To involve students in community engagement activities

Implement Structured Service-Learning programmes

Partner with the Hong Kong Jockey Club to implement the "JC Volunteer Together – School-based programme" project, integrating structured service-learning into the curriculum. This programme will combine meaningful community service with explicit learning objectives, encouraging students to address real community needs.

Enhance Reflection and Meaning-Making

The programme offers a customized volunteer education initiative that incorporates experiential and project-based learning, aimed at fostering students' empathy and enhancing their understanding of the positive impact of volunteering. We enrolled in the "Volunteer Experiential Programme" for students in P.1 to P.6, which provides in-depth instruction on specific social issues, complemented by hands-on activities and group discussions. This

approach will assist students in reflecting on their experiences, linking service to personal development, and strengthening their sense of social responsibility.

Expand Student Leadership Opportunities

Within the "JC Volunteer Together – School-based programme" framework, empower students to take active roles in project planning, coordination, and evaluation. For P.5, we enrolled in the "Volunteer Practical Programme," which aims to strategically link schools with community resources. This programme consists of three sessions, each lasting between one to three hours, and features class-based service outings that include both pre-service and post-service training and debriefing. Additionally, this programme will help enhance the leadership skills of P.5 students by encouraging them to take initiative and collaborate effectively during their service activities.

Document and Showcase Learning Outcomes

Capture the impact of service-learning through qualitative and quantitative measures, including participant surveys and Service-Learning Showcase. Share outcomes with stakeholders to celebrate achievements and reinforce the culture of service.

(3) Student Performance

Positive aspects

Positive Emotional Well-being and Social Health

Our students demonstrate **positive emotional well-being** and **strong interpersonal relationships**, which are key indicators of a healthy and supportive school environment.

Low Negative Affect and High Emotional Stability

With an APASO Q-score of 106, our students show **low levels of negative affect and loneliness**. This indicates a generally positive emotional state. This trend is particularly strong among our junior-grade students and girls, highlighting a resilient and supportive emotional landscape within our school.

Strong and Respectful Relationships

The SHS ratings of 4.1–4.5 across all stakeholders confirm that our students have **strong and respectful interpersonal relationships**. This includes positive interactions with teachers and peers. Parents, in particular, noted the strength of these relationships with an exceptionally high rating of 4.4–4.5, affirming the school's success in fostering a caring and supportive community.

These results collectively showcase a positive and thriving student body. The strong foundation of emotional stability and healthy relationships creates an optimal environment for academic and personal growth.

We could do better

Cultivating Independent and Confident Learners

While students demonstrate **strong social and emotional well-being**, they also show developing **academic motivation and confidence**. This presents a clear opportunity to build on their foundational skills and guide them toward greater academic independence.

Fostering Intrinsic Motivation and Self-Direction

The SHS ratings of 3.7–3.8 on learning motivation and confidence, while not yet at the highest level, highlight that our students are actively engaged in their learning journey. This provides a solid basis to further cultivate their **intrinsic motivation** and **self-directed learning skills**. The slight dip in the APASO subscale for leisure reading (from 107 to 97) is a key area of focus, allowing us to implement targeted interventions that foster a genuine love for reading beyond assigned work.

These observations show that our students have a strong foundation and are ready to be challenged with new strategies for academic engagement, goal-setting, and reflective learning. This proactive approach will help them transition from compliant learners to **confident and self-motivated individuals**.

Areas for Enhanced Student Participation and Integration

While our students demonstrate strong emotional well-being, there are clear opportunities for them to **strengthen their sense of community** and **contribute more actively to the school environment**.

Fostering a Stronger Sense of Belonging

The decrease in the APASO School Atmosphere – Belongingness Q-score to 92, particularly among boys and P3/P5 students, shows a need for greater social integration. This is an area where students could actively participate in school life to build stronger peer connections and feel a deeper sense of belonging. The low SHS ratings on peer discipline and school climate (3.6–3.7) also indicate that students have a significant role to play in **shaping a positive and respectful school culture**.

Building Responsible Digital Habits and Self-Regulation

Our students have a valuable opportunity to develop stronger digital literacy and self-management skills to complement their academic and social growth.

