



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

**School Report
2024/25**

Key Elements of the School Report

- (1) Our School
- (2) Achievements and Reflection on Major Concerns; Feedback and Follow-up
- (3) Student Performance
- (4) Financial Summary
- (5) Appendix
 - Please include related documents.

(1) Our School

1. School Vision & 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

(2) Achievements and Reflection on Major Concerns; Feedback and Follow-up

- **Major Concern 1**
Optimize learning, teaching and assessment strategies to enhance students' learning effectiveness.

Objectives
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.
Achievements
<ul style="list-style-type: none">◆ To enhance teachers' assessment literacy and understanding of students' needs, assessment-related workshops and seminars were well conducted. The workshop introduced different assessment types, effective feedback, the use of school self-assessment tools, and data interpretation. According to the teachers' survey result, 100% of teachers agreed that the workshops were useful.◆ According to the teachers' survey result, 100% of teachers agreed that they understood how assessment for learning, assessment of learning, and assessment as learning contribute to enhancing student learning and improving teaching. 100% of teachers agreed that using assessment data, understanding diverse student learning needs, and providing appropriate feedback for teaching and learning are beneficial to instruction.◆ Each subject has different assessments to evaluate students' learning performance, including assessment for learning and assessment of learning. Most of the teachers understand students' learning performance in different areas through various assessments, in order to understand diverse student learning needs and provide appropriate feedback. Teachers recognized the importance of collecting assessment data, based on the students' performance to provide suggestions, and optimizing teaching and learning strategies.◆ In this academic year, after three examinations for all subjects, an attempt will be made to conduct post-exam analyses based on student performance. During the analysis process, teachers try to identify students' weaknesses and pinpoint learning difficulties according to those weaknesses, providing improvement suggestions. Some teachers have reported that using data to understand students' learning needs can help clarify confusing learning content for students. According to the assessment data, some students' assessment results have improved compared to last year.

Reflection

- ◆ The workshops were practical and well-received. The workshops allowed teachers to gain a deeper understanding of the use of assessment data, understanding diverse student learning needs, and providing appropriate feedback for teaching and learning. Teachers recognized the importance of effective questioning and feedback, as well as how assessment data can enhance teaching and learning effectiveness. Through this workshop, teachers learnt that utilizing assessment data enables them to objectively understand and analyze students' abilities, allowing for adjustments in teaching content and strategies.
- ◆ The workshop had limited time for practicing strategies, more subject-specific examples for questioning and engagement would be better.
- ◆ Teachers can identify students' weaknesses based on their performance, but they have not systematically analyzed students' learning performance using data. As a result, they have been unable to provide focused suggestions and adjust teaching strategies regarding students' weaknesses. In the coming year, more attention needs to be paid to follow-up and improvement in this area.

Feedback and Follow-up

- ◆ Ongoing professional development will be prioritized and offer more in-depth and thematic seminars to be arranged for teachers of various subjects, allowing teachers to better apply relevant assessment data, subject-specific questioning and feedback techniques within their disciplines, thereby achieving mutual growth in teaching and learning.
- ◆ In the next academic year, it is recommended that all subjects are needed to 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.
- ◆ In the next academic year, prioritizing ongoing assessments to evaluate students' learning performance, including assessment for learning, assessment of learning and assessment as learning will contribute to enhancing student learning and improving teaching. And the designing of assessment papers, teachers need to incorporate a balanced mix of high-level and low-level questions to comprehensively evaluate and understand students' learning performance.

Objectives

- 1.1 Cultivate teachers' assessment literacy, utilize assessment data to understand and cater students' learning diversity and provide feedback for learning and teaching.
- 1.1.2 After assessments, teachers integrate and analyze 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 review meetings.
- 1.1.3 Teachers engage in in-depth discussions, design corresponding tasks, adjust teaching methods and provide high-quality feedback as well as follow-up measures based on students' learning performance and difficulties through CLP and a systematic review of the school curriculum.

***Implemented in 25-26 and 26-27 academic years. ***

Achievements**Reflection**

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Feedback and Follow-up

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Objectives

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.

