



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

Annual Report
2012 - 2013

Delia - Man Kiu English Primary School

School Vision & Mission

Vision and Mission:

- ó 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.
- ó 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.

Delia (Man Kiu) Year Report, 2012-13

ADMINISTRATION

Major priority 1: To refine the process of planning in enhancing self-improvement

Work Done	Achievement and Reflection
<ul style="list-style-type: none"> • As planned, the SHS and APASO were conducted and the data were analysed to understand the situation facing the school before further planning. Responses from students, teachers and parents in the surveys were generally positive, confirming teachers' observation. The only apparently negative and unexpected response was in the sub-scale for "negative affect" (overall negative experiences in school) in APASO. • The findings as well as teachers' observations were used in review meetings to determine needs to draft follow up plans. 	<ul style="list-style-type: none"> • A general awareness of use of data/evidence is developing. More attention can be given to using the findings to determine coping strategies. • The collection and use of major self-evaluation data such as SHS and APASO will become routine for the reference of planning in the following year.
<ul style="list-style-type: none"> • On the panel level, TSA results and reports were passed on to relevant subject panels for their understanding of students' needs and weaknesses. • A routine was set up for panels to collect and analyse data on student performance after term tests and examinations to find out about needs to address. • Panels collected information on the achievement of their major tasks and plans. • The above data formed the basis for follow-up plans when needed as seen in other relevant sections of this report. 	<ul style="list-style-type: none"> • Teachers gave greater consideration to more formal evidence of student performance and follow-up action. There could be more attention to weaknesses and concerns as well as possible causes to make suggestions for improvements. • While some panels were able to follow up on major observations of student performance, there could be greater alertness to collecting evidence for evaluation and subsequent action. • When drawing up improvement plans, there could be more care in determining the causes of problems and relevant intended outcomes as well as coherent implementation strategies. • Overall, the collection and analysis of evidence and considering the findings in planning will become a routine for panel.
<ul style="list-style-type: none"> • After each major school event, there was a review meeting of all staff concerned. • Before each similar school event was planned, previous review meeting minutes were retrieved to make improvement. 	<ul style="list-style-type: none"> • There was now more attention to the achievement of objectives or intended outcomes and not simply operational details. • An awareness of the evaluation method is developing. More attention can be given to determining the evaluation criteria in the PIE process.

Major priority 2: To enhance the effectiveness of management with consistent and standard policies, processes and procedures

Work Done	Achievement and Reflection
<ul style="list-style-type: none"> • To provide teachers with guidelines on school management as planned, besides stating policies and procedures in general staff meetings, a Teacher Handbook was compiled and stored on the M drive. Hyperlinks on the Table of Contents facilitate the search for relevant contents. • Subject panels also prepared guidelines for members using a generally common framework. More contents will be added according to needs in future. 	<ul style="list-style-type: none"> • A review meeting found the handbook and the panel guidelines handy and it became easier to understand and share resources. However, the habit of referring to the handbook and guidelines for policies and procedures still needs to be developed. • The Handbook and guidelines are not perfect but are quick references. Soft copies allow timely, continuous updating and refinement. • The handbook and guidelines should be crosschecked for consistency. • The updating of the handbook and the guidelines will become routine.

LEARNING AND TEACHING

Major priority: To improve learning effectiveness by raising the quality of teaching in subjects

