Delia (Man Kiu) English Primary School

Annual Report
School Year 2023-2024

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 **Ha**rmony 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

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

Targets (Intended Outcome)	Strategies	Success Criteria	Achievements	Reflections
1.1 To create a feasible mode of implementing a School-based STREAM programme	1.1.1 Based on the 1st and 2nd stage of the school-based programme (STEM, reading, communication & collaboration skills and problem-solving skill), 3rd stage (STREAM, creativity and previous skills) is carried out to let students integrate and apply their skills.	The programme (3rd) is carried out at all levels. Students' STREAM works showing an integration of the relevant skills and the learning of the new skills.	The 3rd stage of the school-based program is successfully carried out. Teachers have added creativity and art elements to the Smart Inventor. Students have demonstrated different strategies in the application of creativity. In stage 1, students get familiarized with group discussions and sharing of workload to enhance their communication and collaboration skills. Next, students have learned how to use graphic organizers to brainstorm different solutions and choose the best solution to solve problems in stage 2. In the last stage, students can apply their creativity in the project. Students focus more on the art element such as color or theme of the products. Different self-	As the three stages have successfully carried out, all students have engaged in the "hands-on" inquiry activities. Under the teachers' guidance and support, students have enhanced their STREAM related skills (reading, communication skills, collaboration skills, problem-solving skills and creativity). They can apply these skills in different learning areas and teachers will continue the practice with our students in normal lessons.

			evaluation items about exquisiteness such as appearance and proportion are also included in the project.	
1.2 To strengthen teachers' awareness and abilities of delivering STREAM related skills to students in different Key Learning Areas (KLAs)	1.2.1 To arrange STREAM related seminars or workshops for teachers to acquire the innovative pedagogies especially creativity in different KLAs.	75% of teachers agree that the teaching pedagogies learnt in the STREAM related seminars / workshops are useful.	About 90% of teachers agreed that the teaching pedagogies learnt in the STREAM related seminars or workshops are useful. Teachers have learnt about the "PDAR" (Plan, Do, Analyse and Review) which are sequential steps of inquiry. Teachers can utilize this in their daily teaching process or in the school-based STREAM programme.	According to the teachers' survey, some teachers reflected that more seminars or workshops can be provided to teachers as professional development. Then the school can have more teachers get involved in the STREAM education. Besides inviting external speakers in the school professional development day and open lesson observation, it is also suggested that teachers can hold workshops in school to enhance teachers' awareness and abilities in STREAM education.

	1.2.2 To enable teachers to have collaborative lesson planning (CLP) for each unit / module with a focus on STREAM related skills especially creativity.	75% of teachers agree that the CLP and PLO can raise their awareness and improve their teaching strategies on developing students' STREAM related skills.	On average, about 86% of teachers agreed that the CLP and PLO can raise their awareness and improve their strategies on developing students' creativity. Teachers discuss and design relevant activities in some units through CLP to provide students with opportunities to express their creativity.	The CLP and PLO practices have been successfully carried out throughout the year. Teachers have shown increased awareness and improvement in their teaching strategies to develop students' creativity. However, it is important to ensure that teachers of all levels participate and engage in CLP sessions for continuous professional development.
	1.2.3 To enable teachers to conduct peer lesson observation (PLO) with a focus on STREAM related skills.	75% of teachers can demonstrate how to develop students' STREAM related skills in peer lesson observation (PLO).	Teachers have shared diverse and innovative teaching methods learned from each other. As shown on the CLP records of each subject, teachers discussed various ways to cultivate students' creativity skills through different subject-based strategies. (CLP records)	
	1.2.4 To conduct review meeting with teachers and invite them to share good practices after PLO on how to enhance students' STREAM related skills especially creativity.	75% of teachers agree that the review meeting and teachers' sharing after the lesson observation help improve their teaching strategies on how to develop students' STREAM related skills.	The PLO sessions have been conducted successfully, allowing teachers to observe and learn from each other's teaching practices. Teachers have demonstrated their ability to develop students' STREAM related skills.	The review meetings and teachers' sharing have proven valuable in improving teaching strategies. It is recommended to continue promoting the culture of collaboration and sharing among teachers.

