

**Delia (Man Kiu)
English Primary School
Annual School Plan**

School Year 2020-2021

School Vision & Mission

Vision and Mission:

We envision Delia (Man Kiu) English Primary School to become “**OUR HOME**”. Of which, students are **Open-minded**, strive to **Understand** people of different cultures and places with mutual **Respect**. Thereafter, achieving a society of **Harmony** is students’ **Obligation** by fulfilling the virtues of **Morality** and **Equality**.

The school devotes to actualize the vision in accordance with the spirit of school motto “Harmony in Diversity”. The school is committed to cater appropriate education for students with diverse needs in knowledge, skills and attitude, despite their ethnicities, beliefs and socioeconomic background.

抱負與使命：

「大家庭」是地利亞(閩僑)英文小學的辦學抱負，旨在培育學生以開放及互相尊重的態度去了解並欣賞不同文化與地域的人。從而以責任感、道德心和平等觀來創造和諧社會。

學校本著「和而不同」的校訓精神，致力實現「大家庭」的辦學抱負。不論種族、信仰和貧富，學校積極針對學生在知識、技能與人格等不同學習需要、為他們提供適切的培養。

Delia (Man Kiu) English Primary School

Annual School Plan

School Year 2020-2021

Major Concerns

1. Strengthen the professional development for teachers at school for the school's future growth
2. Improve the effectiveness of learning and teaching and develop students' self-learning ability
3. Strengthen Moral & Civic Education (responsibility) and develop a positive sense of values.

Implementation Plan

1. Major Concern: Strengthen the professional development for teachers at school for the school's future growth

Targets(Intended Outcome)	Strategies	Success Criteria	Methods of Evaluation	Time Scale
1.1 To provide continuous staff development programmes for enhancing the working / teaching effectiveness related to the school development focus on self-directed learning	1.1.1 Provide information of leadership trainings and workshops to the middle management staff	70% of middle management staff agree that the sharing sessions can enhance their management skills	<ul style="list-style-type: none"> • Records of seminars and courses attended • Feedback from teachers • Observation • Questionnaires • Minutes of Level meetings 	Whole Year
	1.1.2 Organize professional experience sharing sessions and Staff Development Days to enhance the skills required in management	65% of the participants agree that their management skills have improved. 80% of new teachers can carry out the routine works and fulfill the school requirements by the end of first term.		
	1.1.3 Establish a structure mentorship scheme for potential middle managers	75% of teachers agree the level coordinator system can facilitate the collaborative planning process.		
	1.1.4 Enhance the effectiveness of the level coordinator system by strengthening the roles of the level coordinators			
	1.1.5 Enrich the theoretical knowledge and practical skills of the induction programme to support new teachers			
	1.1.6 Encourage teachers to attend seminars or courses related to managing schools and self-directed learning and share their			

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	good practices in meetings			
1.2 To enhance the professional capacity of teachers in the school planning and the self-evaluation	1.2.1 Encourage teachers to participate in professional development activities, particularly in planning and developing self-directed learning, collaborative lesson planning and peer lesson observation	Sharing sessions are conducted and 65% of teachers agree that the review meetings can enhance their planning skills.	<ul style="list-style-type: none"> • Records of seminars and the staff development attendance • Feedback from teachers • Questionnaires • School Planning • Self-evaluation 	Whole Year
	1.2.2 Hold meetings and trainings to strengthen the abilities of staff to conduct self-evaluation at school and development level and draw up strategic plans on different levels	65% of teachers reflect the sharing can facilitate the process of their planning work 65% of the teachers agree that their self-evaluation ability has improved.		
	1.2.3 Experience sharing among teachers on student's learning effectiveness	Professional capacity of teachers is strengthened.		
	1.2.4 Deepen teachers' understanding of self-evaluation against the school goals, particularly with reference to student learning outcomes and planning through professional trainings			

Major Concern: 2. Improve the effectiveness of learning and teaching and develop students' self-learning ability