Work Done	Achievement and Reflection
<ul style="list-style-type: none"> • To understand students' needs, teachers of the same year level in each subject reviewed student performance in term tests and examinations, pointing out student weaknesses and strengths. There was also a review of the test / examination papers. • Panel heads identified concerns in student performance in the subject on the whole and proposed ways to improve student performance through amendments in curriculum, learning and teaching strategies or assessment. • Subsequently, some subject panels carried out different actions in Term 2 as seen in the Academic Section containing their reports. • At the end of the school year, further needs were identified and prioritised to be included in the plans next year. 	<ul style="list-style-type: none"> • The ability to identify issues and devise suitable follow-up actions is developing. Based on the student weaknesses identified, some panels were able to find suitable ways to improve student performance. • The analysis was to alert teachers to understand students' needs in different subjects and address them. Some plans worked better than others, but all the attempts will provide more insight into better solutions. A system for reviewing student needs is a first step towards improving the quality of teaching. The effort will be kept up.
<ul style="list-style-type: none"> • To enhance continuous self-improvement in teaching, all teachers took part in collaborative lesson planning (CLP) and peer lesson observation (PLO) as the teacher to be observed and as peer observers in Term 1. For each lesson observed, teachers were engaged in a pre-observation meeting (after which teachers were able to improve their lesson plan), the class visit (if time allowed) and post-observation meeting. This also prepared them 	<ul style="list-style-type: none"> • The pre-observation meeting helped teachers to give further consideration to the teaching design and improve their lesson plan. • The actual observations showed that sometimes, a lesson did not work out as assumed. Even so, the teacher could gain insight into the process of learning and students' difficult points. • Discussions at post-observation meetings were open and professional.

<p>for the class visit for staff appraisal in Term 2.</p> <ul style="list-style-type: none"> • The pre-observation meeting discussion followed a generally common framework that allowed teachers, the panel heads and administrators to share expectations for the teaching. The class visit focused on checking the effectiveness of the teaching design. The post-observation meeting was for review and suggestions for improvement. 	<p>There developed a sharper focus on intended learning outcomes and not simply the syllabus. Overall, there could be more attention to checking student learning and understanding in class for timely follow-up.</p> <ul style="list-style-type: none"> • The meetings and class visits were time consuming but teachers found them useful occasions of professional exchange. They would be interested in more peer lesson observation if they had more free periods to do so.
---	--

2012–2013 年度中文科周年報告

關注事項一：縮短各學生在中文學習上的學習差異

工作	成效評估與反思
<ul style="list-style-type: none"> • 課後輔導班每天舉行，由額外津貼聘請導師教授，加強基本中文知識。學生由各組老師舉薦參加每星期兩至三個適合課節。 • 大部分老師均認為大部分學生參加課外輔導班後，學習動機及成績均有所提升，儘管有些學生的學習動機仍待改善，但在課堂表現已見進步。 	<ul style="list-style-type: none"> • 課外輔導班對中文根基較弱以及難於在家溫習中文的學生，幫助很大，將會於來年繼續。 • 據老師觀察，輔導班的成效視乎學生的出席率。今年低年級輔導班學生學習成效較高年級為高，下學期的成績普遍較上學期進步。他們對參加課後輔導班甚為積極，故應按需求增加低年級學生的名額。 • 有建議課後中文班可進一步集中幫助學生溫習默書詞語和句子，相信對縮短各學生在中文學習上的差異，會有更大的幫助。

關注事項二：提升學生中文閱讀的興趣和能力

工作	成效評估與反思
<ul style="list-style-type: none"> • 本年的閱讀計劃受圖書館電腦系統更換的影響，只可於下學期四月起推行，但該計劃確能提升學生對閱讀中文圖書的興趣，在老師指導下，學生的中文圖書的借閱量大幅增加，並樂於完成閱讀計畫工作紙。 	<ul style="list-style-type: none"> • 閱讀是語文學習的根基，但也是本校學生在 TSA 及校內考核中較弱的一環，值得關注。年終的中文考試亦顯示，配合圖書教學的小二級學生的閱讀理解能力有顯著提升。 • 閱讀計劃會於來年延續，並建議加長閱讀中文圖書的時間，允許學生借中文圖書回家等，相信能有效提升學生閱讀能力。

關注事項三：培養學生寫作能力，增強他們的表達能力及其趣味性

工作	成效評估與反思
<ul style="list-style-type: none"> ● 學生按老師指導於一月底完成專題研習報告。 ● 大部份學生(尤其是低年級學生)很樂意完成這次專題研習的報告。由於 A 及 B 組能力較佳，較能獨自完成這項課業。C 及 D 組的學生，便較需要老師的輔助。 	<ul style="list-style-type: none"> ● 本年四至六年級專題報告的題目較為相似，但來年可就各級的情況進行修訂主題。 ● 整體而言，專題報告可提高學生的學習興趣，但要培養學生寫作能力，則須進一步加強寫作技巧鍛鍊。

