

Delia (Man Kiu)
English Primary School
Annual Report

School Year 2017-2018

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。

*Delia (Man Kiu) English Primary School
Annual School Report, 2017-18*

Administration:

Major Concerns 1: Enhancing the effectiveness of Learning and Teaching

Intended Outcome: Facilitating teacher professional development

<i>Strategies / Tasks</i>	<i>Success Criteria</i>	<i>Evaluation and Suggestions for Improvement</i>
<ul style="list-style-type: none"> - To arrange more teachers to attend different CPD courses and focus on e-learning - Weekly educational sharing in the Student Support Meetings and Staff Meetings - Mentoring & Induction meetings 	<ul style="list-style-type: none"> - Teachers are appointed to attend CPD courses and conduct sharing as a learning community. - 70% teachers agree the regular sharing can enhance the effectiveness of daily teaching. 	<ul style="list-style-type: none"> - Maths Panel Head and J.1 Maths Teachers participated in EDB School Based Support that enhanced teaching strategies in Maths - V.A. Panel Head completed the CPD Programme in Visual Arts Education. The sharing and insights lead to the new curriculum planning - English Panel Head attended a study tour to Scotland and let teachers learn more positive educational views - Two teachers attended a STEM exchange programme in China and shared about learning and teaching of STEM education - Assistant Principal participated in “Curriculum Leaders Learning Community” of School-based Support Services - Frequent sharing by our teachers in staff meetings and panel meetings that promote positive education. Over 70% of positive feedback received.

Major Concerns 2: Enhancing students’ healthy school life & moral education

Intended Outcome: Coordinate with different departments to promote healthy lifestyle in school

<i>Strategies / Tasks</i>	<i>Success Criteria</i>	<i>Evaluation and Suggestions for Improvement</i>
<ul style="list-style-type: none"> - To utilize the food waste decomposer 	<ul style="list-style-type: none"> - Over 50% of students or teachers have made use of the fertilizer in school or home gardening daily. 	<ul style="list-style-type: none"> - All teachers and students were introduced the purpose and uses of the machine. Daily operation is carried out by students and teachers. However, the usage was mainly restricted to school garden area. Besides, this was promoted in our branch schools and our teachers and students took part in the demonstration and sharing about the uses to the secondary students. - To utilize the use of the machine, more promotion can be carried out. It is planned to invite the neighbourhood to make use of the fertilizer.
<ul style="list-style-type: none"> - To launch the Student Ambassador training and services 	<ul style="list-style-type: none"> - All trained ambassadors can provide assigned services regular within the school year 	<ul style="list-style-type: none"> - Green captain was newly established that promote proper manner and public hygiene in the school campus.

Learning & Teaching:

Chinese

Major Concerns: Enhancing the effectiveness of Learning and Teaching

Intended Outcome 1: 小一中文科課程規劃

Strategies / Tasks	Success Criteria	Evaluation and Suggestions for Improvement
<p>1. 根據教育局《中國語文課程第二語言學習架構》釐定：</p> <ul style="list-style-type: none">◇ 課程學習目標◇ 課程內容（核心學習部份及增潤部份）◇ 教學計劃（教學活動、工作紙、教材套）◇ 評估 <p>2. 透過課程規劃，提升小一學生聆聽及說話能力。</p>	<p>1. 能按照教育局《中國語文課程第二語言學習架構》釐定 2017—2018 學年小一課程學習目標及學習內容。</p> <p>2. 將 2016—2017 及 2017—2018 學年的學生成績比對，聆聽和說話兩方面的成績比去年皆提升 5%。</p> <p>3. 在每學年完結時檢視全級學生中文科成績，所有學生按成績重新編配組別，達致組別對流，減低家長自行申請轉組的問題。</p>	<p><u>檢討及分析：</u></p> <p>1. 本年度已按照教育局《中國語文課程第二語言學習架構》釐定 2017—2018 學年小一課程學習目標及學習內容。 (詳見小一課程文件)</p> <p>2. 根據學生全年成績數據分析所得：</p> <p>A. 聆聽成績(上、下學期成績比對) 2016-2017 年度聆聽考試成績平均下跌了 4%，2017-2018 年度聆聽考試成績平均上升了 19%。</p> <p>B. 說話成績(上、下學期成績比對) 2016-2017 年度說話考試成績平均下跌了 7%，2017-2018 年度說話考試成績平均輕微下跌了 0.8%。 (詳見學生考試成績紀錄)</p> <p>3. 於學期末已按照學生中文科學年終結成績重新分配組別。 (詳見學生分組名單)</p> <p><u>建議：</u></p> <p>1. 下學年仍按照教育局《中國語文課程第二語言學習架構》釐定 2018—2019 學年小二課程學習目標及學習內容。</p> <p>2. 運用本年度學生的成績及表現作檢討及分析，改善教學策略以有效提升學生聆聽、說話能力。</p> <p>3. 每學年檢視學生成績作分組的依據。</p>

