

***Delia (Man Kiu)***  
***English Primary School***  
***Annual School Plan***

***School Year 2018-2019***

# 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。

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***Major Concerns***

1. Strengthen the professional development for teachers at school
2. Improve the effectiveness of learning and teaching through developing students' self-learning ability
3. Strengthen character education (Responsibility) and develop positive sense of value

**Administration**

***Major Concerns 1: Strengthen the professional development for teachers at school***

***Intended Outcome 1: To provide continuous staff development programme***

<b><i>Strategies / Tasks</i></b>	<b><i>Resources needed / Ts involved</i></b>	<b><i>Success Criteria</i></b>	<b><i>Methods of Evaluation</i></b>
<ul style="list-style-type: none"> <li>- to equip teachers for better leadership and coordination with continuous evaluation</li> <li>- To organize regular professional sharing or workshops</li> <li>- to strengthen new teacher induction programme</li> </ul>	<ul style="list-style-type: none"> <li>- All teachers, Principal</li> <li>- All teachers, Principal</li> <li>- All new teaching, mentor teachers, Principal</li> </ul>	<ul style="list-style-type: none"> <li>- Restructuring of functional hierarchy</li> <li>- Regular professional sharing or workshops in staff meetings according to the suggested topics of teachers, which are approved by school that are useful for teachers.</li> <li>- All new teachers can understand the routine works, school requirements by the end of October</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers' review</li> <li>- Teachers' review</li> <li>- Reflections in the new teachers meeting, mentor and self-evaluation and appraisal forms</li> </ul>

**Learning & Teaching**

**Major Concern:** Improve the effectiveness of learning and teaching through developing students' self-learning ability

Chinese Language

Major Concerns: Improve the effectiveness of learning and teaching through developing students' self-learning ability

Intended Outcome :學生能在聆聽及閱讀方面以主動正面的態度學習;學生能主動分辨及記錄資訊中的主要訊息;學生能通過溝通表達所學

<i>Strategies / Tasks</i>	<i>Resources needed / Ts involved</i>	<i>Success Criteria</i>	<i>Methods of Evaluation</i>
1. 訂立預習 在單元教學加入預習，在科任老師安排下學生自行初步閱讀篇章內容或語文基礎知識，並且利用表格、圖畫、短答或腦圖等不同學習工具讓學生嘗試分析、歸納，培養學生建構知識的能力。	1. 科任老師在單元教學前設計包含 2-3 條與篇章內容相關的紙筆預習。 2. 其中一題必需要讓嘗試學生歸納內容或語文基礎知識，然後填寫腦圖、表格、短答或畫圖畫。 3. 科任老師在每課預習及教授閱讀策略時指導學生圈起課文關鍵詞或重點。 4. 科任老師定時檢閱學生的預習課業，並作出回饋。	1. 各科任老師在全年其中 3 個單元教學中設計及安排合乎要求的紙筆預習。	1. 單元作業 2. 預習簿 3. 科主任課業檢閱
2. 培養摘錄筆記的習慣 在單元教學設立語文百寶袋或堂課，讓學生主動記錄或標示課業中的重點字詞的字義或重點語文知識，培養學生建構知識的能力。	1. 科任老師在課堂教授學生利用語文百寶袋或堂課記錄重點字詞的字義或相關語文知識。 2. 科任老師指導學生可利用語文百寶袋或堂課作溫習。 3. 小一至小二學生根據老師提供的語文百寶袋中，圈出及標記所學的重點字詞。 4. 小三至小六學生在老師的指導下自行在堂課中記錄每課課業中的字詞解釋或相關語文知識。	1. 科任老師在全年其中 3 個單元教學中安排語文百寶袋練習或堂課。	1. 語文百寶袋(小一至小二) 2. 堂課(小三至小六) 3. 科主任課業檢閱

