Delia (Man Kiu) English Primary School

School Development Plan

2021/22、2022/23、2023/24

DELIA (MAN KIU) ENGLISH PRIMARY SCHOOL

1. 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。

2. School Goals

Strive for Excellence

3. School Motto

Advancement in Adversity, Harmony in Diversity

4. Core Values of Education

Love and Care

5. Holistic Review
Effectiveness of the previous School Development Plan (2018-2021)

Major Concerns	The extent of targets achieved e.g.: Fully Achieved; Partly achieved; Not achieved	Follow-up action e.g.: Incorporated as routine work; Continue to be major concerns in the next SDP; Others	Remarks
1. Strengthen the professional development for teachers at school for the school's future growth	Mostly Achieved	Incorporated as routine work	Long term professional programmes related to learning and teaching will be organized for different subjects in the next school year by CUHK, HKU and EDB respectively.
2. Improve the effectiveness of learning and teaching and develop students' self-learning ability	Mostly Achieved	Incorporated as routine work	Self-learning strategies, including pre-task and note-taking, were chosen as a primary focus for the lesson observations. Sharing sessions about pre-task and note taking teaching strategies were arranged in regular General Staff and Subject Panel Meetings.
3. Strengthen Moral & Civic Education (responsibility) and develop a positive sense of values.	Mostly Achieved	Incorporated as routine work	In the next development cycle, the school will promote positive education. It may cultivate students' positive emotions and growth mindset, as becoming an optimistic person. It not only will foster students' concentration on learning, but also truly enable them to become self-disciplined and responsible students who pursue excellence.

6. Evaluation of the School's Overall Performance

PL Area	Major Strengths	Area for Improvement
1. School Management	• The school's core values have been well established and recognized. • The SMC renders strong support to the school in terms of manpower and resources. • The organization Chart has been established. Functional groups have been organized into four domains. Planning work and workflow can be more effective. • School Continuous Development Team has been formed. It provides a good variety of platforms and opportunities for teachers to raise their ideas and opinions.	• The middle management team should be strengthened. • More communication and co-operation with stakeholders should be established. • More stakeholders' opinions could be involved in the decision-making process. • The planning work should be well organized in advance before the announcement. • Various funding and resources could be further utilized to provide better facilities and a better learning environment for our students.
2. Professional Development	**2.1 Leadership and Monitoring** **A. Improvement** • Review the effectiveness of professional development regularly. • Teachers are willing to improve in different aspects through the use of SWOT analysis and surveys these two years. **B. Leadership** • There is a mentorship programme for senior staff to lead new staff to help them understand the school mission and direction. • Leaders of subject groups and functional groups adjust their plans to meet school concerns. • The school management consults SMC and takes teacher opinions into account. • The school encourages and approves teachers and staff to take external training courses, broadening eyesight and facilitating connection with other professionals this year. • The school encourages teachers to initiate plans and suggestions with resources for and support. • The school informs teachers of the major concerns of the school which enables teachers to focus to achieve school goals	**2.1 Leadership and Monitoring** • Pave the way for effective succession planning, ensuring programme continuity and avoiding staffing gaps. • Develop a management framework; strengthen the monitoring and evaluation function in different domains. • Make criteria of manpower allocation transparent. **2.2 Collaboration and Support:** • Organize after-school activities for teachers to maintain relations, raise staff morale, and relieve stress. This also can facilitate interactions and provides meditation and mental support. • Train up other class teachers for J1 and J6 instead of fixing certain class teachers for a particular class to cope with any unexpected situation • Open positions of and recruit sufficient executive members to 6 to share the excessive administrative workload.

effectively in these two years.
- The middle managers commit to undertake development.

C. Monitoring
- The school has an accountability mechanism to ensure teachers' commitment to achieving school objectives.
- The school listens to opinions and carries out improvement immediately for continuous development. For example, the school lacked experience of ESR before and the school hired an experienced AP to assist the school process for ESR last year.