ENGLISH

Major priority 1: To improve spelling skills

Work Done	Achievement and Reflection
<ul style="list-style-type: none"> ● J.1 – 5 were able to finish the Phonics skills covered in the syllabus and reinforcement was always done during new vocabulary teaching, though time was not enough to revise all. ● After the scissoring of the syllabus this year, J.6 could finish 80% of the skills. Great effort and time was put into reading enhancement and other variety of activities in the textbooks. ● 2 full rounds of Phonics reinforcement class for J.1 were successfully conducted for less able students using 'Jolly Phonics'. 	<ul style="list-style-type: none"> ● Students were very motivated and interested and had become more familiar with the patterns but lacked sufficient practice time. ● Regular story-telling time was organized for reinforcement for students less able in listening and speaking in J2. ● Story-telling time for students interested should continue to keep up their motivation and practice to apply their learning.

Major priority 2: To increase students' incentive in reading and writing

Work Done	Achievement and Reflection
<ul style="list-style-type: none"> ● Students got familiar with peer sharing and also with home reading as a preparation of lessons. ● A variety of writing genres were introduced and students had regular practice in writing. They showed interest in learning new writing genre ● Students' participation was high and showed great interest in preparation and discussion. ● Students' exam results reflected a slight progress in expression, 	<ul style="list-style-type: none"> ● More teachers welcomed and were willing to try peer sharing (e.g. group to group story telling, story-telling buddies, carpet story time.) They found it fun and effective, but could just do the exercise occasionally. ● J.4 & J.5 teachers found drafting good for students' writing but took much time during the whole process. ● Teachers found performance rubrics easy to manage but might not be able to show smaller differences in students' performance and would continue to look for a solution.

<p>content and organization.</p> <ul style="list-style-type: none"> • Students found Book Character Day exciting. As a good start in the event, students felt it very interesting to show the way their favourite character looked yet challenging to complete the reading and performing tasks. 	<ul style="list-style-type: none"> • Students enjoyed reading and will be encouraged to continue with reading outside class time.
---	--

Major priority 3: To expose students to more authentic language-rich learning environment

Work Done	Achievement and Reflection
<ul style="list-style-type: none"> • The Panel Chair demonstrated some drama games for use in class and some teachers tried them out. Some teachers tried more role-play as class activities. • A three-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. • Enrolment in Pearson Tests of English was higher than last year. Students were confident after the tests. • Enrolment in HK Schools Speech Festival was higher than last year and 5 students were awarded championships in various solo verse speaking. There were encouraging comments from the adjudicators shown on the mark sheets. • Some parents even approached the school asking to enter their children for the Speech Festival. 	<ul style="list-style-type: none"> • Student improvement in the Speech Festival and various tests supported further attempts of role-play, drama games or speech training. • Students were more motivated and concentrated in lessons enabling them to improve. • Teachers expressed that drama was an interesting element in teaching but was also very time-consuming too. • Enrolment in the Speech Festival will continue to be a means for students to enrich their learning in English with guidance from teachers. • Teachers incorporated drama games as one of their teaching strategies. • More ways of creating an authentic language-rich learning environment could be explored, e.g., making use of the strong English background of the school community.

Major priority 4: To enhance self learning ability

Work Done	Achievement and Reflection
<ul style="list-style-type: none"> • J5 and J6 Students learnt and were tested in the use the dictionary. • Alls students kept a word-bank book. • In writing classes, students were encouraged and able to use the dictionary and the word-bank book to improve their writing. • Students developed the habit of reading books and newspapers after class 	<ul style="list-style-type: none"> • The use of the dictionary helped students to access other help. • Students could be encouraged to build a vocabulary relevant to their own needs. • Reading helped students to improve the content as well as the language of their writing. It should be further developed.

Major priority 5: To promote the culture of collaboration and peer-observation among teachers

Work Done	Achievement and Reflection
<ul style="list-style-type: none">• Teachers could manage co-planning once a unit.• More variety in types and language skills was found in reading notes and writing worksheets.• M drive becomes a common resource bank.• Lesson observation was done twice a year.• Assignment checking was done once at Christmas and teachers showed quality performance in script marking.	<ul style="list-style-type: none">• Co-planning helped to upgrade the quality of lesson plans, teaching and assignment designs.• Time concern in meetings is a big challenge teachers face.• The lesson plans and worksheets are important resources for the teachers to share and they can be further refined.