Intended Outcome 2: 培養學生閱讀習慣

Strategies / Tasks	Success Criteria	Evaluation and Suggestions for Improvement
<p>1. 圖書課 每月一至兩次圖書課，教授學生閱讀技巧，引導及培養學生良好的閱讀習慣。</p> <p>2. 閱讀計劃 設立閱讀計劃，設金、銀、銅獎及閱讀龍虎榜，透過獎勵計劃鼓勵學生多閱讀。</p>	<p>1. 在 2017-2018 學年添置約 500—800 本合適圖書供學生閱讀。</p> <p>2. 各級各組老師按已定時間表，帶領學生到圖書館閱讀。</p> <p>3. 每學期全校約 15% 學生能獲得金(閱讀 15 本或以上圖書)、銀(閱讀 11—14 本圖書)或銅獎(閱讀 8—10 本圖書)。</p>	<p><u>檢討及分析：</u></p> <p>1. 根據圖書館系統紀錄，本年度已為學生訂購 1019 本中文圖書。(詳見圖書館系統紀錄)</p> <p>2. 各級各組老師已按照訂立的圖書課時間表，帶領學生到圖書館進行閱讀。(詳見圖書課文件及時間表)</p> <p>3. 根據閱讀計劃得獎紀錄所得： A. 上學期共有 53 位學生獲得閱讀計劃獎項，約佔 10%； B. 下學期共有 78 位學生獲得閱讀計劃獎項，約 14.8%。 C. 全年共有 12.4% 學生獲得閱讀計劃獎項。 (詳見閱讀計劃文件及獲獎紀錄)</p> <p><u>建議：</u></p> <p>1. 下學年繼續為學生訂購合適的中文圖書，以增加圖書量數及圖書種類。</p> <p>2. 下學年繼續安排學生到圖書館進行閱讀。</p> <p>3. 下學年仍需有效提醒及鼓勵學生自行閱讀，以培養良好的閱讀習慣。</p>

Intended Outcome 3: 提升學生學習中文興趣及能力

Strategies / Tasks	Success Criteria	Evaluation and Suggestions for Improvement
<p>1. 設立多元化學習活動，提升學生學習中文興趣。 多元化學習活動包括：</p> <ul style="list-style-type: none"> ◇ 中文活動課 ◇ 中文說故事比賽 ◇ 創意寫作比賽 ◇ 出外參觀 	<p>1. 各級各組老師按已定時間表，帶領學生到活動室進行活動。</p> <p>2. 每年舉辦 1 次說故事比賽，每組有約 5—6 位學生能參加說故事比賽，增強自信。</p> <p>3. 每年舉辦 4 次寫作比賽，每位學生全年最少參加 1 次寫</p>	<p><u>檢討及分析：</u></p> <p>1. 各級各組老師已按照訂立的活動課時間表，帶領學生到 204 室進行活動課。由於活動課已實行了 4 年，學生對於活動課的興趣及投入度大不如前。經老師商議後，建議明年開始取消活動課。 (詳見活動課文件及時間表)</p> <p>2. 由於說故事比賽已舉辦了超過 6 年，學生的興趣及投入度大減，經中文科老師商議後，本年度的中文說故事比賽改為中文活動日(中文問答比賽及中國手工藝創作)，以增加挑戰性及學生對學習中文的興趣。</p>

