

**Delia – Man Kiu
English Primary School
Annual School Plan
School Year 2012-2013**

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 students’ **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 socioeconomic background.

抱負與使命：

「大家庭」是地利亞一間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。

ADMINISTRATION

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

Specific objective 1: To use whole-school self-evaluation tools such as SHS and APASO to understand different aspects of the students regularly and to take the data into consideration in drafting future plans

Intended outcome(s)	Success criteria	Strategy/Task	Evaluation method	Person in charge	Re-mark
Plans for future improvement based on findings and analyses of self-evaluation (SHS, APASO, etc.) and panels/committees to identify areas for improvement	Year plans by panels/committees for the following school year are data driven to address areas for improvement	(1) Collect and process SHS and APASO data for the school year (2) School Administration Committee discusses the areas to improve in order to decide on major priorities in the following year(s) (3) The principal and panels/committees concerned draft related plans	Checking of (a) data from SHS and APASO, (b) proposal for addressing major priorities and (c) plans for the following year(s)	Principal, Vice Principal, Assistant Principal & Student Performance Group	

Specific objective 2: To enable panels and committees to use self-evaluation and the planning-implementation-evaluation process in making self-improvement, especially the use of data to inform discussion and analysis of the school’s performance

Intended outcome(s)	Success criteria	Strategy/Task	Evaluation method	Person in charge	Re-mark
Panels and committees are able to (1) identify areas for further improvement based on analysis	(A) By the end of Term 1, teachers are able to discuss plans with appropriate use of data and the PIE process in the work of the panel/committee	During Term 1, the principal and vice/assistant principal (VP/AP) work with panel /committee heads and members to explore the use of data and the use of PIE in planning their work	(1) Observation by principal and VP/AP at meetings	Principal, Vice Principal & Assistant Principal	

based on analysis of performance data; (2) incorporate the PIE process in planning with appropriate intended outcome, success criteria, and evaluation; and (3) use appropriate data for planning for further improvement	(B) During Term 2, panels/ committees are able to try out PIE in their work by: (i) Completing one PIE cycle with appropriate work plan, records and report of one scheme (ii) Producing an analysis of achievement/ improvement based on evidence (iii) Drafting the annual plan for 2013-14 making appropriate use of the PIE process for continuous self-improvement	By term 2, the principal and VP/AP assist panels/committees to try out the PIE process in one scheme in their area of work initially and then the annual plan. Check especially the use of self-evaluation data in re-planning and in the discussion of progress achieved.	(2) Analysis by principal and VP/AP of work plans, records, reports and annual plans		
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Major priority 2: To enhance the effectiveness of management with consistent and standard policies, processes and procedures

Specific objective: To compile a Teacher Handbook to provide teachers with guidelines on school management, policies and procedures

Intended outcome(s)	Success criteria	Strategy/Task	Evaluation method	Person in charge	Re-mark
Teachers can have an easy reference on the M drive on matters relating to their work and have a better understanding of the administration of the school	70% of the teachers feel that the Handbook is helpful to them	Collect documents during the year under suitable headings in the folder for Teacher Handbook on the M drive	Check teachers' response at staff meetings and year-end survey	Principal	

LEARNING AND TEACHING

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

Specific objective 1:

To identify students' more urgent needs in learning and draw up plans to address them.

Intended outcome(s)	Success criteria	Strategy/Task	Evaluation method	Person in charge	Re-mark
<p>Listing of students' learning needs in different subjects by June/July 2013</p> <p>Subject panel annual plans showing analysis of problems and strategies to solve them by July 2013</p> <p>Student improvement in the areas concerned by Dec 2013</p>	<p>Panels identify learning needs as evidenced by data or evidence</p> <p>Panels' annual plans suggest well-reasoned solutions to the problems based on student needs</p> <p>70% students improve in the areas concerned</p>	<p>Collect data/information on student academic performance after Term 1 tests/exams</p> <p>Analyze causes of weaknesses/problems and devise methods to solve the problems (in meetings or focus groups as needed)</p>	<p>Report/Reflection on</p> <ul style="list-style-type: none"> - data of student performance in mid-term tests and term-end exams - the test/exam papers - amendment to make in curriculum, learning and teaching 	Principal, Assistant Principal, Panel Heads	

Specific objective 2: To enhance continuous self-improvement in teaching through collaborative lesson planning and peer lesson observation

