

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

School Year 2015-2016

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。

Delia (Man Kiu) English Primary School
Annual School Report, 2015-16

Major concern 1: Enhance effectiveness of learning and teaching

Chinese:

本科目標：1. 中文科課程改革；2. 提升學生的學習興趣及能力；3. 提升教學質素

目標/範疇	關注事項	評估方法	策略/工作	成功準則	時間表	負責人	檢討
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。 ◇ 發展高年級課程與香港大學合作，每兩星期進行同儕備課，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。 	全年進行	中文科科任老師	<ul style="list-style-type: none"> ➤ 同儕備課會議上，教師積極進行經驗分享及討論教學難點，共同設計教材。 ➤ 同儕備課會上進行單元教學活動及工作紙設計，本校高年級課程已發展至五年級，共 31 單元。 ➤ 各教師指出學生在聽、說、讀、寫四方面皆比以前進步。
	提升學生的學習興趣及能力	<ul style="list-style-type: none"> ◇ 教師觀察 	<ul style="list-style-type: none"> ◇ 推行中文科活動課，透過不同的學習材料，刺激學生的學習，引起學習動機，提升學習興趣及效能。 	<ul style="list-style-type: none"> ◇ 60%學生對學習中文感興趣 ◇ 學生於聽、說、讀、寫四方面的能力有所提高。 	全年進行	中文科科任老師	<ul style="list-style-type: none"> ➤ 檢討會上教師指學生對活動課感興趣，由其中文卡通及故事。 ➤ 教師指出學生在聽、說、讀、寫四方面皆比以前進步。 ➤ 教師建議來年增加校本設計遊戲，吸引學生興趣。

營造學習風氣與環境	提升教學質素	<ul style="list-style-type: none"> ◇ 同儕備課 ◇ 教師進修 	<ul style="list-style-type: none"> ◇ 於同儕備課會中作經驗分享及教學交流。 ◇ 參與由教育局或其他大專院校舉辦的課程或工作坊。 	<ul style="list-style-type: none"> ◇ 100%老師參與設計 ◇ 70%教師參與工作坊 	全年進行	中文科 科任老師	<ul style="list-style-type: none"> ➤ 100%教師於備課會中設計及優化教材。 ➤ 100%教師參與由教育局或其他大專院校舉辦的課程或工作坊。 ➤ 100%教師參與由學校舉辦的教師專業發展日。
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English:

Intended Outcome(s)	Success Criteria	Strategy/ Task	Evaluation Method	Review
<p>Enhance students' grammatical knowledge</p>	<p>Students will be able to understand and apply the grammar conventions/ rules encountered.</p>	<p><u>Drilling grammar exercises</u></p> <ul style="list-style-type: none"> - Provide more grammar drilling exercises in the English Usage worksheets for all grades to help students consolidate their grammar knowledge - Select grammar exercises from Essential Grammar for upper class students (J.4-6) to do on a more regular basis 	<p>Test/exam result Quiz</p>	<p>Grammar exercises started to be included in the usage worksheet in Term 2. In general, grammar topics like subject verb agreement, tenses, articles, preposition and punctuation are still the weaknesses of our students. More focus needs to be put in these areas in our curriculum.</p>
	<p>Students will be able to use dictionary effectively to enhance grammar knowledge through self-learning</p>	<p><u>Teach dictionary skills (self-learning)</u></p> <ul style="list-style-type: none"> - Develop upper class students' ability in looking up unfamiliar words or checking grammar related concepts in the dictionary 	<p>Class Observation</p>	<p>J.5-6 students have acquired the knowledge of dictionary skills in their lessons. They know the integral elements of a dictionary entry such as meaning, part of speech and pronunciation. However, not many of them would take the initiative to look up the word from the dictionary when they come across the unfamiliar words. More work needs to be done to encourage students' self-learning. For instance, we may consider letting students use the online dictionary in the library lesson.</p>
	<p>Students will be able to use electronic resources effectively to enhance grammar knowledge through self-learning</p>	<p><u>Recommend useful electronic resources</u></p> <ul style="list-style-type: none"> - Share useful English grammar related website and apps with students 	<p>Teachers' observation</p>	<p>Due to the tight schedule of our syllabus, teachers find it difficult to share the useful English grammar related website and apps with students on a regular basis. In addition, some students cannot make access to computers or phones at home freely.</p>
	<p>Students will be able to complete the task in different grammar related game booths</p>	<p><u>English Campaign</u></p> <ul style="list-style-type: none"> - Set up game booths related to different grammar items in the campaign 	<p>Activity observation</p>	<p>The English Campaign of this year was a great success. Most of the groups were able to complete the grammar related tasks in various game booths. More interesting game booths with different grammar items are expected next year.</p>
	<p>Students will be able to locate the grammar conventions/rules for easy reference.</p>	<p><u>Posting up charts/ tables/ posters</u></p> <ul style="list-style-type: none"> - Strengthen grammar skills by posting up grammar charts/ tables/ posters for daily drilling and practice 	<p>Class observation</p>	<p>Some teachers were able to post up charts, tables or posters in the classroom for the easy reference of grammar conventions by students. Students' memory can be reinforced by referring to the grammar</p>