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<p>3. 「齊齊講中文」計劃 科任老師在學期初協助學生 定立目標，鼓勵學生在小息 找中文大使朗讀中文培養學 生的自我監控能力。</p>	<p>1. 中文科主任培訓 16 位中文口語 表達較流利的學生擔任中文大使負 責與逢星期二及四的小息在操場當 值。 2. 中文科任向每一位學生派發 「齊齊講」中文小冊子並且宣傳。 3. 全年共有八個情景任務，學生 需要於學年內的小息找中文大使 完成任務。</p>	<p>1. 全校 30%學生能完成老師設計的 4 個任務</p>	<p>1. 齊齊講中文小冊子 2. 活動參加人數記錄</p>
<p>5. 鼓勵自主閱讀中文圖書 鼓勵學生自主地借閱中文圖書， 提升學生的中文閱書量及培養學生 獲取知識的能力。</p>	<p>1. 於各班的班房圖書架內增加 35-45 本中文圖書供學生閱讀。 2. 定逢星期二的早讀時段為中文 閱 讀時段。 3. 在圖書館門外設立閱讀龍虎 榜，每月展示每級借閱量最多的 學生姓名，以作鼓勵。 4. 在圖書館內設立好書分享展示 板，讓學生自行將好書分享工 作紙投入投稿箱內，老師定期 更新展示板及展示學生的好書 分享。</p>	<p>1. 校內中文圖書借閱量較 去年 提升 10%</p>	<p>1. 圖書館中文圖書借閱記錄</p>

English Language

***Major Concerns: Improve the effectiveness of learning and teaching through developing students' self-learning ability***

***Intended Outcome 1:***

***Students can have a positive learning attitude through taking an active role in listening, reading and demonstrating their learning process.***

<b><i>Strategies / Tasks</i></b>	<b><i>Resources needed / Ts involved</i></b>	<b><i>Success Criteria</i></b>	<b><i>Methods of Evaluation</i></b>
<p>Pre-task: J.1-6 students do a pre-task worksheet per unit related to reading or collecting some information through interviews, surfing the Internet, watching videos or reading books.</p> <p>In pre-task, students need to set one to two meaningful question(s) about what they read or what they get from the information they collect. Their questions are used for pair or group discussion in lessons.</p>	<p>worksheets, reading materials, computers, Internet service</p> <p>All English teachers</p>	<p>90% of English teachers assign their students to do a pre-task once a unit.</p> <p>80% of students complete the pre-tasks that are assigned by their teachers.</p> <p>70% of students set one to two question(s) for discussion in lessons.</p>	<p>English teachers design a pre-task worksheet once a unit. The teachers need to check their students' pre-task worksheets, and ask them to keep those worksheets in their orange folders.</p>
<p>Follow-up activities after reading:</p> <ol style="list-style-type: none"> <li>1. J.1—J.6: Poster design of students' favourite books</li> <li>2. J.1—J.6: Presentation of their favourite books</li> </ol>	<p>Colour paper Vocab Book for Reading Dictionaries</p> <p>English teachers' guidelines for poster design, presentation skills</p>	<p>80% of students complete their poster design once in term 2.</p> <p>80% of J.1—J.6 students do a presentation in Term 2.</p> <p>80% of J.1—J.6 students complete the task of Vocab Book for Reading once</p>	<p>English teachers take a picture and write some comments or suggestions for their students' poster design.</p> <p>English teachers give some comments or suggestions right after a presentation (the</p>

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<p>3. J.1—J.6: 5 new vocabulary are written down in students' Vocab Book for Reading. J.3-6 students need to use the vocab to make 5 sentences. J.5-6 students even need to write the part of speech for the vocab.</p>	<p>English teachers need to mark or give comments in Vocab Book for Reading.</p>	<p>every 2 weeks.</p>	<p>teachers' observation).  English teachers mark or check their students' Vocab book for Reading.</p>
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***Intended Outcome 2:***

