

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

**School Year 2019-2020**

# School Vision & Mission

## Vision and Mission:

We envision Delia (Man Kiu) English Primary School to become “**OUR HOME**”. Of which, students are **O**pen-minded, strive to **U**nderstand people of different cultures and places with mutual **R**espect. Thereafter, achieving a society of **H**armony is students’ **O**bligation by fulfilling the virtues of **M**orality and **E**quality.

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。

## 2019-2020 School Annual Report

### Major Concern:

- 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 character education (responsibility) and develop a positive sense of value

Targets (Intended Outcome)	Strategies	Success Criteria	Time Scale	Achievements	Reflection (Suggestions for improvement)
1.1 To provide continuous staff development programme for enhancing school's work effectiveness	1.1.1 Provide leadership training and workshops to middle management staff	70% of teachers agree that the sharing sessions can enhance their skills required in management.  65% of the participants agree that their management skills have been improved.  75% of teachers agree the level coordinator system can facilitate the collaborative planning process.	Whole Year	<ul style="list-style-type: none"> <li>In view of the latest trend of STEM development, senior and middle managers concerned to attend external programmes and gained insight in the curriculum planning.</li> </ul>	<ul style="list-style-type: none"> <li>More training for middle management could be arranged.</li> <li>A survey was conducted to collect the overall comments on the annual personal and whole-school professional development. In-depth evaluation and follow-up should be carried out.</li> </ul>
	1.1.2 Organize professional experience sharing sessions and Staff Development	80% of new teachers can carry out the routine		<ul style="list-style-type: none"> <li>Running a series of IT sharing in staff meetings advocated teachers to adopt the IT skills in daily teaching. Classroom</li> </ul>	<ul style="list-style-type: none"> <li>Apart from sharing sessions, more practical training could be arranged.</li> </ul>

	Days to enhance the skills required in management	works and fulfill the school requirement by the end of the first term.		management can hence be enhanced.	
	1.1.3 Carry out a mentorship scheme for potential middle managers			<ul style="list-style-type: none"> <li>The sense of responsibility of the mentors has been enhanced. The coherent among new and experienced teachers were strengthened.</li> </ul>	<ul style="list-style-type: none"> <li>Duties of the mentors and level coordinators can be more precisely stated.</li> </ul>
	1.1.4 Build up the level coordinator system for in-charge teachers to facilitate the occurrence of events and the collaboration among teachers in terms of planning			<ul style="list-style-type: none"> <li>The system was established in both core subjects (Chinese, English, Mathematics and General Studies) and in the discipline group.</li> <li>Level coordinators were able to assist the work of Panel Heads / Teacher-in-charge and acted as a key role to collaborate the work in the same level.</li> <li>Extensive participation among teachers and new teachers were able to play an important role and achieved the goal.</li> </ul>	<ul style="list-style-type: none"> <li>The duty roles and responsibility of level coordinators could be added in the mentorship programme so as to let new teachers understand the work better.</li> </ul>
	1.1.5 Run an induction programme		Whole Year	<ul style="list-style-type: none"> <li>The majority of teachers found it helpful and effective in helping them to get adapted to the school atmosphere.</li> </ul>	<ul style="list-style-type: none"> <li>The programme can be extended to help new staff cope with the miscellaneous school routine events and daily operation.</li> </ul>

					<ul style="list-style-type: none"> <li>• The mentor teachers can participate in the induction programme so as to facilitate the delivery of information about the school routine operation.</li> </ul>
	<p>1.1.6 Encourage teachers to attend seminars or courses related in managing schools and share the good practices in meetings</p>			<ul style="list-style-type: none"> <li>• Lists of categorized courses were announced to staff regularly. Teachers could obtain relevant information easily.</li> </ul>	<ul style="list-style-type: none"> <li>• More sharing sessions can be arranged in regular staff meetings for professional growth.</li> <li>• Not many management-theme courses were available.</li> <li>• The schedule for teachers to attend structured courses (i.e. 5-week courses) can be confirmed before the beginning of new academic year for better planning and relevant arrangement.</li> <li>• The participation of courses has been affected since Term 2, due to the COVID-19 pandemic that caused</li> </ul>

