



**Delia - Man Kiu English
Primary School**

**Annual Report
2011 - 2012**

Delia - Man Kiu English Primary School

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 our **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 socio-economic background.

ADMINISTRATION

Major Concerns	Strategies	Success Criteria	Method of Evaluation	Effectiveness
<i>Increase the effectiveness of teaching and learning in class</i>	<ul style="list-style-type: none"> - Providing support to new teachers - Experienced teachers act as mentors and assist new teachers. - Regular sharing meetings of new teachers on teaching. - Class visit of new teachers is arranged earlier to mature their teaching. 	<ul style="list-style-type: none"> - New teachers can better adapt to school routines. - Teaching can be improved by providing assistance after the class visit and the regular sharing meetings 	<ul style="list-style-type: none"> - Report from teachers during meetings - Evaluation of students' exam results - Report from teachers through the class visits 	<ul style="list-style-type: none"> - The newly joined teachers know the school routine better. They understand the students better for good planning of their lessons. - They support each other a lot. They exchanged experiences on successes and failure classroom management in the sharing meetings.
	<ul style="list-style-type: none"> - Enhancing communication between teachers in the same level by attending meetings on Saturdays regularly. 	<ul style="list-style-type: none"> Teachers' discussions and sharings during the meetings are recorded on the minutes. 	<ul style="list-style-type: none"> - Report from teachers during the meetings. 	<ul style="list-style-type: none"> - Saturday meetings provide teachers of the same grade a good chance to share ideas and promote closer target activities of the same age group of students, especially on understanding on students' behavior and students' studies. - The minutes of the meeting has to be submitted before leaving school on that day.
	<ul style="list-style-type: none"> - Early referral of SEN students (Special Education Needs) to the social worker 	<ul style="list-style-type: none"> - Suitable assistance provided to SEN students - Enhanced teaching by minimizing individual differences 	<ul style="list-style-type: none"> - Teachers' questionnaire - Evaluation of SEN students' results 	<ul style="list-style-type: none"> - While our teaching staff members have no special training in teaching SEN students, we always share ideas on how to identify SEN students. The tasks teachers can do in everyday lessons. Regular meetings are held with the social worker to work together to assist the students need special attention.

Major Concerns	Strategies	Success Criteria	Method of Evaluation	Effectiveness
<p><i>Increase the effectiveness of teaching and learning in class</i></p>	<ul style="list-style-type: none"> - Providing resources in developing different subjects (Chinese Language, English, Library). - Assistance from Chinese Language Support group of EDB helps teachers to develop different strategies in teaching Chinese. - Chinese tutorials are held after school to assist those who are weak in Chinese. - Inviting non-Chinese speaking students to perform Chinese drama. - Providing phonics class during tutorial lesson and story-telling session during lunch recess. - Promoting reading scheme. 	<ul style="list-style-type: none"> - Students can learn Chinese more effectively Build up students' self-confidence in speaking Chinese. - Increase students' interest in English. - Enhance students' interest and autonomy in reading. 	<ul style="list-style-type: none"> - Feedback from students and language teachers. -Students' participation in phonics class, story-telling session and reading Scheme. 	<ul style="list-style-type: none"> - Library teacher arranged activity on "the world reading day", all students are asked to read aloud a piece with the teachers. They are also asked to raise a question after reading the piece. - Chinese streaming class is also one of the school policies to help students who have different background. Students are put into different Chinese ability group during regular lessons.
<p><i>Implement partnership between school and parents</i></p>	<ul style="list-style-type: none"> - Our first parent-teacher association was established in 2011. - Promote opportunities for parents to join school activities by inviting them as judges for some activities - To enhance parents' participation in school events, parents were asked to hold some activities for students. 	<p>80% positive feedback from parents and teachers in respective questionnaires.</p>	<ul style="list-style-type: none"> -Stakeholders' survey -Questionnaire from parents and teachers. 	<p>-The PTA is not yet well developed. However, we arranged one activity, the Red Day, a "fund raising day".</p>
<p><i>Enhance students' character as a global citizen</i></p>	<p><u>Promotion of the environmental consciousness</u> Organize different activities such as reused material fashion design competition and one person one plant.</p>	<ul style="list-style-type: none"> - Students and parents are positively support and participate. - Large number of participants. 	<ul style="list-style-type: none"> - Activity evaluation and review. - Record of participation. 	<ul style="list-style-type: none"> - The reused material design is one of the great success activities held in our school this year. <ul style="list-style-type: none"> - The students really used some used material to design something useful in our everyday life, such as table lamp, a tin jewel box, bookmarks, the reused material fashion design competition.

