



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

**Annual Report
School Year 2022-2023**

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

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

| Targets (Intended Outcome) | Strategies | Success Criteria | Achievements | Reflections |
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| 1.1 To create a feasible mode of implementing a School-based STREAM programme | 1.1.1 Based on the 1 st stage of the school-based programme (STEM, communication & collaboration skills), 2 nd stage (STEM, reading and problem-solving skill) is carried out to let students integrate and apply their skills. | The programme (2 nd stage) is carried out in all levels. Student's STREAM works showing an integration of relevant skills and the learning of the new skills. | The second stage was carried out in all levels including the integration of STEM, communication & collaboration skills, reading and problem-solving skills. | The final stage (STREAM, Arts and creativity) will be carried out in 2023-2024. |
| 1.2 To strengthen teachers' awareness and abilities of delivering | 1.2.1 To arrange STREAM related seminars / workshops for teachers that address on their needs and promote students' reading | 75% of teachers agree that the teaching pedagogies learnt in the STREAM related seminars/workshops are useful | Various training workshops were carried out to all teachers this year. Topics include STEM, computation thinking skills and information literacy. | Specific training workshops such as developing students' creativity across subjects will be offered to all teachers in 2023-2024. |

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| <p>STREAM related skills to students in different Key Learning Areas (KLAs)</p> | <p>and problem solving skills to acquire the innovative pedagogies in different KLAs.</p> | | <p>About 77% of teachers agreed that the teaching pedagogies learnt in the STREAM related workshops were useful. (school-based survey)</p> | |
| | <p>1.2.2 To enable teachers to have collaborative lesson planning (CLP) for each unit / module with a focus on new STREAM related skills.</p> | <p>75% of teachers agree that the CLP and PLO can raise their awareness and improve their teaching strategies on developing especially, students' new STREAM related skills.</p> | <p>As shown on the CLP records, teachers discussed on various ways of enhancing students' problem-solving skills through different subject-based strategies. (CLP records)</p> | <p>The focus of CLP and PLO in 2023-2024 will be STREAM, Arts and creativity.</p> |
| | <p>1.2.3 To enable teachers to conduct peer lesson observation (PLO) with a focus on new STREAM related skills.</p> | <p>75% of teachers can demonstrate how to develop especially, students' new STREAM related skills. 75% of teachers agree that</p> | <p>About 87% of teachers demonstrated how to develop students' problem-solving skills from PLO. (PLO lesson plans and</p> | <p>Subject Panel Heads and Level-coordinators should lead the fellow teachers to discuss on pedagogies in enhancing students' arts and creativity in CLP and PLO.</p> |

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| | | the review meeting and teachers' sharing after the PLO help improve their teaching strategies on how to develop especially, students' new STREAM related skills. | review forms) About 73% of teachers agreed that the CLP and PLO can raise their awareness and improve their teaching strategies on developing students' problem-solving skills. Besides, about 86% of teachers agreed the review meeting and teachers' sharing after PLO can improve their teaching strategies on developing the skills. (school-based survey) | |
| 1.2.4 | To conduct review meetings with teachers and invite them to share good practices after PLO on how to enhance students' new STREAM related skills. | | | |
| 1.2.5 | To introduce computational thinking skills and information literacy of handling information with | 70% of teachers can introduce the computational thinking skills and information literacy to students in their teaching. | About 68% of teachers introduced computational thinking skills and information literacy to students in their teaching. | Teachers of subjects other than Mathematics and General Studies should also introduce computational thinking skills and |

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| | different media when using IT for interactive learning in Mathematics and General Studies. | | (school-based survey) | information literacy in their teaching in 2023-2024. |
| 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 skills for understanding others' needs, engineering design process and data handling under the theme of "Delia (Man Kiu) & the community". | 75% of teachers agree that the 'Smart Inventor' help facilitate students' relevant new skills. | Students applied problem-solving skills and reading techniques when they were working on the 'Smart Inventor'. Most of the STEM products were functionable and fulfilled the skills in engineering design process. The contents of the 'Smart Inventor' matched with the Mathematics and General Studies syllabus so that students could practise what they learnt in the hand-on activities. (Teachers' observation, students' | The 'Smart Inventor' will be developed continuously according to the new focus in every school year. Therefore, arts and creativity elements will be added to it in 2023-2024. For the survey results, about 41% of teachers chose N/A. The "Smart Inventor" should be introduced and utilized in subjects other than Mathematics and General Studies. |

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| | | | <p>product and syllabus review)</p> <p>About 55% of teachers agreed that the ‘Smart Inventor’ help facilitate students’ problem-solving, communication & collaboration skills. (school-based survey)</p> | |
| 1.3.2 | To provide STEM-related learning activities which focus on skills in and outside the classroom in Mathematics and General Studies. | 75% of teachers agree that the STEM-related learning activities in and outside the classroom help facilitate students’ communication & collaboration. | Some students performed well in different STEM-related activities such as STEM week and activities conducted by external organizations. In addition, students showed their abilities of using problem solving, communication & collaboration skills in the activities. (Teacher s’ observation and students’ | <p>As the restriction of the COVID-19 pandemic is released, the school resumed whole-day classes. Teachers can organise different face-to-face activities which boost the effectiveness.</p> <p>The school will continue to provide different activities in different aspects such as</p> |