			About 81% of teachers demonstrated how to develop students' creativity skills from PLO. (PLO lesson plans and review forms) About 84% of teachers agreed the review meeting and teachers' sharing after PLO can improve their teaching strategies on developing the skills.	
	1.2.5 To introduce computational thinking skills and information literacy of handling information with different media when using IT for interactive learning in different KLAs.	70% of teachers can introduce the computational thinking skills and information literacy to students in their teaching.	About 81% of all teachers can introduce computational thinking skills and information literacy to students in their subject teaching, such as mathematics, general studies and STREAM group. Teachers have integrated information literacy into their lessons through various activities and projects. Concerning computational thinking skill, teachers have applied different strategies like seeking patterns for Maths questions or debugging in a program or coding activities.	The introduction of computational thinking skills and information literacy in different KLAs has been moderately successful. Teachers have made efforts to incorporate these skills into their teaching, but there is room for improvement. It is recommended to provide further professional development opportunities and resources to equip teachers with the necessary knowledge and skills to effectively introduce these concepts to students.

			Concerning information literacy, teachers have utilized some online educational resources in HKedcity and let students learn more how to be a Smart e-Master. Topics such as safety of using information technology, how to protect privacy online and how to say no to cyberbullying were included. Some students also created posters to raise awareness of the correct attitude and the proper use of information technology.	
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 programme (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 skills.	100% of teachers agree that the "Smart Inventor" helps facilitate students' relevant skills. Under the 3-year plan, students have developed their communication and collaboration skills (stage 1), problem-solving skills (stage 2) and creativity (stage 3). Students have gone through different stages of the Smart Inventor and the engineering design process has been implemented. For example, in	All students have completed the engineering design process, and they can demonstrate the skills they have learnt in solving other daily life problems. It is recommended that we continue to guide and train students in the classroom to use the skills they have learned to design and solve daily life

			demonstrating creativity, students have applied SCAMPER in designing a back scratcher useful for older people by putting different items in other uses. They have used and combined different daily lives materials (e.g. Food utensils) to make a back scratcher.	problems in the coming year.
	1.3.2 To provide STEM-related learning activities focusing 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 integrate and apply their learning.	100% of teachers agree that the STEM-related learning activities in and outside the classroom help facilitate students integrate and apply their learning. Related internal activities include the paper-plane competition in the post exam activity day, drone flying and plan for a SimCity. External competitions include EDUHK STEAM design competition and Road Safety Video design competition.	Teachers would continue to develop the after-school activities into school teams that can join more external competitions. Also, the Group would try to hire tutors to train some elite students. The Group would try to look for external organizations to help organize activities in school.
	1.3.3 To implement Reading across the Curriculum based on Smart Inventor about enhancing student's	70% of teachers agree that students enhance their reading across the curriculum through Smart Inventor.	100% of teachers agree that students enhance their reading across the curriculum through Smart Inventor. The Promote Reading group has discussed and planned the procurement	Students have gained more resources and help in finding reading materials with Smart Inventor. It is recommended the STREAM group continue

	creativity.		of books with the STREAM group while implementing Smart Inventor. They place these themed books in the library's thematic corner, making it easier and more organized for students to find and borrow relevant materials During the weekly library lessons, the Promote Reading group introduces books related to the theme of the Smart Inventor to students. Additionally, during library lessons, they also teach reading strategies and skills, such as predicting, visualizing, making connections, questioning, inferring, and summarizing etc. Students showed greater interest and better skills in reading in doing their STREAM projects.	to work with the Promote Reading group to find or purchase suitable reading materials in enhancing students' reading in STREAM education.
	1.3.4 To incorporate Art education into Smart Inventor.	70% of teachers agree that students enhance their art ability through Smart Inventor.	100% of teachers agree that students enhance their art ability through Smart Inventor. In the 3rd stage of the 3-year plan,	As there is an art teacher joining the Group, teachers can exchange ideas and hence provide more valuable comments and feedback about

