



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

School Year 2014-2015

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。

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Major Concerns

1. Management & Organization:
 - To re-structure of M drive
 - To set up senior teacher mentoring programme
 - To celebrate the group of schools of the 50th Anniversary

2. Learning & Teaching:
 - To strengthen the Collaborative Lesson Planning (CLP) cycle to upgrade the quality of students' learning

3. Student Support & School Ethos:
 - To set up leadership training (Prefect & monitor)
 - To optimize Extra-curricular activity and,
 - To establish the Personal Growth Lesson into routine schedule

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ADMINISTRATION

Major Concern: 1) M Drive 2) Senior teacher mentoring programme 3) 50th Anniversary

1) M Drive

Intended Outcome(s)	Success Criteria	Strategy/ Task	Evaluation Method	Person in charge	Remark
To access the information and data efficiently	80-90% teachers can retrieve their data in the right folder	- Numbering the folder - Create an index file with hyperlinks - In-charge teacher of each domain suggests the format of folders and required information	- Teachers check the M Drive at the end of each term - In-charge teacher of each domain evaluate the contents of the folder - Questionnaire	All admin team members	

2) Senior teacher mentoring programme

Intended Outcome(s)	Success Criteria	Strategy/ Task	Evaluation Method	Person in charge	Remark
New teachers can understand the daily routine works, curriculum and requirements of the school efficiently	All new teachers can understand the daily routine works, curriculum and requirements of the school by the end of October	- Mentors and new teachers arrange regular meeting to discuss the issues concerned - New teachers meeting for the evaluation of recent works	-Questionnaire -Reflections in the new teachers meeting	All admin team members	

3) 50th Anniversary

Intended Outcome(s)	Success Criteria	Strategy/ Task	Evaluation Method	Person in charge	Remark
To celebrate 50 th Anniversary of Delia Group of Schools	-School members get to know more about school -Foster the sense of belonging of school members	- Each subject should organize at least TWO celebratory activities - Submits TEN interesting facts of our own school - Submit FIFTY recent photos for the booklet - Prepare at most 250 words with principal's messages, school mission, school plan, characteristics and school development	- 80% of the school members enjoy the activities	Principal, Subject Panels	

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LEARNING AND TEACHING

Major concern: To establish the CLP cycle

Chinese Language

本科目標：

1. 中文科課程改革； 2. 培養學生閱讀的興趣及能力； 3 加強學生的寫作能力

目標/範疇	關注事項	評估方法	策略/工作	成功準則	所需資源	時間表	負責人
營造學習風氣與環境	中文科課程改革	<ul style="list-style-type: none"> ◇ 觀課 ◇ 學生測考成績 	<ul style="list-style-type: none"> ◇ 優化低年級課程 透過每星期同儕備課，各級老師作經驗分享及意見交流，檢討過往課程上之不足，以優化低年級課程，提升學習效能。 ◇ 發展高年級課程 每星期進行同儕備課，各級老師共同討論及作經驗分享，進行單元教學及工作紙設計，以發展高年級課程，完善本校中文科課程。 	<ul style="list-style-type: none"> ◇ 100%老師參與設計 ◇ 學生於聽、說、讀、寫四方面的能力有所提高。 	<ul style="list-style-type: none"> ◇ 備課紀錄 ◇ 單元教學設計 	全年進行	中文科 科任老師
	培養學生閱讀的興趣及能力	<ul style="list-style-type: none"> ◇ 教師觀察 ◇ 閱讀紀錄表 ◇ 紀錄學生閱讀量 ◇ 閱讀工作紙 ◇ 伴讀小冊子 	<ul style="list-style-type: none"> ◇ 推行中文閱讀計劃，選擇適合學生程度的中文圖書讓學生自由借閱。 ◇ 學生按照自己的興趣及能力完成閱讀工作紙。 ◇ 推行課堂伴讀計劃，透過故事閱讀及小遊戲，以培養及提升學生的閱讀興趣及能力。 	<ul style="list-style-type: none"> ◇ 75%學生能每月借閱中文圖書一次。 ◇ 75%學生能全年完成4張閱讀工作紙。 ◇ 70%學生能完成伴讀小冊子。 	<ul style="list-style-type: none"> ◇ 中文圖書 ◇ 閱讀紀錄表 ◇ 閱讀工作紙 ◇ 伴讀小冊子 	全年進行	中文科 科任老師
營造學習風氣與環境	加強學生寫作能力	<ul style="list-style-type: none"> ◇ 展示學生寫作比賽作品 	<ul style="list-style-type: none"> ◇ 各組中文科科任老師每月揀選學生作品定期張貼於校園內，一方面讓學生可互相交流及欣賞，另一方面能鼓勵學生多寫作。 	<ul style="list-style-type: none"> ◇ 每組每月最少有2-3位同學的作品張貼於校園內。 	<ul style="list-style-type: none"> ◇ 學生作品 	全年進行	中文科 科任老師

