Delia (Man Kiu) English Primary School

Annual Report
School Year 2020-2021

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 **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。

2. School Goals

Strive for Excellence

3. School Motto

Advancement in Adversity, Harmony in Diversity

4. Core Values of Education

Love and Care

2. Achievements & Reflection on Major Concerns

1) Strengthen the professional development for teachers at school for the school's future growth

Targets (Intended Outcome)	Strategies	Achievements	Reflection (Suggestions for improvement)
1.1 To provide continuous staff development programme for enhancing school's work effectiveness	1.1.1 Provide leadership training and workshops to middle management staff	• Provide in-service training programs for middle-level professionals, including work demonstration and discussion, to improve their management skills. • Broaden the horizons and facilitate exchange between colleagues through discussions. • Regularly provide professional training workshops and special lectures on school learning for middle-level professionals such as law related matters and drafting annual plans; and receive external visits. • Middle-level professionals' performance and confidence have both elevated, through identifying their work capabilities, which in turn advances the school affairs smoothly and orderly.	• In the coming years, we will increase the chances of learning and training of the middle-level team, including cooperating with universities and the Education Bureau to participate in different areas of training, to strengthen the skills and flexibility of the middle-level team. • As schools will be affected by social trends in the coming year and more new colleagues will join our school, the strength and ability of middle-level team need to be further improved to face these challenges and continuous learning.
	1.1.2 Organize professional experience sharing sessions and Staff Development Days to enhance the skills required in management	• 6 colleagues participated in 5-week in-service training courses but only 4 of them finished their courses. The courses of the other 2 colleagues did not start. One colleague studied a two-year program while another colleague studied a 5 day course. Teachers' recognition with advanced study brings beneficial impacts on their personal vision and knowledge, injecting a new	• 80% of colleagues support sharing and learning from each other, but there is also a small extension of colleagues who lack a sense of identity with these professions and need to improve their attitudes and sharing methods. • Will continue this wonderful learning and sharing culture

		learning culture in school. ● Sharing sessions on constant teaching and new software are held in both subject groups and school internal meetings, which results in a positive feedback.	and make it a daily life. ● Due to the pandemic, classes can only last for half day only, and teachers have more room for learning and sharing in the afternoon.
	1.1.3 Carry out a mentorship scheme for potential middle managers	● Mentorship between class teachers and their co-teachers demonstrates a high degree of effectiveness, while there is room for improvement in other positions.	● Setting up a dedicated training layer/group can help and make a better plan for different areas of work in the school and lead colleagues to grow in place. ● Provide clear work instructions and space to help colleagues to explore the keys and tricks.
1.1 To provide continuous staff development programme for enhancing school's work effectiveness	1.1.4 Build up the level coordinator system for in-charge teachers to facilitate the occurrence of events and the collaboration among teachers in terms of planning	● With the aim of enhancing transparency at work, new guidelines are added to subject panels in this academic year. ● Level coordinators, the second-tier training ladder at school, acquire a high level of work recognition. Not only do they succeed in assisting subject panels, they also enhance the effectiveness of work communication. ● Related work duties are also given to new colleagues in this academic year with some outstanding performance.	● The student support team will also move in this direction and try to establish a direction to guide student behavior through the prefect system. ● In the process of training prefects, it is necessary to strengthen the confidence and effectiveness of colleagues, and at the same time strengthen the guidance of personnel and spiritual growth.
	1.1.5 Run an induction programme	● Advice on training four newly recruited colleagues is given, including classroom management skills and administrative work.	● According to the personality of colleagues and the needs of the induction process, further adjustments will be made, and it will become constant and systematic.