Major Concerns	Strategies	Success Criteria	Method of Evaluation	Effectiveness
<p><i>Enhance students' character as a global citizen</i></p>	<p><u>Enhancement the ability to take care of oneself</u> Implement the lunch box disposal scheme and tutorial class after school .</p>	<p>Students can manage their own aspects and learn how to work independently.</p>	<p>- Feedback from students, parents and teachers.</p>	<p>- The lunch box disposal scheme is only a successful activity. It is a new activity introduced to students. All students are asked to bring their own lunch utensils throughout the year. Some student helpers are trained to guide all the students who dispose the lunch box. All students are practicing to throw away the left food and put all the foil lunch boxes properly together. This helps the menial staff to use less litter bag less than before. It have been saved about 1/4 of the litter bags a year.</p>
	<p><u>Enhancement of the responsibility of a citizen</u> Bi-weekly assembly helps to improve students' manners and interpersonal skills. Police talk is also included. Promote opportunities for students to vote for their favourite piece of work in competitions.</p>	<p>- Students participate actively in the assemblies and activities. - Students favourite award and other prizes are presented openly.</p>	<p>- Assembly worksheets and follow up work. - Feedback from students and teachers.</p>	<p>- A new arrangement is set this year. All teachers concerned have to prepare topic of moral sharing in the assembly. A pre-task worksheet and post-task worksheet should be prepared by the teachers. A folder is provided by the school to students to keep all these activity worksheets. Class teachers are responsible to read their work of the task. Class teachers make their point of view to share with the students on their paper.</p>

ACADEMIC – General Studies

Major Concerns	Strategies	Success Criteria	Method of Evaluation	Effectiveness
<p><i>Better understanding and concerns in local society</i></p>	<ul style="list-style-type: none"> - Provide different kinds of “Other learning experiences” (OLE) such as the educational outings to museums, government department and other facilities of some public utilities. - Arrange more service learning activities to encourage students participate in more activities related to social needs such as visiting of elderly home and some special needs schools. - Encourage students to concern local affair by some activities such as newspaper reading scheme, general studies quiz competition and weekly sharing related to social affairs of Hong Kong. 	<ul style="list-style-type: none"> - Percentage of participation and positive reflection in their portfolio. - Percentage of participation and positive reflection in their portfolio. - Percentage of participation & quality of products / performance. 	<ul style="list-style-type: none"> - Outing portfolio & Observation by teachers - Service portfolio & Observation by teachers - Questionnaire & judges’ comments 	<ul style="list-style-type: none"> - Continue to organize the “Lunch box disposal scheme and” and introduces “Using Own Eating Utensils Scheme”. Continue to arrange the Reused material design competition. - Arrange recycle box in each classroom. - Provide some environmentally-friendly instructions such as “Energy labelling system” and guidelines of using water to remind students about the conservation of electricity and use of water in daily lives.
<p><i>Better understanding and concerns in world issues</i></p>	<ul style="list-style-type: none"> - Arrange some educational talks by some international organization such as Oxfam and World Vision to arouse students’ awareness in concerning the people in needs. - Prepare more discussion during the lessons in order to help students understand the global issue in a critical ways. - Arrange different kinds of activities such as “Reused Material Design competition”, “Energy Saving Week” and the sharing of global issues to echo the global issue in an effective way. 	<ul style="list-style-type: none"> - Positive feedback shown in the questionnaire. - Positive feedback from students - Positive feedback shown in the questionnaire 	<ul style="list-style-type: none"> - Questionnaire - Teacher’s observation - Questionnaire 	<ul style="list-style-type: none"> - Arrange the weekly or bi-weekly General Knowledge Challenging Quiz in order to arouse their interest in knowing more interesting general knowledge. - Invite some voluntary or government organizations such as Oxfam, World Vision and Health Department to hold some educational talks related to the local and world issues. - Prepare a monthly radio news report campaign to let student have chances to share some important news and hot issues with the schoolmates. - J.5-6 students have to do the monthly-newspaper cutting in order to establish the habit of reading newspaper. Besides, J.3 and J.4 students have to do a “One minute speech” and “Two minutes speech” related to the current issues respectively in each semester.

