

**Delia - Man Kiu English  
Primary School**

**Year Plan  
2011 - 2012**

# Delia - Man Kiu English Primary School

## School Vision & Mission

### **Vision and Mission:**

- We envision Delia - Man Kiu English Primary School to become “**OUR HOME**”. Of which, students are **O**pen-minded, strive to **U**nderstand people of different cultures and places with mutual **R**espect. Thereafter, achieving a society of **H**armony is our **O**bligation by fulfilling the virtues of **M**orality and **E**quality.
- The school devotes to actualize the vision in accordance with the spirit of school motto “Harmony in Diversity”. The school is committed to cater appropriate education for students with diverse needs in knowledge, skills and attitude, despite their ethnicities, beliefs and socio-economic background.

**ADMINISTRATION**

Major Concerns	Strategies	Success Criteria	Method of Evaluation	Peron-in-charge	Resource Material
<b><i>Increase the effectiveness of teaching and learning in class</i></b>	<ul style="list-style-type: none"> <li>- Providing support to new teachers</li> <li>- Experienced teachers act as mentors and assist new teachers</li> <li>- Regular sharing meetings of new teachers on teaching</li> <li>- Class visit of new teachers is arranged earlier to mature their teaching</li> </ul>	<ul style="list-style-type: none"> <li>- New teachers can better adapt to school routines</li> <li>- Teaching can be improved by providing assistance after the class visit and the regular sharing meetings</li> </ul>	<ul style="list-style-type: none"> <li>- Report from teachers during meetings</li> <li>- Evaluation of students' exam results</li> <li>- Report from teachers through the class visits</li> </ul>	<ul style="list-style-type: none"> <li>- Vice Principal</li> <li>- Subject Panel Heads</li> </ul>	-
	<ul style="list-style-type: none"> <li>- Enhancing communication between teachers in the same level by attending meetings on Saturdays regularly</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers' discussions and sharings during the meetings are recorded on the minutes</li> </ul>	<ul style="list-style-type: none"> <li>- Report from teachers during the meetings</li> </ul>	<ul style="list-style-type: none"> <li>- All teachers</li> </ul>	-
	<ul style="list-style-type: none"> <li>- Early referral of SEN students (Special Education Needs) to the social worker</li> </ul>	<ul style="list-style-type: none"> <li>- Suitable assistance provided to SEN students</li> <li>- Enhanced teaching by minimizing individual differences</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers' questionnaire</li> <li>- Evaluation of SEN students' results</li> </ul>	<ul style="list-style-type: none"> <li>- Social worker</li> <li>- All class teachers</li> </ul>	-
	<ul style="list-style-type: none"> <li>- Providing resources in developing different subjects (Chinese Language, English, Library)</li> <li>- Assistance from Chinese Language Support group of EDB helps teachers to develop different strategies in teaching Chinese</li> <li>- Chinese tutorials are held after school to assist those who are weak in Chinese</li> <li>- Inviting non-Chinese speaking students to perform Chinese drama</li> <li>- Providing phonics class during tutorial lesson and story-telling session during lunch recess</li> <li>- Promoting reading scheme</li> </ul>	<ul style="list-style-type: none"> <li>- Students can learn Chinese more effectively</li> <li>- Build up students' self-confidence in speaking Chinese</li> <li>- Increase students' interest in English</li> <li>- Enhance students' interest and autonomy in reading</li> </ul>	<ul style="list-style-type: none"> <li>- Feedback from students and language teachers</li> <li>- Students' participation in phonics class, story-telling session and reading scheme</li> </ul>	<ul style="list-style-type: none"> <li>- Chinese and English Language teachers</li> <li>- School Librarian</li> </ul>	-