	1.1.6 Encourage teachers to attend seminars or courses related in managing schools and share the good practices in meetings	• Provide reference for the relevant courses by the Education Bureau and tertiary education to co-workers once every two weeks. • Send out the latest administrative courses to co-workers for reference and review through online and printed resources. • Conduct legal training workshops for all co-workers to increase their understanding on school matters from a legal perspective. Several teachers have also participated in the study of Basic Law.	• Operate constantly, give more encouragement to colleagues, and look forward to inviting colleagues to share with partner schools, and establish a learning circle of teaching teams to share and communicate with each other. • Encourage colleagues to participate in the Chief Executive's Award for Teaching Excellence. • Record excellent teaching videos for colleagues who are new to school teaching related subjects as references.
1.2 To enhance the professional capacity of teachers in school planning and self-evaluation	1.2.1 • Encourage teachers to participate in professional development activities	• Provide school and teaching training information for co-workers once every two weeks. • The number of individuals attending both face-to-face and online training workshops is more than a hundred; more than 20 school training workshops are conducted. More than 80% of co-workers responded positively with the relevant learning directions.	• It is recommended to invite administrative colleagues from partner schools to the school to share the self-evaluation and drafting plan with each other every year. • Encourage colleagues to participate in the Chief Executive's Award for Teaching Excellence.
	1.2.2 • Hold meetings and training to strengthen the abilities of staff to conduct self-evaluation and draw up strategic plans on different levels	• A better understanding of self-evaluation and self-reflection within and across school groups. Colleagues should be further equipped to demonstrate in an orderly matter in preparation of proposal and event planning. • Through inadvertent internal learning and referencing relevant documents of other organizations, co-workers are inspired to learn and write.	• It is recommended to establish a learning and teaching learning circle with partner schools, share learning and teaching experience with each other, and enhance the satisfaction and sense of ownership of the teacher team in learning and teaching.
1.2 To enhance	1.2.3 • Promote	• Since 2019, the sharing of both learning and teaching has been	• Record excellent teaching videos for

the professional capacity of teachers in school planning and self-evaluation	experience sharing among teachers on how to provide /design quality planning to enrich school's growth and students' learning	● discussed, and it successfully aroused a better and more mature learning environment among co-workers. ● Over one-third of our co-workers took part in the sharing, and relevant materials are well-stored in the school's server. ● In order to promote a better learning community, as well as the understanding of catering learning diversity, 8 colleagues have shared their teaching experience and philosophy, as well as their major concerns (pre-learning and notes jotting). This helps promote the school's learning and teaching culture and exchanges; and enhances the understanding of question-posing and learning differences.	colleagues who are new to school teaching related subjects as references. ● Operate constantly, give more encouragement to colleagues, and look forward to inviting colleagues to share with partner schools, and establish a learning circle of teaching teams to share and communicate with each other.
	1.2.4 ● Deepen teachers' understanding of self-evaluation and planning through professional training	● Through self and peer evaluation, teaching staff recognize their goals and directions, so as to establish systematic thinking and organizational skills. ● Subject panels and group leaders are willing to write and share different proposals.	● Keep reflections and try our best to polish the plans and proposals

2) Improve the effectiveness of learning and teaching and develop students' self-learning ability

Targets (Intended Outcome)	Strategies	Achievements	Reflection (Suggestions for improvement)
2.1 Equip teachers with skills and strategies to identify	2.1.1 Organize external training workshops for teachers on how to identify students'	• Several teachers were arranged for 5-week training course related to different subject domains. • About 53% of teachers reveal that they have joined the external	• More external training workshops for teachers can be arranged about the major concerns of

students' learning needs, monitor and evaluate their learning progress	learning needs, monitor and evaluate their learning progress	training workshop this year to help identify students' learning need, monitor and evaluate their learning progress. About 86% of them agree that the skills and strategies provided in these workshops help reach the above outcome. (school-based survey)	the next school development plan.
	2.1.2 Arrange teachers' sharing about the applications of multiple e-Learning platforms in real lesson environment to help monitor students' learning progress and evaluate their performance in GSM or subject panel meetings	• Quite a number of teachers from different KLAs shared about the applications of multiple e-Learning platforms in real lesson environment to help monitor students' learning progress and evaluate their performance in subject panel meeting. A collaborative culture for teachers' professional growth has been established. • About 96% of teachers agree that the teachers' sharing about the application of e-Learning platforms help monitor students' learning progress and evaluate their performance. (school-based survey) • More than 90% of teachers can demonstrate how to use an e-Learning platform to monitor and evaluate students' learning progress effectively during lesson observation.	• A cross disciplinary teachers' collaboration can be targeted in the future.
	2.1.3 Fix an e-Learning platform for each subject panel to focus on so that teachers can effectively utilize it to keep track of students' learning progress within and outside the	• Particular e-Learning platforms are focused on in each level of different subjects to help teachers keep track of students' learning progress. The school's core platform, PowerLesson2, has been utilized effectively to serve the above purpose.	• A pool of suggested e-Learning platforms (around 3-5) for each subject is preferred to make the selection more appropriate and flexible by teachers.