Achievements

- ◆ To enhance teachers' questioning and feedback skills related workshops and seminars were well conducted. The workshop introduced teachers to the effectiveness of various teaching strategies through big data, high-quality questioning techniques, feedback that promotes learning, and the transition from question-and-answer teaching to autonomous learning. According to the teachers' survey result, 100% of teachers agreed that the workshops were useful in the lesson.
- ◆ According to the teachers' survey result, 100% of teachers agreed that effective questioning can assess students' understanding of the learning content, encourage students to participate in the lessons actively and stimulate students' thought processes. Teachers highlighted that the use of Bloom's Taxonomy structure questions from lower-order to higher-order thinking, guiding students step by step toward deeper understanding.
- ◆ According to the teachers' observations, some students who were unable to answer questions in class were able to answer them effectively through different types of questioning, timely, specific, positive and constructive feedback from the teachers. Some passive students or those who don't often answer questions showed improved classroom performance.

Reflection

- ◆ The workshops were practical and well-received. The workshop enables teachers to gain a deeper understanding of effective questioning and feedback, as well as the importance of these strategies in enhancing teaching and learning effectiveness.
- ◆ However, even according to the SHS report, only 64% of students agreed that teachers often give them feedback based on their learning performance and let them know how to improve it. Only 57.2% of students agreed that teachers' questions inspire them to think.
- ◆ According to the SHS report, only 62.3% of students agreed they often reflect on their performance in class, test and examination results, as well as teachers' suggestions, such as their comments on their assignments, in order to reflect on and improve their learning.

Feedback and Follow-up

- ◆ Ongoing professional development will be prioritized, more focusing on providing training on crafting medium-to-higher-order questions, allocating more time for peer/group feedback activities and sharing the best practices for effective questioning techniques.
- ◆ It is recommended that more focusing on providing effective feedback based on students' learning performance and let the students know how to improve. There needs more focus on asking medium-to-higher-order questions to inspire students' thinking and monitoring students' progress.

Objectives

1.2 Cultivate teachers' assessment literacy and enhance teachers' questioning and feedback skills to enhance student thinking and learning.

1.2.2 To enable teachers to have CLP for each unit or module with focus on questioning and feedback related skills.

Achievements

- ◆ To raise teachers' awareness and improve their teaching strategies on questioning and feedback, Collaborative Lesson Planning (CLP) and Peer Lesson Observation (PLO) sessions were implemented. According to the teachers' survey result, 100% of teachers agreed that it is essential to keep the CLP and PLO practice for teachers' professional development. All teachers agreed that CLP and PLO sessions were effectively help teacher gain insight and further enhance the teaching strategies through discussion.
- ◆ Teachers claim that they actively expressed their opinions and exchanged ideas during CLP, providing effective questioning and feedback strategies in related areas, such as tiered questioning, follow-up questions, guessing questions, positive feedback, timely feedback and specific feedback.
- ◆ Teachers also claim that CLP sessions created a platform for sharing ideas and strategies, improving questioning techniques and teaching approaches. It is also structured to review the pervious practice's effectiveness, which incorporates the flow of PIEP.

Reflection

- ◆ In the CLP, discussions on the application of questioning and feedback techniques allow teachers to learn new questioning and feedback methods through sharing, improve questioning techniques, thereby enhancing their professional competence. Collective discussions provide opportunities for brainstorming, where teachers can share experiences and complement each other's strengths. During these discussions, teachers gain a deeper understanding of students' learning needs, enabling them to adjust their teaching strategies, improve instruction and enhance effectiveness. Through discussions and exchanges in peer planning, teachers can approach peer observations with greater confidence in applying questioning and feedback techniques.

Feedback and Follow-up

- ◆ It is recommended to continue encouraging professional exchanges among teachers in CLP next year. Experienced teachers can share their expertise with newly hired or less experienced teachers, fostering a culture of knowledge sharing. This will promote reflection, improve teaching practices, and enhance overall teaching quality and learning effectiveness.
- ◆ There needs more focus on lesson planning and teaching strategies through in-depth discussion and monitoring students' progress.

Objectives

1.2 Cultivate teachers' assessment literacy and enhance teachers' questioning and feedback skills to enhance student thinking and learning.

1.2.3 To enable teachers to conduct PLO with a focus on questioning and feedback related skills.

Achievements

- ◆ To enable teachers to demonstrate effective questioning and feedback skills during Peer Lesson Observation (PLO), sessions were conducted as part of professional development. According to the teachers' survey result, 100% of teachers reported being able to effectively demonstrate questioning and feedback skills during PLO. Based on the Peer Lesson observation (PLO) record, most teachers have shown an improvement in questioning techniques compared to last year. Teachers are able to ask questions at different cognitive levels, from lower-order to higher-order thinking during class. Students engage in various levels of thinking through these questions, effectively understanding the learning content. When students are unable to answer, teachers provide appropriate and timely feedback to guide their thinking and responses and also offer positive reinforcement to encourage student participation.
- ◆ Teachers participated in review sessions, providing and receiving constructive suggestions to refine questioning strategies and teaching skills after lesson.
- ◆ Additionally, the observation records indicate that most teachers are able to provide effective and varied levels of questioning related to the learning content. Most of the teachers are also able to provide appropriate, positive, and specific feedback in the lesson.

