



Delia (Man Kiu)
English Primary School
Annual School Plan

School Year 2015-2016

School Vision & Mission

Vision and Mission:

We envision Delia (Man Kiu) English Primary School to become “**OUR HOME**”. Of which, 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 fulfilling the virtues of **M**orality and **E**quality.

The school devotes to actualize the vision in accordance with the spirit of school motto “Harmony in Diversity”. The school is committed to cater 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。

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Major Concerns

1. Enhance effectiveness of learning and teaching
2. Establish students' healthy school life
3. Enhance students' moral education

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Major concern 1: Enhance effectiveness of learning and teaching

Chinese Language

本科目標:

1. 中文科課程改革; 2. 提升學生的學習興趣及能力; 3. 提升教學質素

目標/範疇	關注事項	評估方法	策略/工作	成功準則	時間表	負責人	
營造學習風氣與環境	中文科課程改革	<ul style="list-style-type: none"> ◇ 觀課 ◇ 學生測考成績 	<ul style="list-style-type: none"> ◇ 優化低年級課程 透過每星期同儕備課，各級老師作經驗分享及意見交流，檢討過往課程上之不足，以優化低年級課程，提升學習效能。 ◇ 發展高年級課程 與香港大學合作，每兩星期進行同儕備課，共同討論及作經驗分享，進行單元教學及工作紙設計，以發展高年級課程，完善本校中文科課程。 	<ul style="list-style-type: none"> ◇ 100%老師參與設計 ◇ 學生於聽、說、讀、寫四方面的能力有所提高。 	全年進行	中文科科任老師	

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	提升學生的學習興趣及能力	<ul style="list-style-type: none"> ◇ 教師觀察 	<ul style="list-style-type: none"> ◇ 推行中文科活動課，透過不同的學習材料，刺激學生的學習，引起學習動機，提升學習興趣及效能。 	<ul style="list-style-type: none"> ◇ 60%學生對學習中文感興趣 ◇ 學生於聽、說、讀、寫四方面的能力有所提高。 	全年進行	中文科 科任老師	
營造學習風氣與環境	提升教學質素	<ul style="list-style-type: none"> ◇ 同儕備課 ◇ 教師進修 	<ul style="list-style-type: none"> ◇ 於同儕備課會中作經驗分享及教學交流。 ◇ 參與由教育局或其他大專院校舉辦的課程或工作坊。 	<ul style="list-style-type: none"> ◇ 100%老師參與設計 ◇ 70%教師參與工作坊 	全年進行	中文科 科任老師	

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English Language

(i) Enhance students' grammatical knowledge; (ii) Enhance student's Reading & Writing Competence

Intended Outcome(s)	Success Criteria	Strategy/ Task	Evaluation Method	Person in charge	Remarks
Enhance students' grammatical knowledge	Students will be able to understand and apply the grammar conventions/ rules encountered.	<u>Drilling grammar exercises</u> - Provide more grammar drilling exercises in the English Usage worksheets for all grades to help students consolidate their grammar knowledge - Select grammar exercises from Essential Grammar for upper class students (J.4-6) to do on a more regular basis	Test/exam result Quiz	Grade English Teachers	J.1-6
	Students will be able to use dictionary effectively to enhance grammar knowledge through self-learning	<u>Teach dictionary skills (self-learning)</u> - Develop upper class students' ability in looking up unfamiliar words or checking grammar related concepts in the dictionary	Class Observation		J.4-6
	Students will be able to use electronic resources effectively to enhance grammar knowledge through self-learning	<u>Recommend useful electronic resources</u> - Share useful English grammar related website and apps with students	Teachers' observation		J.4-6
			Activity		J.1-6

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	<p>Students will be able to complete the task in different grammar related game booths</p> <p>Students will be able to locate the grammar conventions/rules for easy reference.</p>	<p><u>English Campaign</u></p> <ul style="list-style-type: none"> - Set up game booths related to different grammar items in the campaign <p><u>Posting up charts/ tables/ posters</u></p> <ul style="list-style-type: none"> - Strengthen grammar skills by posting up grammar charts/ tables/ posters for daily drilling and practice 	<p>observation</p> <p>Class observation</p>		J.1-6
Enhance student's Reading & Writing Competence	<p>Students will be able to use reading strategies to understand non-fiction texts</p> <p>Students will be able to apply reading skills in their reading</p>	<p><u>Continue to introduce non-fiction texts</u></p> <ul style="list-style-type: none"> - Read one or two non-fiction texts every week for all grades, and they include: information texts (reports), recount texts (biography, diaries), instructions and procedures (recipes, directions, manuals and plans), persuasion texts, argument text - Teach reading skills through reading non-fiction texts <p><u>Continue to teach reading skills</u></p>	<p>Test/exam result Quiz Class observation</p> <p>Reading Notes & Reading assessment paper should include questions that test</p>	<p>Grade English Teachers</p>	<p>J.1-6</p> <p>J.1 focus on recount texts and instruction texts J.2 add information texts J.3 and up Start to learn read and write persuasion</p> <p>J.1-6</p>

