

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

**School Year 2019-2020**

# School Vision & Mission

## **Vision and Mission:**

We envision Delia (Man Kiu) English Primary School to become “**OUR HOME**”, where 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 developing the virtues of **M**orality and **E**quality.

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 Plan**

### **School Year 2019-2020**

#### **Major Concerns**

1. Strengthen the professional development for teachers at school for the school's future growth
2. Improve the effectiveness of learning and teaching and develop students' self-learning ability
3. Strengthen character education (responsibility) and develop a positive sense of value

**Implementation Plan**

**1. Major Concern: Strengthen the professional development for teachers at school for the school's future growth**

<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>Time Scale</b>	<b>People in charge</b>	<b>Resources Required</b>
1.1 To provide continuous staff development programme for enhancing school's work effectiveness	1.1.1 Provide leadership training and workshops to middle management staff	70% of teachers agree that the sharing sessions can enhance their skills required in management.	<ul style="list-style-type: none"> <li>• Records of seminars and courses attended</li> <li>• Feedback from teachers</li> <li>• Observation</li> <li>• Questionnaires</li> <li>• Level meeting minutes</li> </ul>	Whole Year	Miss SC Chu	Budget for guest speakers  \$10,000
	1.1.2 Organize professional experience sharing sessions and Staff Development Days to enhance the skills required in management	65% of the participants agree that their management skills have improved.				
	1.1.3 Carry out mentorship scheme for potential middle managers	80% of new teachers can carry out the routine works and satisfy the school requirements by the end of first term.			Mr. CY Cheng and committee members	
	1.1.4 Build up the level coordinator system for in-charge teachers which facilitate the occurrence of events and the collaboration among teachers in terms of planning	75% of teachers agree the level coordinator system can facilitate the collaborative planning process.			Mr. CF Leung	
	1.1.5 Run an induction programme to strengthen new teachers				Mr. CY Cheng and committee members	
	1.1.6 Encourage teachers to attend seminars or courses related to				Miss SC Chu and Miss YP Leung	

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	managing schools and share the good practices in meetings						
1.2 To enhance the professional capacity of teachers in school planning and self-evaluation	1.2.1 Encourage teachers to participate in professional development activities	Sharing sessions are conducted and 65% of teachers agree that the review meeting can enhance their planning skills.	<ul style="list-style-type: none"> <li>• Records of seminars and staff development attendance</li> <li>• Feedback from teachers</li> <li>• Questionnaires</li> <li>• School Planning</li> <li>• Self-evaluation</li> </ul>	Whole Year	Miss SC Chu	Budget for guest speakers \$10,000	
	1.2.2 Hold meetings and trainings to strengthen the abilities of staff to conduct self-evaluation and draw up strategic plans on different levels						65% of teachers can show improvement in their school planning.
	1.2.3 Promote experience sharing among teachers on how to provide / design quality planning to enrich school's growth and students' learning	65% of the teachers agree that their self-evaluation has improved.					Mr. CF Leung
	1.2.4 Deepen teachers' understanding of self-evaluation and planning through professional trainings	Professional capacity of teachers is strengthened.					Subject Panel Chairpersons

**2. Improve the effectiveness of learning and teaching and develop students' self-learning ability**

<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>Time Scale</b>	<b>People in charge</b>	<b>Resources Required</b>
2.1 Equip teachers with skills and strategies to analyse and monitor students' learning progress	2.1.1 Conduct trainings for subjects to identify students' learning needs, plan their work and set learning expectations	65% of teachers agree that the sharing /trainings can enhance their skills and strategies required in monitor students' learning progress  Professional capacity of teachers is strengthened.	<ul style="list-style-type: none"> <li>• Records of workshops attended</li> <li>• Feedback from teachers</li> <li>• Questionnaires</li> <li>• Level meeting minutes</li> <li>• Lessons observation</li> </ul>	Whole Year	Miss SC Chu	Budget for guest speakers  \$5,000
	2.1.2 Use multiple learning platforms to enhance learning and teaching effectiveness					
2.2 Equip teachers with the skills that motivate students to learn actively	2.2.1 Provide professional seminars and workshops for teachers to learn about the strategies, pedagogies on developing students' initiative to take an active learning role	Feedback from various seminars and workshops on self-motivation of students' learning is positive.	<ul style="list-style-type: none"> <li>• Records of seminars and courses attended</li> <li>• Feedback from teachers</li> <li>• Lessons observation</li> <li>• Level meeting minutes</li> </ul>	Whole Year	Miss SC Chu  and Mr. CF Leung	Budget for guest speakers  \$5,000
	2.2.2 Learn to use pre-task and note taking to activate learners' schema	75% of the teachers agree that their teaching skills have improved.				