<p>2. 設立語文學習網</p> <p>為配合電子化學習的需要，透過學習網加強師生互動及自主學習，刺激學生學習動機，提升學習效能。</p>	<p>作比賽。</p> <p>4. 每年舉辦 1 次出外參觀，每次最少安排 2 級同學出外參觀。</p> <p>5. 全級有 60% 學生完成 3 次或以上默寫練習、聆聽篇章及閱讀篇章。</p>	<p>問答比賽中，學生的反應熱烈，參與投入，成效佳。而中國手工藝創作活動中，能增加學生對中國傳統文化的認識。</p> <p>3. 全年共進行四次寫作比賽，學生積極參與，大部份作品皆見心思及水準，效果理想。根據寫作比賽紀錄所得：</p> <p>A. 全校有 39% 學生曾參與一次寫作比賽；</p> <p>B. 有 47% 學生曾參與兩次寫作比賽；</p> <p>C. 有 11% 學生曾參與三次寫作比賽；</p> <p>D. 有 0.6% 學生曾參與四次寫作比賽。</p> <p>E. 當中只有 2.4% 學生並沒有參與寫作比賽。</p> <p>(詳見寫作比賽文件、紀錄及學生作品)</p> <p>4. 本年度上學期已安排小三至小六學生於出外參觀。</p> <p>5. 由於製作公司製作進度未符合本校預期，以致本年度學生因網頁公司製作進度問題，以致未能運用網頁平台作學習之用。</p> <p><u>建議：</u></p> <p>1. 建議明年開始取消活動課，將活動課的元素滲入中文課堂及其他日常活動之中，讓學生更能活學活用。</p> <p>2. 建議明年繼續舉辦中文活動日，以不同主題為題，設計更多不同類型的學習活動。</p> <p>3. 建議明年繼續舉辦寫作比賽，讓學生有更多發揮創作的機會。</p> <p>4. 建議與製作公司跟進其製作進度及完工日期，避免影響下一學年學生有效使用學習網學習。</p>
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English

Major Concerns: Enhancing the effectiveness of Learning and Teaching

Intended Outcome 1: Facilitating the development of a reading culture

<i>Strategies / Tasks</i>	<i>Success Criteria</i>	<i>Evaluation and Suggestions for Improvement</i>
English Reading Schemes	At least 20% of the students from each level can get English Extensive Reading Awards and Best Reading Journal Awards respectively at the end of each term.	Only J.3 and J.5 students can reach the target for Extensive Reading Award. For Best Reading Journal Award, only J.4 students can reach the target. It is believed that the insufficiency of library books is one of the reasons why the success criteria of Extensive Reading Award cannot be met. More library books will need to be purchased. In addition, the writing of book reports is ineffective in facilitating the development of a reading culture. Oral sharing instead of written report is preferred next year.
Loan service during recess and library lessons	At least 70% of the students borrow books at least 8 times from the school library in the whole year	According to the data collected, it have been estimated that about 50% of the students borrow books at least 8 times form the school library. It is believed that if a larger variety and quantity of reading materials can be provided, the success criteria should have been met.
Classroom library	At least 70% of the students borrow books from the classroom library in each loan service	The success criteria cannot be met by all classes due to the ineffective management of the classroom library loan service by some of the teachers. A detailed guideline about the classroom library management should be given to class teachers at the beginning of the term and closer monitoring of each class' loan record would be required. Also, some books in the classroom library box need to be replaced due to depreciation.
Book Character Day	At least 10% of the students dress up as their favorite characters to take part in the event	The success criteria has been fully met which shows that many students enjoy reading.

Intended Outcome 2: Promoting “assessment for learning” through greater use of formative assessments, expanding “assessment for learning” to “assessment as learning”

<i>Strategies / Tasks</i>	<i>Success Criteria</i>	<i>Evaluation and Suggestions for Improvement</i>
J.4 – J.6 Usage Unit Quizzes	At least 90% of students from each level pass usage test and exam in each term	The result is rather encouraging. The usage unit quiz is very effective in improving the usage test and exam results of the students. This formative assessment should be maintained, but the frequency of the quizzes may need to be adjusted. Some teachers might have found it overwhelming.
Pre-dictations for all levels	At least 85% of students from each level pass dictation test and exam in each term	All classes from J.3 to J.6 have met the success criteria. However, although all J.1 and J.2 classes fail to meet the criteria, significant improvement has been shown throughout the year (an increase to 84% respectively in Term 2 Exam). It is suggested that the J.1 & 2 vocabulary time for the less-able students should be kept next year.
J.4 - 6 Peer evaluation in process writing	Each level completes at least 4 peer evaluation in the whole year	Peer evaluation could not be implemented by teachers thoroughly due to the tight schedule of the syllabus. More time for writing lessons will be needed and a mix of long and short writing tasks in each term is suggested.