			teachers have added the art element to enhance students' art ability. Moreover, students have done self-evaluation about the product's appearance, exquisiteness and harmony etc.	students' work to enhance their creativity. It is recommended to continue the practice with our students in regular lessons.
1.4 To enrich the resources in school for STREAM education	1.4.1 To review the appropriateness of the existing equipment and facilities in STREAM education by the STREAM Group. STREAM Group promotes the equipment and facilities to different KLAs.	75% of teachers agree that the equipment and facilities of STREAM related resources are used appropriately after the review.	The IT support group and the STREAM group have sent out a questionnaire to all teachers asking about the needs for equipment and facilities in STEAM education. Based on the teachers' hardware requests, our school has acquired GIGO, drones, and updated all computers to new models for STREAM education. About 94% of teachers agree that the equipment and facilities of STREAM related resources are used appropriately after the review. 77% of teachers are satisfied with the usability and functionality of the technology tools and software provided by the I.T. department. 77% of teachers rated our technology resources and support provided by the I.T. department throughout the year effective.	Concerning the use of the GIGO, teachers reflected some of the components are missed or damaged. It is suggested that teachers should help to keep and maintain the equipment and tools properly after using them. The group would purchase some new materials or tools if they are needed. In general, teachers received adequate technical support and resources for their teaching, especially in STREAM education.

	1.4.2 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. New equipment is purchased and available for making STREAM products at school.	Most of our students come from ordinary families. To support the school's implementation of e-learning and STREAM education, we have established the BYOD (Bring your own device) program, which aims to enable students to utilize iPads for effective electronic learning. "One device per student" is achieved for all levels of students. Under the BYOD scheme, each student has their own device which can help them to learn and implement e-learning and STREAM education effectively. In the lesson, students use iPads for e-learning activities, such as Nearpod, quizzes, and Kahoot. Teachers can provide quick assessments and feedback, which simultaneously increases teacher-student interaction and enhances student motivation.	All students have borrowed an iPad from school at the beginning of the school year. This helps to carry out different STREAM related activities in-class. It is recommended to continue the scheme and enable our students to utilize iPads for effective electronic learning.

| | | | Students can also use the tablets to record the motion and time of their model ships. They can watch the video serval times to check if there are any problems, then they can improve the models. Moreover, students can use their tablets to search information or find related reading materials in their Smart Inventor.

Outside of class, teachers set up effective learning software that allows students to engage in self-study with their iPads, including tools like Geoboard, Fractions, Math Vocab, Scratch Jr, and Learning Chinese is Fun, etc. | |
|---|---|---|---|---|

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

Targets(Intended Outcomes)	Strategies	Success Criteria	Achievements	Reflection
2.1 The development of positive values and behavior in students.	2.1.1 To develop and optimize Personal Growth Lesson in J4 and J5 through infiltrating the elements of Character Strength in activity-based and experiential-based lessons.	75% of teachers agreed that students know more about character strengths. 75% Students agree that they apply character strengths in learning and try to use other character strengths to solve problem.	In Year 3, the Positive Education Team focused on incorporating Character Strength elements into activity-based and experiential lessons for students in J4 and J5. This year aimed to deepen students' understanding of their character strengths and encourage their application in various contexts. Teacher Feedback: 85% of teachers confirmed that students demonstrated an understanding of their character strengths. This feedback highlights the effectiveness of the lessons in promoting self-awareness among students. Application of Strengths: Students were encouraged to apply their character strengths in their learning processes and to utilize a variety of strengths to tackle problems. This	Over the past three years, the Positive Education Team has made significant strides in enhancing Personal Growth Lessons across all grade levels. This initiative has created an environment that nurtures positive values and character strengths among students. Moving forward, elements of Character Strengths will be integrated into the Personal Growth Education Lessons. Some teachers have noted that to effectively reinforce these elements, it's essential to balance activities with teacher input. Therefore, the structure of Personal Growth Education Lessons will be refined to include both engaging activities and reinforcing tasks, ensuring that

			approach not only reinforced the principles of Positive Education but also empowered students to take ownership of their learning.	students fully benefit from their learning experiences.
			Year 3 marked a significant advancement in the integration of Character Strengths into the Personal Growth Lessons. The positive feedback from teachers regarding students' understanding and application of these strengths reflects the success of the initiative in fostering a supportive and growth-oriented learning environment. The ongoing focus on experiential learning continues to enhance students' personal and social development.	
	2.1.2 To implement the Class Meeting with Positive Sharing in classroom management on the 3rd year of Positive Education cycle.	75% of teachers agreed that the positive sharing or class meeting allow them to know more about their students and build up the team spirit.	In Year 3 of the Positive Education cycle, the focus shifted to implementing Class Meetings that incorporated Positive Sharing strategies, further enhancing classroom management and	The Positive Education cycle has successfully engaged both teachers and students, enhancing classroom management through the initiative of Positive Sharing. This ongoing commitment has fostered stronger

| | | | 75% of students agreed that they show respect to their friends and are willing to help each other. | promoting a supportive environment.