				conventions anytime in their classroom. However, this practice has not been widely used by our teachers yet.
Enhance student's Reading & Writing Competence	<p>Students will be able to use reading strategies to understand non-fiction texts</p> <p>Students will be able to apply reading skills in their reading comprehension</p> <p>Students will be able to read aloud any text with meaning, appropriate intonation, pausing etc.</p> <p>Students will be able to apply writing skills in their writing work.</p>	<p><u>Continue to introduce non-fiction texts</u></p> <ul style="list-style-type: none"> - Read one or two non-fiction texts every week for all grades, and they include: information texts (reports), recount texts (biography, diaries), instructions and procedures (recipes, directions, manuals and plans), persuasion texts, argument text - Teach reading skills through reading non-fiction texts <p><u>Continue to teach reading skills in reading lessons</u></p> <ul style="list-style-type: none"> - When teachers use their core readers, they must include learning activities of some listed reading skills <p><u>Reading aloud in lessons</u></p> <ul style="list-style-type: none"> - Teachers reserve some time to do reading aloud in English lessons <p><u>Continue to teach 6 traits of writing</u></p> <ul style="list-style-type: none"> - Teach 6 traits of writing (ideas, organization, voice, sentence fluency, word choice, conventions) to ensure students to grasp the writing skills - Continue process writing (J.4-6), practise the skills of revising and editing 	<p>Test/exam result Quiz Class observation</p> <p>Reading notes & reading assessment paper should include questions that test students reading skills</p> <p>Class observation Speaking exam</p> <p>Use Rubrics for class writing work</p>	<p>In general, students have shown some improvement in the reading comprehension part. It is still considered to be one of the weaknesses of our students, though. Teachers need to continue to spend more time on teaching reading strategies.</p> <p>Some teachers do reading aloud in the lesson time regularly. Quite a number of students are able to read aloud the text with meaning, appropriate intonation and pausing. Most of our students did quite well in the speaking exam.</p> <p>Process writing is very useful in improving students' writing skills. Through the process of revising and editing the draft, a better piece of writing work can be composed by students in general. The discussion of rubrics and the 6 traits of writing have effectively made students improve some aspects of their writing, particularly in organization and content.</p>

	<p>Students will be able to write their own opinions and give feedbacks effectively.</p> <p>Students will be able to produce their recount texts</p>	<p><u>Newspaper Reading Activity</u></p> <ul style="list-style-type: none"> - Post some news regularly in the classroom and invite students to read and write comments/feedbacks on the board (J.3-6) <p><u>Journal Writing</u></p> <ul style="list-style-type: none"> - Extend journal writing homework exercise to J.3, which will be done on a regular basis 	<p>Performance from written comments</p> <p>Writing performance</p>	<p>Students are eager to express their own opinions and give feedbacks to others'. They are able to convey the meaning of their ideas in writing and show their ability in critical thinking. However, we need to continue to focus more on the language area in their writing.</p> <p>Students like the comments given by the teachers in their journal. Most J.3 students can write a recount of their personal experience. However, they expose their weakness in grammar in their journal. With the implementation of the reading scheme and library lessons next year, we hope students' writing ability will be reinforced through more regular reading and writing.</p>
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Mathematics:

1. E-learning in Mathematics

Intended Outcome	Strategies	Success Criteria	Method of Evaluation	Evaluation
<p>Enhance students' learning interest in Mathematics</p>	<ul style="list-style-type: none"> • Teachers find the related apps or website for different level Mathematics topics • J5-6 Maths teachers use ipad in Maths lesson • Inviting book company to hold the workshop for using ipad or others online teaching material in teaching Mathematics 	<p>In each level, every two teachers will find out 12 useful apps or website for 4 topics.</p> <p>Students highly participating the learning activities in the ipad learning activities</p> <p>One ipad teaching workshop will be held in the term 2</p>	<p>The number of the apps in database at the end of year.</p> <p>Teacher's observation</p> <p>The notes of the workshop</p>	<p>It was difficult for teachers to find 3 useful apps or websites for one topic in each level. Thus, most of the teachers found 1 or 2 apps for 5 or 6 topics. All the apps or websites had been recorded in the google form.</p> <p>J6 teachers used ipads to play "kahoot" in Math lessons. They found that students were excited about using the app and teachers achieved their learning objectives in the lesson. During the lesson, every student or every 2 students using 1 ipad for playing the kahoot. For J5A, every 2 students used 1 ipad for learning volume. Students used a Chinese app to explore the edge, vertex and face of the 3-D shapes. J5B and J5C teachers showed the app of the 3-D shapes' properties to students by using ipad. Students could use teacher's ipad to play the apps group by group.</p> <p>The apps from the book company are mainly in the Chinese version and can be download from the apple store. Thus, the panel head introduced those apps to the teachers in the panel meeting rather than holding a workshop.</p>

2. Enhance learning and teaching

Intended Outcome	Strategies	Success Criteria	Method of Evaluation	Evaluation
<p>Students' speed and accuracy of calculating basic and mixed operation will be enhanced.</p>	<ul style="list-style-type: none"> ➤ 2 minutes arithmetic quiz will be carried out at the beginning of lesson. The quiz should be done at least once per week. Each class can do 5-8 quiz per month. ➤ Award scheme of this quiz will be carried out in the class. Students who get all questions correct will be awarded a star. Every 5 stars they can redeem a stamp. Every 5 stamp can exchange for a prize. ➤ A basic operation extra tutorial will be set up. J.2-4 students who are weak in basic operation (addition, subtraction, multiplication) will join this extra tutorial. 	<p>Group D students' results will be improved by 3% in the post quiz.</p> <p>Group A-C students' results will be improved by 5 % in the post quiz.</p> <p>The accuracy of the students who join the tutorial will be increased by 5 %.</p>	<p>Students exercises</p> <p>Pre & post tests</p>	<p>Teachers reflected that some low ability students had little or no improvement from this scheme, but high and medium ability students could improve their calculating speed from it. Lower form and some lower ability students loved doing that as it was an easy task comparing with the word questions. Moreover, lower form students could have the encouragement (e.g. sticker, chops) from the scheme. Thus, they loved it. However, some senior form students didn't like doing that as the prizes were not attractive for senior form students. Only a few students came to exchange for the prizes because it was not easy to get the stamp. Teachers reported that it was not easy for the low ability students to get the stamp (all correct). They suggested that students could get a stamp if they got 50% correct, 2 stamps for all correct. It could encourage students to participate in this activity.</p>

2. Enhance learning and teaching (Con't)

Intended Outcome	Strategies	Success Criteria	Method of Evaluation	Evaluation
<p>Teachers will have more teaching methods/ idea, activities and techniques for each unit.</p>	<ul style="list-style-type: none"> ➤ Each level Mathematics teachers will discuss the coming teaching pace, activities, methods from the coming unit every 5-6 weeks. ➤ Experienced teachers will share their teaching idead to the new teachers during the CLP meetings. ➤ Some J6 teachers will attend the NCS learning circle on Wednesday, once per month. They will discuss and share the teaching ideas or activities with other NCS school Math teachers of J6 Math units. 	<p>Mathematics teachers will complete the CLP form after every CLP meeting.</p> <p>Teachers who join the NCS learning circle will share the new teaching ideas to others during the Math panel meeting.</p>	<p>CLP records</p> <p>J6 Teachers' presentations and the minutes</p>	<p>All levels' teachers did 6 CLP records but some teachers wrote too roughly, not in details. Panel head suggested that same level teachers only did 1 detailed and exhaustive CLP in one semester and the 2nd term WS setter should also do a unit plan for the first teaching unit in coming September.</p> <p>J6 teachers reported that the NCS learning circle was not really useful this year because our school J6 Math teaching pace didn't match with their topics' order throughout the year. Thus our teachers could not share or evaluate our students' work or performance on the topics in the learning circle. The goal or objective of the NCS learning circle in next year has not been confirmed, so we could not decide whether our school should join it or not next year.</p>

Major concern 2: Establish students' healthy school life

General Studies:

Intended outcome(s)	Success criteria	Strategy/Task	Evaluation method	Person in charge	Evaluation
1. Students can explore more general knowledge and the important local and world issues.	Students can know more news around the world by sharing of the news.	J.5-6 students will do the newspaper cutting as homework monthly. They will do presentation in class biweekly during GS lesson. Teachers will teach students using 5W questions.	By the presentation shared in class and the newspaper homework monthly Teachers and students can give feedback to them.	G.S. panel head G.S. teachers	Teachers thought that students can achieve better writing skills after teaching 5W requirements. Suggestion: J.5-J.6 teachers need to teach and instruct students to answer 5W questions first before writing newspaper comments.
	Students can express their interest in exploring different places in H.K.	New places of outings and educational visits are added. In order to improve their understanding of public facilities, some levels may have two outings each year.	By checking the performance of the follow-up worksheets Evaluate students' responses by sharing their findings.		J1: 1A and 1B have good experience in the road safety centre. But 1C class's guide cannot speak English and did not take good care of J.1 students. The places can be kept if the problem can be solved. J2: The place is good and the instruction is very helpful. J3: The place can be kept but teachers request to have interesting indoor activities when it is raining on that day. J4: Students love the Science Museum and the time of the visit should be longer, such as until 1:00 p.m. Chinese teachers hope that we can arrange this visit in the first term in order to help their related topic in second term.

					<p>J5: The arrangements in Kwai Chung Police Station and Tsing Yi Police Station are different. It is better for the one in Tsing Yi. Some teachers suggest to go to Police Dog Unit Headquarters and Force Search Unit Training School (沙嶺警犬隊總部暨警察搜查隊訓練學校), SCAD Savannah College of Art and Design, Firemen station or Airport Security Unit.</p> <p>J6: The legislative council and the correctional services museum are good choices to go again.</p> <p>Avoid going on Monday and Wednesday as there are dictations. Teachers must brief students about the outing manner according to our outing guidelines.</p>
	Students can demonstrate certain project learning skills in doing projects.	Our PTI project will be focused on the countries of Olympics. Different levels of students will choose different topics. They can learn more about this world event by finding information about different countries.	By checking the performance of the projects		The format of this year is fine to be followed again.
2. Students can show their awareness of the environmental protection and act it in the daily life.	More than 60% of students develop a habit of recycling in school life	<p>More student helpers will stand aside the recycle bins to help students.</p> <p>GS teachers will spend a lesson to educate students what items should be put inside the recycle bins.</p>	Check the utilisation of the recycle bins.	<p>G.S. panel head</p> <p>G.S. teachers</p>	We suggest that prefects should offer help to J1 and J2 students to clear the recycle bins during recess. Other senior classes have shown initiative to put used papers into the recycle bin. The routine will continue when the new school year starts.

	Reduce food waste by 15%	Make a table to state the monthly food waste. Tell students about the statistics. Let them reflect and think why and how we can reduce food waste.	Check the weight of the food waste.		Due to the delayed purchase of the food waste processor, the statistics was not ready and the data could not be shown. We will collect data in the coming term.
	Fertilizer can be made successfully	Planned to buy a food waste processor in this school term	The quantity of fertilizer can be made		We have ordered a food waste processor and it will be delivered to our school in July. So we will start to use the processor and produce fertilizer in the coming term.
	More than 300 participants in “One person one flower scheme”	Students have the chance to take care of a flower and observe the growth of it. They will complete a report.	Students have to complete a report of the process of the growth of their own flowers. Pictures and descriptions are included in the report.		Around 300 participants joined the activity. We should apply fewer plants in the next year. Due to the extreme weather in winter, only several plants could grow with flowers. Around 40 record sheets were collected. Next year, we will collect the record sheets monthly and teachers will keep in school.
3. Students can develop a healthy eating habit and understand the importance of the fitness of their body.	More than 70% of students can practise healthy eating habits in school life.	Co-operate with class teachers to develop a prolonged healthy eating habit for students every Monday throughout the year. Students will be given a sticker which will be stuck in a recording card. Students get 18 or more stickers will be awarded. The prize is some plant seeds. This can bring out another environmental protection idea.	Class teachers, classmates and helpers can help to do the monitoring during 1 st recess. The more number of stickers are given out, the more successful this scheme is. Assess the students’ understanding of choosing healthy diet by using different PowerPoint and worksheets.	G.S. panel head G.S. teachers	Many students lost their record sheets. Suggestion: Teachers suggest to reward at an intermediate stage such as giving a gift for every 5 stickers. The gift should gradually be a bigger reward for every 5 stickers. Some fruit will be placed on each floor every Monday during recess. If students want to eat fruits, they are welcome to take one.