***Students can actively identify and record main ideas of the information received.***

<b><i>Strategies / Tasks</i></b>	<b><i>Resources needed / Ts involved</i></b>	<b><i>Success Criteria</i></b>	<b><i>Methods of Evaluation</i></b>
<p>J.1-6: note-taking  English teachers teach their students to use graphic organizers (e.g. venn diagrams, flow charts, mind maps and spider webs, etc.) to jot notes (showing the relationship between information or ideas).</p>	<p>English Notebook</p>	<p>80% of the students use graphic organizers to jot notes for English Usage and/ or Reading once a month (4 times in Term 2).</p>	<p>English teachers' observation  English teachers collect notebooks regularly for checking.</p>



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<p>J.1-6 students highlight key words in instructions when they do Grammar, Reading and Reading Booklet.</p> <p>J.1-6 students highlight topic sentences when they do reading comprehension and Reading.</p>	<p>Students' homework exercise books</p>	<p>80% of students highlight key words in instructions and topic sentences in passages of the exercise books.</p>	<p>English teachers collect Grammar, Reading and Reading Booklet regularly for checking.</p>
<p>J4—J.6 students use their own words to write one or two sentence(s) summarizing the main ideas of each paragraph in a text.</p>	<p>English Notebook</p>	<p>75% students are able to use their own words to summarize main ideas of each paragraph in a text effectively (once a unit).</p>	<p>English teachers collect their students' notebooks for checking regularly.</p>

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Mathematics

***Major Concern: Improve the effectiveness of learning and teaching through developing students' self-learning ability***

***Intended Outcome 1:***

***Students can have a positive learning attitude through taking an active role in listening, reading and demonstrating in their learning process.***

<b><i>Strategies / Tasks</i></b>	<b><i>Resources needed / Ts involved</i></b>	<b><i>Success Criteria</i></b>	<b><i>Methods of Evaluation</i></b>
<p>Students will do pre-task or extended learning activities for 3 certain units in their self-learning book.</p> <p>J.1-4 teachers will provide resources for students to find the information of the pre-task or extended learning activities.</p> <p>J.5-6 students will find the resources or information about their pre-task or extended learning activities by themselves.</p>	<p>All Mathematics teachers, self-learning books</p>	<p>Students will do at least 3 times pre-tasks or extended learning activities throughout this year.</p> <p>Teachers from each level can sum up all self-learning tasks which students did at the end of the year.</p>	<p>Students' self-learning books</p> <p>List of self-learning tasks of each level</p>

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***Intended Outcome 2:***

***Students can actively identify and record main ideas of information received.***

<b><i>Strategies / Tasks</i></b>	<b><i>Resources needed / Ts involved</i></b>	<b><i>Success Criteria</i></b>	<b><i>Methods of Evaluation</i></b>
J.4-6 students will be asked to come up with the key concepts, formulas of the Mathematics knowledge or word horizontal forms with or without teachers' assistance and have them written on their self-learning book.	J.4-6 Mathematics teachers  Students' self-learning books	Students can conclude and write at least 8 key concepts, formulas of the Mathematics knowledge or word horizontal forms on their self-learning book.	Teachers' observation, students' self-learning books

***Intended Outcome 3:***

***Students can express what they think and what they learn through appropriate communication means.***

<b><i>Strategies / Tasks</i></b>	<b><i>Resources needed / Ts involved</i></b>	<b><i>Success Criteria</i></b>	<b><i>Methods of Evaluation</i></b>
Students use different means (e.g. role play, drawing method, tree diagram, word horizontal forms etc.) to present their thinking way.	All Mathematics teachers, students' self-learning books, HW , CW	About 40% of the students use different ways to present what they think or learn in their work.	Teachers' observation, students' self-learning books, HW , CW

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General Studies

***Major Concern: Improve the effectiveness of learning and teaching through developing students' self-learning ability***

***Intended Outcome 1:***

***Students can have a positive learning attitude through taking an active role in listening, reading and demonstrating in their learning process.***

