



Delia (Man Kiu) English Primary School

**Annual School Plan
School Year 2025/26**

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 2025/26

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:

- The workshops were practical and well-received. The workshop enables teachers to gain a deeper understanding of assessment data, addressing diverse student learning needs, effective questioning and feedback. Ongoing professional development will be prioritized and offer more in-depth and thematic seminars to be arranged for teachers of various subjects.
- All subjects are needed to prioritize ongoing assessments to evaluate students' learning performance, conduct systematic data analysis based on students' learning performance after assessments. After identifying students' weaknesses, focused suggestions and adjustments to teaching strategies will be required.
- More focusing on providing effective feedback based on students' learning performance and letting the students know how to improve. There needs more focus on asking medium-to-higher-order questions to inspire students' thinking, gain a deeper understanding of the learning content and monitoring students' progress.

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 more in-depth and thematic assessment workshops or seminars are useful in understanding students' needs. 70% of teachers able to cater students' learning diversity and monitoring students' progress.	Teacher's training Records Teachers' Questionnaire Teachers' observation	Whole year	Head of M&O Head of L&T Subject Panel Heads	

	<p>1.1.2</p> <p>After assessments, teachers integrate and analyse assessment data to understand students' learning needs and difficulties, optimizing their teaching strategies through formative assessments in class or afterwards and through exams and quizzes and the review meetings.</p>	<p>70% of teachers conduct systematic data analysis based on students' learning performance after test and exam to find out students' learning needs and difficulties in order to optimize teaching strategies.</p> <p>70% of teachers able to cater students' learning diversity and monitoring students' progress.</p> <p>70% of students agree they often reflect on their performance in class, test and examination results, as well as teachers' suggestions, such as their comments on assignments, in order to reflect on and improve their learning.</p>	<p>Assessments' review of data and records</p> <p>Teachers' Questionnaire</p> <p>Teachers' observation</p> <p>Data of School KPM/SHS report</p>	Whole year	<p>Head of L&T</p> <p>Subject Panel Heads</p>	
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	<p>1.1.3</p> <p>Teachers engage in in-depth discussions, design corresponding tasks, adjust teaching methods and provide effective feedback as well as follow-up measures based on students' learning performance and difficulties through CLP and a systematic review of the school curriculum.</p>	<p>70% of teachers able to conduct in-depth discussions and adjust teaching methods based on students' learning performance and difficulties through CLP and the systematic evaluation of the school curriculum.</p>	<p>CLP records</p> <p>Assessments' review of data and records</p> <p>Teachers' Questionnaire</p> <p>Teachers' observation</p>	<p>Whole year</p>	<p>Head of L&T</p> <p>Subject Panel Heads</p>	
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(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.	<p>70% of teachers receive relevant training.</p> <p>70% of teachers agree that the questioning and feedback skills learnt in the related workshops and seminars are useful.</p> <p>70% of teachers able to provide effective feedback based on students' learning performance.</p> <p>70% of students agree that teachers often give them effective feedback based on their learning performance and let them know how to improve it.</p>	<p>Teacher's training Records on e-services</p> <p>Teachers' Questionnaire</p> <p>Teachers' observation</p> <p>Data of School KPM/SHS report</p>	Whole year	<p>Head of M&O</p> <p>Head of L&T</p> <p>Subject Panel Heads</p>	

	<p>1.2.2 To enable teachers to have CLP for each unit or module with a focus on questioning and feedback related skills.</p>	<p>70% of teachers agree that the CLP and PLO can raise their awareness and improve their teaching strategies on questioning and feedback.</p>	<p>CLP records PLO review forms Lesson observation Teachers' Questionnaire Data of School KPM/SHS report</p>	<p>Whole year</p>	<p>Head of L&T Subject Panel Heads</p>	
	<p>1.2.3 To enable teachers to conduct PLO with a focus on questioning and feedback related skills.</p>	<p>70% of teachers can demonstrate questioning and feedback skills during PLO which more focusing on asking medium-to-higher-order questions to inspire students' thinking and monitoring students' progress.</p> <p>70% of students agree that teachers' questions inspire them to think and help them gain a deeper understanding of learning content.</p>				