MATHEMATICS

Major priority 1: To arouse students' interest of learning Mathematics

Work Done	Achievement and Reflection
<ul style="list-style-type: none">• The Math Fun Day, the challenging mathematics questions, problem of the week and Math booth games during recess time were held as planned.• Response to the activities varied. Students loved the Math Fun Day and enjoyed the booth game activities that day. Students were not that interested in doing the questions in the Problem of the Week. Only a few students played the booth games during the recess time.	<ul style="list-style-type: none">• Students enjoyed the activities and group work in the Math Fun Day. This event can be organized again next year.• Questions in the Problem of the Week were difficult for some students. Moreover, teachers did not have enough time to explain the solutions during the lessons. Next year, some easier questions will be set.• The booth games were less easy to follow up. They will not continue next year and teachers can focus on other Mathematics activities.

Major priority 2: To improve students' arithmetic skill

Work Done	Achievement and Reflection
<ul style="list-style-type: none">• It was planned that teachers would do the 5-minute arithmetic quiz at least 3 times a week. But some teachers could do so only once every two days because they needed more time for the normal teaching syllabus.• There was a high rate of participation in this scheme in J1-2.	<ul style="list-style-type: none">• The quiz helped students to revise and keep up their motivation and produced some good effect. It will continue whenever there is time.

Major priority 3: To enhance students' problem solving skills

Work Done	Achievement and Reflection
<ul style="list-style-type: none"> Teachers used drawing methods in some units (mainly in numbers topics) in order to do the problem solving questions. A few students tried this method to solve the problem in their homework. Improvement was not obvious in students' problem solving skills. 	<ul style="list-style-type: none"> Some teachers thought that using the drawing method in teaching the simple fraction was good for students but not for all numbers topics. Some students, however, did not even know how to draw the picture to present the questions clearly. There could be problems in understanding the question as well. Other ways to deal with the problem should be explored.

Major priority 4: To improve students' passing rate in summative assessments

Work Done	Achievement and Reflection
<ul style="list-style-type: none"> Due to an extra mathematics lesson this year, J3 and J6 mathematics teachers used one of the normal mathematics lessons to do the TSA questions since February. After teaching each unit, J1, J2, J4 and J5 math teachers explained the challenging /TSA-type questions to students. J3-6 students would do the TSA-type Worksheets by topic. 3-5 students from each class from J2 to J5 who were weak in mathematics would form a pullout group. 	<ul style="list-style-type: none"> Mathematics teachers agreed that TSA would be a useful reference in understanding student performance in the subject. The worksheets helped students get to know different types of mathematics problems. Teachers found working together to prepare questions quite helpful. In the first term next year, teachers would have some collaborative lesson planning before teaching every two or three units. Teachers of pullout groups found that some students' academic results and interest and confidence in learning mathematics had increased. The measure will continue.

Major priority 5: To set up a good teaching material storage

Work Done	Achievement and Reflection
<ul style="list-style-type: none"> An inventory was completed in January. The stock of math teaching materials was checked at the end of year. Some teaching materials were purchased this year. The Math panel head set up a folder for Math teachers to store the soft copies of their teaching material or documents on the M drive. 	<ul style="list-style-type: none"> The inventory helped the panel to check teaching kits available and what to buy. It helped to save money. Mathematics teachers agreed that the stock of teaching materials was useful reference. The panel will keep the stock and inventory up to date every year.

GENERAL STUDIES

Major priority 1: Students can explore more general knowledge and the important local and world issues

Work Done	Achievement and Reflection
<ul style="list-style-type: none"> • Due to the time constraint of morning assembly, the plan of Bi-weekly G.S. Challenging Quiz was postponed. However, the challenging questions were merged into the activity of G.S. Quiz in June, 2013 for all students. 	<ul style="list-style-type: none"> • Students were enthusiastic about answering the questions. The event will continue in future.