					the cancellation or postponement of most courses.
1.2 To enhance the professional capacity of teachers in school planning and self-evaluation	1.2.1 Encourage teachers to participate in professional development activities	Sharing sessions are conducted and 65% of teachers agree that the review meeting can enhance their planning skills.	Whole Year	<ul style="list-style-type: none"> <li>• Lists of categorized courses were announced to staff regularly. Staff were able encourage teachers to attain suitable and updated information. More teachers actively apply for seminars of their areas concerned.</li> <li>• The annual subsidy can encourage teachers to attend short-term course such as certified first-aid course.</li> </ul>	<ul style="list-style-type: none"> <li>• The participation of courses has been affected since Term 2, due to the COVID-19 pandemic that caused the cancellation or postponement of most courses.</li> </ul>
	1.2.2 Hold meetings and training to strengthen the abilities of staff to conduct self-evaluation and draw up strategic plans on different levels	65% of teachers can show improvement in their school planning 65% of the teachers agree that their self-evaluation has improved. Professional capacity of teachers is strengthened.		<ul style="list-style-type: none"> <li>• Adequate preparation and planning have been done before conducting discussion and meetings.</li> <li>• The induction programme was suitably arranged in late August to train the new staff effectively with positive feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• More diversified workshops and guest speakers can be arranged for the Professional development days to enrich the professional growth.</li> </ul>
	1.2.3 Promote experience sharing among teachers on how to provide /design quality planning to enrich			<ul style="list-style-type: none"> <li>• Relevant professional development talk was arranged to help all staff understand the school development direction and</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers of all levels can be invited to share the opinions in general staff meetings.</li> </ul>

	school's growth and students' learning			<p>the target on students' learning and growth.</p> <ul style="list-style-type: none"> <li>Regular sharing sessions have been arranged in every subject panel meeting.</li> </ul>	
	1.2.4 Deepen teachers' understanding of self-evaluation and planning through professional training		Whole Year	<ul style="list-style-type: none"> <li>Relevant professional training sections were arranged, and all teachers were involved in the discussion and evaluation in their functional groups. The sharing sessions of different work groups to all staff have deepened teachers' understanding in self-evaluation and planning in the whole-school approach.</li> </ul>	<ul style="list-style-type: none"> <li>The previous higher mobility of teaching staff in certain core subjects hinder the effectiveness and accomplishment in the work planning and the progress. More monitoring and guidance can be given to enhance self-evaluation and gain improvement.</li> <li>The evaluation results can be analysed much deeply and extensively for more comprehensive planning and improvement.</li> </ul>

**2) Improve the effectiveness of learning and teaching and develop students' self-learning ability**

<b>Targets (Intended Outcome)</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Time Scale</b>	<b>Achievements</b>	<b>Reflection (Suggestions for improvement)</b>
2.1 Equip teachers with skills and strategies to analyze and monitor students' learning progress	2.1.1 Conduct training for subject panels to identify students' learning needs, plan their work and set learning expectations	<ul style="list-style-type: none"> <li>• 65% of teachers agree that the sharing and training can enhance their skills and strategies required in monitoring students' learning progress</li> <li>• Professional capacity of teachers is strengthened.</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>• Experienced teachers share their experiences on how to identify student's learning needs and monitor their learning progress in CLP and subject meetings</li> <li>• About 85% of the teachers agree that the sharing and training can enhance their skills and strategies required in monitoring students' learning progress. (school-based survey)</li> <li>• About 88% of teachers reveal that they often help their students to review their learning performance and progress. (SHS)</li> <li>• About 77% of students reveal that their teachers often tell them about their progress and problems in learning. (SHS)</li> </ul>	<ul style="list-style-type: none"> <li>• External workshops need to be provided for teachers on how to identify students' learning needs and monitor their learning progress</li> <li>• More sharing on identifying students' learning needs and monitoring their learning progress can be done in GSM or subject meetings</li> </ul>