ACADEMIC – Mathematics

Major Concerns	Strategies	Success Criteria	Method of Evaluation	Effectiveness
<i>Students' arithmetic skill can be improved</i>	<ul style="list-style-type: none"> - 5 minutes arithmetic quiz before starting every lesson. - Setting up a Math corner, it can encourage students to answer the arithmetic questions mentally every day 	The percentage of correct arithmetic questions will be increased.	- Test and examination.	<ul style="list-style-type: none"> - Most of the students' calculation accuracy and speed are improved. Some previous chapters questions can be included in 5 mins quiz. Students loves doing arithmetic questions mentally in class rather than in recess. Every level student can do kumon math in next year. - Some teachers report that the drilling time of arithmetic quiz is not enough as the schedule of teaching is too tight. - The lower ability students should spend more time to practise their arithmetics calculation (e.g. Drilling in tutorial lesson).
<i>Enhance students' problem solving skill</i>	<ul style="list-style-type: none"> - Teachers teach students use 4 steps problem solving skill to teach student to solve the problem solving question. - Student can show their strategies of solving problem by group discussion in the lesson or in the homework. 	The result quiz will be improved.	- Pre and post quizzes.	<ul style="list-style-type: none"> - Students understand 4 steps problem solving skill - Some students still no idea in problem solving. But some students will try to do it. I will suggest that students can answer at least one problem-solving question by drawing picture.
<i>TSA result will be improved</i>	J3 and J6 students will have 2 extra mathematics tutorial lessons for TSA and Pre-S1 from November	The percentage of TSA result will be increased	TSA	<ul style="list-style-type: none"> - Teachers agrees that two extra lesson used for TSA practise. - Moreover, students can try to do TSA questions in early time because students forget what they learn in J.1-2, 4-5. - Teachers can give students to do TSA question in lesson time / WS / CW. - But teachers reflect that school should take a good balance between the tutorial lesson and the TSA extra lessons.

Major Concerns	Strategies	Success Criteria	Method of Evaluation	Effectiveness
<p><i>Teachers use different teaching strategies or activities for students in different learning abilities</i></p>	<p>Streaming classes in each level Mathematics lesson. Teachers will have a collaborative lesson planning (CLP) every 2-3 weeks.</p>	<p>By observation of teachers teaching skill in lesson observation</p>	<p>Record of CLP , lesson plan, teaching material</p>	<ul style="list-style-type: none"> - All teachers agrees that take out the lower ability students from each class is better. As it can save time and arrange the class acitivities for similar ability students. But don't arrange the the math lesson in first lesson as most of the time students could not come out on. - CLP should be carried on next year. Moreover, if the same level math teacher have the same free lesson , then they can do the CLP in that lesson. - School should enourage teachers to attend the Teaching skill course held by the EDB.
<p><i>Set up a good teaching material storage</i></p>	<p>Keep the record of Math teaching tools and buy the certain amount of teaching tools this year. Set up a resource folder in intranet to save up all software teaching material and lesson plans made by the teachers</p>	<p>The number of teaching tools are enough for students to use</p>	<p>The record of teaching tools</p>	<ul style="list-style-type: none"> - Some of the teaching aids are broken, and the quantity of the teaching aids is not enough for the different / same level students to use them in the same period. - Math Panel should check the math topic of each level to prevent students use the same teaching aids in same period. - We have to keep good record of the teaching aids and buys the enough quantity of teaching aids.

ACADEMIC – Chinese

提升學生在 TSA(全港性系統評估)的成績	聆聽方面: 看影片 (例如: 伊索寓言) 做 TSA 練習	80%學生能根據影片內容回答老師的指定問題	TSA練習	- 由於本學年訂閱 TSA 模擬試題的時間較預計的遲,這導致了原來擬定的 TSA 寫作,聆聽等的訓練計劃也被推遲。日後我們建議可提早預訂所需要的 TSA 模擬試題,這樣便可加長 TSA 寫作及聆聽訓練的時間,使學生在這方面的準備更加充足。
	說話方面 個人短講 / 小組討論 做TSA練習	80% 學生能進行個人短講或交談	互評紀錄 評估報告	
	閱讀方面 閱讀報章 做TSA練習	80% 學生在「閱讀課」期間閱讀指定的新聞版,並寫下有關內容及讀後感在讀書報告中	TSA練習	
	寫作方面 寫週記 / 童詩寫作 做TSA練習	80% 學生定期寫週記	TSA練習	
提升整體學生的中文水平	小一至小二 聽說訓練 -觀看影片	學生能向老師作匯報	評估報告	- 本學年的中文閱讀計劃未如理想,最可能的原因是我們今年的閱讀計劃在執行時間上頗為倉促,使老師未能有充足時間教授學生的一些閱讀技巧,故在下學年,我們建議可在九、十月便執行中文閱讀計劃,讓老師有更充足的時間去準備他們的閱讀教學。 - 本學年的中文圖書數量雖然多,但大多的中文圖書都是前校遺留下來的,這些中文圖書對非華語學生來說,難度着實太高,並不太適合非華語學生閱讀,故我們建議下學年可添置一些適合非華語學生閱讀的中文圖書,讓我們能更有效地推行下學年的中文閱讀計劃。整體來說,本學年的創意寫作比賽是成功的,故建議來年可繼續沿用,或可在一些內容細節上作些許微調即可。 - 我們認為語文閣內的座位安排僅適合低年級學生,故高年級學生很少會有機會使用語文閣,另外語文閣的電腦設備也十分老舊,經常出現故障,這也是甚少老師使用語文閣的原因之一。為了日後能使老師多些使用語文閣,我們建議可重新編排語文閣內的座位或更新語文閣內的電腦設備。 - 整體來說,本學年的中文說話比賽是成功的,故建議來年可繼續沿用,至於準備時間不足這個問題,我們建議可在7月大考過後才進行,由於那時所有常規的教學活動均已大部分完結,故我們可有更充足的時間來預備。
	小三至小四 閱讀訓練 -閱讀書籍	學生的閱讀速度提升	評估報告	
	小五至小六 讀寫訓練 - 辯論比賽	學生的批判性思考。立論技巧改善	評估報告	