Work Done	Achievement and Reflection
<ul style="list-style-type: none"> • We have arranged an education talk by the Society for the Prevention of Cruelty to Animals (SPCA) on preventing violence to animals. Besides the knowledge of caring for animals' lives, students also had opportunities to come into contact with a dog during the talk. 	<ul style="list-style-type: none"> • Students were very keen. The event educated students in the concept of "Respect for life begins with a concern for animals." A similar event can be held next year.
<ul style="list-style-type: none"> • Both J.5 and J.6 students submitted monthly newspaper cuttings and they had chances to share news stories during the G.S. lessons. Besides, they formed groups to join the Newspaper Sharing Competition in May to make presentations at morning assemblies. 	<ul style="list-style-type: none"> • Students had opportunities to get to know and share some hot current issues. They shared the news and expressed their comments and feelings also. The practice will continue next year.

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

Work Done	Achievement and Reflection
<ul style="list-style-type: none"> • More than 95% students brought their own eating utensils for lunch in order to reduce the use of disposable utensils such as plastic spoons and wooden chopsticks. Besides, we gathered plastic lunch boxes after use for recycling. 	<ul style="list-style-type: none"> • Consistent practice is important. The measure will continue next year.
<ul style="list-style-type: none"> • The panel continued to arrange Reused Material Design Competition. Students made use of the concept of 4Rs and waste materials to create Christmas ornaments for decorating their classroom and school campus in order to reduce the waste of using or buying too many new things. 	<ul style="list-style-type: none"> • Through this activity, students had a chance to apply the concept of 4Rs in daily life practice. The event will continue next year.
<ul style="list-style-type: none"> • Students had developed the habit of recycling paper throughout these two years. They put all the unused paper for recycling in a recycling box and developed a habit of reducing, such as using both sides of the paper or using waste paper for other purposes such as decoration or art work. 	<ul style="list-style-type: none"> • Students were actually able to do something to help protect the environment during school hours. The measure will continue next year.

Major priority 3: Students can improve project learning and self-learning skills.

Work Done	Achievement and Reflection
<ul style="list-style-type: none"> • Students made use of the skills of project learning, such as creating concept maps, data collecting, setting a questionnaire, etc and applied them in the different tasks for the theme of “Hong Kong Story”. 	<ul style="list-style-type: none"> • Students have widened their horizons about Hong Kong history, culture and current affairs through the project. Projects will continue next year.

Major priority 4: Students can develop a healthy eating habit and understand the importance of the fitness of their body.

Work Done	Achievement and Reflection
<ul style="list-style-type: none"> • Class teachers and G.S. teachers reminded and educated students of the importance of healthy eating habits. However, only about 50% students could maintain a healthy diet. The result can be explained by the different eating cultures from different countries. Moreover, because students could buy some food of relatively unhealthy nutrient content from the tuck shop, therefore, students could not fully develop a healthy eating habit in school. 	<ul style="list-style-type: none"> • The food list of the tuck shop will be reviewed and revised. Attention to healthy eating habits will continue next year.
<ul style="list-style-type: none"> • Due to time constraint, we could not arrange the “Fitness Challenge Day” for students on a specific day. However, G.S. and P.E. teachers have taught students the knowledge and importance of body fitness regularly during the lessons. 	<ul style="list-style-type: none"> • The G.S. and P.E. panels will hold the event as a part of the Sports Fun Day next year.

STUDENT SUPPORT

Major Priority 1: To enhance the whole school community to work together to improve student behaviour and further student development

Work Done	Achievement and Reflection
<ul style="list-style-type: none"> • During assembly time, the discipline code was explained to students. • In SHS, students expressed very positive views about the school’s support for student development. The APASO also showed very positive results in Teacher-Student Relationship and Opportunity. Both subscales have a mean higher than the 	<ul style="list-style-type: none"> • Teachers’ observations and discipline and other kinds of records would help to show where more work is needed. • Positive survey results showed students strongly agreed with the school’s expectations and teachers worked together well to support them. • Both surveys would continue to help the planning of future work.