Class Meetings: The introduction of Class Meetings allowed for structured opportunities for Positive Sharing among students, fostering collaboration and open communication.

Teacher Feedback: An impressive 96% of teachers agreed that the Class Meetings helped them gain a deeper understanding of their students, reinforcing team spirit within the classroom.
Student Engagement: The emphasis on Positive Sharing continued to encourage students to express their thoughts and feelings, contributing to a respectful and considerate classroom atmosphere.

Year 3 successfully integrated Positive Sharing into Class | relationships between teachers and students, contributing to a more cohesive learning environment. Data indicates that these meetings effectively enhance students' engagement, confidence, and team spirit, all of which are vital for cultivating a positive school culture. As a result, this practice will become a routine activity in the upcoming school year, reinforcing our dedication to a supportive educational experience. |

			Meetings, strengthening the overall classroom management approach. The high levels of agreement among teachers about the effectiveness of these strategies demonstrated the positive impact on both student understanding and classroom dynamics, solidifying the foundation for a collaborative and supportive learning environment.	
	2.1.3 To integrate the class-based rewards (capsule vending machine) with the implementation of Whole School Award (Diamond) Scheme.	70% of students who received reward at least once. 70% of teachers agreed it motivate and encourage students as a positive reinforcement when positive behavioral aspect shown.	In Year 3 of the Whole School Award (Diamond) scheme, the initiative focused on integrating the scheme with class-based rewards to enhance its effectiveness in promoting positive behavior among students. Student Participation: Approximately 72.6% of students received at least one reward, indicating increased engagement with the scheme.	Over three years, the Diamond Scheme has effectively engaged both students and teachers in promoting positive values. Continuous feedback has facilitated improvements and adaptations, ensuring the scheme remains relevant in fostering a positive school culture. Teachers have developed a consistent practice of providing positive feedback and encouragement to students.

| | | | | Teacher Support: An impressive 88.2% of teachers agreed that the Diamond scheme serves as a motivating factor for students, reinforcing positive behavior through recognition and rewards.

Positive Feedback Practices: Teachers established a consistent practice of providing positive feedback and encouragement in the classroom, fostering a more supportive learning environment.

Year 3 was marked by significant integration of the Diamond scheme with classroom practices, leading to enhanced student involvement and teacher endorsement. The ongoing commitment to nurturing positive values and behaviors remained strong, contributing to a more encouraging school culture. | In the upcoming school year, an aligned incentive scheme with greater transparency will be introduced across the school. This initiative will allow students to earn points for their positive behaviors, with results visible to all teachers and parents. This approach aims to enhance motivation and support a collaborative learning environment. |

2.2 To build up a positive school atmosphere and relationships.	2.2.1 To continue the "Gratitude, Forgiveness & Happiness" Project aims to cultivate a positive learning environment and enhance the school atmosphere. It promotes positive education centered on "caring for others" through Service Education.	75% of the team members agree that the service education effectively foster caring school environment. 75% of the teachers agree that the service education effectively foster caring school environment.	The "Gratitude, Forgiveness & Happiness" Project was implemented to cultivate a positive school atmosphere and strengthen relationships within the school community. In Year 3 of the "Gratitude, Forgiveness & Happiness" Project, the focus expanded to enhance the positive learning environment through service education, with a strong emphasis on "caring for others." Student Engagement: A significant 96% of prefects reported enjoying their roles and recognized that the project helped foster a caring school environment. Teacher Support: 100% of teachers affirmed the effectiveness of service education in promoting a	Service education will be further developed in the coming school year, expanding beyond on-campus activities to include the formation of a structured community service team. This initiative aims to enhance the overall impact of the project and strengthen community ties, fostering a deeper commitment to caring for others and promoting positive values within the school and the broader community. Despite the implementation of these activities, results from the APASO indicated that scores for Positive Emotion and No Negative Affect were lower than the Hong Kong average. This highlights the need for further enhancement in creating a positive school atmosphere. The school would explore the factors hindering success to find ways to follow up.

			supportive and caring atmosphere within the school. Activities: The year featured various initiatives designed to encourage students to engage in acts of kindness and community service, reinforcing the project's core values. Overall, Year 3 successfully built on previous years by integrating service education, thereby deepening the project's impact on both student behavior and the overall school culture. The commitment to fostering a caring environment was evident through the enthusiastic participation of both students and teachers.	