<p>加強教學交流</p>	<p>每學期進行一次觀課</p>	<p>老師能在會議中分享新知識</p>	<p>同儕觀課紀錄 會議檢討</p>	<p>中國語文課程的課題數目一向較中國語文調適課程部高出好幾倍，故下學年可讓老師編排更多課題於略教部份，或將部份課文編為自學部份，這便可減低中國語文課程的課程內容，但同時又不會因完全不教而造成浪費。</p> <ul style="list-style-type: none"> - 本學年的工作紙不論在程度，數量等各方面均令各老師滿意，故建議來年可繼續沿用，或可在一些內容細節上作些許微調即可。 <p>由於每班的能力各不相同，出現能力差異是必然的，故我們認為下學年的評估或測考卷可保留一些較具挑戰性的題型，但同時可加入一些較淺易的題型，或因應情況擴大這個部份，這樣便可讓一些能力較弱的學生也能得到一定的分數。</p> <p>不論怎說，我們均認為現行的分組教學模式是成功的，故我們認為下學年仍可沿用，致於有部分學生仍未得到適切照顧的問題，我們認為可採取其他措施如擴大中文課後輔導班等方式來解決。</p>
<p>舉行不同活動和比賽，提昇學生對中國語文科之興趣，並發展他們在本科的潛能。</p>	<p>-鼓勵學生參與各項校外比賽（例如：中文朗誦節）</p>	<p>學生透過與其他參賽者的切磋，提升本身的語文能力</p>	<p>-自評紀錄</p>	<ul style="list-style-type: none"> - 本學年所設計的教學活動既各老師滿意，故建議來年可繼續沿用，或可在一些內容細節上作些許微調即可。
	<p>-推行「童詩創作」計劃</p>	<p>學生對寫作的興趣提高</p>	<p>-自評紀錄 -互評紀錄 -評估報告</p>	<ul style="list-style-type: none"> - 我們的學生在學校內學習中文，甚少有機會去學習中華文化，揮春設計比賽確實是一個難得的機會，為了使學生能對中華文化有更佳的體會，我們建議下學年可加大推行揮春設計比賽的力度，如在學生設計揮春時，讓學生了解揮春的由來，或揮春上各祝賀語的意思等。 - 本學年除了書法比賽外，沒有任何針對改善學生書寫中文字體的教學活動，故我們建議在下學年可加入更多相關的活動，或在已有的教學活動內，滲入更多有關改善學生書寫中文字體的於其中教學元素。