<p>territory norm. The school's after-school activities, Function Period activities and school teams might have enhanced students' opportunity to improve their social skills and social development.</p> <ul style="list-style-type: none"> • There was a noticeable decrease of number of cases of misbehaviour except for a very senior year level. 	<ul style="list-style-type: none"> • At the review meeting of the school's work, teachers felt that the school regulations were clear and that most J2-J5 students were clear about the code of behaviour and improved their discipline. • Making the discipline code clear was only a first step for students to improve their behaviour and development. Student Guidance and Discipline work will continue to develop according to student needs.
---	--

Major priority 2: To identify student development needs that require more urgent attention and find ways to address them.

Work Done	Achievement and Reflection
<ul style="list-style-type: none"> • In the SHS, more than 85% of students agreed that students respected teachers, more than 90% of students agreed that they liked the school, more than 90% of students agreed that they got on well with schoolmates, and more than 90% of students agreed that teachers cared about them. • The APASO results showed that the students' views of the School Climate were mostly very positive although "negative affect" was relatively high. This was different from expectations. 	<ul style="list-style-type: none"> • Students were generally happy at school in the observation of teachers, the social worker and the counsellor, although students showed some negative affect in the APASO. There will be more exploration and follow-up work in the coming year. • At the review meeting, teachers felt that while students enjoyed school life, they could further develop their self-management skills that would help them to be organized and follow school rules.

STUDENT PERFORMANCE

Major concern 1: To implement one life one sport and art scheme

Work Done	Achievement and Reflection
<ul style="list-style-type: none"> • All students took part in various internal subject competitions including the art creation, reading, writing and singing contests and Games Day. Winning pieces were displayed in school. • More than 30% of the students participated in other internal competitions including those organized by the PTA. • 45 students participated in the 64th Hong Kong Schools Speech Festival winning one 1st place, one 2nd place and two 3rd places. 32 students got the certificate of merit and 13 students got the certificate of proficiency. • Beside basketball, cricket and track and field teams, this year our school also organized the soccer team, girls' volleyball team 	<ul style="list-style-type: none"> • This year, there were more and a greater variety of opportunities for students to participate in internal and external events. • For the more and better opportunities for activities, the feedback was very positive overall: First, according to the students' SHS, more than 80% of students agreed that "My schoolmates actively participate in extra-curricular activities," and "Through participation in the school's extra-curricular activities, my learning opportunities in respect of extra-curricular knowledge and life skill, etc. are increased." (Questions #20 and #21) Second, according to the parents' SHS, more than 80% of parents agreed that "Through participation in the school's extra-curricular activities, my child's learning opportunities in respect of

<p>and rugby team.</p> <ul style="list-style-type: none"> • While some students participated in more than one activity, our school activities catered to 292 participants in 2011-2012, and increased to 361 participants in 2012-13. • Apart from sports, all of our students joined different external drawing competition this year, including the Hong Kong Dream Drawing Competition, Child's Utopia Drawing Competition and SPCA Comic Drawing Competition. • In the 49th Hong Kong Schools Dance Festival, the Latin Dance Team received a Commended Award. The Oriental Dance Team got a Highly Commended Award in the same Festival as well as a Silver Award in the 41st Open Dance Contest. • This year our school's Drama Team joined the Hong Kong Schools Drama Festival for the first time and won the award for Outstanding Cooperation and 3 of our students received the award for Outstanding Performer. 	<p>extra-curricular knowledge and life skill, etc. are increased,” and “My child likes to participate in the school's activities and affairs.” (Questions #10 and #15) Third, according to the teachers' SHS, more than 80% of teachers agreed that “The school actively encourages students to participate in extra-curricular activities,” and “The school's extra-curricular activities can help extend students' learning experiences.” (Questions #50 and #51)</p> <ul style="list-style-type: none"> • More students were interested in different activities now. But because there were only limited places and many had to take the school bus, not all could be admitted.
---	---

Major priority 2: To devise effective measures to promote and adopt a ‘whole school approach’ to discipline.