2.2 Collaboration and Support
- The middle managers are willing to reflect the opinions of all staff to the school management. The middle managers have high interactions with the school management
- The school has organised Whole School Staff Development, school visits and some releasing activities for our teachers.
- 4 Teachers joined the 5-week courses for understanding the trend of the curriculum.
- The school established many communication channels such as surveys by Google Form and group meetings.
- Mentors provide support and arrange gatherings for new staff for consolidating their relationships.
- The school has an induction programme for new staff to teach language, facial expression to students, way to use the system, and classroom management, operation of administrative and office work.

2.3 Professional Development
- The teachers actively participated in external training courses, over 100 times of training are recorded in this school year.
- Long term professional programmes related to learning and teaching will be organized for teachers in the next school year, including programmes of J2-3 Math application questions.
- The school invited speakers to carry out teacher training, such as self-directed learning and Positive Education training.

2.3 Professional Development:

- Invite experts teaching interesting and inspiring contents Such as STEM.
- Organize more middle-management training.

3.Curriculum and Assessment	**3.1 Curriculum Organisation** • Curriculum aligning with the latest educational trends (i.e. *moral & civic education, reading to learn, project learning, IT for interactive learning*) • More emphasis on moral & civic education under the establishment of PSD and G&D groups in the organization chart (i.e. more structured weekly morning assembly and personal growth lessons) • The festive related learning activities align with the school vision and mission: students are open-minded, strive to understand people of different cultures and places with mutual respect. • A curriculum covering different KLAs as suggested by EDB • The establishment of a school-based project learning and new Chinese curriculum catered for NCS students • Promotion of self-learning strategies, especially pre-task and note-taking to help students become lifelong learners • Curriculum content well-connected to Ss' daily life **3.2 Curriculum Implementation** • Net employment for conducting phonics and speaking lessons • Provision of Chinese learning support beyond lesson time based on the weaknesses of different language skills • Pull-out programs or in-class support by SEN TAs • Provide plenty of opportunities for teacher collaboration and exchange (e.g. CLP, peer lesson observation, sharing in subject panel meetings, GSM and PD days) • Curriculum coordinators and panel heads ensure effective implementation of work plans **3.3 Performance Assessment** • The assessment policy is delivered to parents at the beginning of the school year • Regular PTIs allow the school to explain the assessment policy and homework policy to parents in great details • Continuous assessments like quizzes and practical tasks are conducted in each term • Assessment reviews are conducted regularly in core subjects to achieve assessment for learning	**3.1 Curriculum Organisation** • To seek external support for the development of moral & civic education • To refine the existing project learning curriculum to merge with the newly developed STEM curriculum in the future • To promote Reading Across the Curriculum (RaC) • To make effective use of e-Learning in the curriculum to enhance students' 21st-century core skills including communication and collaboration, critical thinking and problem solving, creativity and innovation • To review the time allocation of each subject based on the suggested guidelines and learning needs of our students • To provide more opportunities for whole-person development, especially in physical & aesthetic education • To provide more opportunities for learning outside the classroom like service-learning and experiential learning • To refine the curriculum content to better cater for Ss' learning motivation, interests and abilities **3.2 Curriculum Implementation** • More strategic planning for SEN support and NET teaching is needed • Incorporate CLP schedule into teachers' timetable • Enhance panel heads' ability in curriculum implementation through staff development **3.3 Performance Assessment** • To formulate another assessment policy for online classes • To formulate the homework policy for different subjects • Assessment and homework policies can be further explained to individual parents through PTIs at different times • To enhance teachers' assessment literacy • To focus more on assessment as learning • To further diversify the assessment modes • Assess students' performance focusing more on skills and