				<ul style="list-style-type: none"> <li>• SEN adaptation meeting with Ed Psy in October.</li> <li>• Chinese teachers attended a PD training workshop for “Tiered Instruction”</li> <li>• More teachers attended SEN workshops</li> <li>• Teachers have tried to formulate individual learning plans for less able Ss in Term 1</li> <li>• Dr. Shiu’s sharing about identifying students’ learning needs and keeping track of their learning progress on PD day</li> </ul>	
	<p>2.1.2 Use multiple learning platforms to enhance learning and teaching effectiveness</p>			<ul style="list-style-type: none"> <li>• Teachers learn to use multiple e-learning platforms include online lessons and worksheets, Seesaw, Nearpod, Kahoot, Plickers and google form to monitor or analyze students’ learning progress</li> <li>• More than 95% of the teachers agree that the multiple e-Learning platforms like Seesaw, Nearpod, Kahoot, Plickers and</li> </ul>	<ul style="list-style-type: none"> <li>• An e-learning platform can be focused on in each subject to help monitor students’ learning progress</li> <li>• Sharing about the applications of multiple e-Learning platforms in real lesson environment can be done in GSM or subject meetings</li> </ul>

				<p>Google Form can enhance their capacity in monitoring or analysing their students' learning progress in the lessons (school-based survey)</p> <ul style="list-style-type: none"> <li>• Teachers learn to use Power Lesson to keep track of students' learning progress by using pre-lesson, while-lesson and post-lesson teaching strategies</li> </ul>	
<p>2.2 Equip teachers with the skills that motivate students to learn actively</p>	<p>2.2.1 Provide professional seminars or workshops for teachers to learn about the strategies, pedagogies on developing students' initiative to take an active learning role</p>	<ul style="list-style-type: none"> <li>• Teachers' feedback from various seminars and workshops on enhancing self-motivation of students' learning is positive.</li> <li>• 75% of teachers agree that their teaching skills on motivating students to learn actively have improved.</li> <li>• 75% of teachers have tried to apply pre-task and note taking teaching strategies and have made evaluation among their panel members.</li> </ul>	<p>Whole year</p>	<ul style="list-style-type: none"> <li>• Subject meetings and GSM sharing on how to enhance students' learning motivation through various e-learning platforms or doing pre-tasks</li> <li>• More than 90% of teachers agree that the sharing in subject meetings and GSMs about using e-learning platforms and doing pre-tasks are useful in enhancing students' initiative in learning. (school-based survey)</li> </ul>	<ul style="list-style-type: none"> <li>• About 70% of teachers have not attended any seminars or workshops about self-learning in 2019-20. (school-based survey)</li> <li>• Contrasting to teachers' view, only 64% of students reveal that their teachers often make them inquire into/investigate different issues in lessons (SHS). A more student-centered approach may need to</li> </ul>

		<ul style="list-style-type: none"> <li>70% of teachers have attended seminars/ workshops and conducted peer learning activities about self-learning such as pre-task and note taking</li> </ul>		<ul style="list-style-type: none"> <li>More than 90% of teachers reveal that they often engage their students in active inquiry and construction of knowledge in lessons. (SHS)</li> <li>APASO's subscale performance in Academic Initiation is above HK schools' average: 3.03 (DeliaMK) 2.92 (HK Schools)</li> <li>External STEM workshops for some teachers to learn about the pedagogies and strategies on developing students' initiative in learning through STEM education</li> <li>Ms. SC Chu has been sending out lists of EDB training courses and seminars to teachers regularly. Many of them are related to enhancing students' learning motivation and self-learning</li> </ul>	<p>be adopted by teachers in the lessons.</p> <ul style="list-style-type: none"> <li>External workshops about self-learning or enhancing students' learning motivation need to be provided</li> <li>Guest speaker(s) should be invited to share the effective pre-task strategies with teachers</li> <li>Strategic planning is needed regarding the staff development. Priority should be given to training courses related to self-learning or motivating students to learn.</li> </ul>
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	<p>2.2.2 Learn to use pre-task and note taking to activate learners' schema</p>			<ul style="list-style-type: none"> <li>• All teachers learnt how to design pre-task and note taking activities through collaboration in CLP, peer lesson observations and subject panel meetings</li> <li>• About 85% of teachers agree that their skills on designing and implementing pre-task and note taking activities have improved through the collaborative learning in CLPs, peer lesson observations and subject meetings. (school-based survey)</li> <li>• About 95% of teachers have applied pre-task and note taking strategies in their teaching on a regular basis. (school-based survey)</li> <li>• About 33% of teachers always or usually evaluate the pre-task and note taking teaching strategies with their level teachers while about 50% of teachers sometimes do so. (school-based survey)</li> </ul>	<ul style="list-style-type: none"> <li>• About 15% of teachers seldom evaluate the pre-task and note taking teaching strategies with their level teachers. (school-based survey)</li> <li>• Teachers need to reflect on their pre-task and note taking strategies in their next CLP</li> </ul>
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	2.2.3 Promote collaborative learning among teachers by inviting subject panels to share their effective strategies in applying pre-lesson tasks and their effectiveness in the classroom in a staff meeting			<ul style="list-style-type: none"> <li>Teachers shared their effective pre-task strategies in Term 2 and Term 3 subject panel meetings</li> </ul>	<ul style="list-style-type: none"> <li>To facilitate collaborative learning among teachers, teachers can be arranged a fixed time within the personal time-table for conducting CLPs</li> <li>To review CLP documents about pre-task strategies done by level Ts of last year</li> </ul>
	2.2.4 Conduct the class observation focusing on pre-task and note taking skills of students			<ul style="list-style-type: none"> <li>All teachers focused on exploring pre-task and note-taking in both peer lesson observation and lesson observation for appraisal</li> </ul>	<ul style="list-style-type: none"> <li>Align peer lesson observation with CLP</li> </ul>
2.3 Students can take an active role in pre-planning, collecting relevant	2.3.1 Develop students' ability to complete pre-lesson tasks and taking notes and provide plenty of	<ul style="list-style-type: none"> <li>70% of students agree that their lessons are structured with various kinds of self-learning activities.</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>More than 90% of teachers reveal that they often teach their students self-learning strategies, such as doing pre-lesson preparation,</li> </ul>	<ul style="list-style-type: none"> <li>Only about 50% of the students reveal that they are able to apply self-learning strategies, such as doing pre-lesson preparation, using concept maps and</li> </ul>