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English Language

(i) Enhance student's Reading & Writing Competence

Intended Outcome(s)	Success Criteria	Strategy/ Task	Evaluation Method	Person in charge	Remarks
Enhance student's Reading & Writing Competence	Students will be able to: 1. Read and spell all the sight words for their grade level.	<u>Apply Phonics and Word recognition</u> - Have a word wall in alphabetical order in grade 1 classroom (J.1 whole year) - Make sure students master all high frequency words for their grade levels. Spare some teaching time to introduce high-frequency words and send home HFW list. (J.1-6 whole year)	Lesson Observation English dictation	Grade English teachers	<u>Resources:</u> Word wall cards
	2. Use reading strategies to understand non-fiction texts.	<u>Introduce Non-fiction texts</u> - Read one or two non-fiction texts every week for all grades, and they include: - <i>Information texts (reports)</i> - <i>Recount texts (Biography, diaries)</i> - <i>Instructions and procedures (recipes, directions, manuals and plans)</i> - <i>Persuasion texts</i>	Lesson Observation Include at least one non-fiction text in their test/exam reading paper	Grade English teachers	J.1-6 / whole year J.1 focus on recount texts and instruction texts J.2 add Information texts J.3 and up – Start to learn read and write persuasion

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		<ul style="list-style-type: none"> - <i>Argument text</i> - Teach reading skills through reading non-fiction texts 			<p>texts and argument texts</p> <p>Resources: Texts</p>
	<p>Students will be able to:</p> <p>1. Apply reading skills in their reading comprehension</p>	<p><u>Reading</u></p> <ul style="list-style-type: none"> - Teach reading skills and writing skills explicitly to enable students to grasp the skills and apply them on their own tasks - When teachers use their core readers, they must include learning activities of some listed reading skills 	<p>Reading assessment papers should include questions that test students reading skills</p>	<p>Grade English teachers</p>	<p>J.1-6 / whole year</p> <p><u>Resources:</u> Powerpoint presentation / worksheets / quizzes / games / group activities</p>
	<p>Students will be able to:</p> <p>1. Use phonics to enhance their reading ability</p>	<p><u>Teach Phonics</u></p> <ul style="list-style-type: none"> - Teach all the phonics learning items for all grades, even grade 1-3 (see appendix 1) (J.1-6, especially for KS1) - Set the spelling list of words with the same consonants, vowels, blends, diphthongs to get students familiar with the spelling rules. (J.1-3) <p><u>Focus on Sight words / High frequency words</u></p> <ul style="list-style-type: none"> - Provide practice at sight recognition and spelling of sight 	<p>Class observation</p>	<p>Grade English teachers</p>	

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	<p>1. J.1 – Use Phonics & word recognition skills to read more single words J.2 – recognize Consonants & vowels for reading more words and sentences J.3 – Read paragraphy in meaning</p>	<p>words <u>Pull-out Programme</u> Aim at helping weak students to build up English foundation (J.1-J.3, 1 or 2 lessons a week)</p>	<p>Class observation English dictation Test/exam result</p>	<p>NET</p>	<p><u>Resources:</u> Jolly Phonics Charts, Tables, story books, word cards</p>
	<p>Students will be able to: 1. Locate the grammar conventions / rules for easy reference. Read aloud between lessons 2. Apply writing skills in their writing work</p>	<p><u>Writing</u></p> <ul style="list-style-type: none"> - Strengthen grammar skills by posting up charts / tables / posters for daily drilling and practice - Teach 6 traits of writing (Ideas, Organization, Voice, Sentence Fluency, Word Choice, Conventions) and ensure students to grasp the listed writing skills in Appendix 2 - Continue process writing, practice the skills of revising and editing 	<p>Use Rubrics for class writing work Enhancement is seen in writing performance</p>	<p>Grade English teachers</p>	<p>J.4-6 / whole year Ideas & Organization – October & November Voice – December & January Sentence Fluency – February & March Word Choice and Conventions – March-June J.4-6 / whole year <u>Resources:</u> Charts / tables / posters</p>