		lessons	
	2.2.1 Organize external training workshops about self-learning, particularly pre-task and note taking, and how to enhance students' learning motivation for teachers	• Guest speakers were invited in Term 1 to share the implementation of self-directed learning in a secondary school context. • About 71% of teachers agree that the skills and strategies provided by the guest speakers about self-learning help enhance students' learning motivation. (school-based survey)	• It would be better if we could invite guest speakers who have got the experience of teaching in NCS primary school.
2.2 Equip teachers with the skills and strategies that motivate students to learn actively	2.2.2 Level coordinators lead teachers to reflect on their pre-task and note taking strategies implemented in the previous chapter or unit during the CLPs	• As shown on the CLP records, some experienced teachers, who take the role of a level coordinator, could effectively lead teachers to reflect on their pre-task and note taking strategies implemented in the previous chapter or unit during the CLPs. • About 84% of teachers reveal that they always reflect on their pre-task and note taking strategies implemented in the previous chapter or unit during the CLPs. (school-based survey)	• More teachers need to be trained up as a level coordinator to help coordinate the work of the level subject teachers.
	2.2.3 Facilitate collaborative learning among teachers about self-learning by arranging a fixed time period within their personal time-table for conducting CLPs	• A fixed time period within teachers' personal time-table was set for conducting CLPs for some of the subject teachers.	• Due to the Covid-19 pandemic, only half-day school was made possible. The whole-day school teacher's time-table cannot be used and hence the effectiveness cannot be reviewed.
	2.2.4 Enable teachers to conduct peer lesson observation focusing on	• Pre-task and note taking teaching strategies were adopted as the primary focus for peer lesson observation for all subjects. For	• It would be better to align the peer lesson observation with CLP for core-

	pre-task and note taking teaching strategies while aligning the peer lesson observation with CLP	non-core subjects, the peer lesson observation was aligned with CLP as well. • About 87% of teachers aligned their peer lesson observation with CLP this year. About 93% of them agree that the alignment enables more in-depth understanding of pre-task and note taking teaching strategies. (school-based survey) • As shown in the lesson observation, more than 70% of teachers can demonstrate their self-learning teaching strategies to motivate students to learn effectively	subjects since there are more lessons every week.
2.3 Enable students to take an active role in their learning process such as collecting relevant information, summarizing main ideas, demonstrating knowledge learnt and evaluating their learning progress by using feedback received	2.3.1 Develop students' skills to do pre-tasks with sufficient provision of teachers' scaffolding and provide plenty of opportunities for students to do pre-tasks by applying relevant skills	• Most students can complete the pre-task assigned in each chapter/unit in different subjects. Some of them can produce work of good quality. • About 90% of teachers agree that students can complete the regular pre-tasks assigned according to their expectation with sufficient provision of scaffolding. (school-based survey)	• Diversified pre-task activities can be further explored to make the lesson more engaging. • About 60% of students agree that they are able to apply learning strategies which include pre-lesson preparation. It should be noted that this percentage reveals students' view on their ability to apply some other learning strategies as well, such as using concept maps, tool books and on-line resources. (SHS)
	2.3.2 Develop students' ability to identify and	• Most students can identify and highlight the keywords in reading texts or instructions with teachers'	• Students' habit of highlighting keywords needs to be

