



和富慈善基金李宗德小學 W F Joseph Lee Primary School

9 Tin Fai Road, Tin Shui Wai, Yuen Long, N.T.

34014995

34014689

info@web.wfjpls.edu.hk

http://www.wfjpls.edu.hk

Not
applicable

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Dr. Lee Joseph	Ms. Poon Ka Suen Victoria	Not Applicable	DSS Whole Day	Co-ed	Not Applicable
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					Not Applicable
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Wofoo Foundation Ltd.	Wisdom, Faith, Love	2002	Chinese (incl.: Putonghua) and English	School Bus	About 7200 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
-				Yes	
4Rs Mental Health Charter	Yes	Whole School Health Programme		Pledged School	

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
\$20,100	-	\$50	-	Entrance Examination Fee: \$75 Registration fee: \$630

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	4	2	1	Sports and Arts Building: Equipped with a swimming pool, a multi-purpose hall, the activity room and a playground. A Butterfly Eco-garden on campus.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
9 special rooms (Coding Studio, STEAM Playground, Science Room, 2 Music Rooms, Visual Arts Room, Dance Room, Campus TV Studio & Band Room)				Ramp, Accessible lift, Accessible toilet and Tactile guide path plan.

Teaching Staff Information (including School Head) in the 2025/2026 school year

Number of teaching posts in the approved establishment			-	Total number of teachers in the school		71
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
94%	100%	32%	83%	31%	20%	49%

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	5	5	5	5	5	30
2026/2027 school year (Based on the approval of EDB in 2026)	No. of classes	5	5	5	5	5	30
Mode of teaching at different levels	Putonghua and English are the two main mediums of instruction. To cater for learner diversity, students are grouped in particular subjects according to their abilities. Extra individual support would be arranged to students with special needs or slow learners.						
Remarks	English as the medium of instruction: English Language, Language Arts, Math (P4-P6), Primary Science, Music, Visual Arts and P.E; Putonghua as the medium of instruction: Chinese Language, Picture Book and Primary Humanities; Cantonese as the medium of instruction: Math (P1 to P3), ICT, Character Building						

Performance Assessment

Number of test(s) per year (P1 only)	0	Number of exam(s) per year (P1 only)	0	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)	0	Number of exam(s) per year (P2 to P6 only)	2		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies					Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders					No
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					No
Diversified Assessment for Learning	Formative and Summative assessments would be arranged to assess students' learning progress.				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance					Yes
Streaming arrangement	Mixed ability according to the academic performances.				

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	7	40 mins	7:55 AM	3:00 PM	12:50 PM - 1:45 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Recess time offers various activities and performances such as table tennis, hula hoops, badminton, Math Corner, Science Corner, and Firefly Stage to allow students to stretch their bodies and have fun. The school also arranges weekly classes on Multiple Intelligence and Character Building to help students achieve a balanced and whole-person development.		The school adopts a House League, where our teachers and students are grouped into seven houses, and the Buddy System, with the aim to strengthen peer relations and promote moral and values education.		

Life-wide Learning

We provide various musical instruments training & sports training. We have other activities like choral speaking, Olympiad Math, choir, brass band, hand chime, uniform groups, etc. Multiple Intelligence Programme is scheduled in our regular timetable.

School Mission

We believe the overall aim of education is to enable every child to attain whole-person development. "Harmony brings a family prosperity, cohesion makes a nation wealthy." We envision students to develop into well-rounded individuals possessing the desired qualities of Lifelong Learners, Wise Decision-makers, Responsible Citizens and Moral Leaders.

School Characteristics

School Management

School Management Organisation:

Under School Management Committee, the Principal leads different administrative groups to manage the school, including school development, learning and teaching, character building, student development and life-wide learning.

Incorporated Management Committee / School Management Committee / Management Committee:

The School Management Committee includes teacher and parent representatives.

School Green Policy:

With our school-based green school policy, we implement the 7R green concepts in whole-school approach: Resist, Reduce, Reuse, Recycle, Replace, Re-educate and Rethink.

School's Major Concerns:

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

Learning and Teaching Plan

Learning & Teaching Strategies:

The core of our school-based Curriculum Framework revolves around three major areas of student development:

1. Academic Development
2. Talent Development
3. Moral Development

The school establishes seven learning goals:

1. National Identity
2. Proper Values and Attitudes
3. Knowledge of Key Learning Areas
4. Language Skills
5. Generic Skills
6. Reading and Information Literacy
7. Healthy Lifestyle

Development of Major Renewed Emphases of the Primary Education Curriculum:

Our school plans the whole-school curriculum to strategically integrate the following major renewed emphasis (MRE) for coherent and systematic implementation in our school development plans alongside our school priorities for the next 3-6 years:

1. extending "Reading to Learn" to "Reading across the Curriculum";
2. promoting STEAM education and digital literacy;
3. promoting Cross-disciplinary learning;
4. diversifying life-wide learning experiences;
5. strengthening values education;
6. catering for learners' diversity.

