



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

**Annual Report
School Year 2021-2022**

DELIA (MAN KIU) ENGLISH PRIMARY SCHOOL

1. School Vision & Mission

Vision and Mission:

We envision Delia (Man Kiu) English Primary School to become “**OUR HOME**”, where 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 developing the virtues of **Morality** and **Equality**.

The school is devoted to actualizing the vision in accordance with the spirit of our school motto “Harmony in Diversity”. The school is committed to catering 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。

2. School Goals

Strive for Excellence

3. School Motto

Advancement in Adversity, Harmony in Diversity

4. Core Values of Education

Love and Care

Major Concern: 1. To enhance students' abilities of integrating and applying the knowledge through STREAM education.

Targets (Intended Outcome)	Strategies	Success Criteria	Time Scale	Achievements	Reflection
1.1 A feasible mode of implementing a School-based STREAM programme	1.1.1 Building on the foundation of Project Learning where a set of skills is developed, a school-based STREAM programme (1st stage: STEM) is carried out to let students integrate and apply their skills.	The programme (1st stage) is carried out in all level.	Whole year	The first stage is carried this year. Teachers had training concerning STEM, communication & collaboration skills. J.1-6 students applied their corresponding skills in lessons and STEM activities such as Project Learning and Smart Inventor. Products like ship models and bridge models were created as well.	The second stage (STEM, reading and problem-solving) will be carried in 2022-2023.
1.2 To strengthen teachers' awareness and abilities of delivering STREAM related skills to students in different Key Learning Areas (KLAs)	1.2.1 To arrange STREAM related seminars / workshops for teachers to acquire the innovative pedagogies in different KLAs.	70% of teachers agree that the teaching pedagogies learnt in the STREAM related seminars/workshops are useful	Whole year	Various training workshops are carried out to all teachers this year. Topics include STEM, communication & collaboration skills, and Google Classroom. However, about	Specific training workshops such as computational thinking across subjects will be offered to all teachers in 2022-2023. The content of the workshop should be focusing to

				65% of teachers agree that the teaching pedagogies learnt in the STREAM related workshops are useful. The others thought it is not related to their subjects. (school-based survey)	different KLAs thus more teachers can apply the knowledge in their lessons.
1.2.2	To enable teachers to have collaborative lesson planning (CLP) for each unit / module with a focus on STREAM related skills – Communication and Collaboration skills.	70% of teachers agree that the CLP and PLO can raise their awareness and improve their teaching strategies on developing students' Communication and Collaboration skills. 70% of teachers can demonstrate how to develop students' Communication and Collaboration skills.	Whole year	As shown on the CLP records, teachers discussed various ways of enhancing students' communication and collaboration through different subject-based strategies. (CLP records) About 97% of teachers demonstrated how to develop students' communication and/or collaboration skills from PLO. (PLO lesson plans and review forms)	One of the new focus in second stage is problem-solving skill. Thus, teachers should not only discuss the communication & collaboration skills but also implement the teaching strategies on enhancing students' problem-solving skills in CLP. For reading, the Promote Reading to Learn Group will organize various learning activities of enhancing students' reading
1.2.3	To enable teachers to conduct peer lesson observation (PLO) with a focus on STREAM related skills – Communication and Collaboration	70% of teachers agree that the review meeting and teachers' sharing after the lesson observation help improve their teaching strategies on how to develop students' Communication and		About 87% of	

	skills.	Collaboration skills.		teachers agree that the CLP and PLO can raise their awareness and improve their teaching strategies on developing students' communication & collaboration skills. Besides, about 96% of teachers agree the review meeting and teachers' sharing after PLO can improve their teaching strategies on developing the skills. (school-based survey)	interest and abilities in different occasions.
	1.2.4 To conduct review meeting with teachers and invite them to share good practices after PLO on how to enhance students' STREAM related skills – Communication and Collaboration skills.				
1.3 To enable students to apply and demonstrate the skills developed in a visualized product or report	1.3.1 The school-based STREAM program (i.e. Smart Inventor) is focusing on Communication and Collaboration skills, engineering design process and data handling under the theme of "Delia (Man Kiu) & the community": J.1 – Caring	70% of teachers agree that the 'Smart Inventor' help facilitate students' communication & collaboration.	Whole year	Students applied communication & collaboration skills when they were working the 'Smart Inventor'. Most of the STEM products are functionable and fulfilled the engineering design process. The contents of the 'Smart Inventor' matched with the Mathematics and General Studies	The 'Smart Inventor' will be developed continuously according to the new focus in every school year. Reading elements will be added to it in 2022-2023.