Intended Outcome 3: To facilitate interactive learning experience

<i>Strategies / Tasks</i>	<i>Success Criteria</i>	<i>Evaluation and Suggestions for Improvement</i>
iLESSON from Pearson (1 year free account for all students) (or interactive learning apps)	More than 80% of the English teachers use iLesson (or interactive learning apps) for at least ONCE each term*	44.4% of the English teachers have met the success criteria. It is understood that the unreliability of the school Wi-Fi service and tight schedule of the syllabus are the main reasons why some teachers were not able to fulfill the requirement. It is suggested that the technical issue needs to be resolved and the English syllabus needs to be revised in order to free up more rooms for teachers to deliver the i-Pad interactive learning experience to students.

*Due to the delay of the obtainment of the accounts, the success criteria had been revised in the English Panel Meeting.

Mathematics

Major Concerns: Enhancing the effectiveness of Learning and Teaching

Intended Outcome 1: Implementing E-learning in Mathematics

<i>Strategies / Tasks</i>	<i>Success Criteria</i>	<i>Evaluation and Suggestions for Improvement</i>
Teachers find different apps or websites for teaching mathematics	Every teacher finds and introduces at least 1 useful app/website for teaching mathematics in math panel meeting	Evaluation: Every teacher presented at least 1 useful mathematics app in panel meeting. Totally, 14 apps were introduced in the panel meetings. The content of apps are in different strands and levels of primary mathematics.
Students use iPad /computer in learning mathematics	Every student uses iPad in mathematics lesson at least once in the whole year. Teachers agree that it is effective for teachers using iPad to teach Mathematics	Evaluation: Every J1-6 Mathematics teachers used iPad /computer for teaching in at least one mathematics lesson. About 90 % of the students have used iPad or computer for learning, exploring the mathematical concept or doing mathematics learning activities. Some teachers used iPad or computer frequently in mathematics lessons. Students are highly participating, enjoyable and attentive in iPad learning. It shows that using iPad can enhance students' learning interest and attention in learning mathematics. All teachers agree that it is effective for teachers using iPad to teach Mathematics.
Using iPad/computer in Mathematics activities	Teachers agree that it is more efficient for teachers to run the mathematics activities	Evaluation: In this year, we used iPad to arouse students' interests in participating 2 Mathematics activities: Basic Operation Activity and Mathematics Fun Day In November 2017, students answered different arithmetic questions within the time limited by using iPad in Basic Operation Activity. On Mathematics Fun Day, students used iPad to carry out the inter-class competition of calculating arithmetic questions or playing logical thinking game. Teachers agree that it is more efficient for teachers to run the mathematics activities, e.g. reducing teachers' preparation time of the activity; doing less paper work and marking because the apps will check students' answers and count the total of the correct questions etc.

Intended Outcome 2: Enhance students' learning in Mathematics

Strategies / Tasks	Success Criteria	Evaluation and Suggestions for Improvement
<p>2 minutes arithmetic practice will be done at least once per week. Each class should do 5-8 practices per month.</p>	<p>90% of the students in all J1 - J2 and medium to high mathematics ability students in J.3-6 can answer 50% questions correctly in post quiz.</p> <p>In low mathematics ability group: 50% of J3D, J4D, J5A-C, J6A-C students can answer 50% questions correctly in post quiz.</p>	<p>Evaluation: In low mathematics ability group, students can achieve the success criteria. However, in high mathematics ability group, only J5 and J6 students can achieve the target rate, but not the J.1-4 students.</p> <p>Suggestions for improvement : Teachers suggest that the number of questions in the practice can be reduced. And the content of the practice can be related to what students are learning recently. Moreover, we may tune down the target passing rate to 70% for the mixed mathematical ability students in J.1-4 classes because the students' mathematical ability are diverse in these groups.</p>
<p>A basic operation class will be provided for J.2-6 students who are weak in basic operation (addition, subtraction, multiplication and division).</p>	<p>60% of the participants can quit the basic operation class because they can answer 90% questions correctly in post quiz.</p> <p>If the participants still stay in the basic operation class in May 2018, their post quiz result will be improved by at least 20%.</p>	<p>Only 29% of them can quit the basic operation class because they can answer 90% questions correctly in post quiz.</p> <p>85% of the participants' has improved their marks at least 20% in post quiz in May 2018.</p> <p>Suggestions for improvement : The number of questions in the post test can be reduced because we would like to improve students' calculation accuracy rather than calculation speed. Furthermore, we may only focus on improving students' weak areas (e.g. division) in the post test, but not all basic operation. Teachers also suggest to reschedule the basic operation class in 2 lunch recesses because students often forget to go to the class on time in the morning.</p>

