



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

School Year 2016-2017

School Vision & Mission

Vision and Mission:

We envision Delia (Man Kiu) English Primary School to become “**OUR HOME**”, where 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 developing the virtues of **M**orality and **E**quality.

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。

**Delia (Man Kiu) English Primary School
Annual School Report, 2016-17**

Administration:

Intended Outcome 1: Enhance effectiveness of learning and teaching

Strategies / Tasks	Success Criteria	Evaluation and Suggestions for Improvement
Professional Development Subsidy Scheme - Encourage teachers to attend training and conduct sharing sessions	- Positive feedback from teachers	- More teachers took the initiative in attending training such as music therapy and SEN-related training. - On the other hand, more teachers attended courses or seminars organized by EDB. More sharing sessions on learning and teaching were conducted in Panel Meetings. - More teachers could have attended more comprehensive subject related courses that further enhance the effectiveness of learning and teaching.

Intended Outcome 2: Enhance students' healthy school life & moral education

Strategies / Tasks	Success Criteria	Evaluation and Suggestions for Improvement
Termination of tuck shop services. Installation of vending machines that sells healthy snacks or drinks	More than 80% of teachers agree that there is an overall improvement in students' health and attitude.	- Positive feedbacks from teachers on the student participation in Green Monday activity. Students were engaged in the Inter-class Sports Competitions and the running activity using the new running track.
Arrangement on the utilization of food residue machine based on the feedback from teachers		- More feedbacks and guidance can be given to students for their self-evaluation.

Chinese:

Major Concerns: Enhancing the effectiveness of Learning and Teaching

Intended Outcome 1: 中文科課程改革

Strategies / Tasks	Success Criteria	Evaluation and Suggestions for Improvement
<p>◇ 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。</p>	<p>◇ 100%老師參與設計 ◇ 學生於聽、說、讀、寫四方面的能力有所提升。</p>	<p>小一至小六校本中文課程（高效識字共 11 課及 2 冊作業、圖書教學共 6 本及 1 冊作業、單元教學 1-38 共 38 單元及 38 冊作業）已完成。</p> <p>根據學生測考成績顯示，大部分學生在聽、說、讀、寫四方面的能力皆有所提升。各中文科老師反映學生在聽、說兩方面的能力不俗，讀、寫兩方面的能力尚有改進的空間，而校本課程仍有些不足之處，建議來年由小一課程開始，重新檢視及規劃小一課程。</p>
<p>◇ 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。</p>		

Intended Outcome 2: 培養學生閱讀習慣

Strategies / Tasks	Success Criteria	Evaluation and Suggestions for Improvement
<p>◇ 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。</p>	<p>◇ 70%學生喜愛閱讀中文圖書 ◇ 70%學生每月有借閱中文圖書習慣。</p>	<p>圖書課： 各老師依照原定時間表帶學生到圖書館進行圖書課，老師反映學生對閱讀有興趣。根據閱讀紀錄表顯示，全校有超過 70%的學生每月有借閱中文圖書習慣。</p> <p>閱讀計劃： 根據統計，閱讀計劃中獲得獎項的人數並不理想，全校約 25 人獲得獎項。老師反映大部分學生皆未有依計劃所訂進行閱讀，以致大部份學生未能達標。建議來年多提醒及鼓勵學生按既定達成目標。</p>
<p>◇ 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。</p>		

Intended Outcome 3: 提升學生學習中文興趣及能力

Strategies / Tasks	Success Criteria	Evaluation and Suggestions for Improvement
<p>◇ 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。</p>	<p>◇ 60%學生對學習中文感興趣 ◇ 學生於聽、說、讀、寫四方面的能力有所提高。</p>	<p>中文活動課： 各老師依照已訂時間表帶學生到活動室進行活動課，大部份學生對活動課感興趣。</p>
<p>◇ 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。</p>		<p>中文說故事比賽： 已於5月份完成，老師反映大部份學生對活動興趣濃厚，態度積極投入，當天表演精采，活動效果理想。</p>
<p>◇ 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。</p>		<p>創意寫作比賽： 全年共進行四次寫作比賽，學生積極參與，大部份作品皆見心思及水準，效果理想。</p>
<p>◇ 中國語文學習網 為配合電子化學習的需要，本年度由小三開始，透過學習網加強師生互動及自主學習，刺激學生學習動機，提升學習效能。</p>		<p>中國語文學習網： 由於製作公司的製作步伐緩慢及延誤，以致未能配合課程進度，學生未能有效使用學習網。</p>