(i.) Academic performance

Student Performance

Our P.6 students took part in the Secondary School Places Allocation. 97% of students were admitted to schools of their first choice. All P.6 students were allocated to 42 different secondary schools in which 65% were Direct Subsidy Secondary Schools, 32% were government-aided schools, and 3% were government schools.

Celebrating our students' exceptional academic achievements, including the numerous prizes they have won this year, highlights our commitment to a well-rounded education. Their success demonstrates the development of essential skills like critical thinking, communication, and collaboration. These accomplishments also reflect their dedication, resilience, and commitment to

excellence. By recognising both academic and non-academic achievements, we cultivate values such as perseverance and a passion for lifelong learning, empowering students to thrive in all aspects of life while fostering civic and social responsibility.

(ii.) Non-academic performance

Celebrating our primary students' outstanding non-academic achievements in sports, music, art, national education, and community service fosters a holistic education. These activities are crucial for developing essential skills like teamwork, empathy, and resilience, and they promote values such as social responsibility, civic awareness, and a strong national identity. By valuing both academic and non-academic accomplishments, we equip students with the skills and values needed for lifelong success.

2024-2025 Report on Whole-school Approach to Integrated Education

I. Policies:

- Our school is committed to supporting students with special educational needs and lower academic performance through a whole-school approach. Through resource allocation, students are provided with various support services.
- The school emphasises home-school cooperation and works with parents through different channels to discuss strategies for supporting students.

II. Resources:

Our school has received additional resources from the Education Bureau, including:

- Learning Support Allowance and Grant for Supporting Non-Chinese Speaking Students with Special Educational Needs

III. Support Measures and Ways of Using Resources:

- **Establish a student learning support group with the special educational needs** coordinator, class teachers, subject teachers, and SEN TAs. The group is advised and supported by school social workers, an educational psychologist and speech therapist.
- Employ two SEN TAs to address the individual differences of students.
- Provide study and test adjustments to students in need and record their learning outcomes.
- An educational psychologist (EP) visits our school to follow up on individual students' situations and provide support to teachers and parents.
- Purchase various school-based services, such as SpLD training classes, behavioral and emotional management classes, and social skills training to enhance students' learning abilities, confidence, social skills, and interpersonal communication skills. Our school provides the following support groups in different areas:

A. Parents Education

Parent Talk for P.1 students

To facilitate a smooth transition for P.1 students into a positive primary school experience, a parent talk titled "Helping P.1 Students Adapt to a New School Life" was organised on August 28, 2024, by Mr. Yeung Cho Fung, an educational psychologist.

Parent Workshop: P.1-P.2 Parent Support Group - Learn More About "Paired Reading"

To boost parents' confidence and skills in nurturing their children, our school social worker and educational psychologist initiated a parent group centred on "Paired Reading," offering parents the opportunity to learn and participate in this effective practice. Thirteen parents joined the group, and their response was very enthusiastic; they expressed a desire to continue this event in the upcoming year.

Parent-Child Workshop: Chinese Reading and Writing Groups

To enhance students' Chinese reading and writing skills, we invited parents and their children to participate in the groups. The instructors taught the children to learn Chinese through

parent-child activities and games. A total of 18 participants, including 8 pairs of parents and children joined the groups. During the sessions, parents could accompany and observe their children in class, allowing them to understand how to support their learning at home. This also increased students' confidence and interest in learning Chinese.

Parent-Child Workshop: Attention and Social Skills Training Group (P.1 - P.4)

To improve students' attention and self-management skills, we invited parents and their children to take part in the groups. A total of 16 participants, comprising 8 parent-child pairs, joined the attention groups. Additionally, 8 participants, including 4 parent-child pairs, participated in the social groups. During this workshop, instructors taught the children techniques to enhance their attention, social skills, communication, emotional management, and teamwork through engaging activities and games. Parents expressed that this experience helped them support their children's attention at home as well.

Parent-Child Workshop: Attention Training Group (P.1 - P.4)

To improve students' attention and self-management skills, we invited parents and their children to participate in the groups. A total of 16 participants, including 8 parent-child pairs, joined the sessions. In this workshop, instructors taught the children techniques to enhance their attention through engaging activities and games designed for parents and children. This also empowered parents to better support their children's attention at home.