<p>4. Students can develop the interest of learning the knowledge of science and technology</p>	<p>More than 60% of students participate in the Science Fun Day / General Studies Fun Day</p>	<p>Arrange the Science Fun Day to arouse the interest in learning technology and Science.</p> <p>The booth game will be designed to let students do more hands-on experiments instead of demonstrations only.</p>	<p>Use the hand-out to assess the students' understanding of the game booths in Science Fun Day.</p>	<p>G.S. panel head G.S. teachers</p>	<p>Many students and parents enjoyed the Science Fun Day. It was successful.</p> <p>Next year, it could be arranged at the end of March or at the start of April.</p> <p>A 'parent section' could be added on the booth game tickets. Student-parent games could be considered. Besides, a reply slip could be added below the newsletter in order to better predict the number of parents coming. Students could be encouraged to urge their parents to come, and they might be rewarded for coming. Parent-student competitions could be held as well.</p> <p>During the programme, the doors of the hall could be closed and some helpers or teachers could be arranged to stand next to the doors to prevent people from leaving easily.</p>
	<p>Each teacher can use the tablet once in one of their classes</p>	<p>Using tablets to enhance students' interest in learning G.S.</p> <p>Using some iPad applications to show experiments that cannot be easily demonstrated in the class. Let students understand more about the topics and find G.S. manageable.</p>	<p>Check students' homework performance to see whether they can understand more than previous year without tablets.</p> <p>Teachers can check students' responses in the class with the help of tablets.</p>	<p>G.S. panel head G.S. teachers</p>	<p>IPads should be used as a learning tool. Each teacher used once in their class and we could see positive response from students. Next year, teachers should use tablets in their learning activities.</p>

Major concern 3: Enhance students' moral education

STUDENT SUPPORT

Major concern 1: To set up leadership training

Work Done	Achievement and Reflection
Bi-weekly Training Workshops for monitors (Lower and upper primary, every other week)	The schedule of prefect meetings was unsteady last year due to the lack of manpower in the team as teachers sometimes had to take care of unexpected student cases. So, student cases would be redirected back to class teachers instead of handling by only the student support team. Student support team members would still follow up the cases. Each class teacher has their own teaching style and method, so we do not have to assign one teacher to hold the monitor workshops as long as monitors could meet the standardized requirements of the school.
Prefect training workshop: <ul style="list-style-type: none"> • Prefect leader group meetings weekly • Prefects working in echelon – mentorship programme • Prefects meeting monthly • 2 half day workshops 	The weekly prefect leader group meetings were run smoothly, and the reflections of the prefect leaders were positive. They were leading a group of prefects. Prefect leaders monitored, guided and demonstrated the role of prefects in school. It also worked in echelon as they worked in a pair of junior and senior prefects. Also, the feedback from those 2 half day workshops was positive, but the number of participants was low in the 2 nd half day workshop due to the date chose. Some J6 prefects needed to attend class from their new secondary school.
Encourage students to join Junior Police Call (JPC)	Recruit more members this year; they joined few activities held by JPC, and it may help to develop anti-crime concept. Some of students were being volunteer of JPC and they got an award from JPC

Major concern 2: To enhance positive virtue and discipline of student

Work Done	Achievement and Reflection
Personal growth education	Teachers' feedbacks were fine and reflect it was good to students. It may strengthen their positive virtue and self-discipline.
Friday Assemblies	Topics were related to the personal growth education, this is a pre/post assemblies of the personal growth education lesson. But some teachers reflected the topics were repeated, so we may set some other topics related to the current issues in the society next year.
Students use book of remark to self-evaluation	Students were developing self-evaluation skill, but the use of book of remark may fine tune a little bit so it helps students to set up and review their target easier in each month.

Major concern 3: To enhance students' exposure towards aesthetic and physical education with higher opportunities of performance

Work Done	Achievement and Reflection
Extra Curriculum Activity	Students had greater opportunity to explore their talent, and developed their hobby.
External competitions / activities	The number of school teams and members was increased. Students had greater chance to experience joining external competitions.

地利亞(閩僑)英文小學周年財政狀況
2014/2015 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)	86.29%	不適用
學費	不適用	12.29%
捐款(如有)	不適用	0.00%
其他收入(如有)	不適用	1.42%
總計	86.29%	13.71%
開支(佔全年整體開支的百分比)		
員工薪酬福利	53.66%	
運作開支(包括學與教方面的開支)	14.34%	
學費減免／獎學金 [1] (佔學費收入的 10%)	1.33%	
維修及保養	23.41%	
折舊	7.26%	
雜項	0.00%	
總計	100.00%	
學年的盈餘／虧損*	1.18 個月營運開支	
學年完結時營運儲備的累積盈餘／虧損*	10.84 個月營運開支	
# 相等於全年整體開支的月數		

預計未來大型基本工程的開支預算：

翻新校舍工程約 500 萬元

[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)。