ACADEMIC - English

Major Concerns	Strategies	Success Criteria	Method of Evaluation	Effectiveness
<i>Improve Spelling Skills</i>	<ul style="list-style-type: none"> - Phonics - Teach all the phonics learning items for all grades, even grade 1-3 (see appendix 1) Set the spelling list of words with the same consonants, vowels, blends, diphthongs to get students familiar with the spelling rules. - Sight words / High frequency words. - Provide practice at sight recognition and spelling of sight words 	<ul style="list-style-type: none"> - Students are able to use phonics to enhance their reading ability 	Observation in class	<ul style="list-style-type: none"> - J.1-5 Teachers were able to cover Phonics skills in the syllabus but there was not enough time to do reinforcement . - J.6 Teachers could cover 70% - 80% in the syllabus, effort was put in grammar teaching and other variety of activities in the new textbooks. - 2 full rounds of Phonics reinforcement class for J.1 less able students were successfully done by Mr Chislett (NET) using 'Jolly Phonics'. Students were very motivated and interested in learning English. - Students were familiar with the learning patterns but lack of practice time.
<i>Increase students' incentive in reading and writing</i>	<p>1. Reading</p> <p>Modify existing reading programme by introducing:</p> <ul style="list-style-type: none"> i. Peer sharing (e.g. group to group story telling, story-telling buddies, carpet story time.) ii. Home reading (daily 15-minute reading aloud time to parents / family members) iii. Award scheme 	<ul style="list-style-type: none"> - Students show great interest in reading - Students like home reading - Parents support students daily - 50% of students achieved awards 	<ul style="list-style-type: none"> - Reading Journal - Class teacher's feedback - Parent's feedback 	<ul style="list-style-type: none"> - Teachers had tried doing the peer sharing occasionally. They found it fun and effective, but could not afford to exercise as a regular basis. - Students were familiar with home reading as a preparation of lessons. J.1-2 students reflected a positive support from their parents. - Reading scheme started in May 2012 owing to the closing of the school library.
	<p>2. Writing</p> <p>Introduce students different writing strategies for a variety of writing genres, e.g. collaborative writing</p>	<ul style="list-style-type: none"> - Students show great interest in writing. - Teachers and students find the materials useful and effective. 	<ul style="list-style-type: none"> - Formative assessment (performance rubrics) - Reflection sheet - Self Evaluation form - Test & Exam 	<ul style="list-style-type: none"> - Varieties of writing genres were introduced and students had a regular practice in writing and showed interest in learning new writing genre. J.4 & J.5 teachers found drafting good for students but took much time during the whole process - Teachers found performance rubrics easy to manage but not as effective as recording marks.
	<p>3. Encourage more inspiring internal / External competitions focus on reading and writing, e.g. Reader's Theatre Competition, Radio Drama Script Writing Competition, Journal Writing Competition,</p>	<ul style="list-style-type: none"> - More literacy writing are displayed in the classroom. - High participation - Good result 	<ul style="list-style-type: none"> - Performance quality - Adjudicators' comments - Reflection sheet 	<ul style="list-style-type: none"> - Students' exam result reflected a slight progress in expression, content and organization but they were still weak in use of grammar. Teachers could not manage to start script writing as it would like much time to teach in class first.

Major Concerns	Strategies	Success Criteria	Method of Evaluation	Effectiveness
<i>To expose students to more authentic language-rich learning environment</i>	1. Adopt 'Drama-in-Education' in curriculum	<ul style="list-style-type: none"> - Positive comments from peer and self assessment - Students' presentation skills are improved - Students are bold speaking in public 	<ul style="list-style-type: none"> - Self-assessment. - Peer assessment. - Class participation. 	<ul style="list-style-type: none"> - Panel Chair demonstrated some drama games for using in class and some teachers did try them in lessons, students liked it very much - Teachers expressed that drama was an interesting element in teaching but was also very time-consuming too Some teachers had not tried but instead encourage role-play as class activities
	2.TSA special speaking training by NET	<ul style="list-style-type: none"> - Students' eagerness in participation - 75% of students received good comments from Nets 	<ul style="list-style-type: none"> - Student feedback form. - Performance checklist. 	<ul style="list-style-type: none"> - A four-week mock training was conducted in April and students showed a positive learning attitude - A steady improvement was shown in students' speaking assessment feedback form
	3. Enrol more students in English Related external competitions / Activities, e.g. Speech Festival, Drama Festival, etc.	<ul style="list-style-type: none"> - Students' participation - Adjudicator's comments 	<ul style="list-style-type: none"> - Competition. Result. - Adjudicator's comment sheet. - Students' feedback form. 	<ul style="list-style-type: none"> - Enrolment of Pearson Tests of English is higher than last year. Students were confident after the tests, some expressed that they could handle very well - Enrolment number of HK Schools Speech Festival is higher than last year and 5 students awarded champion in various solo verse speaking
	4.Organize at least one English based programmer in alliance with Education Bureau / other leading tertiary educational organizations	<ul style="list-style-type: none"> - Students' feedback - Parents' feedback 	<ul style="list-style-type: none"> - Questionnaire. 	<ul style="list-style-type: none"> - Encouraging comments were given by the adjudicators shown on the mark sheets - Some parents even approached the school asking for enrolment of their children - No appropriate English programmer could be found this year
<i>To enhance self learning ability</i>	<p>Use dictionaries, thesaurus, and word bank to improve their writing.</p> <p>All students will have a word bank book to development their vocabulary bank. They can also use it for writing.</p>	<p>Students are able to constantly use dictionaries, thesaurus and work bank book to revise and edit their writing work</p>	<ul style="list-style-type: none"> - Observation in writing class and hand out rubrics 	

