

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

**School Year 2016-2017**

# 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(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 2016-2017**

#### **Major Concerns**

1. Enhance effectiveness of learning and teaching
2. Establish students' healthy school life
3. Enhance students' moral education

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**Administration**

Intended Outcome(s)	Success Criteria	Strategy/ Task	Evaluation Method	Person in charge
Enhance effectiveness of learning and teaching	<ul style="list-style-type: none"> <li>• Positive feedback from teachers</li>   <li>• All teachers have used the iPad in teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Development Subsidy Scheme - Encourage teachers to attend training and conduct sharing sessions</li>   <li>• Encourage e-learning</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• CPD record</li> <li>• Teachers' evaluation</li>   <li>• Teachers' evaluation</li> </ul>	Principal, AP
Enhance students' healthy school life & moral education	<ul style="list-style-type: none"> <li>• More than 80% of teachers agree that there is an overall improvement in students' health and attitude.</li> </ul>	<ul style="list-style-type: none"> <li>• Coordinate with the subject panels and the student support group in encouraging students to take part in sports activities and green Monday activities etc.</li>   <li>• Coordinate with the Student Support Group in moral education programme (i.e. Value Education).</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Statistics of students' participation</li> <li>• Evaluation of teachers and students</li>   <li>• Observation</li> <li>• Report and reflection</li> </ul>	Principal, AP  Principal, AP

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Chinese Language

本科目標: 1. 中文科課程改革; 2. 培養學生閱讀習慣; 3. 提升學生學習中文興趣及能力

目標/範疇	關注事項	評估方法	策略/工作	成功準則	時間表	負責人
營造學習風氣與環境	中文科課程改革	<ul style="list-style-type: none"> <li>◇ 觀課</li> <li>◇ 學生測考成績</li> <li>◇ 同儕備課</li> </ul>	<ul style="list-style-type: none"> <li>◇ 優化低年級課程透過每星期同儕備課，各級老師作教材教具設計、經驗分享及意見交流，檢討過往課程上之不足，以優化低年級課程，提升學習效能。</li> <li>◇ 發展高年級課程 每兩星期進行同儕備課，共同討論及作經驗分享，進行單元教學及工作紙設計，以發展高年級課程，完善本校中文科課程。</li> </ul>	<ul style="list-style-type: none"> <li>◇ 100%老師參與設計</li> <li>◇ 學生於聽、說、讀、寫四方面的能力有所提升。</li> </ul>	全年進行	中文科 科任老師
	培養學生閱讀習慣	<ul style="list-style-type: none"> <li>◇ 圖書課</li> <li>◇ 閱讀計劃</li> <li>◇ 教師觀察</li> </ul>	<ul style="list-style-type: none"> <li>◇ 圖書課 每月一至兩次圖書課，教授學生閱讀技巧，引導及培養學生培養良好閱讀習慣。</li> <li>◇ 閱讀計劃 閱讀計劃中設金、銀、銅獎及閱讀龍虎榜，透過閱讀計劃以鼓勵學生多閱讀。</li> </ul>	<ul style="list-style-type: none"> <li>◇ 70%學生喜愛閱讀中文圖書</li> <li>◇ 70%學生每月有借閱中文圖書習慣。</li> </ul>	全年進行	中文科 科任老師
	提升學生學習中文興趣及能力	<ul style="list-style-type: none"> <li>◇ 教師觀察</li> </ul>	<ul style="list-style-type: none"> <li>◇ 中文活動課 每月一次中文活動課，透過不同的學習材料（動畫、卡通、遊戲、說故事訓練教材），刺激學生的學習，引起學習動機，提升學習興趣及效能。</li> <li>◇ 中文說故事比賽 透過畫劇、唱歌及舞步的元素，發揮學生創意，引起學習動機，提升學生的說話及協作能力。</li> <li>◇ 創意寫作比賽 透過不同形式不同主題，發揮學生創意，提升學生寫作能力。</li> </ul>	<ul style="list-style-type: none"> <li>◇ 60%學生對學習中文感興趣</li> <li>◇ 學生於聽、說、讀、寫四方面的能力有所提高。</li> </ul>	全年進行  每年一次  每年四次	中文科 科任老師