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	<p>comprehension</p> <p>Students will be able to read aloud any text with meaning, appropriate intonation, pausing etc.</p> <p>Students will be able to apply writing skills in their writing work.</p> <p>Students will be able to write their own opinions and give feedbacks effectively.</p> <p>Students will be able to produce their recount texts</p>	<p><u>in reading lessons</u></p> <ul style="list-style-type: none"> - When teachers use their core readers, they must include learning activities of some listed reading skills <p><u>Reading aloud in lessons</u></p> <ul style="list-style-type: none"> - Teachers reserve some time to do reading aloud in English lessons <p><u>Continue to teach 6 traits of writing</u></p> <ul style="list-style-type: none"> - Teach 6 traits of writing (ideas, organization, voice, sentence fluency, word choice, conventions) to ensure students to grasp the writing skills - Continue process writing (J.4-6), practise the skills of revising and editing <p><u>Newspaper Reading Activity</u></p> <ul style="list-style-type: none"> - Post some news regularly in the classroom and invite students to read and write comments/feedbacks on the board (J.3-6) <p><u>Journal Writing</u></p> <ul style="list-style-type: none"> - Extend journal writing homework exercise to J.3, 	<p>students reading skills</p> <p>Class observation Speaking exam</p> <p>Use Rubrics for class writing work</p> <p>Performance from written comments</p> <p>Writing performance</p>		<p>J.1-6</p> <p>J.4-6</p> <p>J.3-6</p> <p>J.3-6</p>
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		which will be done on a regular basis			
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Mathematics

1) E-learning in Mathematics

Intended outcome(s)	Success criteria	Strategy/Task	Evaluation method	Person in charge	Remark
Enhance students' learning interest in mathematics	In each level, every two teachers will find out 12 useful apps or website for 4 topics.	<ul style="list-style-type: none"> ➤ In each level, two teachers will find out the apps or website for 4 related math topics in total ➤ Every two teachers will find out 3 useful apps or website for each topic. 	The number of the apps in database at the end of year.	All mathematics teachers	
	Students highly participating the learning activities in the ipad learning activities	<ul style="list-style-type: none"> ➤ One of J.5 and J.6 class students will use ipad to learn mathematics in 1 lesson in Term 2. 	Teacher's observation	J.5 and J.6 mathematics teachers	
	One ipad teaching workshop will be hold in the term 2	<ul style="list-style-type: none"> ➤ Inviting book company to hold the workshop for using ipad or others online teaching material in teaching mathematics 	The notes of the workshop	Choi TY	

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2) Enhance learning and teaching

Intended outcome(s)	Success criteria	Strategy/Task	Evaluation method	Person in charge	Remark
Students' speed and accuracy of calculating basic and mixed operation will be enhanced.	Group D students result will be improve by 3% in post quiz.	<ul style="list-style-type: none"> ➤ 2 minutes arithmetic quiz will be carried out at the beginning of lesson. The quiz should be done at least once per week. Each class can do 5-8 quiz per month. ➤ Award scheme of this quiz will be carried out in the class. Every 5 stamp can exchange for a prize. 	Students exercise	All Mathematics teachers	
	Group A-C students result will be improved by 5 % in post quiz.	<ul style="list-style-type: none"> ➤ A basic operation extra tutorial will be set up. J.2-4 students who are weak in basic operation (addition, subtraction, multiplication) will join this extra tutorial. 	Pre and post quiz	Fok Choi TY	
Teacher will have more teaching methods/ idea, activities and techniques for each unit.	Mathematics teachers will complete the CLP form after every CLP meeting.	<ul style="list-style-type: none"> ➤ Each level Mathematics teachers will discuss the coming teaching pace, activities, method from the coming unit every 5-6 weeks. ➤ Experience teacher will share their teaching idea to the new teachers during the CLP meeting. 	CLP form	All mathematics teachers	
	Teachers who join the NCS learning circle will share the new teaching idea to others during the math panel meeting.	<ul style="list-style-type: none"> ➤ Some J6 teachers will attend the NCS learning circle on Wednesday, once per month. They will discuss and share the teaching idea or activities with other NCS school math teachers of J6 math unit. 	J6 Teachers presentation and the minutes	Some J6 Math teachers	

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Major concern 2: Enhance students' healthy school life

General Studies

Intended outcome(s)	Success criteria	Strategy/Task	Evaluation method	Person in charge	Remarks
1. Students can explore more general knowledge and the important local and world issues.	Students can know more news around the world by sharing of news	J.5-6 students will do the newspaper cutting as homework monthly. They will do presentation in class biweekly during GS lesson. Teacher will teacher students using 5W	By the presentation shared in class and the newspaper homework monthly. Teachers and students can give feedback to them.	G.S. panel head G.S. teachers	
	Students can express their interest in exploring different places in H.K.	New places of outings and educational visits are added. In order to improve their understanding of public facilities, some levels may have two outings each year.	By checking the performance of the follow-up worksheets. Evaluate students' response by sharing their finding.		
	Students can demonstrate certain project learning skills in doing project	Our PTI project will be focussed on the countries of Olympics. Different level of students will choose different topics. They can learn more about this world event by finding information about different countries.	By checking the performance of the projects.		