<p>information, expressing, summarizing their ideas as well as evaluating their learning progressively</p>	<p>opportunities for students to do pre-lesson preparation by applying different pre-task skills</p>	<ul style="list-style-type: none"> <li>• 65% of students can highlight the keywords in reading passages/ instructions and take notes in class.</li> <li>• 60% of students reveal that their self-directed learning skills have been enhanced.</li> <li>• 50% of students reveal that they set goals for their studies.</li> <li>• 50% of students reveal that they do lesson preparation works.</li> <li>• 55% of students can receive the awards</li> <li>• 50% of students agree that their academic performances have improved</li> </ul>		<p>using concept maps and online resources. (SHS)</p> <ul style="list-style-type: none"> <li>• About 76% of students reveal that teachers often provide them with guidance in self-learning strategies. (SHS)</li> <li>• Most students can complete the pre-task assigned in each chapter/unit and take notes with teachers' guidance in different subjects</li> <li>• More than 85% of teachers think that students can meet their expectation in doing the pre-task activities assigned. (school-based survey)</li> <li>• Senior students perform well in doing mind map.</li> </ul>	<p>online resources. Teachers need to continue to let students get familiar with the uses and benefits of various self-learning strategies. (SHS)</p> <ul style="list-style-type: none"> <li>• More scaffolding is needed when assigning pre-tasks to students. For instance, students may not know where or what to look for when collecting relevant information. Teachers are suggested to specify the web page or video while providing some guided questions for Ss to look into.</li> <li>• Tight schedule of syllabus to do pre-task/ note-taking activities in each chapter/unit</li> </ul>
	<p>2.3.2 Enable students to organize,</p>			<ul style="list-style-type: none"> <li>• Most students can take notes with sufficient scaffolding provided by</li> </ul>	<ul style="list-style-type: none"> <li>• Only 45% of teachers agree that their students can take notes by themselves to identify</li> </ul>

<p>summarize and consolidate their key concepts by applying diversified note taking skills such as using mind maps, pictures, tables and diagrams</p>			<p>teachers in different subjects</p> <ul style="list-style-type: none"> <li>• About 80% of teachers agree that students can highlight the keywords in reading texts or instructions by themselves. (school-based survey)</li> <li>• Senior students perform well in doing mind map.</li> </ul>	<p>and summarize main ideas. (school-based survey)</p> <ul style="list-style-type: none"> <li>• Specific graphic organizers can be focused on in each subject to help develop students' note taking ability</li> <li>• More guidance is needed for junior students to take notes using mind map.</li> <li>• Highlighting keywords are suggested as a question format.</li> </ul>
<p>2.3.3 Provide plenty of opportunities for students to receive immediate feedback from teachers and peers for carrying out self-evaluation</p>			<ul style="list-style-type: none"> <li>• More than 85% of teachers think that they have provided in-depth immediate feedback to enhance students' learning. (school-based survey)</li> <li>• Project Learning, VA, Putonghua and English process writing have instilled self/peer evaluation element in the relevant curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• About 68% of students reveal that they often review their learning based on their exam results and teachers' comments on their performance in assignments and in class. (SHS) More opportunities for giving feedback by teachers need to be provided to achieve Assessment for Learning (AfL).</li> </ul>