	highlight the keywords in reading texts or instructions	guidance. • About 90% of teachers agree that students can identify and highlight the keywords in reading texts or instructions by themselves. (school-based survey)	further developed so that their skills of identifying keywords can be internalized.
2.3 Enable students to take an active role in their learning process such as collecting relevant information, summarizing main ideas, demonstrating knowledge learnt and evaluating their learning progress by using feedback received	2.3.3 Develop students' ability to organize, summarize and consolidate the main ideas or key concepts learnt by using various graphic organizers such as mind maps, charts and diagrams, with sufficient provision of scaffolding particularly for KS1	• Teachers provide plenty of opportunities for students to organize and summarize the main ideas using graphic organizers during their learning process in different KLAs. KS2 students can make good use of mind map to organize and summarize the main ideas or key concepts learnt while KS1 students rely on teachers' scaffolding. • About 90% of teachers agree that students can effectively use graphic organizers given to organize and summarize the main ideas. (school-based survey)	• Different graphic organizers can be mainly used by teachers in KS1 to summarize the main ideas or key concepts learnt. Students can make good use of them on their own to take notes in KS2. •
	2.3.4 Focus on specific graphic organizers by different subject panels and key stage levels	• Specific graphic organizers are focused on in each level.	• A pool of suggested graphic organizers for each subject is preferred to make the selection more appropriate and flexible by teachers.
	2.3.5 Provide plenty of opportunities for students to receive immediate feedback from teachers and peers, and to conduct self-evaluation	• As shown in the lesson observation, more than 70% of teachers can provide immediate feedback to students effectively through teachers' own evaluation during the lesson observation. • About 72% of students reveal that they often review their learning based on their assessment results	• Teachers are encouraged to provide students' more opportunities to conduct peer evaluation and self-evaluation.

		and teachers' comments on their performance in assignments and in class. (SHS)	
2.3 Enable students to take an active role in their learning process such as collecting relevant information, summarizing main ideas, demonstrating knowledge learnt and evaluating their learning progress by using feedback received	2.3.6 Assign teacher or peer evaluation as one of the key focuses of lesson observation to raise teachers awareness to use feedback to promote students' learning	• Teacher or peer evaluation was assigned as the secondary focus of lesson observation this year to raise teachers' awareness to use feedback to promote students' learning. • More than 70% of teachers could provide immediate feedback to students effectively through teachers' own evaluation to enhance students' learning during lesson observation. (school-based survey)	• Apart from giving in-depth feedback by teachers, KS2 teachers are encouraged to make use of peer evaluation to enhance students' learning.
	2.3.7 Provide plenty of opportunities for students to engage in extended self-learning activities by different subject panels	• As shown in the CLP records, post-task learning activities which focus on knowledge application are generally provided for students to consolidate or apply what they have learnt in many different subjects. • More than 70% of teachers reveal that they always discuss about the extended self-learning activities for each chapter or unit during the CLPs. (school-based survey)	• The post-task activities can be diversified for the extension of students' learning.
	2.3.8 Refine the cross-curricular project learning curriculum to enrich the self-learning elements, particularly the inquiry learning through STEM education	• J.3 & J.5 project learning curriculum has been re-developed to enable students to engage in inquiry-based STEM learning activities.	• Due to the suspension of face-to-face classes, the learning progress of project learning was greatly affected. A contingency plan may be needed for project learning next year so that the effect can be minimized in case of the

			suspension of face-to-face classes.
	2.3.9 Guide students to set learning goals, formulate learning strategies and self-evaluate learning progress for the core subjects in each term	• In the Smart Kids/Teens booklet, students are guided to set their learning goals for core subjects in each term. • Only about 34% of teachers agree that students can self-evaluate their own learning progress through the PIE process. (school-based survey)	• Due to the reduction in teaching time, this self-learning process could not be implemented effectively. Lots of teachers were unable to carry out the process with their students. A contingency plan is needed so that it can still be carried out extensively even with the reduction in teaching time in future.
	2.3.10 Implement whole-school award scheme to encourage students to engage in various self-learning activities	• A whole-school award scheme - Diamond Scheme has been introduced by Guidance & Discipline team. • Although the effectiveness of the Diamond Scheme remains to be seen, there are about 80% of teachers agree that their students are eager to engage in various self-learning activities in general. (school-based survey)	• Due to the suspension of face-to-face classes, the scheme cannot be implemented effectively. An award scheme for online lesson may be needed.