Targets (Intended Outcome)	Strategies	Success Criteria	Methods of Evaluation	Time Scale
<p>2.1 Equip teachers with skills and strategies to identify students' learning needs, monitor and evaluate their learning progress</p>	<p>2.1.1 Organize external training workshops for teachers on how to identify students' learning needs, monitor and evaluate their learning progress</p> <p>2.1.2 Arrange teachers' sharing about the applications of multiple e-Learning platforms in real lesson environment to help monitor students' learning progress and evaluate their performance in GSM or subject panel meetings</p> <p>2.1.3 Fix an e-Learning platform for each subject panel to focus on so that teachers can effectively utilize it and to keep track of students' learning progress within and outside the lessons</p>	<p>70% of teachers agree that the skills and strategies provided in training workshops help identify students' learning needs, monitor and evaluate their learning progress. (2.1.1)</p> <p>70% of teachers agree that the teachers' sharing about the application of e-Learning platforms help monitor students' learning progress and evaluate their performance. (2.1.2)</p> <p>70% of teachers can demonstrate how to use an e-Learning platform to monitor and evaluate students' learning progress effectively during lesson observation (2.1.2 & 2.1.3)</p>	<p>Questionnaire (teachers)</p> <p>Lesson observation</p>	<p>Whole year</p>
<p>2.2 Equip teachers with the skills and strategies that motivate students to learn actively and</p>	<p>2.2.1 Organize external training workshops about self-learning, particularly pre-task and note taking, and how to enhance students' learning motivation</p>	<p>70% of teachers agree that the skills and strategies provided in the training workshops about self-learning help enhance students' learning motivation. (2.2.1)</p>	<p>Questionnaire (teachers)</p> <p>CLP records</p> <p>Lesson observation</p>	<p>Whole year</p>

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demonstrate self-learning		70% of teachers regularly reflect on their pre-task and note taking strategies implemented in the previous chapter or unit during the CLPs. (2.2.2)		
	2.2.2 Level coordinators lead teachers to reflect on their pre-task and note taking strategies implemented in the previous chapter or unit during the CLPs	50% of teachers can conduct CLPs for collaborative learning about self-learning at a time period within their personal time-table. (2.2.3)		
	2.2.3 Facilitate collaborative learning among teachers about self-learning by arranging a fixed time period within their personal time-table for conducting CLPs	70% of teachers agree that the alignment of peer lesson observation and CLP enables more in-depth understanding of pre-task and note taking teaching strategies. (2.2.4)		
	2.2.4 Enable teachers to conduct peer lesson observation focusing on pre-task and note taking teaching strategies while aligning the peer lesson observation with CLP	70% of teachers can demonstrate their self-learning teaching strategies learnt, particularly pre-task and note taking, to motivate students to learn effectively during the lesson observation. (2.2.4)		
2.3 Enable students to take an active role in their learning process such as collecting relevant information, summarizing	2.3.1 Develop students' skills to do pre-tasks with sufficient provision of teachers' scaffolding and provide plenty of opportunities for students to do pre-tasks by applying relevant skills	70% of teachers agree that students can complete the regular pre-tasks assigned according to their expectation with sufficient provision of scaffolding. (2.3.1) 70% of students agree that they know how to do the pre-tasks assigned by their teachers. (2.3.1)	Questionnaires (teachers & students) Lesson observation CLP records	Whole year

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<p>main ideas, demonstrating knowledge learnt and evaluating their learning progress by using feedback received</p>	<p>2.3.2 Develop students' ability to identify and highlight the keywords in reading texts or instructions</p>	<p>70% of teachers agree that students can identify and highlight the keywords in reading texts or instructions by themselves. (2.3.2)</p> <p>70% of students agree that they can identify the keywords in reading texts or instructions. (2.3.2)</p>	<p>Students' assessment results in Project Learning</p> <p>Students' overall academic performance</p>
	<p>2.3.3 Develop students' ability to organize, summarize and consolidate the main ideas or key concepts learnt by using various graphic organizers such as mind maps, charts and diagrams, with sufficient provision of scaffolding particularly for KS1</p>	<p>70% of teachers agree that students can effectively use graphic organizers to organize and summarize the main ideas. (2.3.3 & 2.3.4)</p> <p>70% of students agree that they know how to use graphic organizers learnt to organize and summarize the main ideas. (2.3.3 & 2.3.4)</p>	
	<p>2.3.4 Focus on specific graphic organizers by different subject panels and key stage levels</p>	<p>70% of teachers can provide immediate feedback to students effectively through teachers' own evaluation or peer evaluation during the lesson observation. (2.3.5 & 2.3.6)</p>	
	<p>2.3.5 Provide plenty of opportunities for students to receive immediate feedback from teachers and peers, and to conduct self-evaluation</p>	<p>70% of students agree that they find the feedback from teachers and peers are useful and can improve their learning. (2.3.5 & 2.3.6)</p>	

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	<p>2.3.6 Assign teacher or peer evaluation as one of the key focuses of lesson observation to raise teachers awareness to use feedback to promote students' learning</p>	<p>70% of teachers discuss about the extended self-learning activities for each chapter or unit during the CLPs. (2.3.7)</p>		
	<p>2.3.7 Provide plenty of opportunities for students to engage in extended self-learning activities by different subject panels</p>	<p>70% of students can get grade B or above in Project Learning in terms of the assessment of self-learning skills in each term. (2.3.8)</p>		
	<p>2.3.8 Refine the cross-curricular project learning curriculum to enrich the self-learning elements, particularly the inquiry learning through STEM education</p>	<p>70% of teachers agree that students can self-evaluate their own learning progress through the PIE process. (2.3.9)</p>		
	<p>2.3.9 Guide students to set learning goals, formulate their learning strategies and self-evaluate learning progress for the core subjects in each term</p>	<p>60% of students can get grade B or above in character assessment in terms of diligence. (2.3.10)</p> <p>70% of teachers agree that their students are eager to engage in various self-learning activities in general. (2.3.10)</p>		

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	2.3.10 Implement the whole-school award scheme to encourage students to engage in various self-learning activities	70% of students reveal that they are eager to engage in various self-learning activities. (2.3.10)		
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Major Concern 3 : Strengthen Moral & Civic Education (responsibility) and develop a positive sense of values.