Development of Generic Skills:

Through 12 approaches of learning and teaching, the school empowers students to develop the nine generic skills such as communication skills, collaboration skills, self-management skills and problem-solving skills. Their learning outcomes will be presented to parents at the end of each school term. The school also broadens students' learning experience through MI, Extra-Curricular Activities (ECA) and School Teams, promoting their whole-person development throughout the six-year primary education.

Cultivation of Proper Values, Attitudes and Behaviours:

The school promotes Character Building through formal curriculum, informal curriculum and hidden curriculum. Adopting a situational approach, Character Building Lesson is the formal curriculum. As for the informal curriculum, MI and other school activities integrate character education into students' daily interactions with teachers and schoolmates. School ethos, campus environment, teaching policies are hidden curriculum that subtly nurtures moral values in students' everyday life.

Student Support

Whole School Approach to Catering for Learner Diversity:

The school has set up a student support team to provide appropriate support to students with different abilities.

Whole School Approach to Integrated Education:

The school provides support to students with special educational needs through the Student Support Team, which includes the Special Educational Needs Coordinator, School Social Worker, School-based Speech Therapist, School-based Educational Psychologist, and Teaching Assistants. In terms of academic support, the team offers homework and exam accommodations for students with special educational needs, as well as after-school study groups to help students with slightly lower grades by remedial classes. Additionally, both on-site and outsourced services are available to support students with their social, emotional and other related needs.

Education Support for Non-Chinese Speaking (NCS) Students:

Our school provides additional support for NCS students to facilitate their learning of Chinese: appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc; developing school-based Chinese Language curriculum and/or adapting learning and teaching materials; organising activities to create an inclusive learning environment in the school; and our school uses Putonghua to teach Chinese in all classes / groups at all levels with extra support as appropriate, e.g. pull-out/small-group classes, learning and teaching resources with Pinyin, etc.

Curriculum Tailoring and Adaptation:

For P.1 students, the school arranges adaptation activities and there is no examination for them. In addition, the school provides elite classes for high-ability students and offer support to less able students. For students with SEN, the school can make homework adjustments or proper arrangements for their assessment.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The Parent-Teacher Association (PTA) provides different kinds of parent volunteer opportunities, such as recruiting library helpers, lunch helpers, story Mum and story Dad, etc. They not only assist the school in organising various activities, but also help teachers in preparing teaching materials. In addition, the PTA holds talks regularly to strengthen parent education and parent-child relationship, enhancing the effectiveness of home-school cooperation.

School Ethos:

The school educates students to understand and embrace life with perseverance, integrity, commitment and responsibility, as well as to appreciate life with respect and care. By learning how to appreciate, accept and care for others, positive character and behaviour will follow, resulting in an open-minded and mutually respectful social culture. We put students at the centre of everything we do. Apart from providing quality education, the school promotes teacher professional development, strengthens home-school cooperation, as well as engages in and makes positive impact to the community.

Future Development

School Development Plan:

The school adopts a learner-focused approach which emphasises students' whole-person development, as well as cultivates talents who have both good character and capabilities. By enhancing teacher professional development and leadership capacity, we continuously improve and sustain school development so that we leverage our resources to make continuous improvement and community contribution.

Teacher Professional Training & Development:

Team planning is organised every week. Teachers are encouraged to participate in different professional development workshops so as to get the latest educational information and share their learning to enhance teaching effectiveness.

Fee Remission

Our school offers full school fee remission, 3/4, 1/2 or 1/4 school fee remission. Needy students, including those from families receiving the Comprehensive Social Security Assistance (CSSA) and students receiving financial assistance provided by the Student Finance Office of the Working Family and Student Financial Assistance Agency (WFSFAA), could apply for fee remission.

- Newly admitted students could apply for the school fee remission after 4 week(s) of commencement of the new school year. Application results will be announced within 4 week(s) after submission of applications.

- Please visit the web-link in our school's website for details of school fee remission scheme, including the family income limits.

Others

The school has scholarships for outstanding students and fee remission programmes for those with financial difficulties, subject to the availability of funds under the school tuition and fee remission / scholarship schemes.