Reflection

- ◆ PLO provided opportunities to observe experienced teachers' real-life practices, such as effective questioning techniques and pacing, in relation to the framework of motivation-development-consolidation-conclusion. These insights were then applied in their own classrooms.
- ◆ However, according to the lesson observations, some teachers focus primarily on lower-order and medium-order thinking questions. Even according to the SHS report, only 64% of students agreed that teachers often give them feedback based on their learning performance and let them know how to improve it. Only 57.2% of students agreed that teachers' questions inspire them to think.

Feedback and Follow-up

- ◆ Provide in-depth peer observations and feedback.
- ◆ Share best practices for breaking down complex questions and promoting collaboration.
- ◆ According to the Peer Lesson Observation (PLO), most of the teachers focus on asking lower-to-medium order questions in the lesson and tend to overlook higher-order questions. More focusing on the effective questioning and feedback to stimulate student thinking and help them gain a deeper understanding of the learning content.

Objectives

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.

1.3.2 Students examine their own learning performance through self / peer-evaluation, setting strategies to improve their learning.

***Implemented in 26-27academic year. ***

Achievements**Reflection**

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Feedback and Follow-up

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- **Major Concern 2**
To cultivate a healthy lifestyle with positive values and physical and mental well-being in a harmonious campus.

Objectives
2.1 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.
Achievements
<ul style="list-style-type: none"> ◆ To cultivate students' ability to learn about and show gratitude, values education workshops and seminars were conducted for teachers. According to the results of the teachers' survey, 88% of teachers agreed that the values education workshops and seminars organized by the Education Bureau were useful and beneficial for teaching. The seminars help teachers gain a deeper understanding of students' values and psychological needs, enabling them to support students more effectively. ◆ Teachers can enhance their educational philosophies, strengthen their teaching abilities, and learn new teaching methods through the seminars. Teachers learn how to integrate moral and values education into their teaching, promoting well-rounded growth in students.
Reflection
<ul style="list-style-type: none"> ◆ Workshops and seminars were practical and well-received. The topics of the workshops are diverse, allowing teachers to gain a deeper understanding of values education. Furthermore, teachers recognize the importance of values in education across all subjects. ◆ Some teachers needed more resources for contextual teaching. ◆ According to the SHS report, 73.1% of students agreed that the school actively teaches them how to get along with others, such as showing respect for others and being considerate. However, only 64.1% of students agreed that they receive support and encouragement from teachers.
Feedback and Follow-up
<ul style="list-style-type: none"> ◆ Ongoing professional development will be prioritized, finding more resources for contextual teaching and allocating more time for reflective activities and ethical discussions. ◆ It is recommended to focus more on addressing students' needs and promoting students' positive values.

Objectives

2.1 Cultivate students to learn about and show gratitude.

2.1.2 Infiltrate values education into various KLAs.

Achievements

- ◆ To cultivate students' ability to learn about and show gratitude, positive values were integrated into various Key Learning Areas (KLAs) through Collaborative Lesson Planning (CLP).

- ◆ **Chinese**

According to the teacher survey, 100% of teachers are able to integrate positive values into their subjects during CLP. Records from CLP, the scheme of work at various levels, and the subject-based proposals, indicate that teachers can incorporate the “Twelve Core Values and Attitudes” and related concerns promoted by the Education Bureau into the Chinese curriculum, infusing values education into each unit theme.

The Chinese department have integrated values education into their subjects both within and beyond the classroom. When teaching stories, passages, or classical poetry, teachers have “Organically Integrated” and “Naturally Connected” values education within the lessons. Additionally, through festive celebrations, subject-based activities, and other diverse learning experiences, values education has been seamlessly incorporated, aiming to enhance students' interest in learning through a variety of engaging activities. Through activities such as writing and sending thank-you cards for Mother's Day and Father's Day, students learn to express gratitude.

- ◆ **English**

The English department can incorporate positive values into each subject through CLP. Survey results showed that 50% of teachers strongly agreed and 50% agreed that CLP helped them incorporate positive values into their subjects. Collaboration with colleagues allowed teachers to exchange strategies for teaching values in relation to respect, empathy, and teamwork into their lessons.

