



Delia (Man Kiu) English Primary School

**Annual School Plan
School Year 2024/25**

DELIA (MAN KIU) ENGLISH PRIMARY SCHOOL

1. School Vision and 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

Delia (Man Kiu) English Primary School

Annual School Plan 2024/25

Major Concerns

- 1.** Optimize learning, teaching and assessment strategies to enhance students' learning effectiveness.
- 2.** To cultivate a healthy lifestyle with positive values and physical and mental well-being in a harmonious campus.

Major Concern 1 : Optimize learning, teaching and assessment strategies to enhance students’ learning effectiveness.

Briefly list the feedback and follow-up actions from the previous school year:

- First year of the development cycle

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
(If the school has a practical need to adjust the targets/implementation strategies/success criteria/methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.)						
1.1 Cultivate teachers’ assessment literacy, utilize assessment data to understand and cater students’ learning diversity and provide feedback for learning and teaching.	1.1.1 To arrange teachers’ assessment literacy related workshops or seminars for teachers to understand students’ needs in order to optimize teaching and learning effectiveness.	70% of teachers receive relevant training. 70% of teachers agree that the assessment workshops or seminars are useful in understanding students’ needs.	Teacher’s training records Questionnaire (Teachers)	Whole year	Head of M&O Subject Panel Heads	

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
(If the school has a practical need to adjust the targets/implementation strategies/success criteria/methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.)						
1.2 Cultivate teachers' assessment literacy and enhance teachers' questioning and feedback skills to enhance student thinking and learning.	1.2.1 To arrange teachers' questioning and feedback skills related workshops or seminars for teachers that address their needs in order to optimize teaching effectiveness.	70% of teachers receive relevant training. 70% of teachers agree that the questioning and feedback skills learnt in the related workshops and seminars are useful.	Teacher's training records Questionnaire (Teachers)	Whole year	Head of M&O Subject Panel Heads	
	1.2.2 To enable teachers to have CLP for each unit or module with a focus on questioning and feedback related skills.	70% of teachers agree that the CLP and PLO can raise their awareness and improve their teaching strategies on questioning and feedback.	CLP records PLO review forms Lesson observation Questionnaire (Teachers)	Whole year	Head of L&T Subject Panel Heads	
	1.2.3 To enable teachers to conduct PLO with a focus on questioning and feedback related skills.	70% of teachers can demonstrate questioning and feedback skills during PLO.				

Major Concern 2 : To cultivate a healthy lifestyle with positive values and physical and mental well-being in a harmonious campus.

Briefly list the feedback and follow-up actions from the previous school year:

- According to the results of APASO and SHS, students' average scores in positive emotions and school climate without negative interpersonal relationships were both lower than the Hong Kong average.
- Suggest to deepen positive values education to cultivate students' positive emotions and interpersonal relationships, stimulate students' emotions, intentions and behaviors.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
(If the school has a practical need to adjust the targets/implementation strategies/success criteria/methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.)						
2.1 Cultivate students to learn about and show gratitude.	2.1.1 To arrange values education related workshops and seminars for teachers that address their needs and promote students' positive values.	70% of teachers receive relevant training 70% of teachers agree that the values education learnt in the related workshops and seminars are useful.	Teacher's training records Questionnaire (Teachers)	Whole year	Head of M&O Subject Panel Heads	
	2.1.2 Infiltrate values education into various KLAs.	70% teachers can incorporate positive values into each subject through CLP.	CLP records Scheme of work of each KLAs.	Whole year	Head of L&T Subject Panel Heads	
	2.1.3 Infiltrate gratitude, emotional management and 24 characters content into growth education.	Teachers can incorporate positive values into growth education.	Scheme of work of growth education	Whole year	Head of SESS	

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
(If the school has a practical need to adjust the targets/implementation strategies/success criteria/methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.)						
	2.1.4 Cultivate positive emotions through art education. <ul style="list-style-type: none"> • Songs playing and music performance (Peaceful and gratitude songs) • Simple drawing, craft making, colouring, zentangle • Meditation and Stretching 	Teachers able to organize music and art activities that can calm students' emotions and create a harmonious atmosphere. 70% Students agree that music, art and stretching activities can claim their emotions and create a harmonious atmosphere. In the affective development (KPM 17)of the School KPM Report, there has been improvement in the performance indicator of positive emotions.	Schedule of art education Questionnaire (Students) Data of School KPM/SHS report	Whole year	Head of L&T Music panel head PE panel head VA panel head	
	2.1.5 Implement different school-based reward scheme to encourage internalization of good behaviour. <ul style="list-style-type: none"> • Gratitude • Positive emotions • Positive interpersonal relationships 	70% students achieve planned goals. 70% students participate in the scheme actively.	Data of school-based reward scheme	Whole year	Head of SESS	

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
(If the school has a practical need to adjust the targets/implementation strategies/success criteria/methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.)						
	2.1.6 Using a whole school approach through diversified learning activities, experiential and service-based learning to nourish students' emotions, intentions and behaviors. <ul style="list-style-type: none"> • Morning assembly • Theme reading • Activities about thanksgiving (Gratitude bottle, Thank you card, Feast for the rich and the poor) • Parent-child activities • Community activities 	70% students agree that they learn to be grateful. 70% students agree that they experience more positive emotions and establish positive interpersonal relationships with classmates. In the affective development (KPM 17) of the School KPM Report, there has been improvement in two performance indicators: positive emotions and a lack of negative interpersonal relationships in the school atmosphere.	Questionnaire (Students) Teachers' observation Activity proposal Students work Data of School KPM/SHS report	Whole year	Head of SESS Head of M&O Promote reading to learn leader	
	2.1.7 Decorate campus to display works about positive values message.	70% students agree that the campus decoration conveys positive messages.	Questionnaire (Students) Displays work Students work Teachers' observation	Whole year	Head of SESS Class teachers	

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
(If the school has a practical need to adjust the targets/implementation strategies/success criteria/methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.)						
2.4 Cultivate students to build healthy life style, establish a self-regulated life.	2.4.1 To teach students to establish a self-regulated life through GS and growth education and theme reading.	70% students agree that they can establish a self-regulated life.	Questionnaire (Students) Teachers' observation	Whole year	Head of L&T Head of SESS GS Panel head Promote reading to learn leader	
	2.4.2 Organize diversified learning activities to cultivate students to focus on physical and mental health and coping with stress. <ul style="list-style-type: none"> • Sports and arts activities • Outing • LWL • Stress management and activities • Seeking assistance 	70% students agree that students can build a healthy lifestyle through various school activities. 70% students participate in different activities actively.	Questionnaire (Students) Students' activities records	Whole year	Head of L&T Head of SESS Student performance leader GS panel head Music panel head PE panel head VA panel head	