Parent-Child Activity: Parent-Child Dodgebee Activity

To strengthen parent-child relationships and promote mental health wellness, we organised a parent-child activity. This event encouraged parents and children to engage in activities designed to enhance communication and understanding, creating a supportive environment for the mental well-being of our children. A total of 24 participants, including 12 parent-child pairs, took part in the activity. Parents felt that the event improved the quality of time spent with their children and expressed a desire to participate in similar activities in the future.

B. Learning Group for SEN students

Chinese Reading and Writing Group

To support EII students and those with SpLD in developing their reading competencies, we established four additional learning support groups in Terms 1 and 2. Two groups included 16 students from P.2 to P.3 and were facilitated by our SEN Teaching Assistants. The other two groups included 16 students from P.2 to P.6. In these groups, students could not only review the classroom teaching content but also learn skills in Chinese reading and writing.

English Reading and Writing Group

To support students with SpLD in developing their reading competencies, one additional learning support group with 8 sessions is being offered. Eight students from P.2 to P.4 joined the group.

Homework Tutoring Class

This programme was specifically designed to support SEN students during their self-study periods. Our main objective was to alleviate the learning pressures faced by both parents and students. We provided a quiet and conducive environment where students could focus on

completing their homework without interruptions. Thirty-two students from P.2 to P.6 participated in the group. Parents expressed strong support for this arrangement, as it also helped to reduce their stress.

Music Therapy

To enhance students' social, collaborative, and communication skills, we organised art therapy groups last year. These groups focused on helping students express their emotions and improve their self-awareness through the processes of creating, exploring, and healing. A total of 10 students from P.2 to P.6 participated, enjoying the opportunity to express their feelings through art and showcasing their creativity.

Pastel Nagomi Art Workshop

In order to enhance students' social, collaborative and communication skills, we organised two Pastel Nagomi Art Workshops this year, aimed at teaching students to learn how to express their emotions and improve their self-awareness through the processes of creating, exploring and healing. 8 students from P.1-P.6 joined the groups.

Social Skills Enhancement Group

To alleviate ASD students' stress and emotional distress, we organised a support group during Term 1. This group aimed to provide a safe and supportive environment for students. 4 students from P.2 to P.5 actively participated in these groups.

LEGO Social Skills Enhancement Group

We started two LEGO Social Skills Enhancement Groups for SEN students this year. The groups aimed at enhancing students' social skills, collaborative and communication skills. 5 students from P.1-P.4 joined the group.

New Sports Groups

The school organised new sports groups, including physical fitness, dodgeball, and football, in Terms 1 and 2. These groups aimed to provide non-medical methods for enhancing students' problem-solving skills, social skills, and self-control. Sixty students from P.1 to P.6 joined the groups. It is encouraging to hear that students showed focused engagement and gained a sense of accomplishment through their participation, particularly in sports activities. They also demonstrated a strong spirit of teamwork and collaboration. The students expressed a keen desire to continue participating in these group activities and hoped the school would organize them again next year. The plan for the upcoming academic year includes expanding the variety and number of emerging sports activities.

"Children from Distant Planets" Clown Workshop

The school organised the "Children from Distant Planets" clown workshop, which aimed to help students unleash their innate nonverbal communication potential and alleviate social and emotional challenges through clown arts performances and training workshops. Additionally, it provided an opportunity for students within the school to understand and appreciate each other's uniqueness, fostering an inclusive campus environment. Five students from P.3 to P.5 joined the group. The students made an effort to listen to instructions during the process, practiced diligently at home, and ultimately delivered strong performances, which boosted their confidence.

The "Happiness Navigator" programme" Narrative Therapy Group (P.5)

This group was organised by the Faculty of Social Sciences at St. Francis University. The university sent professionals to collaborate with school staff to provide students with at least 12 hours of group training. In the classroom, professionals used narrative therapy techniques as a framework to help students overcome personal or family issues by writing their life stories and discovering their unrecognised strengths. This approach enabled students to realize their potential and build a sense of success. Six students from P.5 joined the group. Students felt that the course helped them positively re-evaluate their growth experiences.