Intended outcome(s)	Success criteria	Strategy/Task	Evaluation method	Person in charge	Re-mark
Teachers are able to refine their teaching plans and practice and accumulate useful resources for future reference	80% of the teachers are able to (1) identify their strengths and areas to improve; and (2) improve their lesson planning and teaching	Panel heads lead collaborative lesson planning and peer lesson observation to develop related skills in panel members	(1) Analysis of revisions of unit/lesson plans and teachers' reflections (2) teacher survey	Principal, panel heads	

2012-2013 年度中文科周年計劃

目標/範疇	關注事項	評估方法	策略/工作	成功準則	所需資源	時間表	負責人
1. 營造學習風氣與環境 2. 提升學生對中文閱讀的興趣。 3. 加強學生的寫作能力。	縮短各學生在中文學習上的學習差異。	◇ 觀察學生成績	◇ 對學習中文有困難的學生提供課後輔導	◇ 50%的學生在參加輔導班，他下學期的成績較上學期進步	◇ 課後輔導班	全年進行	各中文科科任老師
	提升學生中文閱讀的興趣和能力	◇ 統計學生借閱中文圖書的數量及各班參與人數 ◇ 教師觀察	◇ 推行中文圖書閱讀計劃，培養學生的閱讀興趣(廣泛閱讀、延伸閱讀……)	◇ 70%學生每月最少能借閱圖書閱讀兩次及完成閱讀報告	◇ 各級中文圖書	全年進行	各中文科科任老師
	培養學生寫作能力，增強他們的表達能力及其趣味性	◇ 專題報告 ◇ 課堂上作文表現	◇ 學生需按各級要求，就其主題，製作一份以介紹香港為重點的專題報告	◇ 60%學生能獨自完成自己的的專題報告。 ◇ 50%的學生下學期的寫作字數較上學期有顯著提升，或學生在下學期把課堂內所學字詞及句式運用於寫作上的次數較上學期為多	◇ 工作紙	一月	各中文科科任老師

English

Major Concerns (in order of priority)	Strategies	Success Criteria	Method of Evaluation	Peron-in-charge	Resource Material	Remarks															
1. Improve Spelling Skills	<p>Phonics</p> <ul style="list-style-type: none"> - Teach all the phonics learning items for all grades, even grade 1-3 (see appendix 1) - Set the spelling list of words with the same consonants, vowels, blends, diphthongs to get students familiar with the spelling rules. - Sight words / High frequency words. Provide practice at sight recognition and spelling of sight words 	<ul style="list-style-type: none"> - Students are able to use phonics to enhance their reading ability 	Observation in class	Panel Chair		<table border="0"> <tr> <td>11</td> <td>12</td> <td>13</td> <td>14</td> <td>15</td> </tr> <tr> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> </table>	11	12	13	14	15	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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2. Increase students' incentive in reading and writing	<p>a. Reading</p> <p>Modify existing reading programme by introducing:</p> <ol style="list-style-type: none"> i. Peer sharing (e.g. group to group story telling, story-telling buddies, carpet story time.) ii. Home reading (Daily 15-minute reading aloud time to parents / family members) iii. Award scheme <p>b. Writing</p> <ul style="list-style-type: none"> -Introduce students different writing strategies for a variety of writing genres, e.g. collaborative writing <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</p>	<ul style="list-style-type: none"> - Students show great interest in reading - Students like home reading - Parents support students daily - 50% of students achieved awards <p>Students show great interest in writing</p> <ul style="list-style-type: none"> - Teachers and students find the materials useful and effective - More literacy writing are displayed in the classroom - High participation - Good result 	<ul style="list-style-type: none"> - Reading Journal - Class teacher's feedback - Parent's feedback - Formative assessment (performance rubrics) - Reflection sheet - Self Evaluation form - Test & Exam - Performance quality - Adjudicators' comments - Reflection sheet 	Panel Chair																	

3. To expose students to more authentic language-rich learning environment	Enrol more students in English related external competitions / activities, e.g. Speech Festival, Drama Festival, etc.	- Students' participation - Adjudicator's comments	- Student feedback form - Performance checklist - Competition result - Adjudicator's comment sheet - Students' feedback form questionnaire	Panel Chair		
4. To enhance self learning ability	a. Use dictionaries, thesaurus, and word bank to improve their writing. b. All students will have a word bank book to development their vocabulary bank. They can also use it for writing.	Students are able to constantly use dictionaries, thesaurus and work bank book to revise and edit their writing work	- Observation in writing class and hand out rubrics	Panel Chair		