English

Major Concerns: Enhancing the effectiveness of Learning and Teaching

Intended Outcome 1: Facilitating the development of a reading culture

Strategies / Tasks	Success Criteria	Evaluation and Suggestions for Improvement
English Reading Schemes	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.	<p>Term 1 About 12% of students get English Extensive Reading Award About 6% of students get Best Reading Journal Award</p> <p>Term 2 About 8% of students get English Extensive Reading Award About 12% of students get Best Reading Journal Award</p> <p>The number of books required for getting the English Extensive Reading Awards needs to be lowered since the requirement may be too challenging this year.</p>
Library lessons	Students engage in active reading in their library lessons.	About 80% of the English teachers revealed that students engaged in active reading in their library lessons. Daily reading lesson should be provided as well next year.
Classroom library	More than 50% of the students borrow books from the classroom library each time on average.	About 80% of the class teachers revealed that more than 50% of the students borrowed books from the classroom library each time on average. The classroom library should be maintained for an easy access of the storybooks.
Newspaper reading activities in class	More than 80% of the students actively find news and share it with class whenever they have a newspaper reading lesson.	Nearly all the English teachers revealed that they were unable to do the newspaper reading activities in class due to the tight schedule of the syllabus. It is suggested to free up some time for the newspaper reading activities next year when setting the syllabus.
Public library cards application	More than 40% of the new students apply for public library cards through the school.	About 60% of the new students apply for public library cards through the school this year. The school should continue to help students apply for the public library cards next year.

Library loan service	More than 50% of the students have ever borrowed books from the school library.	About 80% of students have ever borrowed books from the school library. In addition to recess, students should also be allowed to borrow books during their library lessons. More books should be purchased to facilitate the loan service.
English newspaper subscriptions	More than 25% of the students subscribe English newspaper.	About 25% of students subscribe English newspaper this year. The school should continue to help students subscribe English newspaper next year.

Intended Outcome 2: Promoting “assessment for learning” through greater use of formative assessments, expanding “assessment for learning” to “assessment as learning”

Strategies / Tasks	Success Criteria	Evaluation and Suggestions for Improvement
J.6 Usage Quizzes	More than 90% of J.6 student pass the usage exam	The success criteria is well-achieved. The Usage Unit Quiz should be extended to J.4 & 5 next academic year
Pre-dictations and usage unit quizzes for all levels	More than 90% of students pass the dictations and usage tests and exams in each level.	Not all teachers do pre-dictations and usage unit quizzes. Teachers are suggested to do more informal continuous assessments regularly next year.
Self-evaluation	Students are able to reflect on and evaluate their own performance in English learning activities effectively.	In lesson observation, not many teachers gave students the chance to self-evaluate their own performance in English learning activities. Evaluation was mostly made by teachers. It is suggested to carry out peer evaluation in process writing next year.

Intended Outcome 3: Reinforcing phonetic knowledge of students

Strategies / Tasks	Success Criteria	Evaluation and Suggestions for Improvement
J.1 & 2 phonics lesson	More than 90% of students show improvement in spelling	J.1 Dictation: 60% of students get higher marks in Term 2 Test than Term 1 Test. J.2 Dictation: 31% of students get higher marks in Term 2 Test than Term 1 Test. It seems that J.1 students benefit more from the phonics lesson. As quite a number of the J.2 students quitted the remedial class or just joined the class in Term 2, the effectiveness cannot be seen this year.
Using IT support in phonics teaching	Students are able to make the correct pronunciation of some unknown words with the help of phonics apps and electronic resources	The Phonics CD is useful to enhance students' phonetic knowledge. Phonics apps are suggested to be used as well next year.