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(ii) Encourage teacher collaboration & teaching professionalism

Intended Outcome(s)	Success Criteria	Strategy/ Task	Evaluation Method	Person in charge	Remark
Enhance teacher collaboration & teaching professionalism	1. Teachers share and discuss teaching ideas at regular collaborative lesson planning sessions	- Collaborative Lesson Planning	Lesson plans record	All teachers	www.drop-box.com or school M drive
	2. Teachers observe one grade teacher's lesson (same grade) and keep discussion record		Discussion / reflection record	Grade English teachers	
	3. Teachers upload and share teaching materials on a common electronic platform	- Share teaching resources and develop teaching resources Bank	The increasing record of shared resources	Panel Head (set up)	
	4. Share teaching methods and ideas at English panel meeting on a regular basis	- Provide update and Inspirational input	English Panel Meeting record	All teachers	
	5. Panel Head introduces subject related ideas / activities and conduct mini workshops to enhance teachers' professional knowledge		English Panel Meeting record Application of ideas in lessons	Panel Head	

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Mathematics

a) Arouse students' interest of learning in Mathematics

Intended Outcome(s)	Success Criteria	Strategy/ Task	Evaluation Method	Person in charge	Remark
<ul style="list-style-type: none"> ● Students enjoy the booth games / activities in Math Fun Day ● Students participating the monthly math challenging questions 	<ul style="list-style-type: none"> ● 80% of the students enjoy the Math Fun Day ● About 40% of the students in each class will answer the questions 	<ul style="list-style-type: none"> ● Math Fun Day will be held ● Math challenging question will be released to J.1-6 for answering every Month. Questions will be separated into 3 groups : J1-2 , J3-4 , J5-6 ● Students who answer the questions correctly will get the sticker and get a prize when they got 3 stickers 	<p>Student evaluation form</p> <p>Record of the students participation</p>	<p>All Mathematics teachers</p> <p>All Mathematics teachers</p>	

b) Improve students' calculation speed and accuracy

Intended Outcome(s)	Success Criteria	Strategy/ Task	Evaluation Method	Person in charge	Remark
<ul style="list-style-type: none"> ● Students' speed and accuracy of calculating basic and mixed operation will be enhanced. 	<ul style="list-style-type: none"> ● Students will do a pre quiz in October and a post quiz at the end of academic year. ● 50% of the students' result will be improved. 	<ul style="list-style-type: none"> ● 5 minutes arithmetic quiz before starting lesson. The quiz should be done 2 times per week. Award scheme of this 5 min quiz will be carried out in the class. 	<p>Pre and post quiz</p>	<p>All Mathematics teachers</p>	

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c) Differential students learning mathematics ability

Intended Outcome(s)	Success Criteria	Strategy/ Task	Evaluation Method	Person in charge	Remark
<ul style="list-style-type: none"> ● Students who are weak in learning mathematics improve their math assessment marks and mathematics basic knowledge. 	<ul style="list-style-type: none"> ● The overall mathematics mark of the small group learning students is increased by 20% 	<ul style="list-style-type: none"> ● students who are low learning ability in mathematics will be grouped together to attend mathematics lesson. ● Students do the basic questions in their assignment , not the challenging or advanced questions ● There are about 60 marks is about the basic knowledge in each assessment. 	Test and Exam	Mathematics panel head, mathematics teachers	

d) Enhance teachers' teaching methods or ideas

Intended Outcome(s)	Success Criteria	Strategy/ Task	Evaluation Method	Person in charge	Remark
<ul style="list-style-type: none"> ● Teacher will have more teaching methods/ idea, activities and techniques for each unit. 	<ul style="list-style-type: none"> ● Mathematics teachers will complete the CLP form after every CLP meeting. 	<ul style="list-style-type: none"> ● Each level Mathematics teachers will discuss the coming teaching pace, activities, method from the coming unit every 5-6 weeks. ● Experience teacher will share their 	CLP form	All mathematics teachers	

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		<p>teaching idea to the new teachers during the CLP meeting.</p> <ul style="list-style-type: none">● Each level of Math teachers will present one of the unit plan during the math panel meeting. Others teachers will give advice based on their planning.			
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General Studies

Intended outcome(s)	Success criteria	Strategy/Task	Evaluation method	Person in charge	Remarks
1. Students can show their awareness of the environmental protection and act it in the daily life.	More than 70 % students show their concerns about the importance of 4Rs and act them in school life.	Make use of the waste materials to design a recycle box used in students' classrooms.	Check whether they use the reused materials to make the product. Students use the recycle box to collect waste paper.	G.S. panel head G.S. teachers	
	More than 70% students develop a habit of recycling in school life	Six newly recycle bins are put in the covered playground.	Check the utilisation of the recycle bins.		
	More than 50% students switch off the Air-Con at night on 25 th September All teachers and students switch off Air-Con in the first three periods	Encourage students to join the "Hong Kong No Air-Con Night". Stickers are given to students as a prize.	Check the number of stickers given out.		