	2.2.2 To organize talk, sharing and assemble in related topics to promote positive values.	75% of teachers agreed that students respect and embrace others through this strategy. 75% of students agree that they learn the value of character strength and apply character strengths in interpersonal relationship.	A series of talks, sharing sessions, and assemblies were organized to promote positive values among students. Key activities included: Morning Assembly Community Drug Advisory Council – Anti-Drug Talk Youqing Youth Support Program Five Love Languages – Coupon Activity Prefect Training Appreciation Card for Teachers Activity Over 95% of teachers agreed on the effectiveness of these strategies in promoting positive values. 87.6% of teachers noted that students displayed a growth mindset, demonstrating a willingness to try different approaches to problem-solving and persist for success.	The Smart Kids/Smart Teens booklets have proven particularly effective in reinforcing students' understanding of their character strengths. These materials offer a structured approach for students to reflect on their strengths and apply them in various situations. To further internalize these concepts, the content from the Smart Kids/Smart Teens booklets will be integrated into Growth Education lessons, positive sharing sessions, and morning assemblies. This integration aims to deepen students' understanding and application of their character strengths in everyday interactions.

| | | | 100% of teachers agreed that the activities enhanced student engagement and fostered positive emotions.

Additionally, the initiative focused on enhancing students' awareness of embracing uniqueness by emphasizing character strengths from the Smart Kids booklet. Through sharing sessions, assemblies, and related activities, students learned to apply these strengths in their relationships.

As a result, 81% of teachers agreed that students showed respect for and embraced others through this approach. | |
| | 2.2.3
To prepare different learning media related to positive values. | 75% of participating teachers agree with the effectiveness of these strategies. | Various learning media were developed to promote positive values within the school community, enhancing students' | Sharing sessions during morning assemblies to promote positive values and character strengths will be established as a routine practice in the coming school year. |

			understanding and engagement with these concepts.	
			The school purchased 42 books focused on different positive values, providing valuable resources for students. Additionally, visual aids were prepared for each classroom, including emotion charts and posters, to enhance the learning environment. Activities such as the Tree Holes Activity encouraged students to express their feelings and foster community.	
			Ten students participated in a Positive Education Online Workshop organized by Hands on Hong Kong, further enriching their understanding of positive values. Teachers increasingly utilized visual aids, such as animations and posters, to promote positive education during school assemblies, producing around 60 videos to enhance engagement.	

			Overall, 96% of participating teachers agreed on the effectiveness of these strategies.	
2.3 To Enhance teachers' understanding of positive education and strengthen the implementation of positive education effectively.	2.3.1 To carry on the 3rd year Positive Education collaboration lesson planning meetings with the external support.	75% of teachers agree the Professional Development can strengthen the implementation of positive education effectively.	The school collaborated with various external organizations to effectively and comprehensively implement positive education through workshops and training sessions. The partnerships included: CityU – Professional Development Day EDB Workshops: • Introduction to Positive Education • Positive Teacher-Student Interactions with a Growth Mindset • Enhancing Students' Collaboration Skills and Promoting Positive Relationships	Professional Development workshop will be carried out in the coming school year to reinforced teachers with positive values.

			• WE Positive Dynamic Scheme According to the questionnaire results, over 85% of participating teachers reported a deeper understanding of positive education and greater confidence in applying its principles in school. Additionally, more than 85% agreed that the training enhanced their understanding and strengthened the effective implementation of positive education. Furthermore, 100% of teachers found the talks and training sessions useful, demonstrating engagement during the activities and a sense of relaxation afterward. In the third year, the collaboration continued with lesson planning meetings supported by external	

			partners. An impressive 97% of teachers agreed that professional development strengthened the implementation of positive education effectively.	
	2.3.2 To continue to promote teacher's wellness and self-awareness of wellbeing through having different activities.	75% of teachers participated at least one of the activities. 75% of participating teachers agreed it increases the self-awareness of wellbeing.	To promote teacher wellness and self-awareness of well-being, a variety of activities were organized, including workshops and exercise sessions aimed at enhancing teachers' mental and physical health. Professional Development Days: 1st Professional Development Day: The focus was on aligning with the school's commitment to positive education. External speakers from the Hospital Authority conducted a workshop on Child and Adolescent Mental Health, which enhanced teachers' awareness of students' mental well-being and equipped	The initiatives have successfully fostered a culture of wellness among teachers, highlighting the significance of self-care and mental health awareness. Moving forward, we will continue to implement and expand these wellness activities to further support our teachers in maintaining their well-being.

| | | | them with strategies to support students dealing with anxiety.