Intended Outcome 4: 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

Strategies / Tasks	Success Criteria	Evaluation and Suggestions for Improvement
J.1 & 2 English Remedial Classes	90% of the remedial class students make improvement in tests and examinations	<p>J.1 Usage: 70% of remedial class students have improved their usage results.</p> <p>J.1 Reading: 70% of remedial class students have improved their reading results.</p> <p>J.2 Usage: 62% of remedial class students have improved their usage results.</p> <p>J.2 Reading: 54% of remedial class students have improved their reading results.</p> <p>Although the 90% criteria has not been reached, the data shows that the effectiveness of the remedial class students is encouraging. Students should not be allowed to quit the remedial class without proper reasons next year.</p>
Adopting a multisensory approach	Teachers can demonstrate a multisensory approach in lesson observation to cater for learners' diversity	More than 80% of the teachers demonstrated a multisensory approach in lesson observation to cater for learners' diversity. Teachers are suggested to continue with this approach next year.

Intended Outcome 5: To facilitate self-directed learning

Strategies / Tasks	Success Criteria	Evaluation and Suggestions for Improvement
Using IT tools	Students are able to make effective use of IT tools and e-learning resources in the task-based English learning or project learning activities	In general, teachers did not let students use e-learning resources to support their learning during the lesson observation. It is suggested to use the iLESSON from Pearson which is a tablet solution for interactive learning next year.

Mathematics

Major Concerns: Enhancing the effectiveness of Learning and Teaching

Intended Outcome 1: Promote E-learning in Mathematics

Strategies / Tasks	Success Criteria	Evaluation and Suggestions for Improvement
Teachers find out useful apps / websites for teaching mathematics among different levels and topics	In total, all mathematics teachers can find out at least 6 useful apps / websites for teaching mathematics	<p>Evaluation: Every teacher presented at least 1 useful mathematics app in panel meeting. Totally, 23 apps were introduced in the panel meetings. The content of apps belongs to different strands and levels of primary mathematics.</p> <p>Suggestions: Teacher can find more apps that help students for learning or exploring the concept of mathematics knowledge, rather than just using apps for practicing arithmetic questions.</p>
Teachers and students are encouraged to use ipad learning mathematics in the lesson.	Every J3-6 class at least use ipad one time during mathematics lesson throughout the year.	<p>Evaluation: Every J3-6 class used iPad at least one time in mathematics lessons. Some classes used ipad for more than one time in mathematics lessons this academic year. Students are highly participating, enjoyable and attentive in ipad learning. It shows that using Ipad can enhance students' learning interest and attention in learning mathematics.</p> <p>Suggestion: As a good result of using ipad in mathematics lesson this year, teachers are encouraged to use ipad in J.1-6 mathematics lessons at least once in next academic year.</p>

Intended Outcome 2: Enhance students' generic and basic calculation skills

Strategies / Tasks	Success Criteria	Evaluation and Suggestions for Improvement								
➤ Student will complete at least one 2 minutes arithmetic quiz in mathematics lesson every week. Each class can do 5-8 quizzes per month.	<p>Low ability group students' result will be improved by 3% in post quiz.</p> <p>Other students' post quiz result will be improved by 5 %.</p>	<p>Evaluation: Overall post quiz performance of low ability group students has improved by at least 10%.</p> <p>Low ability Group's Performance</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Percentage of improvement between post quiz and pre quiz in semester 2</th> </tr> </thead> <tbody> <tr> <td>J.3</td> <td>Increased by 14%</td> </tr> <tr> <td>J.5</td> <td>Increased by 100%</td> </tr> <tr> <td>J.6</td> <td>Increased by 17%</td> </tr> </tbody> </table>	Level	Percentage of improvement between post quiz and pre quiz in semester 2	J.3	Increased by 14%	J.5	Increased by 100%	J.6	Increased by 17%
Level	Percentage of improvement between post quiz and pre quiz in semester 2									
J.3	Increased by 14%									
J.5	Increased by 100%									
J.6	Increased by 17%									

Compared with the pre-quiz, overall post quiz performance of J1-6 medium to high ability students has improved as well, but the range of improvement has a big difference among different levels. J.3 teachers explained that if the medium or high ability students do 1 or 2 questions carelessly during post quiz, it may show that they haven't improved their calculation speed and accuracy.

