Delia (Man Kiu) English Primary School

School Development Plan

2018/19、2019/20、2020/21

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

5. Holistic Review

Effectiveness of the previous School Development Plan (2015-2017)

Major Concerns	Extent of targets achieved	Follow-up action	Remarks
1. Enhance effectiveness of learning and teaching	Mostly achieved	Incorporated as routine work	- Regular collaborative lesson planning meetings were arranged in major subjects. - e-learning has been adopted more often in certain subjects in order to enhance students' learning effectiveness.
2. Establish students' healthy school life	Mostly achieved	Incorporated as routine work	- The theme of healthy lifestyle has been adopted in the curriculum of different subjects.
3. Enhance students' moral education	Mostly achieved	Incorporated as routine work	- All students have been arranged to conduct the self-evaluation monthly. - Personal Growth Lessons have been arranged regularly to enhance the positive virtue and students' discipline.

6. Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
1. School Management	• The School Management Committee is committed and offers strong support to the school. • The middle management team members are energetic and strives for improvement. They work closely to ensure effective communication and proper implementation of school routine tasks.	• The role and capacity of the junior middle management can be strengthened. • Various means can be established to encourage the participation of teachers in school management and development. • The policies and procedural guidelines of different teams and departments can be further reviewed and updated in a more systematic manner. • The connection between evaluation and planning should be tightened.
2. Professional Leadership	• Senior and middle management team members are able to maintain good communication and provide support among staff members. • Teachers are keen to keep themselves abreast of the latest curriculum by participating in various professional development programmes provided by Education Bureau and other professional bodies. They participate enthusiastically in Chinese teaching for NCS students.	• Collaboration between various subjects could be strengthened. • Coordination and communication among staff members can be further enhanced so that the staff members can learn and share the experience effectively.
3. Curriculum and Assessment	• Appropriate curriculum arrangement is set to cater and motivate the interest of our students. • The school is active in exploring new curriculum initiatives for development students' learning attitude and habits.	• More pedagogical initiatives such as e-learning and STEM strategies can be promoted. • More cross-disciplinary elements can be introduced in the curriculum.

PI Areas	Major Strengths	Areas for Improvement
4. Student Learning and Teaching	• Detailed statistical analysis and evaluation of students' assessment • Developing the school-based curricula to cater different learning needs of the NCS students • The majority of students successfully pursing the target secondary schools.	• Students' learning strategies can be further developed and strengthened. • The questioning skills of teachers can be further developed.
5. Student Support	• The spirit of "Harmony in diversity" is well nurtured around the multi-cultural campus. • Various kinds of support services and programmes have been provided to students. • Students with special eduational needs (SEN) are provided with appropriate support.	• A holistic and more systematic approach can be established to further cultivate students' positive values and attitudes. • More continuous and consistence guidance and support could be provided for students.
6. Partnership	• Good liaisons and relationships have been established with different external bodies, including educational institutes, governmental and non-governmental organizations. • A trusting relationship with parents has been established through a variety of communication opportunities.	• More partnership programmes may be considered. • More involvement from parents may be considered. • Alumni network can be established which can support school development in the future.
7. Attitude and Behaviour	• Students are confident, energetic, and enjoy studying in school. • Positive and harmonious relationship among teachers, students and parents are recognized.	• Students' manner and sense of responsibility and manner can be enhanced. • Students' attitude towards learning can be enhanced.

PI Areas	Major Strengths	Areas for Improvement
8. Participation and Achievement	• Students have good achievement in inter-school and competitions including athletics, speech, drama and dance festival. • Students are enthusiastic in various art, sports and cultural activities.	• Students can be encouraged to strike a good balance between academic and non-academic pursuits. • A wider range of extended learning activities and service opportunities for students can be provided.

7. SWOT Analysis

Our Strengths
- Renovated and upgraded school facilities that provides a good working atmosphere.
- Enhanced IT infrastructure – e-learning can be promoted
- Positive home-school relationship.
- Students are energetic and have a sense of belonging to our school.
- Staff members are eager to accept and share new ideas.
- Staff with multi-cultural background and good command of English Language.
- Staff is supported in professional development.
- Actively cooperate with different external departments and organizations and adopt various resources

Our Weaknesses
- More teacher trainings are needed in the area of e-learning, catering for learning diversity and high order thinking skill.
- Extra-curricular activities are not diversified enough.
- Lacking of a systematic reward scheme
- The self-evaluation culture can be further strengthened.
- The use of appraisal to promote teacher professional development
- A more comprehensive and target plan for staff development can be developed to expand the staff and school capacity.
- The middle management team can be further expanded in promoting the implementation of various policies and continuous school development.
- Students are comparatively weak in Chinese and social issues.
- More effort should be put in data analysis.
- The motivation and attitude of students can be further enhanced.
- Lacking of a team of parent volunteers and alumni helpers.
- The self-management of students can be further enhanced.

Our Opportunities

- The new library is an effective protocol to promote reading to learn.
- Computer infrastructure have been upgraded. The plan of upgrading the wifi network will further enhance the promotion of e-learning.
- Our school has good cooperation with the Education Bureau and other organizations, which the latest resources and funding can be applied on different learning programmes.
- Peer lesson observation is encouraged to enhance teachers' teaching skills and classroom management.
- More learning experience can be offered for students under the development of STEM.
- The network of partnership with alumni can be established.