2nd Professional Development Day: This event concentrated on promoting overall well-being and emphasizing the importance of self-care and stress reduction. The workshop, led by Myosotis Flower, featured a Neon Light activity that engaged teachers in a creative and therapeutic experience, reinforcing the need for stress management in their daily routines.

100% of teachers found the talks and training sessions useful. They demonstrated high levels of engagement during the activities and reported feeling relaxed afterward. | |
| | 2.3.3
To continue to arrange professional development | 75% of teachers agreed P.D. can strengthen the implementation of | To effectively implement positive education, professional development training focused on | The professional development training has effectively equipped teachers with the necessary skills |

	training for teachers to prepare and implement positive education effectively.	positive education effectively. 75% of teachers agreed it increases students' confidence and engagement.	"Positive Responding Skills" and "Growth Mindset Responding Skills" was arranged for teachers. These initiatives aimed to enhance teachers' capabilities in fostering a supportive learning environment. Co-Creating a Harmonious School Initiative: School actively participated in the Anti-Bullying program organized by the Education Bureau. This program provided a platform for teachers to share their learnings and implement positive education practices within the school. Activities included assemblies focused on themes such as kindness, forgiveness, and anti-bullying. Teachers also engaged students with initiatives like writing thank-you cards for peers and organizing "Odd Socks Day" to promote inclusivity and awareness.	to implement positive education practices. By fostering collaboration and sharing best practices, these initiatives have enhanced the school environment and supported the overall goal of creating a harmonious and positive learning atmosphere. Moving forward, continued training and collaborative activities will remain a regular part of the school.

| 2.4 To cooperate with parents to foster positive parenting. | 2.4.1 To organize parent workshops/seminars related to students emotional need to promote positive parenting. | Cumulative attendees accounted for 20% of all parents in the school.

75% of the participating parents agree with the effectiveness of the workshops and seminars. | Various workshops and talks were organized throughout the year to promote positive parenting and support parents in their roles. These initiatives aimed to enhance parents' understanding of effective parenting strategies and improve parent-child relationships. | The parent workshops and talks have effectively engaged a significant number of parents, providing valuable insights into positive parenting practices. The high levels of satisfaction and interest indicate a solid foundation for future initiatives. Looking ahead, the school plans to continue offering diverse workshops that cater to the emotional and educational needs of students and their families. While most parents provided positive feedback, they also suggested additional topics such as "how to react to students' emotions" and support for students with special educational needs (SEN). In response, the workshops for the coming year will focus on these suggested topics, as well as students' mental wellness. The SESS team will collaborate with |
|---|---|---|---|---|
| | 2.4.2 To distribute positive parenting information to parents regularly. | | Various workshops related to positive parenting, positive responding, and strategies for students with special educational needs were organized. On average, over 80% of parents expressed interest in the topics, finding the workshops useful for gaining a thorough understanding of positive parenting. Approximately 86% reported learning strategies for developing their children's reading and spelling skills and improving their responses to children's emotions. | |

			About 27% of all parents in the school attended the organized workshops and seminars, including a talk on students' mental wellness and four workshops throughout the year. Overall, 71% of parents agreed that these workshops and seminars were effective in addressing their needs.	the PTA teacher in charge to organize these workshops, ensuring that they meet the evolving needs of our parent community.

5. Financial Summary

地利亞(閩僑)英文小學周年財政狀況
2022/2023 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)	87.64%	不適用
學費	不適用	7.97%
捐款(如有)	不適用	0.00%
其他收入(如有)	不適用	4.39%
總計	87.64%	12.36%
開支(佔全年整體開支的百分比)		
員工薪酬福利	60.55%	
運作開支(包括學與教方面的開支)	11.00%	
學費減免／獎學金 [1] （佔學費收入的24.25%)	2.02%	
維修及保養	24.84%	
折舊	1.59%	
雜項	0.00%	
總計	100.00%	
學年的盈餘／虧損#	0.09 個月營運開支	
學年完結時營運儲備的累積盈餘／虧損#	10.05 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)。