Major Concerns	Strategies	Success Criteria	Method of Evaluation	Effectiveness
<i>To promote the culture of collaboration and peer-observation among teachers</i>	a. Encourage teachers to attend professional development seminar / workshop / training	Encouraging comments from teachers and panel chair.	-Questionnaire for teachers and school authority	- Planning to be done in 2012 – 2013 -Teachers could manage a co-planning once two chapters but not in a regular basis. Lack of time is the only challenge they concerned - More varieties and language skills were found in reading notes and writing worksheets. M drive is a common resource bank. - Lesson observation was done only once, planned to do more often in 2012 – 2013. - Assignment checking was done once at Christmas and teachers showed quality performance in checking exercises.
	b. Organize grade co-planning	Lesson preparation time is regulated. Team spirit is enhanced. Students' learning materials are enriched.	-Questionnaires	
	c. Set up teaching materials bank	80% of teachers keep uploading / modifying the material bank frequently	-Questionnaires	
	d. Organize regular peer lesson observation	75% of teachers attained grade 3 out of 4	- Panel Chair's checklist & Upload record	
	e. Set up assignment checking mechanism	75% of teachers attained satisfactory performance.	- Lesson Observation Sheet - Assignment checking form	

STUDENT SUPPORT & PERFORMANCE

Major Concerns	Strategies	Success Criteria	Method of Evaluation	Effectiveness
<i>Enhance students' character as a global citizen</i>	1. Enhancement of Community Spirit			
	1.1 Organize regular PTA meetings and joint parent activities	About 4 meetings and activities among whole school year	- Questionnaires Feedback from parents. - APASO survey	- In this school year, we held four joint parent activities, such as Reused material design competition in December, 2011, Red Day in January, 2012, Games Day in March, 2012 and the Science Fun Day in May, 2012. Besides, we held the regular meetings with parents to do the evaluation and reflection after these four activities.
	1.2 Organize more visit to know more about the facilities of community	At least 3 visit to know more about different facilities of community. E.g. Library, elderly centre, police station, etc.	- 70% of students visited any 2 facilities of community. - APASO survey	- In this school year, we held a lot of activities in visiting our community to widen the horizon of the students. It includes G.S. outings of visiting the Tsing Yi Police Station, Hong Kong Zoological and botanical Gardens, Sha Tin Road Safety Park and, Hong Kong Space Museum, Hong Kong Museum of History and the Museum of medical Sciences. Those visits provide different chances for students to understand their community better. Besides, The SGO and school services also arranged the visit to the elderly centre in order to show our concern over the needy in the community. Moreover, the school also arranged a visit to the Tsing Yi Post office during the J.1 bridging programme. - There are more than 70% of our students participated in two activities in visiting the facilities of our community.

Major Concerns	Strategies	Success Criteria	Method of Evaluation	Effectiveness
	<p>1.3 Arouse the concept of global citizen</p>	<p>Right & Duty: Participated in NGO activities. E.g. Community Chest donation and activity.</p> <p>Environmental Friendly: Join the “One Person One Flower” competition organized by the Leisure and Cultural Services Department</p> <p>Promote environmental value by organizing Greening Members</p>	<p>- 60% upper primary students participated in any NGO activities.</p> <p>- 50% of students in school joined this scheme.</p> <p>- APASO survey</p>	<p>- In this school year, we held five different kinds of activities, which are related to the concept of global citizen. We encouraged and arranged our students to join ‘One Person, One Letter’, World Reading Day, Charity Free Dress Day, Visit home of elderly, World Light Off Day. Different subjects focused on different area, such as environmental protection, in General Studies, caring or human relationship in students counselling, etc.</p> <p>- Variety of subjects or teachers were co-operated to enhance our students to join schemes that are learning to be a global citizen. Greening activity in-charge teacher arranged our students to join ‘One Person, One Flower’ competition organized by the Leisure and Cultural Services Department. In conclusion, we can achieve the goal ‘60 % upper primary students participated in NGO activities’.</p>

Major Concerns	Strategies	Success Criteria	Method of Evaluation	Effectiveness
	2. Promotion of Value Education			
	2.1 Arouse the awareness of the importance of moral education	Organize “Star Hunt” award scheme to appreciate outstanding students in upper primary students	<ul style="list-style-type: none"> - Teachers feedback - APASO survey 	<ul style="list-style-type: none"> - Organize “Star Hunt” award scheme to appreciate outstanding students in upper primary students. - In order to arouse the awareness of the importance of moral education, in this academic year 2011-2012, we have planned to organize a "star hunt" award scheme to appreciate students in different moral attitude such as politeness, cleanliness, helpful, honestly etc. This scheme is suitable to all J.1-J.6 students in our school. - We will run this scheme in the coming academic year 2012-2013. Every student will receive a “star hunt” record paper at the beginning of September. They are going to collect different stars in various moral areas. Every teacher has the right to give stars to students once they fulfill the requirement of that area. Moreover, we will also develop a theme on every 2 weeks, such as polite weeks, helpful weeks etc. We expect most of the students will perform better in specific areas under the promotion of different themes. We also hope that the scheme will be successful to achieve a good result; about 80% of our students will receive at least 4 stars in different areas during the whole academic year 2012-2013. - For details, please view our proposal of “Star Hunt” award scheme.