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English Language

Intended Outcomes(s)	Success Criteria	Strategy / Task	Evaluation Method	Person in charge	Remarks
Facilitating the development of a reading culture	<ol style="list-style-type: none"> <li>1. More than 30% of the students can get the English Extensive Reading Awards at the end of each term. More than 20% of the students can get the Best Reading Journal Awards at the end of each term.</li> <li>2. Students engage in active reading in their library lessons.</li> <li>3. More than 50% of the students borrow books from the classroom library box regularly.</li> <li>4. More than 80% of the students actively find news and share it with class in the newspaper reading lesson.</li> <li>5. More than 40% of the new students apply for public library cards through the school.</li> <li>6. More than 50% of the students borrow books</li> </ol>	<ol style="list-style-type: none"> <li>1. English Reading Schemes Introducing the English Extensive Reading Awards and Best Reading Journal Awards to encourage students to develop their reading habits</li> <li>2. Library lessons Reserving one English lesson as the library lesson every two weeks.</li> <li>3. Classroom library Encouraging students to borrow books to read from the classroom library box.</li> <li>4. Newspaper reading activities Encouraging students to find news and bring it to class for sharing and discussion every two weeks.</li> <li>5. Public library cards application Continuing to encourage and help new students to apply for public library cards.</li> <li>6. Library loan service Resuming loan service from the school</li> </ol>	<ol style="list-style-type: none"> <li>1. Records from reading journals and teachers' comments</li> <li>2. Lesson observation</li> <li>3. Records from classroom library</li> <li>4. Lesson observation</li> <li>5. No. of applicants</li> <li>6. Loan Records</li> </ol>	<p>English teachers</p> <p>English teachers</p> <p>Class teachers</p> <p>English teachers</p> <p>Admin. Staff</p> <p>Librarian</p>	

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	from the school library.	library. Enrich the library stock, esp. interesting story books.			
	7. More than 25% of the students subscribe English newspapers.	7. English newspaper subscriptions Providing two copies of free English newspaper to each class. Helping students subscribe “Goodies” and “Junior Standard”.	7. No. of subscribers		
Promoting “assessment for learning” through greater use of formative assessments, expanding “assessment for learning” to “assessment as learning”	1. More than 90% of students pass the usage tests and exams	1. J.6 Usage Quizzes Setting unit quizzes for J.6 students as formative assessment. The 4 unit quizzes contribute 40% of the total mark of the Usage Revision Test in each term.	1. Results from quizzes	English teachers	
	2. More than 90% of students pass the dictations and usage tests and exams.	2. Pre-dictations and usage quizzes for all levels Conducting weekly pre-dictation and unit mini-quizzes to keep track on students’ learning progress and evaluate their performance by giving useful feedback	2. Results from pre-dictations and quizzes	English teachers	
	3. Students are able to reflect on and evaluate their own performance in English learning activities effectively.	3. Self-evaluation Helping students set goals, and monitor, reflect on and evaluate their own learning in English learning activities	3. Lesson observation	English teachers	
Reinforcing phonetic knowledge of students	1. More than 90% of students show improvement in spelling and reading	1. J.1 & 2 phonics lesson Providing a weekly phonics lesson to help build phonetic knowledge of junior level students	1. Results from dictation, speaking exams, lesson observation	Net teacher	
	2. Students are able to make the correct	2. Using IT support in phonics teaching Making use of phonics apps and	2. Lesson observation	English teachers	

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	pronunciation of some unknown words with the help of phonics apps and electronic resources.	electronic resources in class to help students acquire phonetic knowledge			
Embracing learner diversity through developing learning tasks and activities that suit the needs of both more able and less able learners and providing different levels of support	1. 90% of the remedial class students make a certain level of improvement in tests and examinations	1. J.1 & 2 English Remedial Classes Assisting the less able students to rebuild the English foundation	1. Results from tests & exams	English teachers (J.1 & 2)	
	2. Teachers can demonstrate a multisensory approach in lessons to cater for learners' diversity	2. Adopting a multisensory approach to English learning and teaching Making use of various sensory elements(i.e. visual, audio etc.) to cater for different students' learning characteristics	2. Lesson observation	English teachers	
To facilitate self-directed learning	1. Students are able to make effective use of IT tools and e-learning resources in the task-based English learning or project learning activities	1. Using IT tools in task-based English learning or project learning activities Leveraging e-learning to increase students' learning motivation of English language and facilitate self-directed learning through the effective use of IT tools (i.e. e-books, websites, apps etc.)	1. Lesson observation of task-based English learning or project learning activities	English teachers	