3) Strengthen character education (responsibility) and develop a positive sense of value

Targets (Intended Outcome)	Strategies	Achievements	Reflection (Suggestions for improvement)
3.1 To help students acknowledge good behavior	3.1.1 Adjust and develop a unique school-based moral and civic education according to	According to the teacher questionnaire, there is greater than 90% of teachers agreed that the adjustment and development of a unique school-based moral and civic	**Reflection:** Although, school may not able to fully carry out all different means throughout this year

and build up their sense of responsibility and self-discipline by boost character training.	the theme in school, and have been spreading via different means, such as Personal Growth Lesson, Aesop's Fable Scheme, weekly assembly, students' sharing, communion activities, short videos, and talks.	education according to the theme in school is enable students to have a comprehensive moral development. According to the result of APASO, there are greater 85% of teachers, 80% of students and parents agreed that school can foster in students' good virtues.	due the pandemic. Nevertheless, after the adjustment of personal growth lessons by teachers were being more effective. It allowed more time for discussion between teachers and students. Students enjoyed learning through games. Experiential learning is highly recommended as students can learn through reflection. **Suggestion:** The topic of assembly sharing would correspond with the major concern (positive emotion) in the coming year. Debriefing skills should be introduced to teachers in order to benefit and consolidate students' learning.
	3.1.2 Teachers nurture students with higher responsibility and greater self-discipline by conducting self-reflection under the guidance of teachers in Book of Remarks (Renamed as Smart-Kids for J1-J3and Smart-Teens for J4-J6). Encourage students to	Greater than 90% of teachers agreed that students are able to do self-reflection and appreciation through the scheme. According to the result of APASO – students agreed that their schoolmates are self-disciplined and abide by school regulations is slightly increased in two consecutive years. And greater than 85% of parents agreed that the school is able to foster my child's self-discipline	**Reflection:** Smart Kids/Smart Teens allowed students to set a short-term goal and do self-reflection regularly. It aroused students' awareness of the school theme --- responsibility. Most students know that they have their own responsibility and should be responsible

	set up a long-term or short-term goal for themselves. After setting goals, constant reflection and systematic recordings should be done to achieve practicing those moral values in the reality.	and make them abide by school regulations.	for their choices and consequences. This is the first year, students may set goals and do reflection on different core subjects. But the effectiveness is uncertain due the pandemic, students and teachers were not able to accomplish it well. **Suggestion:** Goal setting and reflection in moral and academic field are retain. Teachers may suggest some SMART goal ideas which may carry on in school or at home.
	3.1.3 Integrate different kinds of reward schemes, so that students can examine their personal achievement and build up their sense of responsibility and self-discipline. (Award scheme)	According to the teacher questionnaire, greater than 90% of teachers agreed that the effectiveness of school reward scheme on students' sense of responsibility and self-discipline. Greater than 50% of students are rewarded in the diamond scheme throughout the year.	**Reflection:** Students were all enthusiastic about collecting stamps. Since their achievement were visualized as stamps, it motivated students to do their best. Teachers showed positive response to the reward schemes. The reward schemes can carry on next year. **Suggestion**: Intangible reward such as favourite activities, public acknowledgement, opportunities to choose a game or story for the

			group, having lunch with student's favourite teacher can also be considered. Align standard of giving reward to encourage students' positive behavior.
3.1 To help students acknowledge good behavior and build up their sense of responsibility and self-discipline by boost character training. 3.1 To help students acknowledge good behavior and build up their sense of responsibility and self-discipline by boost character training.	3.1.4 Sunshine Program: Optimize the merit/demerit scheme with an enhanced improvement scheme	Great than 90% of teachers agreed the effectiveness of disciplinary follow-up sessions. Greater than 50% of students achieve merit from positive behavior. Less than 5% of students get demerit record in teach term.	**Reflection:** Disciplinary follow-up session is effective according to the low-rate repeated mistake made by students. But the number of student late to class and incomplete homework rate were increased during the school suspension period. **Suggestion:** Complementary strategies are needed to deal with students' misbehavior such as lateness & homework submission.
	3.1.5 Collaborate with subject groups to promote the positive value and attitude through subject activities.	Undefined	Most of the internal activities, performance and competition are cancelled due pandemic.
	3.1.6 "Eggsponsibility" program:	Not carried out yet.	T.B.C.