	<p>2.2 Maintain healthy personal development.</p>	<p>Organise “Life Education” workshops for J.5 students (emotion)</p> <p>Promote opportunities for serving others within the school.</p> <p>Bi-weekly assemblies.</p>	<p>75% of students’ feedback is positive</p>	<p>- Ms. Siu Y has organised “Life Education - emotion” workshops for J.5 student, there are 3 classes per class (Total 9 classes for 3 classes in J5), so we believed it may provided some help to students according to let students know more about themselves, controlling their emotions, and some interpersonal skills. We decided to invite social worker to hold classes in next year again, but we do not believe that 3 classes are enough for students. To have continuous positive progress, we though all teachers may involve into this program, then all levels get benefits from it.</p> <p>- Mr. Cheng organized a prefect team to in order build up a harmonious environment. Through some school services prefects experienced and educated morally. At the same time, they are implementing a moral example to lower primary students. Peer learning is one of the strategies to consolidated their personal development other than taught by teacher only.</p> <p>- Ms. Lam organized a team of librarian.</p> <p>- Ms. Siu Y has promoted opportunities for serving others within the school like.</p> <p>- Mr. Chan SC has organised bi-weekly assemblies for all students, some moral topics have be chosen by him and his team. After assemble, he collected some files from all levels, and the result of the worksheets is quit well. Teachers provided some feedback for students in order to let students have deeper reflection. The bi-weekly assemble is more organised but we believed that we may provide more activities afterward to consolidate the message we would like to share. Gaining experience is one of important learning process, other than read, listen and answer. Students should try to take action as well. So we may co-operate with Mr. Wong WN to hold the “Star Hunt” program in order to encourage students to develop a positive personality.</p>
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Major Concerns	Strategies	Success Criteria	Method of Evaluation	Effectiveness
	3. Enhancement of Self- confidence			
	3.1 Enhance students' confidence, competence and problem solving skill.	Organize two Community Orienteering / Day Camp for J.5 and J.6 students with social worker	Over 90% attendance	- Ms. Siu Y organized two community orienteering / day camp for J.5 and J.6 students. There is over 90% attendance, and agreed their communication skill was improved after the program. But only 68% participants agreed the program helped them to learn how to accept others. She organized "Cookery for all" programme to enhance students' confidence. 85.7% participants agreed the program objectives were totally achieved, and 14.3% participants agreed the program objectives were nearly achieved. She organized a "Smart Kids" program to enhance student's competence in interpersonal skill and problem solving skills, there is 85% participants agreed the program achieved the objectives. Mr. Cheung organized a "Bridging Program" for new J1 students, and over 70% of parents' feedback is positive.
		Organize Smart Kids programme for J.4 and J.5 students	Over 90% attendance Over 80% of Students' feedback is positive	
		Organize bridging programme for J.1 students to help them adapt to the school life and understand more about different cultures	Over 50% attendance Over 70% of parents' feedback is positive APASO survey	

Major Concern	Intended Outcomes / Targets	Strategies	Evaluation Mechanism	Success Criteria	Achievement / Reflection
To foster the One Life One Art or Sports Scheme	Enable students to become more confident, creative and effective learners	Employ experienced coaches and organize regular training	Feedback from coaches Observe students' performance and percentage of student joining the activities	- Positive feedback from coaches 80% of students are willing to enrol the activities again - Students are able to perform in inter-class competitions	- During the academic year, our students fully utilized the opportunities to develop individual potential in performing arts and pave the way for their future development.
	Develop students potential in performing arts	Enrol students in public competitions e.g. Hong Kong School Dance Festival	Judges' comments on students' performance	- Positive comments from judges	- The Oriental Dance Teams have got the Highly Commended Award in Hong Kong Schools Dance Festival and Silver Award in Open Dance Festival - From the prizes that our students got can prove that our students procured impressive attainments in participating in a rich variety of activities.
	Increase students' interest towards arts in school.	Organize inter-class competition in school e.g. Integrated Musical Contest	Percentage of students' participation Observation on students' performance	- Increase in percentage of students' participation . - Positive feedback from teachers.	- Our students were encouraged to take part inter-school events with the aim of unleashing their creativity, developing and maximizing their potential. - More than 80% of students have participated in those inter-class competitions.
	Enhance students' singing skills	Organize regular practice throughout the year Enrol students in Public Competitions e.g. Hong Kong Inter Primary School English Folk Song Competition and Hong Kong School Music Festival	Comments from school teachers and judges	- Positive feedback from teachers and judges.	- Our School Choir has got the Certificate of Merit in the 64 th Hong Kong Schools Music Festival and the 3 rd place in the 11 th Hong Kong Inter-Primary School English Folk Song Group Singing Contest.