Medium to high ability Group's Performance

Level	Percentage of improvement between post quiz and pre quiz in semester 2
J.1	Increased by 49%
J.2	Increased by 39%
J.3	Increased by 4%
J.4	Increased by 20%
J.5	Increased by 13.5%
J.6	Increased by 75%

In general, teachers agreed that 2 minutes drilling practice helps students to consolidate students' arithmetic basic operation. And most students calculate faster and more accurate than before in the same arithmetic operation.

Suggestion:

Some teachers claim that it may not be a good method to compare the pre and post quiz results by percentage because there are only 6 questions in each drilling practice in some levels, so even the students answer 1 more question correctly, the improvement rate will also increase a lot. Thus, we may change the success criteria of this strategy next year.

➤ A basic operation extra tutorial will be set up. J.2-4 students who are weak in basic operation (addition, subtraction, multiplication) will join this extra tutorial.

Students' post quiz result will be higher than the pre quiz result by 5 %.

Evaluation :

16 students joined the Mathematics extra tutorial in October, 2016. 10 of them has left the tutorial class within this academic year due to having a great improvement in basic operation. They answered 80% questions or above correctly in post quiz. In general, students' post quiz result is higher than the pre quiz result by at least 5%.

Suggestion :

		<p>Some teachers hope that J.5-6 students can also join this tutorial as the senior form low ability students are weak in basic operation too. Moreover, some teachers suggest that tutorial may not be held in the morning session only, as some low ability students cannot join the tutorial because they come to school late. Based on the above suggestion, next year math tutorial will be opened for J2-6 students, but the opening hour of the tutorial may be in the morning, afternoon class teacher period or after school. It will be confirmed in September, 2017.</p>
<p>➤ Each level mathematics teachers will set up a project. The content of the project is combined with the school theme : children world and some certain math topics of that level. Student will complete the project in January and February during the mathematics lesson.</p>	<p>Each student will complete an individual or group project on or before February</p>	<p>Evaluation: All students completed an individual or group project on or before February , 2017. J1 students made 3D toys in groups by using different 3-D shapes; J.2 students made riddles of 3-D shapes and put their riddles in their handmade paper toys individually ; J3 students designed a poster in a group to teach others to distinguish the parallel line and perpendicular line in daily life; J4 students made irregular shapes' greeting cards individually and found out the perimeter; J5 students designed a Disney travel plan and a world map in group to show the location of Disneyland in different countries; J6 students made a 3-D bar chart to present their classes' favourite toys in group. Some of their products were shown in the classroom or on the board on the PTI day.</p> <p>Suggestion: In one or two levels, students will do a cross-curricular PTI project rather than a sole mathematics project next year.</p>

Intended Outcome 3: Improve teacher's pedagogy

Strategies / Tasks	Success Criteria	Evaluation and Suggestions for Improvement
<p>➤ Each level Mathematics teachers will discuss the teaching activities, teaching progress, teaching method and design the teaching materials and searching for the suitable apps or websites for 3 unit plans in this academic year. Experience teacher will share their teaching idea to the new teachers during the CLP meeting.</p>	<p>Each level Mathematics teachers will complete 3 detailed unit plans at the end of June, 2017</p>	<p>Evaluation: Each level has completed 3 detailed unit plans. In the unit plans, teachers wrote different teaching strategies or activities for certain mathematics topics. Some unit plans also included the apps /website/powerpoint which are related to that mathematics topic.</p> <p>Suggestion: Some teachers suggest to do 2 detailed unit plans rather than 3 as teachers are too busy for their teaching. Teachers may feel overloaded by doing 3 unit plans every year.</p>

General Studies

Major Concerns: Enhancing the effectiveness of Learning and Teaching

Intended Outcome 1: Students can explore more general, important local and world issues.