<p>5. To promote the culture of collaboration and peer-observation among teachers</p>	<p>a. Encourage teachers to attend professional development seminar / workshop / training, e.g. in alliance with EDB / SCOLAR for English programmes</p> <p>- Organize grade co-planning</p> <p>- Set up teaching materials bank</p> <p>d. Organize regular peer lesson observation</p> <p>e. Set up assignment checking mechanism</p>	<p>- Encouraging comments from teachers and panel chair and the training parties, e.g. EDB / SCOLAR</p> <p>- Teachers find applying the learnt knowledge / methods enhance teaching and learning</p> <p>- Lesson preparation time is regulated</p> <p>- Team spirit is enhanced</p> <p>- Students' learning materials are enriched</p> <p>- 80% of teachers keep uploading / modifying the material bank frequently</p> <p>- 75% of teachers attain grade 3 out of 4</p> <p>- 75% of teachers attain satisfactory performance</p>	<p>-Questionnaires for teachers and school authority questionnaires</p> <p>- Teacher's feedback report</p> <p>- Panel Chair's checklist & Upload record</p> <p>- Lesson Observation Sheet</p> <p>- Assignment checking form</p>	<p>Panel Chair</p>		
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Mathematics

Major Concern	Strategies	Success Criteria	Method of Evaluation	People in charge
Arouse students' interest of learning Mathematics	<ul style="list-style-type: none"> ● Math Fun Day will be held in July 2013 ● One challenging mathematics question will be announced in morning assembly biweekly. ● Teacher will solve the question in “problem of the week” with students weekly. ● A Math booth game will be held throughout next year. Every Monday, Wednesday and Friday, the booth game will be set in the covered playground. 	Students and teachers have good response to the activities.	<ul style="list-style-type: none"> ● Evaluation form of math fun day ● Students' participation 	All mathematics teachers
Students' arithmetic skill can be improved	<ul style="list-style-type: none"> ● 5 minutes arithmetic quiz before starting lesson. The quiz should be done at least 3 times per week. Award scheme of this 5 min quiz will be carried out as usual. 	The percentage of correct arithmetic questions will be increased.	Test and examination	All mathematics teachers
Enhance students' problem solving skill	<ul style="list-style-type: none"> ● Teachers teach students to use drawing to solve the problem solving question. ● Each worksheet will have 1 long question to be solved by drawing picture and showing steps. 	The result quiz will be improved	Pre and post quizzes	All mathematics teachers

Major Concerns	Strategies	Success Criteria	Method of Evaluation	People in charge
Improve students passing rate in summative assessment	<ul style="list-style-type: none"> ● J3 and J6 students will have 2 extra mathematics tutorial lessons. ● Some TSA questions will be in the worksheet from J1-2, 4-5 ; past 3 years TSA questions (by topics) will be printed out for J3 and 6 students at the beginning of year. ● Streaming different classes in each level Mathematics lesson by students learning ability. ● Teachers will have a collaborative lesson planning (CLP) every 2-3 weeks. 	<ul style="list-style-type: none"> ● The passing rate of summative assessment result will be increased ● By observation of teachers teaching skill in lesson observation 	<ul style="list-style-type: none"> ● Summative assessment ● Record of CLP , lesson plan, teaching material 	All teachers
Set up a good teaching material storage	<ul style="list-style-type: none"> ● Keep the record of Math teaching tools and buy the certain amount of teaching tools this year. ● Set up a resource folder in intranet to save up all software teaching material and lesson plans made by the teachers 	the number of teaching tools are enough for students to use	The record of teaching tools	All teachers

General Studies

Intended outcome(s)	Success criteria	Strategy/Task	Evaluation method	Person in charge	Remark
<p>1. Students can explore more general knowledge and the important local and world issues.</p>	<p>More than 70% students participated in this Challenging Quiz</p> <p>Held at least one educational talk related to the local and world issues.</p> <p>J.5-6 students willing to share news with teachers and students.</p>	<p>Arrange the weekly or bi-weekly General Knowledge Challenging Quiz in order to arouse their interest in knowing more interesting general knowledge.</p> <p>Invite some voluntary or government organizations such as Oxfam, World Vision and Health Department to hold some educational talks related to the local and world issues.</p> <p>J.5-6 students have to do the monthly-newspaper cutting in order to establish the habit of reading newspaper.</p>	<p>By checking the students' understanding of those challenging questions</p> <p>Encourage students to express their insights and feelings about the educational talks</p> <p>G.S. teachers check the newspaper cutting and provides chances for them to share</p>	<p>G.S. panel head</p> <p>G.S. teachers</p>	