Major Concern	Intended Outcomes / Targets	Strategies	Evaluation Mechanism	Success Criteria	Achievement / Reflection
To foster the One Life One Art or Sports Scheme	Students are able to have more exposure on music.	<ul style="list-style-type: none"> - Organize performance in school. - Encourage students to create and design the percussion sound 	<ul style="list-style-type: none"> - Observation from teachers - Percentage of students' participation 	<ul style="list-style-type: none"> - 80% of students are willing to join again. - 80% of students are eager to create the percussion sound. 	- The percussion is a new activity in our school this year. However, students have shown great increase in it. Their great performance in creating percussion sound has impressed the audiences in the Integrated Musical Contest.
	Enhance students' ability and interest in Chinese drama performances.	<ul style="list-style-type: none"> - Employ an experienced coach Encourage non-Chinese speaking to join Chinese Drama. 	<ul style="list-style-type: none"> - Comments from coach - Feedback from audiences - Percentage of students' participation 	<ul style="list-style-type: none"> - Positive feedback from coach and audiences. - Percentage of non-Chinese speaking participation increase. 	<ul style="list-style-type: none"> - Drama is an artistic expression incorporating different elements such as literature, music, live performances, graphic designs...etc. It provides students with diverse learning experiences and hence explores students' creativity and imagination. Involving in a drama production, students learn to be more independent and communicative. - Collaboration skills can also be improved. - The non – Chinese speaking students of our Chinese Drama have shown great effort and talent in drama production, as they impressed the audience by their good show in the Integrated Musical Contest.

Major Concern	Intended Outcomes / Targets	Strategies	Evaluation Mechanism	Success Criteria	Achievement / Reflection
To foster the One Life One Art or Sports Scheme	Enable students to develop their interests in learning language and an attitude to admire the power of language	<ul style="list-style-type: none"> - Organize speech as regular extra-curricular activity - Organize in – school speech competitions Enrol students Hong Kong School Speech Festival 	<ul style="list-style-type: none"> - Judges' comments. - Percentage of students' participation. 	<ul style="list-style-type: none"> - Positive comments from judges. - Percentage of students' participation increase. 	<ul style="list-style-type: none"> - Our students have shown their great talent in speech this year. They have got five 1st place, five 2nd place, one 3rd place and also merit certificates.
	Enable students to develop their potentials in sports and enhance their skills	<ul style="list-style-type: none"> Organize girls' team Organize more variety of sports teams Organize regular practice Enrol students in inter – school competitions 	<ul style="list-style-type: none"> - Feedback from teachers Percentage of students' participation in different sports teams. - Results from competitions. 	<ul style="list-style-type: none"> - Positive feedback from teachers. - Increase in percentage of students' participation in sports. - Result from competitions. 	<ul style="list-style-type: none"> - This year our school has organized more variety of sports teams e.g., girls' soccer, volleyball and cricket which enable more students to participate in sports. - Our cricket teams have got the 2nd and the 3rd place in Primary School Playground League. Our basketball team has got the 2nd place in Hong Kong Schools Sports Federation – Tsing Yi Area Inter- Primary Schools Basketball Competition. - One our student has got the A.S Watson Group Hong Kong Students Sports Awards. - Our Track and Field members have also got a remarkable result in Inter- Primary Schools Athletics Competition. We have got two 4th place and one 2nd place in softball, one 4th place and one champion in shot put.

地利亞(閩僑)英文小學

2011/2012
學年財政摘要

收入(佔全年整體收入的百分比)

直資津貼	83.86%
學費(已扣除學費減免/獎學金 1.66% **)	14.91%
** 佔學費收入的 10.0 %	
其他收入(如有)	1.23%
總計	100.00%

開支(佔全年整體開支的百分比)

員工薪酬福利	73.35%
運作開支(包括學與教方面的開支)	8.61%
維修及保養	16.50%
折舊	1.54%
雜項	0.00%
總計	100.00%

學年的盈餘/虧損[#] 6.24 個月營運開支