<p><b>Implement partnership between school and parents</b></p>	<ul style="list-style-type: none"> <li>- Our first parent-teacher association was established in 2011.</li> <li>- Promote opportunities for parents to join school activities by inviting them as judges for some activities</li> <li>- To enhance parents' participation in school events, parents were asked to hold some activities for students.</li> </ul>	<ul style="list-style-type: none"> <li>- 80% positive feedback from parents and teachers in respective questionnaires</li> </ul>	<ul style="list-style-type: none"> <li>- Stakeholders' survey</li> <li>- Questionnaire from parents and teachers</li> </ul>	<ul style="list-style-type: none"> <li>- Principal, Vice Principal, Public Relations Officer, Social Worker</li> </ul>	<ul style="list-style-type: none"> <li>- •\$500</li> </ul>
<p><b>Enhance students' character as a global citizen</b></p>	<p><b><u>Promotion of the environmental consciousness</u></b> Organize different activities such as reused material fashion design competition and one person one plant</p>	<p>Students and parents are positively support and participate Large number of participants</p>	<p>Activity evaluation and review Record of participation</p>	<p>Vice Principal, teachers concerned</p>	<p>\$4000</p>
	<p><b><u>Enhancement the ability to take care of oneself</u></b> Implement the lunch box disposal scheme and tutorial class after school</p>	<p>Students can manage their own aspects and learn how to work independently</p>	<p>Feedback from students, parents and teachers</p>	<p>Vice Principal, teachers concerned</p>	
	<p><b><u>Enhancement of the responsibility of a citizen</u></b> Bi-weekly assembly helps to improve students' manners and interpersonal skills. Police talk is also included Promote opportunities for students to vote for their favourite piece of work in competitions</p>	<p>Students participate actively in the assemblies and activities Students favourite award and other prizes are presented openly</p>	<p>Assembly worksheets and follow up work Feedback from students and teachers</p>	<p>Vice Principal, Public Relations Officer, teachers concerned</p>	

**ACADEMIC–General Studies**

Major Concerns	Strategies	Success Criteria	Method of Evaluation	Peron-in-charge	Resource Material
<b>Better understanding and concerns in local society</b>	- Provide different kinds of “Other learning experiences” (OLE) such as the educational outings to museums, government department and other facilities of some public utilities.	Percentage of participation and positive reflection in their portfolio	Outing portfolio & Observation by teachers	Panel Chair	
	- Arrange more service learning activities to encourage students participate in more activities related to social needs such as visiting of elderly home and some special needs schools.	Percentage of participation and positive reflection in their portfolio	Service portfolio & Observation by teachers	Panel Chair	
	- Encourage students to concern local affair by some activities such as newspaper reading scheme, general studies quiz competition and weekly sharing related to social affairs of Hong Kong	Percentage of participation & quality of products / performance	Questionnaire & judges’ comments	Panel Chair	
<b>Better understanding and concerns in local society</b>	- Arrange some educational talks by some international organization such as Oxfam and World Vision to arouse students’ awareness in concerning the people in needs.	Positive feedback shown in the questionnaire	Questionnaire	Panel Chair	
	- Prepare more discussion during the lessons in order to help students understand the global issue in a critical ways.	Positive feedback from students	Teacher’s observation	Panel Chair	
	- Arrange different kinds of activities such as “Reused Material Design competition”, “Energy Saving Week” and the sharing of global issues to echo the global issue in an effective way.	Positive feedback shown in the questionnaire	Questionnaire	Panel Chair	