	Cultivate their sense of responsibility and understand the love of their parents through the egg care activity.		
3.2 To nurture students to appreciate the quality of oneself and others	3.2.1 To align with the development of sports and arts, school provides more performance opportunities (such as Solo-Verse Performance, Musical Contest, Art Exhibition, Sport Day, Friendly Matches, etc.) for students to participate in.	Undefined	Most of the external activities, performance and competition are cancelled due pandemic.
3.3 To improve the leadership and the responsibility culture among students	3.3.1 To optimize the "Peer-mediator" programme for prefects. Through systematic training, students can build up confidence and leadership skills.	Not carried out yet / Undefined	T.B.C. Peer-mediator programme is cancelled due to pandemic situation.
	3.3.2 Optimize all service teams and organize a training course to develop the potentials of students.	Undefined Greater than 90% of teachers agree the effectiveness of school service team on leadership training.	Training course is cancelled due to pandemic situation **Suggestion:** Organize leadership training through cooperation with external organization such as adventure ship. Optimize the "one-person, one-service" scheme to enhance students' sense of responsibility. A one-

			person, one-service outstanding performance election may conduct in the Personal Growth Lesson, and a certificate of recognition may issue to students. After the examination, students may share their experiences and feelings.

3. Our Learning and Teaching

To improve the effectiveness of learning and teaching, there is a significant increase in the number of our teachers who have joined the external training workshop in this school year. The participating teachers generally revealed that they were better equipped with skills and strategies to identify students' learning needs, monitor and evaluate their learning progress. In addition, A collaborative culture for teachers' professional growth has been established. Teachers from different KLAs were invited to share about the teaching strategies and pedagogies in the meetings regularly, especially the applications of various e-Learning platforms. A great number of teachers could demonstrate how to use I.T. for interactive learning effectively during the lesson observations. The school's LMS adopted, eClass PowerLesson2, has been utilized by teachers effectively. In addition, to facilitate the implementation of e-Learning, a pilot scheme of iPad loan service has been implemented in J.4. E-Book reading using Epic was implemented at all levels to promote reading to read.

With the organization of seminars about self-directed learning, the presence of level coordinators leading the collaborative lesson planning (CLP), and the alignment of peer lesson observation (PLO) with CLP in some of the subjects, teachers are well equipped with the teaching skills and strategies of self-learning, especially pre-task and note taking, that help facilitate our students to become independent lifelong learners. Our students were given ample opportunities to engage in self-learning activities such as collecting relevant information, summarizing main ideas with the use of graphic organizers, demonstrating knowledge learnt through different communication means and evaluating their learning progress by receiving immediate feedback from teachers and peers or conducting self-evaluation. Last but more least, the cross-curricular project learning curriculum has been refined to enrich the self-learning elements, particularly the inquiry learning through STEM education.

4. Support for Student Development Support for Student Development

School attaches great importance to moral and civic education. School aims to cultivate the positive values and attitudes of students through different formal and hidden courses. Regular courses such as Personal Growth Lesson, Sex Education, National Education, Anti-drug Education, etc.; hidden courses such as Aesop's Fable Scheme, weekly morning assembly, students' sharing, etc. Teachers provide systematic moral education through discussions, sharing and experimental activities with classmates.

At the same time, school formulated Smart Kids/Teens program to strengthen students' sense of responsibility and let them become their own masters. Through the program, students set and accomplish their SMART GOAL. They evaluated and given feedback on their performance in their daily life and learning. The implementation of a school-based reward scheme can coordinate with the annual theme and integrate activities of various subjects, helping students understand the achievable goals and encouraging students to set goals for themselves.

Second, school also cultivates students' sense of responsibility and self-discipline through different school-based activities, such as the "Excellent Student Award", "Diamond Scheme", internal activities and competition, etc. to encourage through self-improvement, students can overcome difficulties and consistently try their best to accomplish their goals.

Third, school also encourages students to learn to serve others, and set up different positions for students to participate, such as: "one person, one position" in each class, through different types of service opportunities, let students learn to care, to participate and to contribute and, so as to improve the personal quality of students.