<p>➤ An after school Mathematics tutorial class will be provided for the J.3-6 low academic result students.</p>	<p>Achieving the passing rate of mathematics test or exam.</p>	<p>Overall, 34% of students in Mathematics tutorial class passed in the assessment. The passing rate of different levels' Mathematics tutorial class students was as follows :</p> <p>Suggestions for improvement: We may change the success criteria for the Mathematics tutorial class because this success criteria can't totally reflect the effectiveness of the Mathematics tutorial class. For example, a low academic result student has improved a lot in the math test (e.g. from 20 marks to 50 marks) after joining the Mathematics tutorial class, but he still failed. Thus, we would like to measure students' improvement rate rather than the passing rate of the mathematics assessment.</p>
<p>➤ Two J3 teachers will participate in the NCS learning community held by EDB every month to learn different teaching strategies for teaching NCS mathematics.</p>	<p>All J3 mathematics teachers agree that the teaching strategies / activities/ materials suggested in the learning circle are effective for teaching our school students</p>	<p>Since from September 2017, two J.3 Mathematics teachers has attended 9 meetings of NCS learning community and have written 9 reports of the meetings. Moreover, they shared what they have learned to other Mathematics teachers in the Mathematics panel meeting and J3 collaborative lesson planning. Furthermore, one of them, Mr YC Tsui, demonstrated a J.3 Mathematics lesson of mixed operation to the learning community members in December 2017.</p> <p>J3 mathematics teachers used the teaching strategies / activities which are suggested in the learning circle but only some of them think the teaching strategies are effective.</p> <p>Suggestions for improvement : School may invite a professional mathematical educator to hold a workshop about Mathematics pedagogy for the Mathematics teachers next year.</p>

General Studies

Major Concerns: Enhancing the effectiveness of Learning and Teaching

Intended Outcome 1: Students can develop a healthy eating habit and understand the importance of oral health.

Strategies / Tasks	Success Criteria	Evaluation and Suggestions for Improvement
<p>Healthy Food Campaign</p> <ul style="list-style-type: none"> - To promote Green Monday, teachers will encourage students to bring healthy food to school every Monday. Students can receive stickers if they have healthy snacks in first recess. Power point slides and worksheets will be given to students and GS teachers would discuss some healthy eating habits with students. The record sheets will be printed at the back of students' temperature record card. Collecting more than 80% of record sheets is expected. 	<p>More than 50% of students can get three stickers in a month.</p>	<p>At the beginning of the term, about 30% students can get three stickers or more in October 2017. However, the record has been decreasing and the record dropped to 10% in May 2018.</p> <p>Teacher reflected that some students could not get the stickers due to prefect duty or punishment. They lose the chance to get stickers in first recess. Also, some students lose the stickers before submitting the record sheets. The number of record sheets collected is increased compared with last year. Students can keep the record sheets better when they are printed at the back of the temperature record card.</p> <p>It suggested that the prize presentation should be more frequent so students may have more motivation to eat healthy food. Moreover, more fruits and vegetables should be planted in our school and let students grow the fruit together. Students may bring back the fruit or vegetable to home.</p>
<p>Bright Smile Campus Program</p> <ul style="list-style-type: none"> - Senior students will be chosen to be helpers and they are responsible for teaching junior students to maintain good oral health. The correct way of cleaning our teeth will be shown by using the model toothbrush. Junior students have to record whether they have maintained good oral health in a booklet. Student helpers will check the booklets. 	<p>On each level (J1- J3), more than 30% of students is able to get gold, silver or bronze awards.</p>	<p>The percentages of awardees of each level are listed as follow: J1: 28% J2: 18% J3: 23%</p> <p>After collecting the record books, about 23% of students are able to get the awards.</p> <p>It is also suggested that teachers should lead the student helpers when they are carrying out the activity and teachers should collect the record books earlier.</p>

Intended Outcome 2: Students can show their awareness of the environmental protection and act it in the daily life.