	• Various assessment modes are adopted including quizzes, practical tasks, skills demonstrated in project learning and different continuous assessments • Make use of the assessment data like quiz reviews, exam reviews, TSA reviews to enhance students' learning **3.4 Curriculum Evaluation** • The mechanism for evaluating the effectiveness of curriculum implementation is well-established (*Lesson observation, book checking, curriculum coordinator or AP's involvement in subject panel meetings etc.*) • Panel head meetings provide guidelines for subject heads to review the curriculum of the subject from time to time • Review on the curriculum framework and design as well as students' performance in internal and external activities during subject panel meetings	attitudes, not just knowledge • To enhance panel heads' abilities to enhance students' learning by making use of assessment data **3.4 Curriculum Evaluation** • To strengthen panel heads' ability to make use of curriculum evaluation to inform curriculum planning.
4. Students Learning and Teaching	**4.1 Learning Process** • good motivation in learning under appropriate teachers' supervision • can apply self-learning strategies such as pre-task, note-taking and IT skills to attain simple learning goals in general • can somehow rely on teachers' feedback to improve their learning **4.2 Learning Performance** • eager to participate in lesson activities • good communication skills (i.e. speaking) • ready to exchange ideas in group activities in general • work demonstrates originality **4.3 Teaching Organisation** • Teachers can design their teaching content and adopt teaching strategies according to their teaching objectives and students' abilities in general • can deploy classroom and subject resources as well as IT to enrich Ss' experiences and foster their self-learning **4.4 Teaching Process** • Most teachers are skillful and accurate in using English as the medium of instruction • clear instructions and demonstrations	**4.1 Learning Process** • Need to learn how to apply knowledge and skills learnt to solve problems • weak problem-solving skills **4.2 Learning Performance** • too dependent on teachers • Need to work on ideas elaboration • Need to take a more serious approach in completing their assignments. **4.3 Teaching Organisation** • Need to enhance their generic skills, particularly collaboration, IT, problem-solving and critical thinking) • Need to continue to develop students' reading habits • Need to engage Ss in ample exchange of ideas, collaboration and experiential learning • More emphasis on developing students' generic skills **4.4 Teaching Process** • Some teachers need to improve their English accuracy • Some teachers need to further strengthen their questioning skills to provoke students' learning

	- Experienced teachers can raise questions at different levels to prompt Ss to think and encourage them to learn through enquiry - Experienced teachers can flexibly adjust their teaching pace and strategies to cater for different learning needs effectively - Most teachers can create a good classroom learning environment for students - Teachers can generally provide various opportunities for students to participate and share experiences, to promote class interaction and enhance learning effectiveness - Teachers generally have good professional knowledge of both their subjects and teaching strategies. **4.5 Feedback and Follow-up** - Teachers can provide Ss with ample opportunities to demonstrate what they have learnt	- Teachers are generally more aware of less-able students; they need to encourage the more capable Ss to strive for excellence in learning as well - Teachers need to be equipped with diverse skills and techniques to cater for learners' diversity - The classroom management skills of new teachers need to be strengthened - Lack of teachers specializing in science stream and art education **4.5 Feedback and Follow-up** - Teachers can try to adopt relevant methods appropriate to the teaching objectives to assess and follow up on students' learning progress, including written feedback, oral feedback, students' self-assessment and peer assessment - Teachers can try to arrange more extended learning activities to help students consolidate, apply and reinforce what they have learnt in class
5. Student support	- "Student Learning Support Group" was established to coordinate, develop and handle student support matters. This group has become more mature and has improved the support services for students with special educational needs. - Student support group and social worker provided suitable student talk, parent-child workshops, and student-support related information for families in need to support parents' education of their children - School actively implements the school-based award scheme to appreciate and encourage students' positive behaviour and attitude in school, such as developing self-discipline, active participation in school and being responsible. - The preventive and developmental activities held are diversified such as "Smart Kid/Teen" which trains students to conduct goal-setting as well as "Eggsponsibility" which increases their sense of responsibility. - Guidance and Discipline strategies are appropriate and recognized by most teachers as effective and able to meet the needs of students that cultivate their interpersonal skills and morality.	- Increase measures and manpower to support students - Strengthen the training of teachers in class management - Class management and Personal Growth courses can strengthen the activities of cultivating students' positive thinking - Teachers may give more advice to assist students in goal-setting and review their SMART goals when students are encountering difficulties in setting their learning goals. - Continue to promote Service Education in class, and extend the number of service positions, so that more students will have the opportunity to serve the school and gain experiences.