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	<p>2.2.3 Promote collaborative learning among teachers by inviting subject panels to share their effective strategies in applying pre-lesson tasks and their effectiveness in the classroom in a staff meeting</p>	<p>75% of teachers have tried to apply pre-task and note taking throughout the three years and have made evaluation among their panel members.</p>			<p>Mr. CF Leung</p> <p>and</p> <p>Subject Panel chairpersons</p>	
	<p>2.2.4 Conduct the class observation focusing on pre-task and note taking skills of students</p>	<p>70% of teachers have attended seminars, carried out peer learning activities, pre-task and note taking about self-directed learning.</p>				
<p>2.3 Students can take an active role in planning, collecting relevant information, expressing and summarizing their ideas as well as can evaluate their learning progressively</p>	<p>2.3.1 Develop students' ability to complete pre-lesson tasks and taking note and provide plenty of opportunities for students to do pre-lesson preparation by applying different pre-task skills</p>	<p>70% of students agree that their lessons are structured with various kinds of activities.</p>	<ul style="list-style-type: none"> <li>• Feedback from students</li> <li>• Lesson observation</li> <li>• Questionnaires</li> <li>• Students' academic result</li> </ul>	<p>Whole Year</p>	<p>Subject Panel Chairpersons</p>	<p>Budget for awards</p> <p>\$6,000</p>
	<p>2.3.2 Enable students to organize, summarize and consolidate their key concepts by applying diversified note taking skills such as using mind maps, pictures, tables and diagrams</p>	<p>65% of the students can highlight the keywords in reading passages/ instructions and jot notes in class.</p>			<p>Subject Panel Chairpersons</p> <p>and</p>	
	<p>2.3.3 Provide plenty of opportunities for</p>	<p>60% of the</p>			<p>Subject Teachers</p>	

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	students to receive immediate feedback from teachers and peers for carrying out self-evaluation	students reveal that their self-directed learning skills have been enhanced.				
	2.3.4 Enable students to carry out inquiry learning through cross-subject project learning with STEM incorporation	50% of the students reveal that they set goals for their studies.			Mr. CF Leung and Mr. CK Wu	
	2.3.5 Provide individualized self-learning elements, for example, to suggest relevant videos, web pages, graded exercises and learning tasks for students so that they can learn outside the class as supplementary task according to their own needs	50% of the students reveal that they do lesson preparation works.			Subject Teachers	
	2.3.6 Provide students with more opportunities to participate in self-directed learning activities	55% of the students receive the awards			Mr. CF Leung and Subject Panel Chairpersons	
	2.3.7 Guild students to set learning goals (Start from Term 2)	50% of the students' agree their academic performance has improved			Mr. CF Leung	
	2.3.8 Give awards to students and classes with good performance in pre-task , note taking and those who can carry out their learning goals successfully (Start from Term 2)				Miss SC Chu and Subject Panel Chairpersons	



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	2.3.9 Guide students to reflect on the achievement of the learning goals and identify their strengths and weaknesses					
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**3. Major Concern: Strengthen character education (Responsibility) and develop positive sense of value**

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
3.1 To help students acknowledge good behaviour, and build up their sense of responsibility and self-discipline by boosting character training	3.1.1 The character education will be reviewed in order to help students to develop the positive sense of value and attitude. Through the Personal Growth Lessons and Aesop’s Fable Scheme, thereby students may develop a sense of responsibility	75% of students agree that their schoolmates were self-disciplined and responsible.	Students’ questionnaires	Whole Year	Mr. CY Cheng and Discipline Team Leaders	NA
	3.1.2 Students use their Book of Remarks to self-reflect their performances, it may help them to form good behaviors through-out the experience of self-reflections.	75% of students agree that their Book of Remarks helped them to form good behaviors through-out the experience of self-reflections.	Students’ questionnaires  Teachers’ feedback	Whole Year	Mr. CY Cheng and Class Teachers	NA
	3.1.3 “Bucket Filler” program is implemented to promote a high-achieving classroom that is supportive, warm and acceptive. (Lower forms of students)	75% of teachers agree that the “Bucket Filler” can engage students and strengthen the bonds between students and teachers.	Teachers’ feedback	Whole Year	Ms. WY Lo and J1-J2 Class Teachers	NA

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		30% of students can achieve merit from positive behaviour or school services in each term.			
	3.1.4 Sunshine Program: Modify a systematic and encouraging merit/demerit scheme with an enhanced improvement scheme	Less than 5% of students get the demerit record in each term.  80% of teachers agree that the merit/ demerit system with disciplinary follow-up sessions is effective.	Merit/ demerit records  Teacher's questionnaire	Each semester in whole year	Mr. CY Cheng and Mr. CS Luk Ms. MY Ng Ms. YK Ng  NA
3.2 To nurture students to appreciate the quality of self and others	3.2.1 To align with the development of sports and arts, exhibitions and performances will be arranged to help develop students' sense of appreciation. The school will also communicate, hold friendly matches, exchange sessions, and exhibitions with other schools.	80% of students agree that they did appreciate the quality of self and others.	Students' questionnaires	Whole Year	Mr. CY Cheng and Ms. SM Cheng Ms. WT Chan  NA
3.3 To improve the leadership and responsibility culture among students	3.3.1 To construct the "Peer-mediator" programme for prefects. Through systematic training, students can build up confidence and leadership skills	80% of prefects agree that the program may help them to build up their confidence and leadership skills.	Prefect's questionnaires	Whole Year	Mr. CY Cheng  NA

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	<p>3.3.2 Reconstruct prefect training to strengthen their leadership, responsibility and confidence; to modify the Prefect Nomination System from Denomination to Self-nomination.</p>	<p>80% of teachers agree that prefects have carried out their duties responsibly.</p> <p>In-charge teachers assess prefects' performance and do reflection with them at the end of each term</p>	<p>Teacher's questionnaire</p> <p>Prefect performance assessment</p> <p>Prefect's questionnaire</p>	<p>Whole year</p>	<p>Mr. CY Cheng and Ms. CS Luk Ms. MY Ng Ms. YK Ng</p>	<p>\$5000</p>
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