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2. Students can show their awareness of the environmental protection and act it in the daily life.	More than 60% students develop a habit of recycling in school life	More students helpers will stand aside the recycle bins to help students. GS teachers will spend a lesson to educate students what items should be put inside the recycle bins.	Check the utilisation of the recycle bins.	G.S. panel head G.S. teachers	
	Reduce food waste by 15%	Make a table to state the monthly food waste. Tell students about the statistic. Let them to reflect and think why and how we can reduce food waste.	Check the weight of the food waste.		
	Fertilizer can be made successfully	Planned to buy a food waste processer in this school term	The quantity of fertilizer can be made		
	More than 300 participants in “One person one flower scheme”	Students have the chance to take care of a flower and observe the growth of it. They will complete a report	Students have to complete a report of the process of the growth of flower. Pictures and description are included in the report.		

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<p>3. Students can develop a healthy eating habit and understand the importance of the fitness of their body.</p>	<p>More than 70% students can practise healthy eating habits in school life.</p>	<p>Co-operate with class teachers to develop a prolonged healthy eating habit for students every Monday throughout the year.</p> <p>Students will be given a stickers which will be stuck in a recording card.</p> <p>Students get 18 or more stickers will be awarded. The prize is some plant seeds. This can bring out another environmental protection idea.</p>	<p>Class teachers, classmates and helpers can help to do the monitoring during 1st recess. The more number of stickers are given out, the more successful of this scheme is.</p> <p>Assess the students' understanding of choosing healthy diet by using different PowerPoint and worksheet.</p>	<p>G.S. panel head G.S. teachers</p>	
<p>4. Students can develop the interest of learning the knowledge of science and technology</p>	<p>More than 60% students participate in the Science Fun Day/ General Studies Fun Day</p>	<p>Arrange the Science Fun Day to arouse the interest in learning technology and Science.</p> <p>The booth game will be designed to let students do more hand-on experiment instead of demonstration only.</p>	<p>Use the hand-out to assess the students' understanding of the game booths in Science Fun Day.</p>	<p>G.S. panel head G.S. teachers</p>	

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	<p>Each teacher can use the tablet once in one of their class</p>	<p>Using Tablets to enhance students' interest in learning G.S.</p> <p>Using some iPad application to show experiments that cannot easily be demonstrated in the class. Let students understand more about the topics and find G.S. is manageable.</p>	<p>Check students homework performance and the correctness to see whether they can understand more than previous year without tablets</p> <p>Teacher can check students' response in the class with the help of tablets.</p>	<p>G.S. panel head</p> <p>G.S. teachers</p>	
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Major concern 3: Enhance students' moral education

Intended Outcome(s)	Success Criteria	Strategy/ Task	Evaluation Method	Person in charge	Remark
Enhance Students' leadership skills	* 70% of students think they have improved in self evaluation	Monitor: * Bi-weekly Training Workshops for the monitor. (Lower and upper primary, every other week) * Mentorship programme for junior monitors with prefects Prefects: * Leader prefect group meeting weekly * Prefects working in echelon – mentorship programme * Prefects meeting monthly * 2 half day workshops	Prefects and monitor: * Self-evaluation form Teacher: * Teachers' observation and evaluation form	Students Support Team	Time scale: Whole year (Start in October)
	* The feedback from social worker is positive.	Social worker's programme	External organization: * Feedback from social worker		
	* At least 25 applicants for each JPC activity	Encourage students to join Junior Police Call (JPC)	* The number of applicants and participants in each JPC activity		
Increase positive virtue and discipline of student. (Self disciplined, self-managing and to	* 80% or above teachers agree that the scheme is effective *70% of students think they have improved in	* Friday Assemblies * Personal growth education * Students use book of remark to self-evaluation	* SHS and APASO	Student Support Team	Time scale: Whole year (Start in

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shoulder their own responsibilities)	self-evaluation				mid-September)
	* 20% of students can complete the Homework Complete Race	* Homework Complete Race	* Home complete Race Record		
	* 95% of students to be punctual for school in a month		* Punctuality Record		
	* Less than 10% of the students join the Extra Guidance Lesson	* Extra Guidance Lesson	* Extra Guidance Lesson Record		
	* 30% of students take part in class or school service	* Programmes held by social worker	* Service Record		
To enhance students' exposure towards aesthetic and physical education with higher opportunities of performance	* 80% students experience aesthetic or physical education not less than 16 sessions	Extra Curriculum Activity: * ECA held once a week * The number of kinds of activity may choose is increased	* Data collection → Record of all activities in this year → Collection of their products	All teachers	Time Scale: Whole year
	* 25% of students has the experience of joining external competition	External competition: * Encourage students to join external competition such as Speech Festival, dance and musical competitions & sports school teams	* Keep the application record of all the external competitions	Office staff	
	* 25% of participants joined Sport-Act in summer holiday		* Sport Act – leaflet record		