Individual Training

We also provided intensive individualized support for students with severe learning difficulties. One student from P.4 began training in December. The training programme was provided by our SEN Teaching Assistant, Ms. Yuki Li. It will continue next year.

Speech Therapy & Educational Psychological Service

Services of Speech Therapy and Educational Psychology were carried out 17 times and 24 times respectively to cater various needs of students in our school.

C. Integrated education

To develop a greater understanding and acceptance of students with disabilities and diversity as a whole, we organised several activities for students.

"Adventure Ship" On Board Training programmeme

In December 2024, 42 P.5 and P.6 students participated in the "Adventure Ship On-Board Training Programme." Through pre-trip and post-trip workshops, as well as on-board training, students faced various challenges, achieved personal breakthroughs, and collaborated with their teammates. We received overwhelming responses towards the Adventure Ship experience, particularly regarding the moment they courageously jumped into the sea despite the cold weather—they were amazed that they could accomplish it! This exciting experience helped them better understand themselves and fostered greater acceptance and understanding of others, ultimately contributing to a more caring campus.

D. Teacher training

To enhance teachers' awareness of students with special educational needs, we recommended that teachers participate in the structured training programmes for some staff, which are offered at three levels: Basic, Advanced, and Thematic Courses (BAT Courses).

E. Assessment for students with SEN

We used the Learning Achievement Measuring Kit (LAMK) to evaluate the academic achievements of all students with special educational needs (SEN). The results will serve as a reference for the upcoming school year to determine whether specific support, services, and curriculum accommodations will continue for these students.

We are committed to continually supporting students with special educational needs (SEN) in overcoming their challenges. Our aim is to help them reach their learning potential while

taking into account their individual abilities and developmental stages. By providing personalized support and interventions, we seek to enhance their independence, adaptability, and learning skills. Ultimately, we strive to equip them with the necessary tools and resilience to navigate life's challenges and succeed in both their personal and academic endeavors.

2024-2025 Use of Reading Promotion Grant

In the past year, the school has implemented various initiatives to promote the reading culture on campus. To cultivate and maintain students' motivation and interest in reading, the school organised activities such as *Book Character Day*, *Old Books New Owners*, a *Drama Performance*, and a *Chinese Classic Books Quiz Competition in conjunction with the World Book Day*. These activities allowed students to experience the joy of reading through diverse and enriching experiences.

Additionally, to further encourage extensive reading and help students master key reading strategies and skills, the school designed a school-based reading curriculum. This curriculum helps students understand different book genres, learn how to select appropriate books for themselves, and develop their reading abilities and strategies through various reading materials.

Furthermore, to promote character development and holistic growth, school librarians received training and actively participated in book promotion activities to spread values such as servanthood, responsibility, and care for the school. In terms of supporting cross-curricular collaboration, the library not only provided learning and teaching resources for theme-based cross-curricular learning programmes but also 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 and fostered their love for reading.

Items	Purpose	Description	Category	
			Fixed asset (\$)	Consumables (\$)
1.	Books for library and teachers' reference books	Readers	\$56,207.95	/
2.	Reading-related activities	Stationery, honorarium for writers and prizes for students, etc.	\$0	/
3.	Classroom library	Magazines	/	\$57,273.20
4.	Book wrapping and stationery	Stationery, Book stand, colour paper, etc.	/	\$7,604.50
5.	Library decoration and furniture	Table clothes, table mats and 5-layer cabinet barrels, etc.	/	\$0
6.	Reading scheme	Prizes for students	/	\$4,929.50
7.	Activities for student librarians	Snacks for student librarian annual meeting	/	\$491.60
Sub-total			\$56,207.95	\$70,298.80
Total			\$126,506.75	