					<ul style="list-style-type: none"> <li>• Some teachers' feedback is superficial which is unable to enhance students' learning during class observation</li> <li>• Immediate feedback is missing by some teachers after checking students' understanding e.g. Kahoot during class observation</li> <li>• More extensive teachers' or peer evaluation need to be conducted in all subjects</li> <li>• Simplified self/ peer evaluation form for junior students.</li> <li>• Tight schedule of syllabus to do peer evaluation in each chapter/unit</li> <li>• Feedback can be written or oral</li> </ul>
	2.3.4 Enable students to carry out inquiry learning through cross-			<ul style="list-style-type: none"> <li>• A cross-subject project learning for developing Ss' generic skills which include self-learning has been implemented this</li> </ul>	<ul style="list-style-type: none"> <li>• Unable to evaluate the effectiveness due to school suspension</li> </ul>

subject project learning with STEM incorporation				<p>year. Inquiry learning plays a key role in KS2's STEM related project learning activities.</p>	<ul style="list-style-type: none"> <li>• Strengthen the coordination among different subjects</li> <li>• Optimize the design of the content of project learning, particularly J.3 &amp; 5, to better suit students' learning needs and abilities</li> <li>• Enrich the STEM element in the project learning activities</li> </ul>
2.3.5 Provide individualized self-learning elements, for example, to suggest relevant videos, web pages, graded exercises and learning tasks for students so that they can learn outside the class as supplementary tasks according to their own needs				<ul style="list-style-type: none"> <li>• About 70% of teachers think that they have arranged extended learning tasks in their lessons to stretch students' ability. (school-based survey)</li> <li>• About 60% of teachers reveal that their students often use a variety of resources in learning. (SHS)</li> <li>• Some teachers have demonstrated their ability to arrange meaningful extended learning activities in their lesson plans for appraisal</li> </ul>	<ul style="list-style-type: none"> <li>• Only about 53% of the students reveal that the teachers often arrange learning activities outside class for them. (SHS)</li> <li>• More extended learning activities are expected to further promote self-learning.</li> <li>• Make good use of post-lesson interface in PowerLesson to arrange extended learning activities</li> </ul>

	<p>2.3.6 Provide students with more opportunities to participate in self-directed learning activities</p>			<ul style="list-style-type: none"> <li>• The pre-task activities and the use of various e-learning platforms by teachers have enabled our students to participate in plenty of self-learning activities like flipped classroom, collecting relevant information from different resources and summarizing main ideas from the pre-task reading materials</li> <li>• The online learning materials developed during school suspension have provided Ss' opportunities to engage in self-learning</li> <li>• Seesaw enabled Ss to demonstrate what they have learnt and to get immediate feedback from teachers to enhance learning</li> </ul>	<ul style="list-style-type: none"> <li>• Contrasting with students' view, only about 55% of teachers reveal that their students take the initiative to learn. (SHS) Teachers need to let their students understand clearly the expectation on them regarding their initiative in learning.</li> <li>• Aligning with teachers' view, about 70% of students reveal that their teachers often arrange learning activities like group discussion and oral presentation in lessons to let them demonstrate what they have learnt in lessons (SHS). More opportunities need to be given by teachers to reflect Ss learning.</li> <li>• Discover more useful apps related to different subjects to facilitate students' self-learning experience</li> </ul>
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<p>2.3.7 Guide students to set learning goals (Start from Term 2)</p>		<p>From Term 2</p>	<ul style="list-style-type: none"> <li>• Cannot be implemented due to school suspension</li> </ul>	<ul style="list-style-type: none"> <li>• APASO's subscale performance in Goal Setting is below par 2.90 (DeliaMK) 2.93 (HK Schools)</li> <li>• Will be implemented and reviewed next year</li> </ul>
<p>2.3.8 Give awards to students and classes with good performance in pre-task, note taking and those who can carry out their learning goals successfully (Start from Term 2)</p>			<ul style="list-style-type: none"> <li>• Cannot be implemented due to school suspension</li> </ul>	<ul style="list-style-type: none"> <li>• Need to cooperate with Guidance &amp; Discipline team to work on the award scheme.</li> </ul>
<p>2.3.9 Guide students to reflect on the achievement of the learning goals and identify their</p>			<ul style="list-style-type: none"> <li>• Related to 2.3.7</li> <li>• Cannot be implemented due to school suspension</li> </ul>	<ul style="list-style-type: none"> <li>• Will be implemented and reviewed next year</li> </ul>