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<p>2. Students can develop a healthy eating habit and understand the importance of the fitness of their body.</p>	<p>More than 70% students can practise healthy eating habits in school life.</p>	<p>Co-operate with class teachers to develop a prolonged healthy eating habit for students throughout the year.</p> <p>Held the healthy food/ Fruit carnival to arouse the awareness in choosing healthy diet in daily life.</p> <p>Monitor food list of the tuck shop</p> <p>The top 50 students who get the most number of stickers can get an award.</p>	<p>Class teachers and classmates can help to do the monitoring. During lunch and recess</p> <p>Assess the students' understanding of choosing healthy diet by using different games and activity.</p>		
<p>3. Students can develop the interest of learning the knowledge of science and technology</p>	<p>More than 60% students participate in the Science Fun Day/ General Studies Fun Day</p>	<p>Arrange more experiments in lessons rather than simple observation.</p> <p>Using more daily life examples in teaching & learning accompany with suitable worksheets and experiments.</p> <p>Using Tablets to enhance students' interest in learning G.S.</p>	<p>Use the hand-out to assess the students' understanding of the game booths in Science Fun Day.</p> <p>Assess the opportunities and effectiveness for students of trying different experiments</p>	<p>G.S. panel head</p> <p>G.S. teachers</p>	

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4. Enhance the efficiency of students' learning and new teachers benefit through CLP discussion	All teachers attend the CLP meetings regularly. New teachers familiarize with the critical concepts of each unit.	Unit plans and teaching aids are prepared for each unit. Senior teachers can share their difficulties and experience of teaching General Studies.	Checking the CLP unit plans.	G.S. panels G.S. teachers	
	Peer lesson observation	Assist colleagues to plan the lessons in CLP. Teachers can get advice and comments from others.	Appraisal of the lesson observation.		

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STUDENT SUPPORT

Major concern:

Intended Outcome(s)	Success Criteria	Strategy/ Task	Evaluation Method	Person in charge	Remark
Enhance Students' leadership skills	<ul style="list-style-type: none"> * All monitors and prefects join the scheme * 80% or above teachers agree that the scheme is effective * 70% of students think they have improved in self evaluation 	<p>Weekly Training Workshops for prefects and monitor</p> <ul style="list-style-type: none"> * Monitors: two groups of students J1-3 & J4-6s, weekly * Prefects: 4 groups of students, sorted by grades <ul style="list-style-type: none"> - prefects will have group meetings with teachers - prefects working in echelon - mentorship programme for prefects 	<ul style="list-style-type: none"> * Self evaluation form * Teachers evaluation form * Teachers' Observation * questionnaire for both students & teachers 	Students Support Team	Time scale: Whole year
To enhance students' exposure towards aesthetic and physical education with higher opportunities of performance	<ul style="list-style-type: none"> * 80% students experience aesthetic or physical education not less than 20 sessions * 30% of the students has the experience of joining external competition 	<ul style="list-style-type: none"> * ECA held once a week * timetable change to match the ECA plan * encourage students to join external competition such as speech festival & sports school teams 	<ul style="list-style-type: none"> * Data collection & look into student participation * Evaluation in meetings 	All teachers	Time scale: Whole year
Increase positive virtue and discipline of	* All monitors and prefects join the scheme	* Friday Assemblies	* Self evaluation form	Students Support	Time scale:

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<p>students, helping them learn to be courteous, caring, self-disciplined, self managing and able to shoulder their own responsibilities.</p>	<ul style="list-style-type: none"> * 80% or above teachers agree that the scheme is effective * 70% of students think they have improved in self evaluation 	<ul style="list-style-type: none"> * Personal growth education * Students use book of remarks to do self evaluation * Happy Angels Programme 	<ul style="list-style-type: none"> * Teachers evaluation form * Teachers' Observation * questionnaire for both students & teachers 	<p style="text-align: center;">Team</p>	<p style="text-align: center;">Whole year</p>
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