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| | | | product) About 82% of teachers agreed that the STEM-related learning activities in and outside the classroom help facilitate students' skills. (school-based survey) | outings and AI. |
| 1.3.3 To implement Reading across the Curriculum based on Smart Inventor and the language subjects. | 70% of teachers agree that students enhance their reading across the curriculum through Smart Inventor and the language subjects. | Several measures were done to promote reading especially on STEM-books there. E.g. Rearranged the coding system of the school library for easy searching; Held book fair about the topics in the Smart Inventor; Added requirement of reading certain amount of STEM books in Reading Award Scheme. | The school library and Library Lessons of different subjects will promote the books related to STEM, arts and creativity. | |

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| | | | About 64% of teachers agreed that students' reading ability was enhanced across the curriculum through Smart Inventor and the language subjects. (school-based survey) | |
| 1.4 To enrich the resources in school for STREAM education | 1.4.1 Rename the existing STEM & e-Learning Group to STREAM Group with representatives from major subjects and provide more opportunities for internal sharing. | 85% of teachers agree that the STREAM Group can facilitate internal sharing. | The Group arranged different training and sharing this year including STEM lesson observations. Teachers from different subjects were invited to attend the observations. About 73% of teachers agreed the Group can facilitate internal sharing. (school-based survey) | More cross-subjects lesson observations will be arranged in 2023-2024. |

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| | <p>1.4.2 To review the appropriateness of the existing equipment and facilities in STREAM education by the STREAM Group.</p> | <p>Lists of appropriate STREAM equipment and facilities are drawn up for students and teachers to use in STREAM classes.</p> | <p>Inventory checking is done twice a year to review the appropriateness of the existing equipment and facilities. (Inventory records)</p> | <p>Besides of the inventory record, the STREAM Group can also prepare a document of presenting more details of different equipment and facilities for appropriateness to students.</p> |
| | <p>1.4.3 To develop teachers' abilities in using existing and new STREAM equipment and facilities.</p> | <p>75% of teachers agree that the equipment and facilities of STREAM related resources are used appropriately after the review.</p> | <p>About 55% of teachers agreed that the equipment and facilities of STREAM related resources are used appropriately after the review. (school-based survey)</p> | <p>Promotion of different equipment and facilities to teachers regularly in 2023-2024.</p> |
| | <p>1.4.4 To optimize the new Learning Management System (LMS)</p> | <p>75% of teachers agree that the new LMS adopted can facilitate the development of students' STREAM related skills</p> | <p>Google Classroom (GC) is fully adopted in this school year. Students used GC to do different e-learning activities like discussion and assignment submission. About 68% of teachers</p> | <p>As face-to-face lesson resumed completely in this school year, the use of GC decreased compared with the lesson suspension period. Teachers are encouraged to discover</p> |

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| | | | agreed GC can facilitate the development of students' STREAM related skills. (school-based survey) | more e-learning resources in the future. |
| 1.4.5 | 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 all levels of students. Equipment is available for making STREAM products at school. | Each student was assigned an iPad for loan in this school year. It facilitated e-learning in and outside classroom. | The STREAM Group continue to review the effectiveness of the 'One device per student' scheme such as the hardware, software and students' behavioural issues caused by using iPad in and outside classroom. |

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

| Targets | Strategies | Achievements | Reflection & Suggestion |
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| <p>2.1 The development of positive values and behaviour in students.</p> | <p>2.1.1 Continue to develop and optimize Personal Growth Lesson in J2 and J3, and it is infiltrating the elements of Positive Education in activity-based and experienced based lessons through collaborative lesson planning meetings.</p> | <p>89% of students believed that personal growth education developed their positive sense and positive self-concept.</p> <p>100% of teachers agreed that the Personal Growth</p> | <p>Students learn about growth mindset through games and case study. They can apply in their study and daily life.</p> <p>Students learned different positive self-concept and show positive value and behaviour. But some of the topics need to be adjusted to activity-based instead of theoretical-based.</p> |

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| | <p>2.1.2 Continue to organize and carry on the 2nd year of Positive Education cycle in classroom management – Positive Sharing.</p> | <p>Education enable students to show positive value and behaviour.</p> <p>100% of agreed that the positive sharing allowed them to know more about their students and build up the team spirit.</p> | <p>New idea such as class meeting can be applied next year. And time of the sharing session can be adjusted base on students’ needs.</p> |
| | <p>2.1.3 Through whole school award (Diamond) scheme to nurture students’ positive value.</p> | <p>95% of students agreed that they are considerate and show respect to their friends through the positive sharing.</p> <p>55% of students received at least one diamond from teachers.</p> | <p>The effectiveness of Diamond Scheme is seen mainly in classes of junior level. Some teachers chose to use other rewarding platforms such as ClassDojo or class-based reward system instead</p> |