	strengths and weaknesses				
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3. Major Concern: Strengthen character education (Responsibility) and develop positive sense of value

<b>Targets (Intended Outcome)</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Time Scale</b>	<b>Achievements</b>	<b>Reflection (Suggestions for improvement)</b>
3.1 To help students acknowledge good behaviour, and build up their sense of responsibility and self-discipline by boosting character training	3.1.1 The character education will be reviewed in order to help students to develop the positive sense of value and attitude. Through the Personal Growth Lessons and Aesop's Fable Scheme, thereby students may develop a sense of responsibility	75% of students agree that their schoolmates are self-disciplined and responsible.	Whole Year	<p>Partly Achieved</p> <p>According to the teacher's questionnaire, 80% and 68.6% of teachers agreed PGE and Aesop's Fable Scheme respectively helps foster students' self-discipline and sense of responsibility.</p> <p>According to the SHS questionnaire, 75.1% of teachers agreed school helps students develop correct values.</p> <p>59.8% of students agreed that the school helps them to develop correct values. But only 3.9% of students disagreed of this.</p> <p>94.7% of parents agreed the school can foster in good virtues of their children.</p>	<p>Suggestion 1: More time should be given to the Personal Growth Education lesson; more and different activities like adventure can be added.</p> <p>Suggestion 2: The theme of responsibility in Aesop's Fables may be chosen to deepen students' understanding of the theme</p>
	3.1.2 Students use their Book of Remarks to self-reflect their performances, and it may	75% of students agree that their Book of Remarks help them to form good	Whole Year	Partly achieved According to the teacher's questionnaire, 80% of teachers agreed setting short-term	Suggestion 1: Book of Remark can be modified so that it is more focusing on moral development and reward

	help them to form good behaviors through-out the experience of self-reflections.	behaviors through-out the experience of self-reflections.		goals and reflecting the effectiveness with students, and re-setting their next goal after the reflection are beneficial. Students may internalize and cultivate good behavior through self-reflection.  But according to the SHS questionnaire, there is 50.7% of students agreed their schoolmates are self-disciplined and abide by school regulations.  And there is 93% of parents agreed school can foster their child's self-discipline and make them abide by school regulations.	scheme. Other information can be removed from it.  Suggestion 2: Parents can be involved in this reward scheme, so students may all day practice good behavior at school and home.  Suggestion 3: Teachers proposed that standardized cartoon cards as prizes, and this could motivate students to preform and practice good behaviors.
	3.1.3 "Bucket Filler" program is implemented to promote a high-achieving classroom that is supportive, warm and acceptive. (Lower forms of students)	75% of teachers agree that the "Bucket Filler" can engage students and strengthen the bonds between students and teachers.	Whole Year	Totally achieved All teachers agreed it can promote a high achieving classroom that is supportive, warm and acceptive.	Suggestion 1: This program should also be implemented in senior form of students, or it can be merged with the reward scheme.  Suggestion 2: There should be more promotion of the reward scheme, and it can be promoted to every level and present the prizes on the display boards in the corridors and present the prizes during morning assembly.