Targets (Intended Outcomes)	Strategies	Success Criteria	Methods of Evaluation	Time Scale
<p>3.1 To help students acknowledge good behavior and build up their sense of responsibility and self-discipline by boost character training.</p>	<p>3.1.1 Adjust and develop a unique school-based moral and civic education according to the theme in school, and have been spreading via different means, such as Personal Growth Lesson, Aesop’s Fable Scheme, weekly assembly, students’ sharing, communion activities, short videos, and talks.</p>	<p>75% of teachers agree that the Personal Growth Education enable students to have a comprehensive moral development.</p> <p>75% of students believed that they had a comprehensive moral development.</p>	<p>Teachers’ feedback Students’ questionnaires (Activities records)</p>	<p>Whole Year</p>
	<p>3.1.2 Teachers nurture students with higher responsibility and greater self-discipline by conducting self-reflection under the guidance of teachers in Book of Remarks (Renamed as Smart-Kids for J1-J3and Smart-Teens for J4-J6).</p> <p>Encourage students to set up a long-term or short-term goal for themselves. After setting goals, constant reflection and systematic recordings should be done to achieve practicing those moral values in the reality.</p>	<p>75% of teachers in charge agree that students are able to do self-reflection and appreciation themselves through the scheme.</p>	<p>Teachers’ observation</p>	<p>Whole Year</p>

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	<p>3.1.3 Integrate different kinds of reward schemes, so that students can examine their personal achievement and build up their sense of responsibility and self-discipline. (Award scheme)</p>	<p>75% of teachers agree that the new reward scheme is able to build up students' sense of responsibility and self-discipline</p> <p>From various kinds of moral categories, more than 50% of students are rewarded in the whole year.</p>	<p>Teachers' Questionnaires</p> <p>Student Questionnaires</p> <p>Award record</p>	<p>Whole Year</p>
	<p>3.1.4 Sunshine Program: Optimize the merit/demerit scheme with an enhanced improvement scheme</p>	<p>75% of teachers agreed that the system with disciplinary follow-up sessions is effective.</p> <p>30% of students can achieve merit from positive behavior.</p> <p>Less than 5% of students get demerit record in each term.</p>	<p>Teachers' questionnaires</p> <p>Merit/Demerit system record</p>	<p>Whole Year</p>
	<p>3.1.5 Collaborate with subject groups to promote the positive value and attitude through subject activities.</p>	<p>75% of teachers agree that school is cultivating their understandings of positive moral and civic values by various subject activities.</p>	<p>Teachers' questionnaires</p>	<p>Whole Year</p>
	<p>3.1.6 "Eggsponsibility" program: Cultivate their sense of responsibility and understand the love of their parents through the egg care activity.</p>	<p>75% of teachers agree the program may cultivate their sense of responsibility and understand the love of their parents.</p>	<p>Teachers' questionnaires</p>	<p>2nd Term</p>
<p>3.2 To nurture students</p>	<p>3.2.1 To align with the development of</p>	<p>75% of students participate in or perform in different scenes.</p>	<p>Participation record</p>	<p>Whole year</p>

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to appreciate the quality of oneself and others	sports and arts, school provides more performance opportunities (such as Solo-Verse Performance, Musical Contest, Art Exhibition, Sport Day, Friendly Matches, etc.) for students to participate in.			
3.3 To improve the leadership and the responsibility culture among students	3.3.1 To optimize the “Peer-mediator” programme for prefects. Through systematic training, students can build up confidence and leadership skills.	75% of prefects believe that the program may help them to build up their confidence and leadership skills.	Prefects’ questionnaires	Whole year
	3.3.2 Optimize all service teams and organize a training course to develop the potentials of students.	75% of services team students believe that training and works of duty boost their confidence and develop their potentials, such as leadership and responsibility skills.	Teachers’ questionnaires Prefects’ questionnaires	Whole Year

Use of Grants

The following government grant has been given to strengthen the services provided to students in the corresponding areas:

- **Life-wide Learning Grant:** This grant will be deployed for supporting students in various activities, including but not limited to ECA activities, participation in sports training and competitions.