Our Threats

- Low birth rate in Hong Kong.
- Keen competition from other schools.

8. Major Concerns for a three year plan (in order of priority)

1. Strengthen the professional development for teachers at school for the school's future growth
2. Improve the effectiveness of learning and teaching and develop students' self-learning ability
3. Strengthen character education (responsibility) and develop a positive sense of value

Major Concerns	Targets	Time Scale			Outline of Strategies
		18-19	19-20	20-21	
1. Strengthen the professional development for teachers at school for the school's future growth	1.1 To provide a series of staff development programmes for enhancing school's work effectiveness	✓	✓	✓	1.1.1 Provide leadership training and workshops to middle management staff
			✓	✓	1.1.2 Organize professional sharing sessions and Staff Development Days to enhance the skills required in management effectiveness
			✓	✓	1.1.3 Carry out mentorship scheme for potential middle managers
			✓	✓	1.1.4 Set up a level coordinator system for in-charge teachers which facilitate the occurrence of events and the collaboration among teachers in terms of planning
			✓	✓	1.1.5 Run an induction programme to strengthen new teachers
		✓	✓	✓	1.1.6 Encourage teachers to attend seminars or courses related to school management and share good practices in meetings

	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
		✓	✓	✓	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
		✓	✓	✓	1.2.3 Promote experience sharing among teachers on how to provide / design quality planning to enhance the school's growth and students' learning
			✓	✓	1.2.4 Deepen teachers' understanding of self-evaluation and planning through professional trainings
2. Improve the effectiveness of learning and teaching and develop students' self-learning ability	2.1 Equip teachers with skills and strategies to analyse and monitor students' learning progress		✓	✓	2.1.1 Conduct trainings for subjects to identify students' learning needs, plan their work and set learning expectations
			✓	✓	2.1.2 Use multiple learning platforms to enhance learning and teaching effectiveness

	2.2 Equip Teachers with the skills that motivate students to learn actively		✓	✓	2.2.1 Provide professional seminars and workshops for teachers to learn about the strategies, pedagogies on developing students' initiative to take an active learning role
			✓	✓	2.2.2 Learn to use pre-task and note taking to activate learners' schema
			✓	✓	2.2.3 Promote collaborative learning among teachers by inviting subject panels to share their effective strategies in applying pre-lesson tasks and their effectiveness in the classroom in a staff meeting
			✓	✓	2.2.4 Conduct the class observation focusing on pre-task and note taking skills of students

	2.3 Students can take an active role in planning, collecting relevant information, expressing and summarizing their ideas as well as can evaluate their learning progressively	✓	✓	✓	2.3.1 Develop students' ability to complete pre-lesson tasks and taking note and provide plenty of opportunities for students to do pre-lesson preparation by applying different pre-task skills
		✓	✓	✓	2.3.2 Enable students to organize, summarize and consolidate their key concepts by applying diversified note taking skills such as using mind maps, pictures, tables and diagrams
			✓	✓	2.3.3 Provide plenty of opportunities for students to receive immediate feedback from teachers and peers for carrying out self-evaluation

			✓	✓	2.3.4 Enable students to carry out inquiry learning through cross-subject project learning with STEM incorporation
		✓	✓	✓	2.3.5 Provide individualized self-learning elements, for example, to suggest relevant videos, web pages, graded exercises and learning tasks for students so that they can learn outside the class as supplementary task according to their own needs
		✓	✓	✓	2.3.6 Provide students with more opportunities to participate in self-directed learning activities
			✓	✓	2.3.7 Guide students to set learning goals (Start from Term 2)
			✓	✓	2.3.8 Give awards to students and classes with good performance in pre-task , note taking and those who can carry out their learning goals successfully (Start from Term 2)
			✓	✓	2.3.9 Guide students to reflect on the achievement of the learning goals and identify their strengths and weaknesses
3. Strengthen character education and develop positive sense of value	3.1 To help students acknowledge good behaviour, and build up their sense of	✓	✓	✓	3.1.1 The character education will be reviewed in order to help students to develop the positive sense of value and attitude. Through the Personal Growth Lessons and Aesop's Fable Scheme, thereby students may develop a sense of responsibility

	responsibility and self-discipline by boosting character training	✓	✓	✓	3.1.2 Students use their Book of Remarks to self-reflect their performances, it may help them to form good behaviors through-out the experience of self-reflections.
			✓	✓	3.1.3 "Bucket Filler" program is implemented to promote a high-achieving classroom that is supportive, warm and acceptive. (Lower forms of students)
			✓	✓	3.1.4 Sunshine Program: Modify a systematic and encouraging merit/demerit scheme with an enhanced improvement scheme
	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, exhibitions and performances will be arranged to help develop students' sense of appreciation. The school will also communicate, hold friendly matches, exchange sessions, and exhibitions with other schools.
	3.3 To optimize the student leader team to improve the leadership and responsibility culture between students	✓	✓	✓	3.3.1 To construct the leadership development programme. Through systematic training such regular workshops and role play practices, students can build up confidence and leadership skills
			✓	✓	3.3.2 Reconstruct prefect training to strengthen their leadership, responsibility and confidence; to modify the Prefect Nomination System from Denomination to Self-nomination