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1.3 Cultivate teachers' assessment literacy, cultivate student self/peer-evaluation to improve student's learning.	1.3.1 Design diverse assessment based on learning objectives, student's learning needs or difficulties, establish clear criteria to assist students in self-evaluation in order to reflect on learning performance.	*Conducted in the 26-27 academic years.				
	1.3.2 Students examine their own learning performance through self/peer-evaluation, setting strategies to improve their learning.	*Conducted in the 26-27 academic years.				

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:

- Focus more on addressing students' needs and promoting students' positive values.
- To cultivate and deepen students' moral character in the classroom while using experiential learning as an entry point outside the classroom, strengthening students' understanding and awareness of values education to achieve a "unity of knowledge and action".
- Provide better guidance on goal setting and to encourage greater student engagement. This will help ensure that more students can actively participate and realize the benefits of the incentive scheme.

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2.1 To 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.	*Completed in the 24-25 academic years.				
	2.1.2 Infiltrate values education into various KLAs.	*Completed in the 24-25 academic years.				
	2.1.3 Infiltrate gratitude, emotional management and 24 characters content into growth education.	*Completed in the 24-25 academic years.				

	<p>2.1.4 Cultivate positive emotions through art education.</p> <ul style="list-style-type: none"> • Songs playing and music performance (Peaceful and gratitude songs) • Simple drawing, craft making, colouring, zentangle • Meditation and Stretching 	<p>*Completed in the 24-25 academic years.</p>				
	<p>2.1.5 Implement different school-based reward scheme to encourage internalization of good behaviour.</p> <ul style="list-style-type: none"> • Gratitude • Positive emotions • Positive interpersonal relationships 	<p>*Completed in the 24-25 academic years.</p>				

	<p>2.1.6 Using a whole school approach through diversified learning activities, experiential and service-based learning to nourish students' emotions, intentions and behaviors.</p> <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 	*Completed in the 24-25 academic years.				
	<p>2.1.7 Decorate campus to display works about positive values message.</p>	*Completed in the 24-25 academic years.				

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2.2 Cultivate students to learn about and show appreciation.	2.2.1 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. 70% of teachers able to address students' needs and promoting students' positive values.	Teacher's training records Teachers' Questionnaire Teachers' observation	Whole year	Head of M&O Subject Panel Heads	
	2.2.2 Infiltrate values education into various KLAs.	70% of teachers can incorporate positive values into each subject through CLP. 70% of students agree that the school helps them develop good moral character inside and outside of the classroom.	CLP records Scheme of work of each KLAs. Teachers' observation Data of School KPM/SHS report	Whole year	Head of L&T Subject Panel Heads	

	<p>2.2.3 Infiltrate appreciation into growth education.</p>	<p>70% of teachers can incorporate positive values into growth education.</p> <p>70% of students agree that the school helps them develop good moral character inside and outside of the classroom.</p>	<p>Scheme of work of growth education</p> <p>Teachers' observation</p> <p>Data of School KPM/SHS report</p>	Whole year	<p>Head of SESS</p> <p>PSD Leader</p>	
	<p>2.2.4 Cultivate an appreciation for culture through art education.</p> <ul style="list-style-type: none"> • Campus busking 	<p>Teachers can provide a joyful experience for both performers and audiences which can cultivate an atmosphere of appreciation.</p> <p>70% of students agree that they can experience a culture of appreciation through campus busking activities.</p> <p>In the affective development (KPM 17) of the School KPM Report, there has been improvement in the performance indicator of school satisfaction, school atmosphere and positive emotions.</p>	<p>Teachers' observation</p> <p>Student Participation Data</p> <p>Students' Questionnaire</p> <p>Data of School KPM/SHS report</p>	Whole year	<p>Head of L&T</p> <p>Music Panel Head</p>	