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Mathematics

**Major Concern**

**1) E-learning in Mathematics**

Intended outcome(s)	Success criteria	Strategy/Task	Evaluation method	Person in charge	Remark
Enhance students' learning interest in Mathematics	Students highly participate in the iPad learning activities	Every J3 – J6 teacher will use iPad in a Mathematics lesson at least once in the whole year.	Reports in the Math panel meetings	J.3 to J.6 Mathematics teachers	
Encourage teachers to use iPad or computer for teaching Math	Mathematics teachers look for at least 6 useful apps / websites for teaching Mathematics among different levels and topics	Teachers will share the apps that are useful for teaching activities in the Mathematics panel meeting	The number of apps / websites presented in the panel meeting	All Mathematics teacher	

**2) Enhance students' generic and basic calculation skill**

Intended outcome(s)	Success criteria	Strategy/Task	Evaluation method	Person in charge	Remark
Students improve in their calculating speed and accuracy	Group D students' results will be improved by 3% in the post quiz.  Group A-C students' results will be improved by 5 % in the post quiz.	<ul style="list-style-type: none"> <li>➤ 2-minute arithmetic quiz will be done at least once per week. Each class can do 5-8 quizzes per month.</li> <li>➤ Award scheme will be carried out in the class. Every 10 stamps can be exchanged for a prize. Students will get a stamp if half of their quizzes is correct; they will get 2 stamps if they are all correct in the quiz.</li> </ul>	Pre and post quiz of daily practice	All Mathematics teachers	

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Consolidate the low ability students' basic operation skill	The accuracy of the participants will be increased by 5 % in the post test.	<ul style="list-style-type: none"> <li>➤ A basic operation extra tutorial will be provided. J.2-4 students who are weak in basic operation (addition, subtraction, multiplication) will join this extra tutorial.</li> </ul>	Pre and post quizzes	Choi TY	
Students can learn different generic skills by participating in project learning	Students of each level will complete an individual or group project not later than February	<ul style="list-style-type: none"> <li>➤ Mathematics teachers of each level will set up a project. The content of the project is in line with the school theme: children's world and some Math topics of that level.</li> <li>➤ Students will complete the project in January and February during the Mathematics lesson.</li> </ul>	Students' work and teachers' observation	All Mathematics teachers	

**3) Improve teaching efficiency of teachers**

<b>Intended outcome(s)</b>	<b>Success criteria</b>	<b>Strategy/Task</b>	<b>Evaluation method</b>	<b>Person in charge</b>	<b>Remark</b>
Optimize the unit plan of each level	Mathematics teachers will complete 3 detailed and well-planned unit plans and teaching materials in the whole year.	<ul style="list-style-type: none"> <li>➤ Mathematics teachers of each level will discuss the teaching activities, methods and materials of a unit plan in each term.</li> <li>➤ Teachers should prepare the teaching materials, worksheets , apps and websites for that unit plan.</li> </ul>	CLP forms	All Mathematics teachers	

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General Studies

Intended outcome(s)	Success criteria	Strategy/Task	Evaluation method	Person in charge	Remarks
1. Students can explore more general, important local and world issues.	Students can understand more current affairs by sharing of news	<p>J.5 &amp; J6 students will do the newspaper cutting as homework monthly. They will do presentations in class biweekly during GS lessons.</p> <p>Our school has ordered 2 newspapers for each class daily. (Standard Junior for J4 – J6 students and Goodies for J2-3 students respectively) Students can easily get newspaper in school and they can read it during recess time. It creates a reading atmosphere and promotes reading to learn.</p>	<p>Students' presentations shared in class and the monthly newspaper homework</p> <p>Teachers and students can give timely feedback to them.</p>	<p>G.S. panel head</p> <p>G.S. teachers</p>	
	Students can express their interest in exploring different places in Hong Kong	Students of each level will have their educational visits.	<p>Performance of the follow-up worksheets</p> <p>Students' responses and sharing of their findings</p>		
	Students can demonstrate project learning skills in doing projects	Our PTI theme this year is children's world. Different levels of students would learn different project learning skills through the projects.	Progress and students' performance in the projects		
	Every class has a monthly library lesson	Starting from October, there is one library lesson monthly to let students read GS related materials (e.g. story books and magazines). It can raise students' interests of the subject and promote reading to learn. More books will be bought in this academic year.	Sharing of the book summary to students in class.		