<b><i>Strategies / Tasks</i></b>	<b><i>Resources needed / Ts involved</i></b>	<b><i>Success Criteria</i></b>	<b><i>Methods of Evaluation</i></b>
<p>Students have to do some pre-lesson activity at least once in each module. Teachers can ask students to read printed materials (e.g. news sharing, library books etc.), watch videos, search for illustrations or note down their comments and question about a new topic before lessons.</p>	<p>iPads, worksheets, printed materials All GS teachers</p>	<p>1. Over 90% of CLP records contain at least one pre-lesson activity.</p> <p>2. Over 90% of teachers can demonstrate that students have carried out pre-lesson preparation work in Term 2 lesson observation.</p>	<p>1. Observe CLP records Teachers of each level will have the CLP meetings before teaching each new module. They have to state at least one pre-lesson activity in the record.</p> <p>2. Lesson observation Teachers need to demonstrate the preparation work done by students in Term 2 lesson observation.</p>

***Intended Outcome 2:***

***Students can actively identify and record main ideas of information received.***

<b><i>Strategies / Tasks</i></b>	<b><i>Resources needed / Ts involved</i></b>	<b><i>Success Criteria</i></b>	<b><i>Methods of Evaluation</i></b>
A new exercise book will be used to record students' learning outcomes. Teachers can guide students to jot notes, construct mind maps for key concepts, use tables to do comparisons, identify and summarize the key points of the chapter	Exercise books All GS teachers	Over 70% of students can utilize different methods (e.g. construct mind maps, use tables to do comparisons etc.) to record main ideas of information received	Book Checking Check the exercise books in Term 2

***Intended Outcome 3:***

***Students can actively collect relevant information from a variety of sources or given sources and have it organized with self-defined or pre-determined frameworks.***

<b><i>Strategies / Tasks</i></b>	<b><i>Resources needed / Ts involved</i></b>	<b><i>Success Criteria</i></b>	<b><i>Methods of Evaluation</i></b>
Students have to do projects in each term. To help students develop self-learning skills, teachers will guide students on how to actively find useful information from different media such as surfing the Internet, conducting a survey and reading printed materials. In addition to data collection, teachers will also teach students to process and organize the information collected effectively.	Project booklet, All GS teachers	Over 70% of students can get at least 20 marks out of 25 marks in terms of self-learning skills in the project (Term 2)	Project assessment Assess students' self-learning skills adopted in the project (Term 2)

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**Student Support**

Objective : strengthen character education (Responsibility) and develop positive sense of value

Intended Outcome	Strategies / Tasks	Time Scale	Evaluation Method	Success Criteria
1. To help students acknowledge good behaviour, and build up their self-discipline by boosting character training.	1. The topics of student growth will be reorganized systematically in order to aid students to develop the sense of value and attitude, self-learning ability, and to enhance self-discipline and self-reflection of students	Whole Year	<ul style="list-style-type: none"> <li>• SHS</li> <li>• Teacher questionnaires</li> </ul>	<ul style="list-style-type: none"> <li>• Over 75% of students' feedback is positive.</li> <li>• 75% of teachers agree that the school-based student growth program will enable students to establish positive values and good moral character</li> </ul>
2. To nurture students to appreciate the quality of self and others.	1. To cooperate with the development of activities of sports and arts, exhibitions and performances will be arranged for students. The school will also communicate with other schools to hold friendly matches, exchange sessions, and exhibitions.	Whole Year	<ul style="list-style-type: none"> <li>• SHS</li> <li>• Number of activity held in a year.</li> </ul>	<ul style="list-style-type: none"> <li>• Over 75% of students' feedback is positive.</li> <li>• At least one activity of sport and art each in a term.</li> <li>• At least one friendly match/exchange sessions</li> </ul>
3. To optimize the student leader team to improve the leadership culture between students.	1. To construct the “Peer-mediator” programme. By training in system, students can build up confidence, and can nurture their leadership quality.	Whole Year	<ul style="list-style-type: none"> <li>• SHS</li> <li>• Prefect questionnaires</li> </ul>	<ul style="list-style-type: none"> <li>• Over 75% of students' feedback is positive.</li> <li>• Over 75% of prefects' questionnaires is positive.</li> </ul>