	<p>about the elderly J.2 – Knowing about the community J.3 – Land transport in Tsing Yi J.4 – Bridges in Tsing Yi J.5 – Green Tsing Yi J.6 – Water transport in Tsing Yi</p>		<p>syllabus so that students can practice what they learn in the hand-on activities. (Teachers’ observation, students’ product and syllabus review)</p> <p>About 70% of teachers agree that the ‘Smart Inventor’ help facilitate students’ communication & collaboration skills. (school-based survey)</p>	
	<p>1.3.2 To provide STEM-related learning activities which focusing on Communication and Collaboration skills in and outside the classroom in Mathematics and General Studies.</p>	<p>70% of teachers agree that the STEM-related learning activities in and outside the classroom help facilitate students’ communication & collaboration.</p>	<p>Some students performed in different STEM-related activities such as Project Learning, STEM week and online activities conducted by external organizations. In addition, students showed their abilities of using communication & collaboration skills in the activities. (Teacher s’</p>	<p>Due to the suspension of face-to-face classes, the activities were not carried out successfully to all levels. Some of the activities could only be held in online mode. To increase the effectiveness, the activities should be held during face-to-face period in future.</p>

				<p>observation and students' product)</p> <p>Yet, about 50% of teachers agree that the STEM-related learning activities in and outside the classroom help facilitate students' communication & collaboration. (school-based survey)</p>	
<p>1.4 To enrich the resources in school for STREAM education</p>	<p>1.4.1 To expand the existing STEM & e-Learning Group with representatives from major subjects and provide more opportunities for internal sharing.</p>	<p>80% of teachers agree that the modified structure of STEM & e-Learning Group can facilitate internal sharing.</p>	<p>Whole year</p>	<p>The group consists of Chinese, English, Mathematics, General Studies and V.A. representatives. But only about 61% of teachers agree the STEM & e-Learning Group can facilitate internal sharing. (school-based survey)</p>	<p>Number of the group meeting was not enough in this school year. Frequent meeting (i.e. at least once a term) should be arranged in future for internal sharing.</p>
	<p>1.4.2 To review the appropriateness of the existing equipment and facilities in STREAM education by the STEM & e-</p>	<p>70% of teachers agree that the equipment and facilities of STREAM related resources are used appropriately after the review.</p>		<p>Several STREAM equipment such as Micro:bit V2 were purchased for all J.6 students for loan in this school year. But about</p>	<p>Promotion of the STREAM related equipment and facilities should be stressed in future. Teachers will be encouraged to</p>

	Learning Group.			48% of teachers agree that the equipment and facilities of STREAM related resources are used appropriately after the review. Teachers didn't find the opportunity of using the resources in their own subjects.	apply the resources in their own subjects.
	1.4.3 To optimize the existing Learning Management System	70% of teachers agree that the Learning Management System adopted can facilitate the development of students' STREAM related skills		Google Classroom and eClass Power Lesson 2 were adopted in this school year. About 70% of teachers agree the LMS can facilitate the development of students' STREAM related skills.	Google Classroom will be fully launched to all levels in 2022-2023.
	1.4.4 To purchase more tablets to facilitate a more comprehensive and efficient implementation of STREAM education in and outside classroom.	'One device per student' is achieved for 3 levels of students (i.e.J.1, J.4 & J.5) Equipment is available for making STREAM products at school.		Each J.1, J.4 & J.5 students was assigned an iPad for loan in this school year. It facilitated e-learning in and outside classroom. Students were	Students in all levels will be assigned an iPad for loan in 2022-2023.

				<p>provided equipment such as Micro:bit V2, electrical component and a 4-metre long pool for making STREAM products at school.</p> <p>Students submitted e-assignment and conducted different e-activities such as online discussion in LMS.</p>	
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Major Concern 2: Cultivate students’ positive thinking and establish a positive school culture.