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2. Students can show their awareness of the environmental protection and act it in the daily life.	More than 350 participants in “One person one flower scheme”	<p>More promotion of the activity will be done. Students have a chance to take care of a plant and observe the growth of it.</p> <p>They will complete a report to record the growth of the plant. Pictures and description are needed in the report.</p>	The number of students who join the scheme and the record sheets about the growth of their plants	G.S. panel head  G.S. teachers	
	Fully utilize the food waste decomposer	<p>Starting from September, janitors and students helpers are collecting food waste at lunch time and put the food residue in the food waste decomposer after school. The decomposer would generate liquid fertilizer that can be used to water plants.</p> <p>The decomposer can not only reduce the amount of food waste, but also help to reuse the liquid product to water the plants in school.</p>	<p>Weight of the food waste</p> <p>Teachers’ observation of the growth of the plants in school after adding the fertilizer</p>		
3. Students can develop a healthy eating habit and understand the importance of the fitness of their bodies.	More than 70% of students can have healthy eating habits in school.	<p>Co-operate with class teachers to develop a long-lasting healthy eating habit for students throughout the year.</p> <p>Students would learn some healthy eating habits through PowerPoint slides and worksheets. Moreover, students will be given stickers if they have brought healthy food on Monday. The stickers will be stuck in a record card. Students get 5 or more stickers in 2 months will be awarded.</p>	<p>The number of students who get the prize</p> <p>Class teachers, classmates and student helpers can help to do the monitoring during first recess.</p> <p>Survey of students’ choice of their diet</p>	G.S. panel head  G.S. teachers	

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4. Students can develop the interest of learning the knowledge of science and technology	More than 70 % of students participate in the Science Fun Day	<p>Arrange the Science Fun Day to arouse the interest in learning technology and science.</p> <p>The booth games will be designed to let students do more hands-on experiment instead of demonstrations only. New booth games should be added every year.</p>	<p>The cue card next to booth games to check students' understanding</p> <p>The number of students who join the activity and their performance during competitions and demonstrations</p>	G.S. panel head  G.S. teachers	
	Each teacher can use the tablet once in one of their classes	Using tablets to enhance students' information technology skills and motivation in learning G.S.	Teachers' reports and students' performances and responses in the class with the help of tablets		

Student Support

Major concern: Enhance students' moral education

Intended Outcome(s)	Success Criteria	Strategy/ Task	Evaluation Method	Person in charge	Remark
Enhance Students' leadership skills	<p>* 70% of prefects think they have improved in self evaluation</p> <p>* Positive feedback from social worker</p> <p>* At least 75% participants</p>	<p>Prefects:</p> <ul style="list-style-type: none"> <li>* Weekly pPrefect leader group meetings</li> <li>* Prefects working in echelon - mentorship programme</li> <li>* Prefects' meetings during self-evaluation period</li> <li>* 2 half-day workshops</li> </ul> <p>Social worker's programme</p> <p>Encourage students to join Junior Police Call (JPC)</p>	<p>Prefects :</p> <ul style="list-style-type: none"> <li>* Self-evaluation form</li> </ul> <p>Teacher:</p> <ul style="list-style-type: none"> <li>* Teachers' observation and evaluation form</li> </ul> <p>External organization:</p> <ul style="list-style-type: none"> <li>* Feedback from social worker</li> </ul> <p>* The number of applicants and</p>	Students Support Team	<p>Time scale: Whole year</p> <p>(Start in November)</p>

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	*30% of students take part in class or school service	Increase the number of service posts and recruit more volunteers in school.	participants in each JPC activity  *Service Record		
Enhance positive virtue and discipline of student (self-disciplined, self-managing and to shoulder their own responsibilities)	* 80% or above teachers agree that the scheme is effective  * The number of misbehaviour records is decreased	* Friday Assemblies * Personal growth education * Self-evaluation done by students in book of remarks * Programmes held by social worker * Value education (Aesop's Fable Scheme)	* SHS and APSO  Feedback from teachers	Students Support Team	Time scale: Whole year (Start in mid-September)
To enhance students' exposure towards aesthetic and physical education with higher opportunities of performance	* 80% of students experience aesthetic or physical education for not less than 16 sessions  * 25% of the students has the experience of joining external competitions  * 25% of participants joined Sport-Act in summer holiday	Extra Curriculum Activity: * ECA held once a week  * The variety of activities increased  External competitions: * Encourage students to join external competitions such as speech festival, drawing, dance and musical competitions & school sports teams	* Data collection -> Records of all activities in this year -> Collection of their products  * Keep the application records of all the external competitions  * Sport Act – leaflet record	All teachers  Office staff	Time scale: Whole year