<b>ACADEMIC - Mathematics</b>					
<b><i>Students' arithmetic skill can be improved</i></b>	<ul style="list-style-type: none"> <li>- 5 minutes arithmetic quiz before starting every lesson.</li> <li>- Setting up a Math corner , it can encourage students to answer the arithmetic questions mentally every day</li> </ul>	The percentage of correct arithmetic questions will be increased.	Test and examination	All mathematics teachers	\$600
<b><i>Enhance students' problem solving skill</i></b>	<ul style="list-style-type: none"> <li>- Teachers teach students use 4 steps problem solving skill to teach student to solve the problem solving question.</li> <li>- Student can show their strategies of solving problem by group discussion in the lesson or in the homework.</li> </ul>	The result quiz will be improved	Pre and post quizzes	All mathematics teachers	nil
<b><i>TSA result will be improved</i></b>	<ul style="list-style-type: none"> <li>- J3 and J6 students will have 2 extra mathematics tutorial lessons for TSA and Pre-S1 from November</li> </ul>	The percentage of TSA result will be increased	TSA	J3 and J6 mathematics teachers	nil
<b><i>Teachers use different teaching strategies or activities for students in different learning abilities</i></b>	<ul style="list-style-type: none"> <li>- Streaming classes in each level Mathematics lesson.</li> <li>- Teachers will have a collaborative lesson planning (CLP) every 2-3 weeks.</li> </ul>	By observation of teachers teaching skill in lesson observation	Record of CLP , lesson plan, teaching material	All teachers	nil
<b><i>Set up a good teaching material storage</i></b>	<ul style="list-style-type: none"> <li>- Keep the record of Math teaching tools and buy the certain amount of teaching tools this year.</li> <li>- Set up a resource folder in intranet to save up all software teaching material and lesson plans made by the teachers</li> </ul>	the number of teaching tools are enough for students to use	The record of teaching tools	All teachers	\$2000

<b>ACADEMIC - Chinese</b>					
<b>提升學生在 TSA(全港性系統評估)的成績</b>	<p>聆聽方面: 看影片 (例如：伊索寓言) 做TSA練習</p> <p>說話方面 個人短講 / 小組討論 做TSA練習</p> <p>閱讀方面 閱讀報章 做TSA練習</p> <p>寫作方面 寫週記 / 童詩寫作 做TSA練習</p>	<p>80%學生能根據影片內容回答老師的指定問題</p> <p>80% 學生能進行個人短講或交談</p> <p>80% 學生在「閱讀課」期間閱讀指定的新聞版，並寫下有關內容及讀後感在讀書報告中</p> <p>80% 學生定期寫週記</p>	<p>TSA練習</p> <p>互評紀錄 評估報告</p> <p>TSA練習</p> <p>TSA練習</p>	<p>科主任</p>	
<b>提升整體學生的中文水平</b>	<p>小一至小二 聽說訓練 - 觀看影片</p> <p>小三至小四 閱讀訓練 - 閱讀書籍</p> <p>小五至小六 讀寫訓練 - 辯論比賽</p>	<p>學生能向老師作匯報</p> <p>學生的閱讀速度提升</p> <p>學生的批判性思考。立論技巧改善</p>	<p>評估報告</p> <p>評估報告</p> <p>評估報告</p>	<p>科主任</p>	
<b>加強教學交流</b>	<p>- 每學期進行一次觀課</p>	<p>老師能在會議中分享新知識</p>	<p>-同儕觀課紀錄 -會議檢討</p>	<p>科主任</p>	
<b>舉行不同活動和比賽，提昇學生</b>	<p>- 鼓勵學生參與各項校外比賽(例如：中文朗誦節)</p>	<p>學生透過與其他參賽者的切磋，提升本身的語文能力</p>	<p>自評紀錄</p>	<p>科主任</p>	