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| | | 82.1% of teachers rated 3 and 4 out of four in the questionnaire. | of Diamond Scheme. To maintain the practice of positive behavior reinforcement, Diamond Scheme is kept for 2023-24 but not compulsorily. The way of rewards is reviewed and will be changed in order to avoid numbness of students. |
| 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. | 87.6% of teachers agreed that students showed growth mindset in learning. Students tried different approaches to solve a problem and willing to keep on trying for success. 100% of teachers agreed that the activities enhanced students’ engagement and positive emotion. | Due to covid-19, a lot of activities were arranged through online platform or in class-based mode. Next year, more whole school approach and face to face activities can be arranged. More student cases related to emotional or behavioural aspects were shown this year. In next academic year school-based workshop or assemblies focusing more on self-awareness of emotion and personal character strengths could be arranged to enhance individual resilience. |
| | 2.2.2 To organize talks, sharings and assemblies in related topics to promote positive values. | | |
| | 2.2.3 To prepare different learning media related to positive values. | | |

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| | | <p>Teachers applied more visual aids (e.g. animation and poster) on promoting positive education during school assemblies (around 30 videos were produced) and classroom design.</p> <p>Due to the rearrangement of school library, no extra books related to positive education were ordered this year.</p> | <p>School can purchase some books for both teachers and students regarding emotion, mindfulness, social skills, resilience and kindness etc.</p> <p>Class-based and students-centered approach could be involved in school decoration to cultivate a positive environment and atmosphere.</p> |
| 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. | <p>100% of teachers found the talks/ training useful.</p> <p>They showed engagement during the activities and relaxing after participation.</p> | <p>Those activities that help develop creativity and well-being are preferred.</p> <p>It is also suggested to organize experiential-based activities for teacher professional development. Mindfulness activities that teachers may learn the skills to teach students and parents how to relax is preferable.</p> |
| | 2.3.2 Promote teacher's wellness and self-awareness of wellbeing through having different activities. | | |
| | 2.3.3 To arrange professional development training of "Growth Mindset Responding Skills" for teachers to prepare and implement positive education effectively. Also, through the Peer-Lesson-Observation, teachers | | |

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| | can learn from each other how to implement the positive response, and they can share their experiences in the panel meetings. | | |
| 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. | Different parent workshops related to positive parenting, positive responding and strategies for students with special education need were organized this year. On average, over 80% of the parents agreed they were interested in the topic and they found out the workshop is useful to help them having a thorough picture on positive parenting. | Parents would like to know more about how to get along with children with ADD problem (inattention, distractibility, and poor working memory). It is suggested to involve more contents related to common behavioural issues. The presenter could ask parents for behavioural issues they have faced and address them with discussion during interactive sessions. |
| | 2.4.2 To distribute positive parenting information to parents regularly. | Around 86% of the parents agreed they learnt the strategies on developing students' reading and spelling skills and knew | It is suggested to guide parents how to build emotional resilience and help with children emotional regulation in next academic year. |

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| | | more about how to give better respond to children's emotions. | |
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7. Financial Summary

地利亞(閩僑)英文小學周年財政狀況 2021/2022 學年財政摘要

| | 政府撥款 | 非政府經費 |
|--------------------------------------|--------------|--------|
| 收入(佔全年整體收入的百分比) | | |
| 直資津貼(包括不計入直資學校單位成本的政府撥款) | 89.57% | 不適用 |
| 學費 | 不適用 | 9.10% |
| 捐款(如有) | 不適用 | 0.00% |
| 其他收入(如有) | 不適用 | 1.33% |
| 總計 | 89.57% | 10.43% |
| 開支(佔全年整體開支的百分比) | | |
| 員工薪酬福利 | 65.87% | |
| 運作開支(包括學與教方面的開支) | 15.40% | |
| 學費減免/獎學金 [1] (佔學費收入的 20.71%) | 2.00% | |
| 維修及保養 | 13.98% | |
| 折舊 | 2.75% | |
| 雜項 | 0.00% | |
| 總計 | 100.00% | |
| 學年的盈餘/虧損[#] | 0.61 個月營運開支 | |
| 學年完結時營運儲備的累積盈餘/虧損[#] | 11.73 個月營運開支 | |
| [#] 相等於全年整體開支的月數 | | |

大型基本工程的開支詳情(如有):



[1] 學費減免/獎學金的開支百分比，是根據學校的全年整體開支計算。有關百分比，與教育局要求學校根據學費收入計算的學費減免/獎學金撥款百分比(不得少於10%)不同。

現確認本校已按教育局要求，預留足夠撥款作學費減免/獎學金計劃之用(如適用，請在方格內加上「✓」號)。