Targets (Intended Outcome)	Strategies	Achievements	Reflection (Suggestions for improvement)
2.1 The development of positive values and behaviour in students.	2.1.1 To establish a “Positive Education Team” to develop and optimize Personal Growth Lesson in J1, and it is infiltrating the elements of Positive Education in activity-based and experienced based lessons through collaboration lesson planning meetings.	<p>Fully achieved: According to the teacher questionnaire, all teachers agreed that the new Personal Growth Lessons can help students to develop positive values and behaviour.</p> <p>There is greater than 85% of participating teachers agreed the school-based Smart Kids/Teens booklet can enhance students’ understanding of positive values and behaviour.</p>	<p>Reflection: Other than class teachers of J1, school invited two teachers to join into the team and they are co-teaching the lesson with the class teachers. Teachers reflected that class teachers are ready to lead the lessons alone after early summer holiday.</p> <p>Suggestion: School would like to develop and optimize the personal growth lesson in J2 and J3 next year. Class Teacher of J1-J3 are the core team member of it and</p>

			J4-J6 class teachers are welcomed to join in too. Teachers would like to increase the participation of parents and the understanding of their child; so parents' comments section will be added in the smart kids/teens booklets next year.
2.1.2 To organize and carry on the 3-year Positive Education cycle in classroom management – Positive Sharing.	<p>Fully Achieved: There is greater than 85% of participating teachers agreed with the effectiveness of these strategies</p> <p>According to the parent's questionnaire, there is greater than 90% and 80% of parents agreed to continue the Positive Sharing and No Homework Day respectively in the next academic year.</p>	<p>Reflection: Students enjoyed the sharing activity that they had chance to interact with teachers and classmates which is not able to found from the regular curriculum.</p> <p>Suggestion: Demonstration from online video could be provided for students to enhance their deepness of the sharing. Inter-class sharing can be arranged. It can combine with other programs to cultivate sharing culture in school. (E.g. Tree Hole Activity)</p>	
2.1.3 Through whole school award (Diamond) scheme to nurture students' positive value.	<p>Partly Achieved: 45% of students (236 out of 527 students) achieved at least 1 diamond.</p> <p>Greater than 70% of teachers agreed the Diamond scheme helps to nurture students' positive values.</p>	<p>Reflection: Reinforcement scheme is effective motivator for lower grade students but not J5-6. Most of the lower primary students were still enthusiastic about collecting stamps. But upper primary students stated being less engaged to this scheme due there were no actual prizes others than the diamond. It is because the</p>	

			<p>situation of</p> <p>Suggestion: Secondary reinforcer (activity reinforcement) can be integrated into the scheme for J5-6, or the diamond scheme only apply in J1-J4. Intangible reward such as favourite activities, public acknowledgement, opportunities to choose a game or story for the group. Align the standard of giving reward to encourage students' positive behaviour.</p>
<p>2.2 To build up a positive school atmosphere and relationships.</p>	<p>2.2.1 Through "Gratitude, Forgiveness & Happiness" Project to build up a positive school atmosphere and relationships.</p>	<p>Fully Achieved: There is greater than 95% of teachers agreed with the effectiveness of these strategies. And all students participated in activities related to these strategies and behave actively.</p> <p>There is greater than 80% of students participated in activities and behave actively.</p> <p>According to the questionnaire, most of the questions have 70% or above as the score result, but the "happiness related questions got lower than 70% as the score result.</p>	<p>Reflection: It is a good start that the school brought out this project by crossing different subject activities.</p> <p>Suggestion: Greater promotion is needed to let students know more about the theme and the hidden meaning of the work.</p>