	<p>2.2.5 Using a whole school approach through diversified learning activities, experiential and service-based learning to nourish students' emotions, intentions, behaviours showing appreciation.</p> <ul style="list-style-type: none"> • Morning assembly • Theme reading • Activities about appreciation • Parent-child activities • Community activities 	<p>70% of students agree that they learn to appreciate.</p> <p>70% of students agree that they experience more positive emotions and establish a positive interpersonal relationships with classmates.</p> <p>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.</p>	<p>Students' Questionnaire</p> <p>Teachers' observation</p> <p>Activity proposal</p> <p>Data of School KPM/SHS report</p>	Whole year	Head of SESS Promote reading to learn leader	
	<p>2.2.6 Implement different school-based reward scheme to encourage internalization of good behaviour.</p>	<p>70% of students participate in the scheme actively and achieve planned goals.</p> <p>70% of students agree their classmates are self-disciplined and follow rules, they help each other and get along well.</p>	<p>Data of school-based reward scheme</p> <p>Data of School KPM/SHS report</p>	Whole year	Head of SESS	

	<p>2.2.7 Decorate campus to display works about positive values message.</p>	<p>70% of students agree that the campus decoration conveys positive messages.</p> <p>70% of students agree they receive support and encouragement from teachers and the school is caring place.</p>	<p>Students' Questionnaire</p> <p>Teachers' observation</p> <p>Data of School KPM/SHS report</p>	Whole year	<p>Head of SESS</p> <p>Class teachers</p>	
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2.3 Cultivate students to learn about and show respect.	2.3.1 To arrange values education related workshops and seminars for teachers that address their needs and promote students' positive values.	*Conducted in the 26-27 academic years.				
	2.3.2 Infiltrate values education into various KLAs.	*Conducted in the 26-27 academic years.				
	2.3.3 Infiltrate respect into growth education.	*Conducted in the 26-27 academic years.				
	2.3.4 Cultivate respect for culture through art education.	*Conducted in the 26-27 academic years.				

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	2.3.5 Using a whole-school approach through diversified learning activities, experiential and service-based learning to nourish students' emotions, intentions, behaviours showing respect.	*Conducted in the 26-27 academic years.				
	2.3.6 Implement different school-based reward scheme to encourage internalization of good behaviour.	*Conducted in the 26-27 academic years.				
	2.3.7 Decorate campus to display works about positive values message.	*Conducted in the 26-27 academic years.				

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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.	*Completed in the 24-25 academic years.				
	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 	*Completed in the 24-25 academic years.				

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2.5 Cultivate students to build healthy lifestyle, inspire and explore their potential and interests.	2.5.1 To teach students to recognize and understand their strengths, and to explore their interests through GS and growth education.	70% of students agree that they recognize and understand their strengths and to explore their interests.	Students' Questionnaire Teachers' observation	Whole year	Head of L&T Head of SESS GS Panel head Humanities Panel head	
	2.5.2 Organize diversified learning activities to cultivate students to inspire and explore their potential and interests. <ul style="list-style-type: none"> • Sports, music and arts activities • Inquiry activities • Outing • LWL 	70% of students agree they can develop their interests and life skills through the opportunities that the school provides (including activities outside of the classroom) 70% of students agree teachers often organize different learning activities both inside and outside of the classroom, such as discussions, visits, sharing of insights gained from reading and oral presentation.	Students' activities records Data of School KPM/SHS report	Whole year	Student performance leader GS Panel Head Science Panel Head Music Panel Head PE Panel Head VA Panel Head	

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2.6 Cultivate students to build healthy lifestyle, unleash their potential.	2.6.1 Teach students to set personal goals and develop strategies to achieve them based on their interests and expertise.	*Conducted in the 26-27 academic years.				
	2.6.2 Organize diversified learning activities To provide students with opportunities to unleash their potential.	*Conducted in the 26-27 academic years.				