<p><b>對中國語文科之興趣，並發展他們在本科的潛能。</b></p>	<ul style="list-style-type: none"> <li>- 推行「童詩創作」計劃</li> </ul>	<p>學生對寫作的興趣提高</p>	<p>自評紀錄 互評紀錄 評估報告</p>		
<p><b>ACADEMIC - English</b></p>					
<p><b><i>Improve Spelling Skills</i></b></p>	<p>Phonics</p> <ul style="list-style-type: none"> <li>- Teach all the phonics learning items for all grades, even grade 1-3 (see appendix 1)</li> <li>- Set the spelling list of words with the same consonants, vowels, blends, diphthongs to get students familiar with the spelling rules.</li> <li>- Sight words / High frequency words. Provide practice at sight recognition and spelling of sight words</li> </ul>	<ul style="list-style-type: none"> <li>- Students are able to use phonics to enhance their reading ability</li> </ul>	<p>Observation in class</p>	<p>Panel Chair</p>	
<p><b><i>Increase students' incentive in reading and writing</i></b></p>	<p>a. Reading</p> <p>Modify existing reading programme by introducing:</p> <ol style="list-style-type: none"> <li>Peer sharing (e.g. group to group story telling, story-telling buddies, carpet story time.)</li> <li>Home reading (daily 15-minute reading aloud time to parents / family members)</li> <li>Award scheme</li> </ol> <p>b. Writing</p> <p>-Introduce students different writing strategies for a variety of writing genres, e.g. collaborative writing</p>	<ul style="list-style-type: none"> <li>- Students show great interest in reading</li> <li>- Students like home reading</li> <li>- Parents support students daily</li> <li>- 50% of students achieved awards</li> </ul> <p>Students show great interest in writing</p> <ul style="list-style-type: none"> <li>- Teachers and students find the materials useful and effective</li> <li>- More literacy writing are displayed in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>- Reading Journal</li> <li>- Class teacher's feedback</li> <li>- Parent's feedback</li> </ul> <ul style="list-style-type: none"> <li>- Formative assessment (performance rubrics)</li> <li>- Reflection sheet</li> <li>- Self Evaluation form</li> <li>- Test &amp; Exam</li> </ul>	<p>Panel Chair</p>	



	c. Encourage more inspiring internal/ External competitions focus on reading and writing, e.g. Reader's Theatre Competition, Radio Drama Script Writing Competition, Journal Writing Competition,	<ul style="list-style-type: none"> <li>- High participation</li> <li>- Good result</li> </ul>	<ul style="list-style-type: none"> <li>- Performance quality</li> <li>- Adjudicators' comments</li> <li>- Reflection sheet</li> </ul>		
<b><i>To expose students to more authentic language-rich learning environment</i></b>	<p>a. Adopt 'Drama-in-Education' in curriculum</p> <p>b. TSA special speaking training by NET</p> <p>c. Enrol more students in English related external competitions / activities, e.g. Speech Festival, Drama Festival, etc.</p> <p>d. Organize at least one English based programme in alliance with Education Bureau / other leading tertiary educational organizations</p>	<ul style="list-style-type: none"> <li>- Positive comments from peer and self seessment</li> <li>- Students' presentation skills are improved</li> <li>- Students are bold speaking in public</li> <li>- Students' eagerness in participation</li> <li>- 75% of students received good comments from NETs</li> <li>- Students' participation</li> <li>- Adjudicator's comments</li> <li>- Students' feedback</li> <li>- Parents' feedback</li> </ul>	<ul style="list-style-type: none"> <li>- Self assessment</li> <li>- Peer assessment</li> <li>- Class participation</li> <li>- Student feedback form</li> <li>- Performance checklist</li> <li>- Competition Result</li> <li>- Adjudicator's comment sheet</li> <li>- Students' feedback form</li> <li>Questionnaire</li> </ul>	Panel Chair	
<b><i>To enhance self</i></b>	a. Use dictionaries, thesaurus, and word bank to	Students are able to	- Observation in writing	Panel Chair	

<p><b>learning ability</b></p>	<p>improve their writing. b. All students will have a word bank book to development their vocabulary bank. They can also use it for writing.</p>	<p>constantly use dictionaries, thesaurus and work bank book to revise and edit their writing work</p>	<p>class and hand out rubrics</p>		
<p><b>To promote the culture of collaboration and peer-observation among teachers</b></p>	<p>a. Encourage teachers to attend professional development seminar / workshop / training  b. Organize grade co-planning  c. Set up teaching materials bank  d. Organize regular peer lesson observation  e. Set up assignment checking mechanism</p>	<p>- Encouraging comments from teachers and panel chair  - Lesson preparation time is regulated - Team spirit is enhanced - Students' learning materials are enriched  - 80% of teachers keep uploading / modifying the material bank frequently  - 75% of teachers attained grade 3 out of 4  - 75% of teachers attained satisfactory performance</p>	<p>-Questionnaire for teachers and school authority Questionnaires  - Panel Chair's checklist &amp; Upload record  - Lesson Observation Sheet - Assignment checking form</p>	<p>Panel Chair</p>	