	• School trains student leaders systematically to broaden their horizons and provide support for their personal growth, such as strengthens their leadership, communication and cooperation skills. Also, the school has set up different service positions in class to cultivate students' spirit of service and sense of responsibility.	
6. Partnership	• The members of PTA are enthusiastic and work closely in supporting students' learning and wellbeing. • Parents are eager to communicate with the school via different channels and be involved in school activities. • Various professional support from external bodies including the EDB, tertiary institutes brings a positive impact on professional development and student learning.	• Alumni connections can be strengthened with the formation of the Alumni Association to support different aspects of school development. • More diversified workshops or education activities for parents can be organized on regular basis. The involvement of more parent helpers can be arranged. • More external resources can be explored and utilized to widen students' horizons and enrich their learning experiences.
7. Attitude and Behaviour	• School highlights the importance of cultivating students' good morals and develop their positive values. • Students are actively participating in school activities, show seriousness, commitment and are willing to show their learning outcome. • Students are actively participating in school services, willing to help and communicate with others. They get along well with peers and are willing to cooperate with classmates with different abilities and characteristics, which shows inclusivity.	• Strengthen and cultivate students to have an optimistic attitude and learning motivation.
8. Participation and Achievement	• Students are enthusiastic about various school activities. • School is willing to organize diversified and balanced LWL activities which helps students to realize their potential and extend students' learning experience. • LWL grant can support students to participate in different types of learning activities. • According to the stakeholder survey, more than 70% of parents agreed that "Through participation in the school's extra-curricular activities, my child's learning opportunities in respect of extra-curricular knowledge and life skills, etc. are increased."	• Students need to be more persistent in achieving higher standards in regular team practice. • Platforms and ways to show students' achievements need to be improved and strengthened. • Students can participate in more competitions or activities organized by different organizations.

7. SWOT Analysis

Our Strengths
- Teachers are appreciative, co-operative and willing to adopt to new ideas and support the use of various scheme
- Teachers care students and provide students with appropriate emotional and learning support.
- SMC is supportive of the policies implemented by the school.
- Parents and school trust and support each other, and also support and cooperate with the school's development.
- School's equipment is constantly being improved to support diversified teaching activities and the direction of educational development.
- School staff is experienced in understanding the needs of NCS students and parents.
- Staff are generally eager to participate in professional development

Our Weaknesses
- Some students tend to be overly dependent on guidance of teachers like insufficient self-discipline.
- Some students come from different family backgrounds, and they have lack of family support and life experience.
- Inadequate LWL activities

Our Opportunities
- The government allocated more resources to education, which is conducive to school development
- School co-operates with different organizations and introduces external support
- Our alumni are an extensive network who are potential to establish strong cohesion and promote the sustainable school development
- The suspension of face-to-face classes due to the pandemic facilitates the introduction of different kinds of e-applications.

Our Threats
- The prevalence of electronic products, the challenges of network culture and school suspension affect students' values, self-management, sense of responsibility and interpersonal communication skills due to the pandemic. Also, it affected the school's learning atmosphere.
- Due to the changes in the admission mechanism of primary one, the learning background of primary one student is quite different.
- More subsidized schools around the nearby areas offer support for NCS students.

8. **Major Concerns for a period of 3 school years (in order of priority)**

    1.   **To enhance students' abilities of integrating and applying their learning through STREAM education.**

    2.   **Cultivate students' positive thinking and establish a positive school culture.**

Major Concern 1: To enhance students' abilities of integrating and applying the knowledge through STREAM education.