<p>2. Students can show their awareness of the environmental protection and act it in the daily life.</p>	<p>All students show their initiative to use their own eating utensils and dispose their lunch box properly.</p> <p>Students show their concerns about the importance of 4Rs and act them in daily life.</p> <p>Students develop a habit of recycling in school life</p>	<p>Continue to organize the “Lunch box disposal scheme” and introduces “Using Own Eating Utensils Scheme”.</p> <p>Continue to arrange the Reused material design competition.</p> <p>Arrange recycle box scheme in each classroom.</p>	<p>Class teachers and prefects can help to do the monitoring.</p> <p>Students have opportunities to express their feelings and act it in daily life.</p> <p>Class teachers and monitors can help to do the monitoring.</p>	<p>G.S. panel head</p> <p>G.S. teachers</p> <p>Class teachers</p>	
<p>3. Students can improve project learning and self-learning skills.</p>	<p>Students can devote in learning and show great interests in knowing more about Hong Kong.</p>	<p>Prepare the project learning framework of the “Hong Kong Story” to echo the topic of the Parent teacher interview in 2013.</p>	<p>Teachers can assess their performance of their project works and presentations.</p>	<p>G.S. panel head</p> <p>G.S. teachers</p>	

<p>4. Students can develop a healthy eating habit and understand the importance of the fitness of their body.</p>	<p>Students can practice healthy eating habits in school life.</p> <p>Students can show the improvement in their fitness.</p>	<p>Co-operate with class teachers to develop a prolonged healthy eating habit for students throughout the year.</p> <p>Co-operate with P.E teachers to arrange “Fitness Challenge Day” to test the physical fitness of the students, for example, the BMI index, the fat content and the flexibility of students.</p>	<p>Class teachers and classmates can help to do the monitoring.</p> <p>P.E. teachers and G.S teachers can do some routine checking of their fitness.</p>	<p>G.S. panel head</p> <p>G.S. teachers</p> <p>Class teachers</p>	
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Student Support

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

Specific objective (1): To build a common understanding of expectations for student behaviour and development to enable the implementation of guidance and discipline plans

Anticipated problem: Diverse backgrounds of major stakeholders, namely, teachers, parents and students

Intended outcome	Success criteria	Strategy	Evaluation method	Person in charge	Remark
<p>- Teachers, students and parents are clear about the discipline code to follow and students improve in their discipline - Noticeable reduction in records of</p>	<p>- 70% of teachers and students can demonstrate a clear knowledge of the guidance and discipline system - 70% of students and teachers agree</p>	<p>(1) Review the SGD system (including assessing our school’s SGD situation and our students’ needs); spell out the school’s SGD goals and relevant processes and procedures (2) Collect views from major stakeholders (3) Clarify expectations, processes and procedures (4) Strengthen our system of</p>	<p>SHS; discipline records; observations by teachers</p>	<p>SGD Group</p>	

misbehaviour	that there is improvement in student behaviour.	reward of good behaviour and consequences for misbehaviour (5) Enhance student participation in various activities to improve their social skills and social development			
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Specific objective (2): To identify student development needs that require more urgent attention and find ways to address them.

Anticipated problem: Readiness and professional capacity of teachers concerned

Intended outcome	Success criteria	Strategy	Evaluation method	Person in charge	Remark
<ul style="list-style-type: none"> - A priority list of development needs requiring the staff's attention - A list of follow-up plans to address the needs with the support of the staff 	<ul style="list-style-type: none"> - The development needs are identified with the contribution of all staff - The follow-up plans are agreed upon by the staff 	Conduct survey on teachers' observations of <ul style="list-style-type: none"> - J1 students' behaviour - J1 to J6 students' misbehaviour in class - Consult the Social worker 	<ul style="list-style-type: none"> - Survey of teachers' and social worker's views 	SGD Group	

Student Performance

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

Specific objective: To enhance self-confidence by providing students with a wide spectrum of learning opportunities.

Intended outcome(s)	Success criteria	Strategy/Task	Evaluation method	Person in charge	Re-mark
Enhancement of students' positive self-concept	<ul style="list-style-type: none"> ● Students show great interest and active participation in the HK Schools Speech Festival, inter-school competitions and Morning Assemblies ● At least 10% of the students participate in public speaking activities 	<ul style="list-style-type: none"> ● To enhance self-confidence by developing the skills of public speaking ● To encourage students to participate in internal and external competitions 	<ul style="list-style-type: none"> ● Feedback from teachers, students and external adjudicators ● Statistics of students' participation ● Reviewing meeting and evaluation of subject departments and teams ● Student performance in competitions ● Stakeholder's survey 	<ul style="list-style-type: none"> ● All language teachers 	

Specific objective: To promote the percentage of students participating in art or sports.