Strategies / Tasks	Success Criteria	Evaluation and Suggestions for Improvement
<p>J.5-6 students will do the newspaper cutting as homework monthly. They will do presentation in class biweekly during GS lessons.</p> <p>Our school has ordered 2 newspapers for each class daily. (Standard Junior for J4 – 6 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 can read more news by sharing of news. Teachers can check their performance in homework.</p>	<p>Teachers reflect that it is difficult for J5 and J6 students to write their comments after reading news. It was suggested that teachers should go through the same piece of news with students at the beginning of school term, discuss and brainstorm with students and guide them to write the content. Two samples should be prepared to students in September to help them do the newspaper cutting in the future. Teachers can guide students in different questions word like “What”, “Why” and help them to develop the body of their writing.</p>
<p>Students of each level will have their educational visits.</p>	<p>Students can express their interest in exploring different places in Hong Kong</p>	<p>All classes (except 1B) have their educational visits.</p> <p>J1 Road Safety Park: Some students didn’t understand the content of the PowerPoint slides since the staff is using Chinese to present. Teachers suggested that J1 students should visit the Hong Kong Zoological and Botanical Garden next year because it is more related to 1D textbook content.</p> <p>J2 Hong Kong Wetland Park: One more teaching staff should go together since students would be divided into two groups during the visit. Teachers should remind students to put on long pants and bring insect repellent with them to avoid mosquitoes bite.</p>

		<p>J3 Mei Ho House: It was a good experience for students to visit Mei Ho House. They can learn more about the housing estate and cultures in the past Hong Kong. The staff was helpful and nice.</p> <p>J4 Science Museum: Teachers reflected that students can learn more about different systems of human body structures. It was suggested to visit there in October.</p> <p>J5 Police Station (Kwai Tsing Division): Students showed their interests in visiting Police Station. This venue can be kept in the next year.</p> <p>J6 Legislative Council: It was a precious experience to visit the LegCo and students can have chance to do a live debate in the LegCo complex.</p>
Our PTI theme this year is children's world. Different levels of students would learn different project learning skills through the projects.	Students can demonstrate project learning skills in doing projects	Teachers of each level have done a project proposal to guide students to do their projects step by step. Students can follow the steps and illustrate different project skills like study skill, communication skill, problem-solving skill, interview skill etc.
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 brought in this academic year.	Every class has a monthly library lesson	After discussion with teachers, GS will keep a monthly library lesson and let students read GS related books in the coming academic year. More books and magazines would be purchased.

Intended Outcome 2: Students can show their awareness of the environmental protection and act it in the daily life.

Strategies / Tasks	Success Criteria	Evaluation and Suggestions for Improvement
Students have a chance to take care of a plant and observe the growth of it. They will complete a report to record the growth of the plant. Pictures and description are needed in the report.	More than 350 participants in "One person one flower scheme"	About 250 students joined the scheme and about 60 record sheets were collected in March 2016. Teachers suggested that the worksheet of recording the growth of plant should be simplified. Submission through internet is a solution to simplify the procedure of taking photos and writing description of the plants.
Starting from September, janitors and students helpers are collecting food waste in lunch	Fully utilize the food waste decomposer	During lunch time, students can sort their plastic lunch boxes and the food waste properly with the help of janitor and student helpers. Teachers and student helpers placed food waste into the decomposer after school and janitor will use

<p>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. The decomposer not only can reduce the amount of food waste, but also helps to reuse the liquid product to water the plants in school.</p>		<p>the liquid fertilizer in the next morning to water the plants in our school. The plants with fertilizer can grow taller.</p>
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Intended Outcome 3: Students can develop a healthy eating habit and understand the importance of the fitness of their bodies.