<i>Strategies / Tasks</i>	<i>Success Criteria</i>	<i>Evaluation and Suggestions for Improvement</i>
<p>One Person One Flower Scheme</p> <ul style="list-style-type: none"> - Seedlings will be sent to our school in late 2017. Student helpers and teachers will help to transplant. Students who join the scheme can bring a seedling home and experience the growth of plant. In March 2018, students have to bring back the plants and record sheets. Awards will be given to the healthiest plant, the tallest plant, and the most beautiful plant. Students may submit the photos or record sheet through internet. 	<ol style="list-style-type: none"> 1. 20% more of students joined the scheme compared to 16-17. 2. 50% more of students complete the record sheets and submit them back. 3. 50% more of students bring back their plants in March 2018 and teachers will choose the awardees of prizes. 	<p>About 280 students joined the scheme and 24 students completed the online record sheets in March 2018. The number of participants dropped compared with last year. The number of online record sheets received was lowered than expected since many of our students were not familiarize with the submission of online homework. Many students reported that the plant died before March so they could not complete the record sheets. The awardees of the most beautiful plant, the healthiest plant and the tallest plant were chosen in March 2018.</p> <p>Teachers suggested that we would use paper record sheet to record the growth of plant monthly and collect the record sheets monthly. Moreover, more promotion work should be done to encourage students to join this scheme.</p>
<ul style="list-style-type: none"> - Teachers made announcement regularly to let students know the importance to reduce food waste. Signs will be posted to remind students. 	<p>Data of food waste will be collected from October 2017 to June 2018. A report includes statistic will be done in each term. Reduce food waste by 15%.</p>	<p>There is no obvious trend of the food waste record. Teachers did not collect enough data to find the average weight of food waste so the statistic is not accurate.</p> <p>Suggestion: Teachers must measure the weight of food waste every day when they carry out duty. A new balance will be purchased. Student helpers will shift more frequently. Every senior class students will take turn to help to put the food waste into the decomposer.</p>

Intended Outcome 3: Students can develop the interest of learning the knowledge of science and technology.

Strategies / Tasks	Success Criteria	Evaluation and Suggestions for Improvement
<p>Science Fun Day (Also PTA activity)</p> <ul style="list-style-type: none"> - Game booths, science demonstration and competition will be included in the Science Fun Day. It will be held in a Saturday morning. Students and parents are welcomed to join. Souvenirs will be given to students after they play the game booths. 	<ol style="list-style-type: none"> 1. 50% more of parents and students join the demonstration and competition. 2. 10% more of students and parents join the game booths. 3. More than 70% of parents and students are satisfied with the Science Fun Day. 	<p>About 300 parents and students joined the Science Fun Day this year. It dropped about 25% compared with last year. It was the first time our school carried out STEM workshop to replace demonstration and competition. And the number of parents and students were limited due to space of hall and classrooms. The workshop was popular for J1 to J3, but more participants are needed for J4 to J6.</p> <p>We have done surveys for parents and teachers. 104 parents have completed the survey. The feedback was positive. Over 90% of parents and teachers were satisfied in the events.</p> <p>More new booth games are suggested for the next year and less complicated workshop should be chosen. We may also use the resources of PTA to promote the Science Fun Day.</p>
<p>Use of tablets</p> <ul style="list-style-type: none"> - Teachers has to use tablets with students at least once in the academic year. Junior students can have group work or pair work while senior students can use tablets individually. - Teachers find useful Apps and share in the meetings 	<ol style="list-style-type: none"> 1. Over 80% of teachers' state the use of tablets can enhance students' interest in learning science and technology. 2. Students' survey: Over 90% of students like to use tablets in their learning 	<p>About 86% of teachers used tablets with students in the academic year. Most of them use I-pad for learning, consolidation or finding information. All teachers agreed that students like to use tablets in their learning and it can enhance their motivation in learning.</p> <p>Teachers would continue to use I-pad in the next academic year. Teachers may discuss the use of I-pad in CLP next academic year.</p>
<p>STEM Activity Day in July (after exam activity)</p> <ul style="list-style-type: none"> - A series of STEM activities will be provided to J1 to J5 after their term 2 examination. They have to use different materials and complete a STEM related 	<p>More than 90% of students can complete their tasks or products.</p>	<p>From the data in the students' survey, about 71% of students show curiosity in science and about 76% of students actively participated in the activity. For junior students, about 76% students can make a roof model. For senior students, about 81% of students can make a simple submarine. Some students did not bring the appropriate materials so they could not make the product. Moreover, many students take leave in July, so they did not know the details of the activities. Some non-GS teachers may not know how to lead</p>

tasks. The activity can provide more chances to students to explore in science, technology, engineering and mathematics. Group work is preferred.		students in the activity. It is suggested that the activity should be held by GS teachers.
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Intended Outcome 4: Students can explore more general, important local and world issues.