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
2024-2025 School Year

Sep 2025 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 K/LAs / cross-K/LA / 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.	2024/11/1	P1-6	875	\$42,060.00	\$48.07	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.	2024/12/20	P1-6	872	\$5,551.00	\$6.37	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 watch the show, Chinese Game Booth and make the Chinese dumplings.	2025/1/24	P1-6	846	\$50,209.00	\$59.35	E1	Chinese Language	Students and teachers engaged in playful activities, fostering strong relationships and camaraderie among friends and faculty.		✓			
4	Life-wide Learning Activity To allow our students to explore new environments and learn outside the classroom, we arranged a variety of activities. For students in P4-P6, we arranged excursions while P1-P3 students participated in engaging school activities including: cleaning the school, cleaning our community, visiting Kardorri Farm, outdoor sketching, and visiting the fire station.	31/3/2025-3/4/2025	P1-6	882	\$22,910.00	\$25.98	E2	Cross-Disciplinary (Others)	The students thoroughly enjoyed these activities, and we received an abundance of positive feedback. These experiences helped foster a sense of community, encouraged independence, and promoted teamwork. Additionally, students developed a greater appreciation for nature. Overall, Life Wide Learning Week was a success, and we are proud of the growth and learning it inspired in our students.		✓		✓	
5	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.	2025/4/2 - 2025/4/3	P4	\$750x141 student + \$290x11 teacher	\$108,940.00	\$750x141 student + \$290x11 teacher	E1, E2	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.	✓	✓	✓		

6	Learning Outcome Exhibition To showcase students' academic progress and achievements throughout the school year. It provides a platform for students to present their projects, research, and creative works in various subjects. The exhibition aims to foster a sense of pride and accomplishment in students, encourage peer learning, and enhance communication skills. It also serves to inform parents and the wider community about the curriculum and teaching methods.	2025/5/3	P1-6	882	\$23,723.00	\$26.90	E1	Cross-Disciplinary (Others)	The "Our Learning Journey" exhibition was a huge success. The displays beautifully documented each student's growth, showcasing their hard work and perseverance. It was an honour to witness the diverse paths they've taken to reach their achievements. A truly inspiring and proud moment for all.	✓	✓			
7	24-25 P.6 Graduation Day Camp The P.6 Graduation Day Camp is a critical milestone event as primary school concludes. The camp fosters stronger bonds and friendships among classmates, creating a vital social support network for the next academic chapter.	2025/6/13	P6	117	\$22,760.00	\$194.53	E1	Values Education	The camp served as a fun and memorable way to celebrate students' graduation and provided a positive sense of closure before they embark on their new educational journey.		✓			✓
8	24-25 Post Exam LWL week - English Drama To foster a love for English through the arts, students from P1-P5 participated in an engaging drama appreciation. Now in its fourth year, this interactive drama experience encouraged students and teachers to join the performers on stage, making the event lively, immersive, and fun.	2025/6/30 & 2025/7/7	P1-6	882	\$25,000.00	\$28.34	E5	English Language	The activity enhanced students' English listening and speaking skills while deepening their understanding of storytelling and character through live performance.	✓	✓			
9	24-25 Post Exam LWL week (i.e. STEM Day, Ocean Talk, visit Elder...) The post-exam activities for primary students include a variety of enriching experiences designed to promote learning and community engagement. STEM Day is an exciting post-exam event that allows students to unwind through fun, interactive learning. Designed to ignite curiosity and a love for science, technology, engineering, and mathematics, the day engages students in these critical fields via hands-on activities. 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.	2025/6/30 -2025/7/10	P1-6	w	\$113,747.00	\$59.35	E1,E5	Cross-Disciplinary (Others)	The post-exam activities effectively boosted learning, critical viewing, and social responsibility among students. Most of the content can be regraded as an extension of classroom knowledge.	✓	✓		✓	
Sub-total of Item 1.1					5,356	\$414,900.00								

1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons													
1	Technology and Environmental Overseas Excursion to Singapore This excursion offers students a unique opportunity to gain firsthand knowledge about environmental protection and technology. During the trip, they will visit eco-friendly sites, including renewable energy facilities and waste management plants, where they will learn about sustainable practices and advancements in technology. This hands-on experience deepens their understanding of global environmental issues and fosters critical thinking regarding their impact on the planet.	2025/4/1 - 2025/4/4	P6	114	\$381,966.00	\$3,350.58	E3	Science		✓	✓			✓
2	By witnessing Singapore's commitment to sustainability, students will return home motivated to advocate for environmental protection within their own communities, fostering a sense of global citizenship and a proactive approach to sustainability. Additionally, they will interact with local students to gain insights into their learning and living patterns, explore the technology and trends of local production enterprises. This experience will also help enhance relationships among students.		P6	13	\$126,984.00	\$9,768.00	E4	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.	✓	✓			✓
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.	2025/4/1 - 2025/4/3	P5	129	\$167,571.00	\$1,299.00	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		2025/4/1 - 2025/4/3	P5	14	\$18,186.00	\$1,299.00	E4	National Security						
(Please insert rows above if the space provided is insufficient.)														
Sub-total of Item 1.2				270	\$694,707.00									
Expenses for Category 1				5,626	\$1,109,607.00									