Major Concerns	Targets	Time Scale			Outline of Strategies
		21-22	**22-23**	**23-24**	
1. To enhance students' abilities of integrating and applying the knowledge through STREAM education.	1.1 To create a feasible mode of implementing a School-based STREAM programme	√	√	√	1.1.1 Building on the foundation of Project Learning where a set of skills is developed, a school-based STREAM programme is carried out to let students integrate and apply their skills.
	1.2 To strengthen teachers' awareness and abilities of delivering STREAM related skills to students in different Key Learning Areas (KLAs)	√	√	√	1.2.1 To arrange STREAM related seminars / workshops for teachers to acquire the innovative pedagogies in different KLAs.
		√	√	√	1.2.2 To enable teachers to have collaborative lesson planning for each unit / module with a focus on STREAM related skills.
		√	√	√	1.2.3 To enable teachers to conduct peer lesson observation (PLO) with a focus on STREAM related skills.
		√	√	√	1.2.4 To conduct review meeting with teachers and invite them to share good practices after PLO on how to enhance students' STREAM related skills.
			√	√	1.2.5 To introduce computational thinking skills and information literacy of handling information with different media when using IT for interactive learning in different KLAs.
	1.3 To enable students to apply and demonstrate the skills developed in a visualized product or report	√	√	√	1.3.1 The school-based STREAM program (i.e. Smart Inventor) is focusing on engineering design process and data handling under the theme of "Delia (Man Kiu) & the community": J.1 – Caring about the elderly J.2 – Knowing about the community J.3 – Land transport in Tsing Yi J.4 – Bridges in Tsing Yi J.5 – Green Tsing Yi J.6 – Water transport in Tsing Yi

		√	√	√	1.3.2 To provide STEM/STREAM-related learning activities in and outside the classroom in Mathematics and General Studies.
			√	√	1.3.3 To implement Reading across the Curriculum based on Smart Inventor.
				√	1.3.4 To incorporate Art education into Smart Inventor.
	1.4 To enrich the resources in school for STREAM education	√	√		1.4.1 To expand the existing STEM & e-Learning Group into a STREAM Group with representatives from major subjects and provide more opportunities for internal sharing.
		√	√	√	1.4.2 To review the appropriateness of the existing equipment and facilities in STREAM education by the STEM & e-Learning Group.
		√	√		1.4.3 To optimize the existing Learning Management System.
		√	√	√	1.4.4 To purchase equipment and facilities required, e.g., more tablets to facilitate a more comprehensive and efficient implementation of STREAM education in and outside classroom.

Major Concern 2: Cultivate students' positive thinking and establish a positive school culture

Major Concerns	Targets	Time Scale			Outline of Strategies
		21-22	22-23	23-24	
2. Cultivate students' positive thinking and establish a positive school culture.	2.1 The development of positive values and behaviour in students.	√	√	√	2.1.1 To establish a "Positive Education Team" to develop and optimize Personal Growth Lesson, and it is infiltrating the elements of Positive Education in activity-based and experienced based lessons through collaboration lesson planning meetings.
		√	√	√	2.1.2 To organize and carry on the 3-year Positive Education cycle in classroom management – Positive Sharing.
		√	√	√	2.1.3 Through whole school award (Diamond) scheme to nurture students' positive value.
	2.2 To build up a positive school atmosphere and relationships.	√	√	√	2.2.1 Through "Gratitude, Forgiveness & Happiness" Project to build up a positive learning environment and creating a positive school atmosphere.
		√	√	√	2.2.2 To organize student talk, sharing and assemble in related topics to promote positive education.
		√	√	√	2.2.3 To prepare different learning media related to Positive values.
	2.3 To Enhance teachers' understanding of positive education and strengthen the implementation of positive education effectively.	√	√	√	2.3.1 To co-operate with different external organizations to effectively and comprehensively implement positive education.
		√	√	√	2.3.2 Promote teacher's wellness and self-awareness of wellbeing through having different activities.
		√	√	√	2.3.3 To arrange professional development training for teachers to prepare and implement positive education effectively.
	2.4 To cooperate with parents to foster positive parenting.	√	√	√	2.4.1 To organize different types of parent workshops and talks to promote positive parenting.
		√	√	√	2.4.2 To distribute positive parenting information to parents regularly.