Work Done	Achievement and Reflection
<ul style="list-style-type: none"> • To promote the understanding of good behaviour, the behaviour code was explained to students and teachers as mentioned • To strengthen the respect for school rules, good behaviour was encouraged and prefects were trained. • Regular meetings including evaluation were held with prefects to stress self-discipline among students. 2 Prefects' Activity Days were organized this year to foster team spirit and leadership skills of prefects. 	<ul style="list-style-type: none"> • With a better understanding of expectations, student behaviour improved. • Special duties were arranged for prefects to help carrying out different school activities in whole school functions this year. • Prefects were generally very responsible in doing their duties and set good examples for other students. They could learn to take more initiative in working out ways to improve discipline with teachers.
<ul style="list-style-type: none"> • To promote opportunities for appreciation and recognition of students' strengths and achievement in various aspects of school life, various activities or campaigns such as monthly inter-class discipline and cleanliness competitions, homework completion and excellent student awards for the year level were held throughout the year to strengthen students' discipline awareness. Awards were given out during assemblies. • Students with good behaviour were commended individually 	<ul style="list-style-type: none"> • The Excellent Students Award Scheme was held this year to appreciate those students who have performed well in academics and behaviour. The students were good examples for others. • Inter-class discipline, cleanliness and homework completion competitions were held as well to encourage students to have good behaviour. The effect was better in junior classes. • Teachers' praise and commendations helped to boost students' self-concept and self-discipline.

<ul style="list-style-type: none"> under 10 different awards such as Excellent Conduct Award etc. Teachers were encouraged to praise students' good behaviour using the Student Handbook or other ways. 	<ul style="list-style-type: none"> In the APASO, students expressed social integration higher than the territory. Generally, students needed gentle reminders from time to time.
---	--

Major priority 3: To build up the self-confidence of students especially the enhancement of academic self-concept.

Work Done	Achievement and Reflection
<ul style="list-style-type: none"> The ability to cope with TSA could affect students' confidence. To let students get to know TSA type questions, teachers conducted practise sessions such as speaking and writing in J3 and J6 Chinese and English as reported J3 and J6 students had one extra Mathematics lessons for TSA-type questions since February and did worksheets by topic. In other year levels, students did challenging TSA-type questions after each unit. Extra tutorials and additional practice were conducted as planned and reported under the work of different panels. 	<ul style="list-style-type: none"> The effect will be better evaluated when the next set of TSA results are announced. According to the students' SHS in Term 2, more than 80% of students agreed, "I am confident in learning." But adults were more cautious. According to the parents' SHS, about 63% of parents agreed and about 29% of parents were neutral about the statement "My child is confident in learning." According to the teachers' SHS, about 45% of teachers agreed and about 38% were neutral in saying "My students are confident in learning." The school will continue to watch academic pressure on students.

Major priority 4: To identify student development & improvement needs.

Work Done	Achievement and Reflection
<ul style="list-style-type: none"> To collect information or views on various aspects of the school for future planning. The SHS was conducted in May. J.3 to J.6 students participated in the survey. About 25% of parents were randomly chosen to do the survey as well. A survey on the Attitudes to School in APASO was conducted for J.3 and J.5 students. 	<ul style="list-style-type: none"> It was found in the APASO that students' attitudes to the school were generally positive and had a mean higher than the territory except the negative affect value, which was higher than the norm of Hong Kong. This issue will be addressed in the coming school year. The surveys helped us understand the views of our students, teachers and parents. The findings generally confirmed our observation but also let us know something we did not know. The school will continue to find out our development and improvements at suitable times.

地利亞(閩僑)英文小學周年財政狀況
2011/2012 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(不包括計入直資學校單位成本的政府撥款)	82.50%	不適用
學費	不適用	16.29%
捐款(如有)	不適用	
其他收入(如有)	不適用	1.21%
總計	82.50%	17.50%
開支(佔全年整體開支的百分比)		
員工薪酬福利	71.55%	
運作開支(包括學與教方面的開支)	8.39%	
學費減免／獎學金 (佔學費收入的 10%)	2.46%	
維修及保養	16.10%	
折舊	1.50%	
雜項	0.00%	
總計	100.00%	
學年的盈餘／虧損*	全年開支的 6.09 個月	
學年完結時營運儲備的累積盈餘／虧損*	全年開支的 6.99 個月	
# 相等於全年整體開支的月數		

註：本校大型建設及改善工程將於 2012/13 學年開展，預估費用下少於伍佰萬元。

[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