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

No.	Item	Purpose	Actual Expenses (\$)
1			
2			
3			
<i>(Please insert rows above if the space provided is insufficient.)</i>			
Expenses for Category 2			\$0.00
Expenses for Categories 1 & 2			\$1,109,607.00

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 2024-2025 School Year

Sep 2025 ver.

I. Financial Overview

A	Allocation in the Current School Year:	\$15,400.00
B	Expenditure in the Current School Year:	\$15,400.00
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	5	\$15,400.00
Full-grant under the School Textbook Assistance Scheme	39	\$0.00
Meeting the school-based financially needy criteria	47	(capped at 25% of the total allocation for the school year)
Total	91	\$15,400.00

III. Details of Expenses

Detail of Expenses					Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
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 (\$)	Intellectual Development	Values Education	Physical and Aesthetic	Community Service	Career-related Experiences
1. Local activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLA's / 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	<u>Picnic</u> 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	875	\$41,160.00			✓		
2	<u>Life-wide Learning Activity</u> To allow our students to explore new environments and learn outside the classroom, we arranged a variety of activities. For students in P4-P6, we arranged excursions while P1-P3 students participated in engaging school activities including: cleaning the school, cleaning our community, visiting Kardorri Farm, outdoor sketching, and visiting the fire station.	Cross-Disciplinary (Others)	882	\$18,260.00	✓		✓		✓
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 1			1,757	\$59,420.00					

2. Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions								
1	Technology and Environmental Overseas Excursion to Singapore This excursion offers students a unique opportunity to gain firsthand knowledge about environmental protection and technology. During the trip, they will visit eco-friendly sites, including renewable energy facilities and waste management plants, where they will learn about sustainable practices and advancements in technology. This hands-on experience deepens their understanding of global environmental issues and fosters critical thinking regarding their impact on the planet. By witnessing Singapore's commitment to sustainability, students will return home motivated to advocate for environmental protection within their own communities, fostering a sense of global citizenship and a proactive approach to sustainability. Additionally, they will interact with local students to gain insights into their learning and living patterns, explore the technology and trends of local production enterprises. This experience will also help enhance relationships among students.	Science	13	\$89,050.00	✓	✓		✓
2	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.	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			1,792	\$156,170.00					

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):	HUI KIM FAI
	Head of Life-wide Learning

姊妹學校交流報告書
2024/ 2025 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、鍾惠纓主任

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

本校曾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	☒	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):

教師層面 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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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	☒	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):

學生層面 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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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	☒	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):

家長層面 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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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):

全年財政報告:

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\$ 110,390
N2	☒	在香港合辦姊妹學校交流活動的費用	HK\$ 12,297.7
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\$ 1,506
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\$ 3,200
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	☒	學年總開支	HK\$ 127,393.7
N10	☐	沒有任何開支	不適用