5. Student Performance Student Performance

According to the stakeholder survey, over 84% of students like the school. Besides, over 78% of students agreed that school actively responds to the comments from the students.

The students' attendance rate is over than 97% this year.

Due to the epidemic this year, the Education Bureau does not recommend schools to hold activities after school, so most of the extracurricular activities scheduled to be held have been cancelled. Also, no students participated in uniform groups or community services. Nevertheless, under the premise of meeting the epidemic prevention restrictions, students still participate in some extracurricular activities, such as English Musical Theatre in Practice Project "MUSIC·SPORTS·THE ARK" via Zoom when there was no face-to-face lessons in school. A finale public performance was held on 11th July, 2021 in Tuen Mun Town Hall.

For the competitions, most of the internal and external competitions have been cancelled under the pandemics. There is over 11% of students participated in territory-wide inter-school competitions. Students have participated in 7 external competitions this year, such as 2020-2021 - 72nd Hong Kong Schools Speech Festival and YKN English Writing Competition for Primary School Students etc. Students achieved good results.

In the coming year, the school will continue to encourage students to participate in different types of external competitions. New extracurricular activities will be added in, such as cycling, swimming, badminton, instrumental class and e-learning.

In a whole, our aim is to broaden the learning experience of students and extend their potentials through different variety of extracurricular activities.

6. Feedback on Future Planning

"Cultivating Self-directed Learning to inspire creative thinking;

Framing Positive Goal-setting Strategies to nourish virtuous characters"

External teachers' training can be provided to teachers and the school-based support service from external parties can be obtained in the future to improve teachers' learning and teaching effectiveness. A more emphasis on cross disciplinary teachers' collaboration can be encouraged to further establish the culture of teachers' collaboration in the school. Guess speakers who have got the experience of teaching in NCS primary school are suggested for the seminars when providing teachers' professional development. In addition, to coordinate the work of the level subject teachers, more teachers need to be trained up as a level coordinate in future. To maximize the effectiveness of teachers' collaboration, it is suggested to align the PLO with the CLP for core-subjects.

To nurture our students to become independent lifelong learners, teachers are suggested to continue to provide them with ample opportunities to engage in self-learning activities. Diversified pre-task activities can be further explored to make the lesson more engaging. Students' habit of highlighting keywords needs to be further developed so that their skills of identifying keywords can be internalized. A pool of suggested graphic organizers for each subject is preferred to make the selection more appropriate and flexible by teachers. More importantly, to facilitate the use of feedback to improve students' learning, teachers are encouraged to provide students more opportunities to conduct peer evaluation and self-evaluation.

To cope with the demand for developing learners' 21st century core life skills and to enable our students to become lifelong learners, the school should make good use of e-Learning and STREAM education to develop the relevant skills in the next development cycle, namely communication and collaboration, critical thinking and problem-solving, and creativity and innovation. In fact, based on the APASO's results in 2021, the development of our students' critical thinking and problem-solving skills is the area that we need to focus on. Last but not least, due to the possible suspension of face-to-face classes in future, a contingency plan for the project learning activities is needed so that the effect can be minimized.

Moral Education is one of the philosophical fundamentals of school. We nurture our students to be future leaders who are communicative, tolerance, knowledgeable and positive. Running Positive Education, therefore, is our major concern to support students overcoming challenges. Teachers are going to apply Positive Education in school by 'learning it, teaching it, living it and embedding it , especially during the personal growth section. It aims to help students discover, nurture, and utilize their character strengths and potentials, and to facilitate personal development on positive elements. In our international culture, students can excel excellence and overcome with their kindness and humility.

7. Financial Summary

地利亞(閩僑)英文小學周年財政狀況
2019/2020 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)	88.28%	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	2.62%
總計	88.28%	11.72%
開支(佔全年整體開支的百分比)		
員工薪酬福利	64.78%	
運作開支(包括學與教方面的開支)	12.79%	
學費減免／獎學金 [1]（佔學費收入的 18.81%）	1.71%	
維修及保養	19.18%	
折舊	1.54%	
雜項	0.00%	
總計	100.00%	
學年的盈餘／虧損#	-0.15 個月營運開支	
學年完結時營運儲備的累積盈餘／虧損#	10.2 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)。