	<p>3.1.4 Sunshine Program: Modify a systematic and encouraging merit/demerit scheme with an enhanced improvement scheme</p>	<p>30% of students can achieve merit from positive behaviour or school services in each term.</p> <p>Less than 5% of students get the demerit record in each term.</p> <p>80% of teachers agree that the merit/demerit system with disciplinary follow-up sessions is effective.</p>	<p>Each semester in whole year</p>	<p>Partly achieved</p> <p>Due to the administration issue and coronavirus, we did not have a full semester data collected.</p> <p>According to the teacher's questionnaire, there was 68.6% of teachers agreed the system with disciplinary follow-up sessions effectively to help students acknowledge good behavior, and build up their sense of responsibility and self-discipline.</p>	<p>Suggestion 1: The merit and demerit system is not significant due to the school suspension. It must be promoted deeply after school resumption and in next school year. Sunshine Programme should be carried on and be put into practice</p> <p>Suggestion 2: Utilize e-discipline system</p> <p>Suggestion 3: Sharing sessions can be held during GSM; therefore teachers could pay extra attention to the related issues.</p>
<p>3.2 To nurture students to appreciate the quality of self and others</p>	<p>3.2.1 To align with the development of sports and arts, exhibitions and performances will be arranged to help develop students' sense of appreciation. The school will also communicate, hold friendly matches, exchange sessions, and exhibitions with other schools</p>	<p>80% of students agree that they did appreciate the quality of self and others.</p>	<p>Whole Year</p>	<p>Partly achieved</p> <p>Due to the coronavirus, school is suspended, and some of the activities are cancelled. According to the SHS questionnaire, 79.2% of students agreed they get along well with their classmates and 72.4% of students agreed school actively guides them to acquire the skills to get along with others well. Less than 4.7% and 4.3% of students disagreed them respectively.</p>	<p>Suggestion 1: Not only Sport, Arts and Music performances will be arranged, students may even practice to appreciate the quality of self and others through services. Volunteer Service group should be formed in the next school year.</p> <p>Suggestion 2: Prize presentation can be held in the morning assembly monthly.</p>

3.3 To improve the leadership and responsibility culture among students	3.3.1 To construct the “Peer-mediator” programme for prefects. Through systematic training, students can build up confidence and leadership skills	80% of prefects agree that the program may help them to build up their confidence and leadership skills.	Whole Year	Not Achieved Due to the coronavirus, school is suspended, so prefects were not able to attend the training sessions. Data does not exist.	Suggestion 1: Workshop can be carried at the beginning of the school year, and it may no need to hold after the prefect training.
	3.3.2 Reconstruct prefect training to strengthen their leadership, responsibility and confidence; to modify the Prefect Nomination System from Denomination to Self-nomination.	80% of teachers agree that prefects have carried out their duties responsibly.  In-charge teachers assess prefects’ performance and do reflection with them at the end of each term	Whole year	According to the teacher’s questionnaire, there is 85.7% of teachers agreed school prefect has been developed effectively and can carry out their duties responsibly.  100% of prefects agreed that the prefect workshop and training can strengthen their leadership and responsibility.	Suggestion 1: Regular trainings can be arranged for monitors, librarians as well.  Suggestion 2: Uniform groups can be formed and participated in some duties such as PTI, new student interview day, etc.

**地利亞(閩僑)英文小學周年財政狀況**  
**2018/2019 學年財政摘要**

	政府撥款	非政府經費
<b>收入(佔全年整體收入的百分比)</b>		
直資津貼(包括不計入直資學校單位成本的政府撥款)	88.51%	不適用
學費	不適用	8.99%
捐款(如有)	不適用	0.00%
其他收入(如有)	不適用	2.50%
總計	88.51%	11.49%
<b>開支(佔全年整體開支的百分比)</b>		
員工薪酬福利	64.62%	
運作開支(包括學與教方面的開支)	13.32%	
學費減免/獎學金 [1] (佔學費收入的12.15%)	1.22%	
維修及保養	20.03%	
折舊	0.81%	
雜項	0.00%	
總計	100.00%	
學年的盈餘/虧損 <sup>#</sup>	1.58 個月營運開支	
學年完結時營運儲備的累積盈餘/虧損 <sup>#</sup>	11.25 個月營運開支	
<sup>#</sup> 相等於全年整體開支的月數		

大型基本工程的開支詳情(如有)：

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[1] 學費減免/獎學金的開支百分比，是根據學校的全年整體開支計算，有關百分比，與教育局要求學校根據學費收入計算的學費減免/獎學金撥款百分比(不得少於10%)不同。

現確認本校已按教育局要求，預留足夠撥款作學費減免/獎學金計劃之用(如適用，請在方格內加上「✓」號)。