	<p>2.2.2 To organize talk, sharing and assemble in related topics to promote positive values.</p>	<p>Fully Achieved: There is greater than 95% of teachers agreed with the effectiveness of these strategies.</p>	<p>Reflection: Students & teachers know more about 26 core emotion through the self-disclosure sharing in assembly.</p> <p>Suggestion: In the next year, school can prepare a specific and detailed planning to deepen and strengthen the students' understanding of one to three of the emotions or positive value. Involve students in assembly to do the sharing related with positive education. Involve school leaders such as prefect or librarian into the sharing activity with positive value.</p>
	<p>2.2.3 To prepare different learning media related to positive values.</p>	<p>Fully achieved: School purchased 42 books which related to different positive values. Also, it prepared some visual aids in each classroom like emotion chart and posters.</p>	<p>Reflection: School purchased some books which teach empathy, mindfulness, social skills, overcoming challenges, kindness, feelings, honesty, self-control and resiliency.</p> <p>Suggestion: More decorations such as poster, slogan, sign, lovely photo can cultivate a positive environment and atmosphere.</p>
<p>2.3 To Enhance teachers' understanding of positive education and strengthen the implementation of positive</p>	<p>2.3.1 To co-operate with different external organizations to effectively and comprehensively implement positive education.</p>	<p>Fully Achieved: According to the questionnaire, there is greater than 85% of participating teachers have deeper understanding of "Positive Education" and have</p>	<p>Reflection: After enhanced the understanding of positive education, and teachers would like to have more practical experience to strengthen the implementation of positive education effectively.</p>

<p>education effectively.</p>		<p>greater confidence to carry out the spirit of Positive Education in school.</p> <p>And there is greater than 85% of participating teachers agreed they can enhance their understanding of positive education and strengthen the implementation of positive education effectively.</p>	<p>Suggestion: Teachers feedback that the school can arrange activity-based and experienced based workshops next year, and it can enhance teachers' greater understanding of positive education.</p>
	<p>2.3.2 Promote teacher's wellness and self-awareness of wellbeing through having different activities.</p>	<p>Fully Achieved: About 85% of teachers participated at least one of the activities.</p> <p>Nearly all participating teachers agreed it increases the self-awareness of wellbeing.</p>	<p>Reflection: School and CityU were organized a cookery workshop to promote teachers' wellness and self-awareness of wellbeing, due to the uncertainty of pandemic and the concern of prevention measures, it had rearranged as a teacher workshop in school hall. Teachers would like to have different activities regularly.</p> <p>Suggestion: Teachers would like to have a regular activity that might help to take care of their wellness and self-awareness of wellbeing.</p>
	<p>2.3.3 To arrange professional development training of "Positive Responding Skill" for teachers to prepare and implement positive education</p>	<p>Fully achieved: According to the questionnaire, there is greater than 85% of teachers agreed it can help teachers to prepare and implement positive</p>	<p>Reflection: Since the speaker served our school PD day for the second year, teachers would like to have more new approaches and insights for reference.</p>

	effectively.	education effectively, and it increases students' confidence and engagement.	Suggestion: We would approach potential speaker or organization to bring up different methodologies and practical approaches.
2.4 To cooperate with parents to foster positive parenting.	2.4.1 To organize different types of parent workshops and talks to promote positive parenting.	Partly Achieved: There was 231 times of parent attendees record for different types of parent workshops and talks that promote positive parenting.	Reflection: Parents' feedback that they would like to join more workshop to enhance parenting skills.
	2.4.2 To distribute positive parenting information to parents regularly.	There is greater than 95% of the participating parents agreed with the effectiveness of the parents talk.	Suggestion: Since the participation rate in workshop is greater than talks, school will try to organize more different types of parents' workshops. We believed that the reason is a small group of parents' workshops is easier to get engaged and devoted.

7. Financial Summary

地利亞(閩僑)英文小學周年財政狀況 2020/2021 學年財政摘要

	政府撥款	非政府經費
收入(佔全年整體收入的百分比)		
直資津貼(包括不計入直資學校單位成本的政府撥款)	89.77%	不適用
學費		9.14%
捐款(如有)		0.00%
其他收入(如有)		1.09%
總計	89.77%	10.23%
開支(佔全年整體開支的百分比)		
員工薪酬福利	71.61%	
運作開支(包括學與教方面的開支)	16.51%	
學費減免/獎學金 [1] (佔學費收入的22.71%)	2.29%	
維修及保養	7.49%	
折舊	2.10%	
雜項	0.00%	
總計	100.00%	
學年的盈餘/虧損*	1.14 個月營運開支	
學年完結時營運儲備的累積盈餘/虧損*	11.97 個月營運開支	
* 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):

[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)。