**STUDENT SUPPORT & PERFORMANCE**

Major Concerns	Strategies	Success Criteria	Method of Evaluation	Peron-in-charge	Resource Material
<i>Enhance students' character as a global citizen</i>	1. Enhancement of Community Spirit				
	1.1 Organize regular PTA meetings and joint parent activities	About 4 meetings and activities among whole school year	<b>Questionnaires</b> Feedback from parents APASO survey	V.P. Mr. Cheung KW Ms. Cheng YM	
	1.2 Organize more visit to know more about the facilities of community	At least 3 visit to know more about different facilities of community. E.g. Library, elderly centre, police station, etc.	70% of students visited any 2 facilities of community  APASO survey	V.P. Mr. Cheung KW Ms. Siu Y Mr. Cheng CY	
	1.3 Arose the concept of global citizen	Right & Duty: Participated in NGO activities. E.g. Community Chest donation and activity.  Environmental Friendly: Join the "One Person One Flower" competition organized by the Leisure and Cultural Services Department  Promote environmental value by organizing Greening Members	60% upper primary students participated in any NGO activities.  50% of students in school joined this scheme.  APASO survey	V.P. Mr. Cheung KW Mr. Chan SC Ms. Lau PY	
	2. Promotion of Value Education				

	2.1 Arose the awareness of the importance of moral education	Organize “Star Hunt” award scheme to appreciate outstanding students in upper primary students	Teachers feedback APASO survey	V.P. Mr. Cheung KW Mr. Wong WN	
	2.2 Maintain healthy personal development	Organise “Life Education” workshops for J.5 students (emotion)  Promote opportunities for serving others within the school.  Bi-weekly assemblies.	75% of students’ feedback is positive	V.P. Mr. Cheung KW Ms. Siu Y	
	3. Enhancement of Self- confidence				
	3.1 Enhance students’ confidence, competence and problem solving skill.	Organize two Community Orienteering / Day Camp for J.5 and J.6 students with social worker  Organize Smart Kids programme for J.4 and J.5 students  Organize bridging programme for J.1 students to help them adapt to the school life and understand more about different cultures	Over 90% attendance  Over 90% attendance Over 80% of Students’ feedback is positive  Over 50% attendance Over 70% of parents’ feedback is positive APASO survey	V.P. Mr. Cheung KW Ms. Leung YP Ms. Siu Y	
<b>Enhance students’ character as a</b>	1. Enhancement of Community Spirit				

<b>character as a global citizen</b>	1.1 Organize regular PTA meetings and joint parent activities	About 4 meetings and activities among whole school year	<b>Questionnaires</b> Feedback from parents APASO survey	V.P. Mr. Cheung KW Ms. Cheng YM	
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	2. Promotion of Value Education				
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	<p>2.2 Maintain healthy personal development</p>	<p>Organise “Life Education” workshops for J.5 students (emotion)</p> <p>Promote opportunities for serving others within the school.</p> <p>Bi-weekly assembles.</p>	<p>75% of students’ feedback is positive</p>	<p>V.P. Mr. Cheung KW Ms. Siu Y</p>	
	<p>3. Enhancement of Self- confidence</p>				
	<p>3.1 Enhance students’ confidence, competence and problem solving skill.</p>	<p>Organize two Community Orienteering / Day Camp for J.5 and J.6 students with social worker</p> <p>Organize Smart Kids programme for J.4 and J.5 students</p> <p>Organize bridging programme for J.1 students to help them adapt to the school life and understand more about different cultures</p>	<p>Over 90% attendance</p> <p>Over 90% attendance Over 80% of Students’ feedback is positive</p> <p>Over 50% attendance Over 70% of parents’ feedback is positive APASO survey</p>	<p>V.P. Mr. Cheung KW Ms. Leung YP Ms. Siu Y</p>	