<i>Strategies / Tasks</i>	<i>Success Criteria</i>	<i>Evaluation and Suggestions for Improvement</i>
<p>Newspaper cutting homework</p> <ul style="list-style-type: none"> - J5 and J6 students have to do their monthly newspaper cutting homework. First two pieces of newspaper cutting homework will be a guided writing. Teachers should lead students and teach them how to develop the body of the comments. After they have developed skills of writing, they can do their homework by themselves. - Monthly library lesson Students can read newspaper, GS related books and magazines in the library lesson to know more local and world issues. 	<p>More than 50% of J5 and J6 students can get the correct answer in current issue questions.</p>	<p>J5 and J6 teachers reflected that more than 50% of students can get the correct answers in the current issue questions.</p> <p>Some teachers reflect that the newspaper the school ordering is not closely related to world issue. So teachers suggested that J5 to J6 students will order Young Post from SCMP instead of Standard Junior next year. J3 to J4 will order Standard Junior while J1 to J2 will order Goodies.</p>
<p>Educational visits</p> <ul style="list-style-type: none"> - All students will have their GS outings. The outings can help them to understand and consolidate some content related to their learning. 	<p>More than 50% of students can answer correctly in their outing worksheets.</p>	<p>More than 50% of students can get the correct answers in their GS outing worksheets.</p> <p>It is suggested that teachers would prepare the worksheet earlier so students can know more about the outing and they get well prepared before the outing.</p>

Student Support

Major Concerns 1: Strengthen the students' sense of love and care towards the community and enhance students' moral education.

Intended Outcome 1: Enhance Students' leadership skills

Strategies / Tasks	Success Criteria	Evaluation and Suggestions for Improvement
The weekly leader prefect group meeting	70% of prefects think they have improved in the self-evaluation questionnaire	According to the prefect workshop questionnaire, 96% of prefects agreed it fostered their responsibility, 100% of prefects agreed it fostered their team spirit, 100% of prefects agreed it fostered their co-operation skill, 96% of prefects agreed it foster their leadership, and 96% of prefect agreed it fostered their problem solving skill. Overall, greater than 70% of prefects thought they have improved after the prefect training program. Suggestion: The attendance rate of the prefect workshop was not high due to the proposed date. In the coming year, we may set the workshop date in the end of June. A regular time slot will be set for the prefect meeting, so all the prefects may join altogether. In the next year, teacher-in-charge may set the meeting after school or on Saturday morning.
Prefects working in echelon - mentorship programme		
Prefect meeting during the self-evaluation period		
2 half-day workshops		
The social worker's programme	The feedback from the social worker is positive.	According to the data collected from the social worker's questionnaires, the result was positive. Overall, about 92.3% and 7.69% of students believed they have totally achieved and partly achieved the objectives in the program respectively.
Encourage student to join Junior Police Call (JPC) and its activities	At least 75% participation of each activity.	Over enrollment for the JPC activities – Hong Kong Traditional Celebrations - Tin Hau Festivities and Anti-Crime summer day camp, and 100% attendance of both activities. Suggestion: Teacher-in-charge may arrange two activities a year, once per term. Members have greater chance to join JPC activity.

<p>Increase the number of service posts and recruited more volunteers in school.</p>	<p>30% of students take part in class or school services</p>	<p>There is 236/528 (about 45%) students took part in class or school services.</p> <p>According to the SHS (student's survey), 37.2% of the students strongly agreed and 37.6% of students agreed the school was intent on fostering their leadership but 4.2% of students disagreed and 3.1% of students strongly disagreed with it.</p> <p>Suggestion: Teachers may give more opportunities to the lower primary students, so it may balance the service scale, as now the focus in upper primary students.</p>
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Intended Outcome 2: Enhance positive virtue and discipline of student.

Strategies / Tasks	Success Criteria	Evaluation and Suggestions for Improvement
Friday Assemblies	SHS and APSO	<p>According to the student SHS. First, 22.0% of students strongly agreed and 26.6% of students agreed their schoolmates were self-disciplined and abided by the school regulations. But 9.5% of students disagreed and 6.3% of students strongly disagreed this. Second, 40.7% of students strongly agreed and 40.7% of students agreed school actively guided them to acquire the skills to get along with others well. But 3.5% of students disagreed and 2.6% of students strongly disagreed with this. Third, 32.5% of students strongly agreed and 38.2% of students agreed the school actively fostered their virtues. But there is 4.2% of students disagreed and 2.1% of students strongly disagreed with this.</p> <p>Among these three results, 15.8% of students disagreed their schoolmates were self-disciplined and abided by school regulations.</p>
Personal growth education		
Value education (Aesop's Fable Scheme)		
Students use the "Book of Remarks" for self-evaluation record	The number of misbehaviour records is decreased	<p>The number of misbehaviour record dropped, but it may not be accurate as the standard of teachers might vary. School may provide clear guidelines for discipline record.</p>
Programmes held by social worker	The feedback from social worker is positive.	<p>According to the data collected from the social worker's questionnaires, the result was positive.</p> <p>Suggestion: Not enough time was spent on student related to positive virtue and discipline. Academic and Moral education should be integrated, and school should start to blend different values into curriculum, activities and team training.</p>