Teachers included positive values such as gratitude and appreciation in worksheet questions, enabling students to reflect on these values during learning activities. Worksheets were designed with specific topics concerning positive values to reinforce these lessons. Teachers integrating gratitude into worksheets encouraged student reflection on positive values. Journaling promoted thankfulness and personal expression. Teachers selected journal topics that encouraged students to reflect on gratitude, fostering a sense of thankfulness through writing activities.

- ◆ **Mathematics**

While the initiative to promote gratitude through value education was integrated into the CLP sessions, the lack of additional workshops or seminars by the Mathematics Panel limited the impact. Consequently, only 30% of teachers found the value education learned in workshops they attended useful, indicating a gap in effective implementation. They found it difficult to integrate value education

into regular Mathematics lessons.

◆ **General Studies**

Teachers successfully integrated values education through CLP. The survey results showed 54.5% of teachers strongly agreed and 45.5% of teachers agreed that CLP helped them incorporate positive values in their subjects.

Through hands-on programs like the Firefly Cultivation Scheme and One Person One Flower, students not only learn about nature and insects but also connect these experiences to life lessons and eco-safety (NSE). These workshops help students and teachers develop the right values to foster care and appreciation for life.

◆ **Putonghua**

According to the results of the teacher survey, 33% of teachers strongly agreed and 67% of teachers agreed that they can integrate positive values into their subject during CLP.

Records from CLP and the scheme of work at various levels indicate that teachers can incorporate related concerns promoted by the Education Bureau into the Chinese curriculum, infusing values education into each unit theme.

Reflection

- ◆ Most subjects integrate values education into their curriculum and instill positive values in students. Teachers effectively taught values by connecting them to lessons. Teachers exchanged and shared successful experiences during CLP, which enhanced teamwork and resource sharing.
- ◆ According to the SHS report, only 67.9% of students agreed that the school helps them develop good moral character inside and outside of the classroom. The data reflects that most subjects were able to integrate values education into the curriculum, but students failed to put it into practice. More focused on values education to provide teachers with necessary tools and strategies for effective implementation.

Feedback and Follow-up

- ◆ Provide more teaching resources and materials to help teachers effectively integrate values education into various Key Learning Areas (KLAs). A shared platform could be established to allow teachers easy access to and sharing of teaching resources.
- ◆ It is recommended to continue integrating values education in an “organic” and “natural” manner within the subjects in the coming year.
- ◆ It is suggested 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”.

Objectives

2.1 Cultivate students to learn about and show gratitude.

2.1.3 Infiltrate gratitude emotional management and 24 characters content into growth education.

Achievements

- ◆ Students demonstrated improved emotional management skills, learning to identify and express their feelings, which facilitated a greater understanding of gratitude. The 24-character strengths were implemented into the morning assembly, where teachers clearly introduced and shared these strengths.
- ◆ Gratitude was particularly reinforced in the personal growth education curriculum. Class teachers incorporated positive values, such as creating a Gratitude Chain, to promote these concepts. Additionally, the school organized various talks to enhance understanding of gratitude, allowing students to express their appreciation.
- ◆ The curriculum successfully integrated gratitude exercises, including writing thank-you notes and participating in gratitude-sharing sessions, fostering a culture of appreciation among students. Classroom sharing sessions and activities centered around gratitude led to more positive interactions among peers, enhancing their interpersonal relationships. Teachers effectively utilized the 24-character framework to guide discussions on gratitude and emotional well-being.

Reflection

- ◆ The strategies employed to integrate gratitude and emotional management into personal growth education were effective. Lessons were designed to be interactive and relatable, enabling students to connect their personal experiences with gratitude.
- ◆ While achievements were noted, there is room for improvement in ensuring that all students actively appreciate others' the 24-character strengths.
- ◆ Teachers may also need to develop practices for incorporating these strengths in their lessons and throughout the school.
- ◆ The focus on emotional management alongside gratitude proved beneficial. Students not only learned to express gratitude but also developed resilience and empathy, contributing to a supportive classroom environment.
- ◆ Encouraging group activities fostered collaboration and reinforced the importance of gratitude. Students learned to appreciate each other's contributions, enhancing their team-building skills.

Feedback and Follow-up

- ◆ It will be essential to maintain this momentum by integrating more real-life applications of gratitude into the curriculum. Continued professional development for teachers on emotional intelligence and gratitude practices will further enrich the educational experience and help to emphasize the use of character strengths in expressing appreciation.