Strategies / Tasks	Success Criteria	Evaluation and Suggestions for Improvement
<p>Co-operate with class teachers to develop a long-lasting healthy eating habit for students throughout the year. 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>More than 70% of students can have healthy eating habits in school.</p>	<p>The number of record sheets collected is less than expectation. Some teachers reflected that the record sheets can't totally reflect the number of students eating healthy food. Some students will stay with teachers in classroom and they can't get stickers. In order to find the number of students who have healthy food, teachers suggested that the number of remaining stickers should be recorded next year. Class teachers should also play an important role of checking students' food. The record sheets are suggested to print with students' worksheets or temperature record card. The Healthy Food Campaign will continue in the coming academic year.</p>

Intended Outcome 4: Students can develop the interest of learning the knowledge of science and technology.

Strategies / Tasks	Success Criteria	Evaluation and Suggestions for Improvement
<p>Arrange the Science Fun Day to arouse the interest in learning technology and science. The booth game will be designed to let students do more hand-on experiment instead of demonstration only. New booth games should be added every year.</p>	<p>More than 70 % of students participate in the Science Fun Day</p>	<p>About 400 students and parents joined the Science Fun Day. About 120 parents and students joined the competition and demonstration. Students have shown their interests in playing game booths. Teachers suggested that more interaction is required to increase the participation of parents.</p>
<p>Using Tablets to enhance students' information technology skills and motivation in learning G.S.</p>	<p>Each teacher can use the tablet once in one of their classes</p>	<p>Most teachers use tablets in at least one of their GS lessons. Using of tablets will be continued next year to enhance the motivation of students and develop the interest of learning science and technology.</p>

Student Support

Major Concerns: Enhance students' moral education

Intended Outcome 1: Enhance Students' leadership skills

Strategies / Tasks	Success Criteria	Evaluation and Suggestions for Improvement
Leader prefect group meeting weekly	70% of prefects think they have improved in self-evaluation questionnaire The feedback from social worker is positive.	According to the questionnaire, 83% of prefects agreed it fostered their responsibility. 90% of prefects agreed it fostered their team spirit. 93% of prefects agreed it fostered their co-operation skill. 79% of prefects agreed it fostered their leadership, and 69% of prefect agreed it fostered their problem solving skill. Overall, it is believed the prefects think they have improved after the prefect training program. Suggestion: Set a regular time slot for a prefect meeting, so all the prefects may join altogether, not only leader prefect group meeting. Then teacher-in-charge may understand more the difficulties of the prefects when they are performing duty.
Prefects working in echelon - mentorship programme		
Prefects meeting during self-evaluation period		
2 half day workshops (Social worker's programme)		According to the prefect workshop questionnaire, more than 70% of participants agreed it helped them to increase their self-confidence, understand the importance of team spirit, understand their pros and potential, respect and care. Since the dates did not fit all prefects, next year we will have to set the percentage of participants. According to the data collected from the social worker's questionnaires, the result is positive. Overall, about 77% and 23% of students believed they totally achieved and nearly achieved the objectives in the program respectively.
Encourage student to join Junior Police Call (JPC) and its activity	At least 75% participation of each activity.	Recruited 22 new members. It is above expectation. Over enrollment for the JPC activity – Winter Precaution Fight Crime, and over 90% of attendance of this activity. Suggestion: Teacher-in-charge may arrange two activities a year, once per term. Members have greater chance to join JPC activity.
Increase the number of service post and recruited more volunteer in school.	30% of students take part in class or school service	School opened Library Assistant, Green Ambassador and School Welcome Ambassador. 153/544 (about 28%) of students took part in class or school service, while above 30% of students took part in class or school service. According to the SHS (student's survey), 30.7% of students strongly agree and 37.5% of students agreed with the school's intention on fostering their leadership. But 4.6% of students disagree and 1.4% of students strongly disagree with it.

		Suggestion: School and teachers should provide messages and targets to students, so that it may help to increase the percentage of students who agree with this. Teachers should start the training in the lower primary students because the service weighs on upper primary students only. Some students took up 3-4 service in class or school.
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Intended Outcome 2: Increase positive virtue and discipline of student.