Intended Outcome 3: Create a trusting and respectful community.

Strategies / Tasks	Success Criteria	Evaluation and Suggestions for Improvement
2-4 days team training (may held in ECA period, after school or on Saturday which will be the sum of 12 to 24 hours training)	* Questionnaire	According to the student SHS, 29.8% of student strongly agreed, 30.5% of student agreed that students respected teachers. But 7.3% of students disagreed and 2.9% of students strongly disagreed that students respected the teachers. Second, 45.4% of students strongly agreed and 34.1% of student agreed that they got along well with their schoolmates. But 3.8% of students disagreed and 1.6% of students strongly disagreed that they got along well with their schoolmates.
* Students can begin working with a peer mediation in the second term.		Suggestion: The peer-mediation training may be merged with the prefect training, so all prefects may help to build/create a trusting and respectful school community.

Major Concern 2: Discover, develop and stretch the potentials of the students in non-academic areas.

Intended Outcome 1: To enhance students' exposure towards aesthetic and physical education with higher opportunities of performance

Strategies / Tasks	Success Criteria	Evaluation and Suggestions for Improvement
Extra Curriculum Activity:	80% students experience aesthetic or physical education not less than 16 sessions	There is lower than 80% of students experience aesthetic or physical education not less than 16 sessions. School had only 1 P.E. teacher who can coach a physical education during the ECA period. Suggestion: School may hire external coach for the physical education during the ECA period.
	The number of kinds of activity increased	School unable to increase the number of activity due to the size of school campus was already full loaded. Suggestion: ECA lesson may be held weekday after school or on Saturday morning.
External competition: Encourage students to join external competition such as	25% of the students Participated in external competitions	13.8% of J1-J3 students and 23.8% of J4-J6 students joined external competition. Suggestion: More than half of the participants joined the aesthetic competition, which school should put on more manpower and resources in sport. School may hire external coaches to lead school sports teams, such as basketball, cricket, rugby, etc.

speech festival, drawing, dance and musical competitions & sports school teams	25% of participant joined Sport-Act in summer holiday	<p>It is unsuccessful that only about 24% of participants joined Sport-Act in summer holiday according the leaflet returned to class teacher in September. 44 participants received 9 bronze awards, 7 silver awards and 28 gold awards respectively.</p> <p>Suggestion: There is a reminder for New J1 students before school start in September 2018, and there is a reminder for current students before summer holiday starts.</p>
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**Reporting Delia (Man Kiu) English Primary School' Annual Financial Position
Financial Summary for the 2016/2017 School Year**

	Government Funds	Non-Government Funds
INCOME (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	78.18%	N.A.
School Fees	N.A.	10.21%
Donations, if any	N.A.	0.00%
Other Income, if any	N.A.	11.61%
Total	78.18%	21.82%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	55.71%	
Operational Expenses (including those for Learning and Teaching)	26.40%	
Fee Remission / Scholarship ¹ (school fee income 12.91%)	1.45%	
Repairs and Maintenance	15.53%	
Depreciation	0.91%	
Miscellaneous	0.00%	
Total	100%	
Surplus/Deficit for the School Year [#]	1.42 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year [#]	11.91 months of the annual expenditure	
[#] in terms of equivalent months of annual overall expenditure		

Details of expenditure for capital works (no large-scale capital works), if any:

Renovation of school campus – around HK\$ 5.05 million dollars

¹ The % of expenditure on fee remission/scholarship is calculated on the basis of the annual overall expenditure of the school. This % is different from that of the fee remission/scholarship provision calculated on the basis of the school fee income as required by the Education Bureau, which must be no less than 10%.

It is confirmed that our school has set aside sufficient provision for the fee remission / scholarship scheme according to Education Bureau's requirements (Put a "✓" where appropriate).