Objectives

2.1 Cultivate students to learn about and show gratitude.

2.1.4 Cultivate positive emotions through art education.

Achievements

- ◆ To cultivate positive emotions through art education, the music, art and meditation and stretching activities were well conducted.
- ◆ The Music department organized music activities, such as playing peaceful and gratitude songs regularly during lunch time throughout the year. According to the teacher survey, 100% of teachers agreed that the activities can calm students' emotions and create a harmonious atmosphere.
- ◆ The Physical education department organized meditation and stretching activities regularly during lunch recess throughout the year. According to the student survey, 98% of students agreed that stretching exercise and PE activities can calm their emotions and create a happy and harmonious atmosphere. 85% of students agreed that they enjoy participating in different PE activities.
- ◆ The Visual Art department organized various art relaxing activities, such as coloring, zentangle, drawing, and creating gratitude heart design to help students calm their emotions and foster a harmonious atmosphere.

Reflection

- ◆ The implementation of art relaxing activities by teachers has been instrumental in creating a calming environment for students and promoting harmony within the school. These activities have provided students with an atmosphere to manage their emotions effectively during lunch recess.
- ◆ However, based on the comparison of data from the school student questionnaire and the School KPM Report in the "affective development" part, we found that students scored lower than the Hong Kong average in positive affect, as well as in the absence of anxiety and depression symptoms. Additionally, these scores were also lower than those of our school from last year. The data reflects certain issues, and we need to identify the root causes and take appropriate follow-up actions.

Feedback and Follow-up

- ◆ It is recommended that the class teacher conduct interviews and discussions with students to understand their situations and issues. If necessary, the class teacher or social worker will have individual meetings with students and parents. By understanding the circumstances and identifying the problems, the school will implement appropriate measures based on the situation.
- ◆ It is recommended to continue organizing and expand art relaxing activities to further support students' emotional well-being and foster a positive school environment. Ensure that relevant photos and records of these activities are consistently saved and accessible for future reference and evaluation.

Objectives

2.1 Cultivate students to learn about and show gratitude.

2.1.5 Implement different school-based reward schemes to encourage internalization of good behaviour.

Achievements

- ◆ The incentive scheme was implemented during the 2024-2025 school year with a focus on fostering students' gratitude, positive emotions, and interpersonal relationships. Class teachers established a class-based incentive system to ensure participation from all students.
- ◆ While the initiative aimed for 70% of students to achieve their planned goals and actively participate, several challenges were encountered.
- ◆ Students' participation in the scheme varied widely, with points ranging from 1 to 100. This indicated that not all students engaged equally; while some students actively joined and demonstrated positive behaviors to earn points, others did not seem to realize the scheme's benefits and did not participate actively. Ultimately, only about 30% of students redeemed rewards from the scheme, with some students redeeming rewards over ten times.

Reflection

- ◆ One significant issue was that students did not set their goals clearly, which made it difficult to monitor their progress effectively. This lack of clarity impacted the ability to quantify student engagement in the activities, as it was unclear how many students were actively participating in the scheme.

Feedback and Follow-up

- ◆ To improve the incentive scheme, we should implement a clear goal-setting framework at the beginning of the academic year, teaching students how to establish effective personal goals. This could be complemented by regular check-ins, scheduled bi-weekly, allowing students to review their goals, reflect on their progress, and make necessary adjustments.
- ◆ Additionally, enhancing our data collection methods through pre- and post-surveys will help assess students' perceptions of their goals and their experiences with the incentive scheme.
- ◆ Furthermore, increasing teacher support is crucial; we should encourage teachers to integrate discussions about gratitude, positive emotions, and interpersonal relationships into daily lessons and activities. These combined efforts will foster a more engaged and motivated student body, ultimately leading to the successful internalization of good behavior.
- ◆ Given these results, it is clear that the initial goals of the scheme were not fully achieved. To enhance the effectiveness of the scheme moving forward, it will be essential to 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.

Objectives

2.1 Cultivate students to learn about and show gratitude.

2.1.6 Using a whole school approach through diversified learning activities, experiential and service-based learning to nourish students' emotions, intentions and behaviours.