Strategies / Tasks	Success Criteria	Evaluation and Suggestions for Improvement
Friday Assemblies	SHS and APSO	According to the student SHS, 19.2% of students strongly agree and 31.9% of students agree their schoolmates are self-disciplined and abide by school regulations. But 9.1% of students disagree and 5.2% of students strongly disagree with this.
Personal growth education		38.8% of students strongly agree and 39.5% of students agree that school actively guides them to acquire the skills to get along with others well. But 2.9% of students disagree and 1.6% of students strongly disagree with this.
Value education (Aesop's Fable Scheme)		
Students use book of remarks to do self-evaluation	The number of misbehaviour records is decreased	27.8% of students strongly agree and 37.4% of students agree that school actively fosters their virtues. But 3.7% of students disagree and 2.2% of students strongly disagree with this. Among these three results, 14.3% of students disagree with their schoolmates are self-disciplined and abide by school regulations. School is planning to promote a whole school approach with PBS at school.
Programmes held by social worker	The feedback from social worker is positive.	<p>The number of misbehaviour record is dropped, but the record may not be accurate due the teacher-in-charge took 5 weeks leave. And there was no new record submitted during that period. School subscribed an online platform for keeping discipline records, which was / would be decentralized to all teachers to keep the record together.</p> <p>Suggestion: Student support base changes to teacher support base in discipline in school.</p> <p>According to the data collected from the social worker's questionnaires, the result is positive. Overall, there was about 77% and 23% of students believed they totally achieved and nearly achieved the objectives in the program respectively.</p>

Intended Outcome 3: To enhance students' exposure towards aesthetic and physical education with higher opportunities of performance

Strategies / Tasks	Success Criteria	Evaluation and Suggestions for Improvement
Extra Curriculum Activity:	80% students experience aesthetic or physical education not less than 16 sessions	244/352 (69%) of J3 to J6 students experienced aesthetic or physical education not less than 16 sessions. School had only 1 P.E. teacher who could coach a physical education activity during the ECA period. Suggestion: School may hire external coaches for the physical education programme during the ECA period.
	More different kinds of activities are provided	There were 29 kinds of activities student may choose in 2015-2016, and there were 31 kinds of activities students may choose in 2016-2017. The choices had increased by 2. Suggestion: School may not be able to increase the number of kinds of activity due to the size of school campus and number of teachers.
External competition: Encourage students to join external competitions such as speech festival, drawing, dance and musical competition & sports school teams	25% of the students has the experience of joining external competitions	23.3% of J1-J3 students and 16.24% of J4-J6 students joined external competitions. Suggestion: More than half of the participants joined the aesthetic competitions. School should put on more manpower and resource in sport. School may hire external coach to lead school sports team, such as basketball, cricket, rugby, etc.
	25% of participants joined Sport-Act in summer holiday	It was not successful, and about 24% of participants joined Sport-Act in summer holiday according to the leaflet returned to class teacher in September. 44 participants received an award, including 9 bronze awards, 7 silver awards and 28 gold awards. Suggestion: There is a reminder for New J1 students before school start in September 2017, and there is a reminder for current students before summer holiday starts.

地利亞(閩僑)英文小學周年財政狀況
2015/2016 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)	79.15%	不適用
學費	不適用	10.55%
捐款(如有)	不適用	0.00%
其他收入(如有)	不適用	10.30%
總計	79.15%	20.85%
開支(佔全年整體開支的百分比)		
員工薪酬福利	63.09%	
運作開支(包括學與教方面的開支)	22.93%	
學費減免／獎學金 [1] (佔學費收入的 10%)	1.20%	
維修及保養	6.15%	
折舊	6.63%	
雜項	0.00%	
總計	100.00%	
學年的盈餘／虧損 [#]	1.57 個月營運開支	
學年完結時營運儲備的累積盈餘／虧損 [#]	11.21 個月營運開支	
[#] 相等於全年整體開支的月數		

預計未來大型基本工程的開支預算：

翻新校舍工程約 500萬元

[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