Intended outcome(s)	Success criteria	Strategy/Task	Evaluation method	Person in	Re-
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The percentage of students participating in art or sports activities will be increased	<ul style="list-style-type: none"> The no. of participants is increased by 20% 	<ul style="list-style-type: none"> Organize more teams of sports or performing art. Hire professional coach from outside. Encourage students to join and foster students' interest of sports and arts since they are young. 	<ul style="list-style-type: none"> Feedback from teachers and students Statistics of students' participation 	<ul style="list-style-type: none"> All teachers 	

Specific objective: To identify students potential.

Intended outcome(s)	Success criteria	Strategy/Task	Evaluation method	Person in charge	Re-mark
Students can develop their own potentials according to their personal interests and capabilities	<ul style="list-style-type: none"> Let students demonstrate their potential regularly, such as musical contest, other internal competitions, sports activities, Drama Festival, Dance Festival and Speech Festival 	<ul style="list-style-type: none"> Provide a demonstration platform, e.g. students' artwork display, composition booklets, talent performance, etc. so that students are given opportunity to demonstrate their potential regularly. 	<ul style="list-style-type: none"> Statistics, observation and group review 	<ul style="list-style-type: none"> All teachers 	

Major concern II: To devise effective measures to promote and adopt a 'whole school approach' to discipline.

Specific objective: To train students to respect and obey school rules

Intended outcome(s)	Success criteria	Strategy/Task	Evaluation method	Person in charge	Re-mark

<p>Adopt whole school approach to help to build up the self confidence of students</p>	<ul style="list-style-type: none"> • Increase number of participants. • Smooth running of various activities & competitions by prefects. 	<ul style="list-style-type: none"> • Training camp for prefects will be organized. Regular meetings including evaluation with prefects will be held. • Special duties of prefects in whole school functions will be arranged. • Regular meetings with prefects will be conducted to help promote self-discipline among students. • Various campaigns such excellent students award scheme will be conducted to enhance students' self concept. • Students with good behaviour will be commended under various awards such as Excellent Conduct Award etc. 	<ul style="list-style-type: none"> • Feedback from teachers and students • APASO survey. 	<ul style="list-style-type: none"> • Discip line group 	
<p>Promote opportunities for appreciation and recognition of students' strength and achievement in various aspects of school life.</p>	<ul style="list-style-type: none"> • Decrease in the number of student misbehaviour records. 	<ul style="list-style-type: none"> • Various activities or campaigns such inter class discipline competition, homework completion and excellent student award etc. will be held throughout the year to strength students' discipline awareness. • Students with good behaviour will be commended under various awards such as 	<ul style="list-style-type: none"> • Feedback from teachers and students. 	<ul style="list-style-type: none"> • All teachers 	

		<p>Excellent Conduct Award etc.</p> <ul style="list-style-type: none"> Teachers are encouraged to praise students' good behaviour. 			
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Major concern III: To build up the self-confidence of students especially the enhancement of academic self-concept.

Specific objective: To enhance the student performance in Territory-wide System Assessment.

Intended outcome(s)	Success criteria	Strategy/Task	Evaluation method	Person in charge	Re-mark
TSA result will be improved	<ul style="list-style-type: none"> The overall percentage of students achieving Basic Competency in Maths is similar to that of the territory-wide average. 	<ul style="list-style-type: none"> J.3 and J.6 students will have 2 extra Mathematics tutorial lessons for TSA from September TSA practice paper will be conducted throughout the year 	<ul style="list-style-type: none"> TSA result Classroom observation 	All teachers	
	<ul style="list-style-type: none"> The overall percentage of students achieving Basic Competency in Chinese is similar to that of the territory-wide average. 	<ul style="list-style-type: none"> Teachers will continue to teach common literacy terms for tackling language arts questions. Intensive Chinese and English speaking practise 			

	<ul style="list-style-type: none"> The overall percentage of students achieving Basic Competency in English is higher to that of the territory-wide average. 	English speaking practise will be conducted before TSA			
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Major Concern IV: To identify student development & improvement

Intended outcome(s)	Success criteria	Strategy/Task	Evaluation method	Person in charge	Re-mark
Collect information or views on various aspects of the school for future planning	<ul style="list-style-type: none"> Information is collected, analysed citing relevant data and passed on to relevant work groups for follow-up 	<ul style="list-style-type: none"> Conduct SHS and APASO surveys. 	<ul style="list-style-type: none"> Review the conduct and relevance of the findings of SHS and APASO surveys to the school's planning 	Student Performance Group	