反思及跟進：		
編號	☒	內容
O1	☒	◆ 施行概況: 境外交流 於2025年4月8日至11日，5名老師帶領24名學生代表進行四日三夜浙江省寧波市歷史文化及探訪姊妹學校之旅。於2025年4月10日，本校前往寧波市海曙中心小學進行交流活動。此次參訪受到校長周漢斌熱烈歡迎，她帶領海曙師生代表與來訪團進行了全面交流。在交流活動中，48名甬港學生通過別具匠心的“分組卡”結對儀式、“呼啦圈大傳遞”破冰遊戲、明信片互贈環節，充分展現了姊妹學校跨越距離的情感交融。香港師生在“校園十景”探訪中，駐足百年校訓牆前聆聽辦學歷史，在星蔭藝術長廊感受水墨丹青的魅力。同時，在特色課程體驗環節，在趣味乒乓賽中以球會友，在科創實驗室裡駕駛四驅車競速點燃科技夢想。 成效及反思: 從院士林到科創實驗室，我們看到了傳統文化與現代教育的完美融合。香港與內地同根同源，甬港雙方將以教育為紐帶，締結更進一層的友誼。
O2	☒	◆ 施行概況: 到校探訪 於2025年5月20日，本校邀請浙江省金華市丹溪小學到訪交流。當日，周國平校長帶領兩名老師和22名金丹溪學生上午抵達我校，兩校學生以英詩朗誦、中國鼓、嗩吶獨奏和《大寫的中國》朗誦打開交流序幕。本校安排人工智能 - AlphAI課堂，以和富創科隊協助教學下，更進行了一場創科車比賽。為更全面進行學與教的經驗分享，丹溪學生被安排參與三年級英語藝術堂，在情緒劇場，孩子們在互動遊戲中用英文解碼喜怒哀樂；五年級數學課堂借助Goodnotes軟體，將裝箱問題轉化為趣味闖關；六年級科學課上，牛頓第三定律在氣墊小車的碰撞實驗中變得觸手可及。每一次思索、每一回實踐，都讓知識認知煥然一新。 是日和富啦啦隊以活力表演結束這次友誼探訪，丹溪學生亦為今次行程伏案執筆，寫下感想和祝福送贈和富小學。 ◆ 成效及反思: 這次友誼探訪，促進兩校以至兩地之間的教育交流和學術合作，對兩校的發展和教學品質的提升產生積極的影響。
O3	☒	◆ 施行概況: 三天教育交流 和富小學於2025年6月與杭州二中白馬湖學校小學部，進行了為期三天的教育交流。於2025年6月27日，本校為白馬湖的學生組織了一次戶外學習體驗，讓他們探索天水圍社區。活動開始時，師生們參加了和富水運會的開幕儀式。為了探索文化差異，學生們參觀了天水圍地標天秀墟、屏山天水圍公共圖書館和聚星樓。 於2025年6月28日，來自兩所學校的60名學生參與了由海洋公園與教育局合作舉辦的 香港海洋公園姊妹學校課程體驗。該課程促進了跨區域合作和相互豐富。

O4	☒	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	☒	有關承辦機構的組織安排[如適用，請註明]：頌愛旅遊有限公司
O6	☒	其他(請註明)：香港海洋公園學院

交流參與人次：			
編號	☒	層面	交流參與人次
P1	☒	本校學生在香港與姊妹學校交流的人次	140人次
P2	☒	本校學生到訪內地與姊妹學校交流的人次	24人次
P3	☒	本校學生參與交流的總人次	131總人次
P4	☒	本校教師參與交流的總人次	34總人次
P5	☒	本校學校管理人員參與交流的總人次	15總人次

備註：

W F JOSEPH LEE PRIMARY SCHOOL
Reporting DSS Schools' Annual Financial Position
Financial Summary for the 2023/2024 School Year

ANNEX

	Government Funds	Non-Government Funds
INCOME (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	79.93%	N.A.
School Fees	N.A.	16.79%
Donations, if any	N.A.	0.00%
Other Income, if any	0.69%	2.59%
Total	80.62%	19.38%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	70.38%	
Operational Expenses (including those for Learning and Teaching)	13.67%	
Fee Remission / Scholarship ¹	1.68%	
Repairs and Maintenance	1.33%	
Depreciation	7.91%	
Miscellaneous	5.03%	
Total	100%	
Surplus for the School Year [#]		
0.35 months of the annual expenditure		
Accumulated Surplus in the Operating Reserve as at the End of the School Year [#]		
9.74 months of the annual expenditure*		
# in terms of equivalent months of annual overall expenditure		

*It excludes 1.30 months of NBV.

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

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) (2024-2025)

CEG total amount:

Brought forward	\$316,346
Grant Received	<u>\$1,076,256</u>
Total Income	\$1,392,602

Use of CEG:

Multiple Intelligences courses	\$948,772
Employment of IT Technical Support Service	<u>\$233,857</u>
Total Expenditure	\$1,182,629

¹End of report