



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

**Annual School Plan
School Year 2021-2022**

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 **Open-minded**, strive to **Understand** people of different cultures and places with mutual **Respect**. Thereafter, achieving a society of **Harmony** is students’ **Obligation** by developing the virtues of **Morality** and **Equality**.

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

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

Targets (Intended Outcome)	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
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 (1 st stage: STEM) is carried out to let students integrate and apply their skills.	The programme (1 st stage) is carried out in all level.	Checking students' product	Whole year	Head of Learning & Teaching STEM & e-Learning leaders	
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.	70% of teachers agree that the teaching pedagogies learnt in the STREAM related seminars/workshops are useful	Questionnaire (teachers) CLP records PLO review forms	Whole year	STEM & e-Learning leaders Head of Learning & Teaching	
	1.2.2 To enable teachers to have collaborative lesson planning (CLP) for each unit / module with a focus on STREAM related skills.	70% of teachers agree that the CLP and PLO can raise their awareness and improve their teaching strategies on developing students' STREAM related skills.	Lesson observation		Subject Panel Heads	
	1.2.3 To enable teachers to conduct peer lesson observation (PLO) with a focus on STREAM related skills.	70% of teachers can demonstrate how to develop students' STREAM related skills.				

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	<p>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.</p>	<p>70% of teachers agree that the review meeting and teachers' sharing after the lesson observation help improve their teaching strategies on how to develop students' STREAM related skills.</p>				
<p>1.3 To enable students to apply and demonstrate the skills developed in a visualized product or report</p>	<p>1.3.1 The school-based STREAM program (i.e. Smart Inventor) is focusing on skills for understanding others' needs, 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</p>	<p>70% of teachers agree that the 'Smart Inventor' help facilitate students' relevant skills.</p>	<p>Checking students' product</p> <p>Questionnaire (teachers)</p> <p>Students' performance in STREAM-related learning activities in project learning</p> <p>Students' performance in STEM-related learning activities in and outside the classroom</p> <p>Syllabus review</p>	<p>Whole year</p>	<p>Head of Learning & Teaching</p> <p>Subject Panel Heads</p>	
	<p>1.3.2 To provide STEM-related learning activities focusing on skills in and outside the classroom in Mathematics and General Studies.</p>	<p>70% of teachers agree that the STEM-related learning activities in and outside the classroom help facilitate students' integrate and apply their learning.</p>				

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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.	80% of teachers agree that the modified structure of STEM & e-Learning Group can facilitate internal sharing.	Questionnaire (teachers)	Whole year	Head of Learning & Teaching Subject Panel Heads I.T. Head STEM & e-Learning leaders
	1.4.2 To review the appropriateness of the existing equipment and facilities in STREAM education by the STEM & e-Learning Group.	70% of teachers agree that the equipment and facilities of STREAM related resources are used appropriately after the review.	Student work uploaded in LMS iPad loan records		
	1.4.3 To optimize the existing Learning Management System	70% of teachers agree that the Learning Management System adopted can facilitate the development of students' STREAM related skills	Teachers' assessment of the availability of the equipment		
	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.	'One device per student' is achieved for 3 levels of students (i.e.J.1, J.4 & J.5) Equipment is available for making STREAM products at school.			

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

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Person in charge
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 in J1, and it is infiltrating the elements of Positive Education in activity-based and experienced based lessons through collaboration lesson planning meetings.	75% of participating teachers agree with the effectiveness of these strategies. 50% of students achieved at least 1 diamond.	Teacher observation APASO data Diamond Scheme Data	Whole Year	Ms. WY Lo
	2.1.2 To organize and carry on the 3-year Positive Education cycle in classroom management – Positive Sharing.				Mr. CS Luk
	2.1.3 Through whole school award (Diamond) scheme to nurture students' positive value.				Mr. CS Luk
2.2 To build up a positive school atmosphere and relationships.	2.2.1 Through "Gratitude, Forgiveness & Happiness" Project to build up a positive school atmosphere and relationships.	75% of participating teachers agree with the effectiveness of these strategies. 75% of students participated in activities related to these strategies and behave actively.	Student Questionnaire Teacher questionnaire Teacher observation APASO data	Whole Year	Mr. CY Cheng
	2.2.2 To organize talk, sharing and assemble in related topics to promote positive values.				Mr. CS Luk
	2.2.3 To prepare different learning media related to positive values.				Mr. CY Cheng
2.3 To Enhance teachers' understanding of positive education and strengthen the	2.3.1 To co-operate with different external organizations to effectively and comprehensively implement positive education.	75% of participating teachers have deeper understanding of "Positive Education", and have greater confidence to carry out the spirit of Positive Education in school.	Teacher attendance Teacher questionnaire	Whole Year	Mr. CY Cheng

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implementation of positive education effectively.	2.3.2 Promote teacher's wellness and self-awareness of wellbeing through having different activities.	75% of teachers participated at least one of the activities. 75% of participating teachers agreed it increases the self-awareness of wellbeing.	Teacher attendance Teacher questionnaire	Whole Year	Mr. YC Tsui
	2.3.3 To arrange professional development training of "Positive Responding Skill" for teachers to prepare and implement positive education effectively.	75% of teachers agreed it increases students' confidence and engagement.	Teacher questionnaire	Oct/2021 Apr/2021	Ms. WY Lo
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.	Cumulative attendees accounted for 20% of all parents in the school.	Parent attendance	2 Times a year	Ms. WY Lo
	2.4.2 To distribute positive parenting information to parents regularly.	75% of the participating parents agree with the effectiveness of the workshops and talks.	Parent Questionnaire	2 Times a year	