Achievements

- ◆ A diverse array of activities was organized to promote gratitude and positive emotions among students. The implementation of these engaging initiatives has led to significant achievements in fostering gratitude and enhancing positive emotional experiences. Students actively participated in various programs, gaining valuable insights that encouraged them to reflect on their behaviors and relationships. Feedback from questionnaires indicated that students learned to appreciate the importance of gratitude and reported experiencing more positive emotions as a result.
- ◆ Additionally, many students expressed that collaborative activities and discussions helped them build stronger interpersonal relationships with their classmates. The topics covered, ranging from emotional well-being to social responsibility, contributed to a comprehensive understanding of gratitude and its role in their daily lives. Over 90% of students in the survey showed that they care about others' feelings and respect what others' think.

Reflection

- ◆ It is important to acknowledge that, according to the affective development section (KPM 17) of the School KPM Report, the Q score for "Positive Affect" dropped from 87 to 85, and the Q score for "No Negative Affect" in the school environment decreased from 116 to 108, indicating that the success criteria were not fully achieved.

Feedback and Follow-up

- ◆ To address the areas where success criteria were not fully achieved, it's important to consider the timing and context of the APASO survey, which was conducted immediately after the exam period. Students were likely experiencing heightened stress and negative emotions during this time, which may have influenced their responses. To improve the effectiveness of the survey and ensure more accurate reflections of students' experiences, it is suggested that the APASO survey be scheduled further away from exam periods. This would allow students to provide feedback in a more relaxed state, free from the pressures of exams.
- ◆ Additionally, a review of the test and exam arrangements is essential to alleviate student stress. This could involve staggered exam schedules, allowing for more breaks between subjects, and providing resources for stress management, such as workshops on study techniques and relaxation exercises.
- ◆ Furthermore, implementing regular emotional check-ins throughout the school year can help monitor students' well-being beyond the exam periods. These check-ins can provide ongoing support and allow teachers to identify students who may need additional assistance.

- ◆ Encouraging a culture of open communication about mental health can also foster a more supportive environment. Workshops or seminars focused on managing stress and developing coping strategies could empower students to better handle academic pressures.
- ◆ By making these adjustments, we can create a more conducive environment for accurate feedback and enhance students' overall emotional well-being, ultimately helping to achieve the desired outcomes of the program.

Objectives

2.1 Cultivate students to learn about and show gratitude.

2.1.7 Decorate campus to display works about positive values message.

Achievements

- ◆ Posters featuring messages of gratitude and anti-bullying were prominently displayed across the campus, ensuring that all students were regularly exposed to these uplifting themes.
- ◆ The participation of students in the poster creation process fostered a sense of ownership and pride, with their contributions promoting positive values while encouraging creativity and collaboration among peers.
- ◆ The decorated campus helped establish a welcoming and supportive atmosphere, with feedback indicating that students valued the visual reminders of gratitude and the significance of standing against bullying. Initial responses suggested that many students believed the decorations effectively communicated positive messages, thereby enhancing the inclusivity and respect within the school culture.

Reflection

- ◆ Utilizing visual arts to promote positive values has proven to be an effective strategy. Many students expressed feeling inspired by the displayed messages, suggesting that such decorations can positively influence their attitudes.
- ◆ While the current posters received a warm reception, there is an opportunity to expand this initiative by incorporating a wider range of themes and encouraging more student contributions. Involving additional students in the design process could enhance both the variety and impact of the decorations.

Feedback and Follow-up

- ◆ Looking ahead, we plan to continue using campus decorations as a means of promoting positive values. Regular updates to the displays and the inclusion of seasonal themes can help maintain interest and reinforce these messages throughout the year.

Objectives

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.

2.2.2 Infiltrate values education into various KLAs.

2.2.3 Infiltrate appreciation into growth education.

2.2.4 Infiltrate appreciation for culture through art education.

2.2.5 Using a whole school approach through diversified learning activities, experiential and service-based learning to nourish students' emotions, intentions and behaviours showing appreciation.

2.2.6 Implement different school-based reward schemes to encourage internalization of good behaviour.

2.2.7 Decorate campus to display works about positive values message.

***Implemented in 25-26 academic year. ***

Achievements**Reflection**

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Feedback and Follow-up

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Objectives

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.

2.3.2 Infiltrate values education into various KLAs.

2.3.3 Infiltrate respect into growth education.

2.3.4 Cultivate respect for culture through art education.

2.3.5 Using a whole school approach through diversified learning activities, experiential and service-based learning to nourish students' emotions, intentions and behaviours showing respect.

2.3.6 Implement different school-based reward schemes to encourage internalization of good behaviour.

2.3.7 Decorate campus to display works about positive values message.

***Implemented in 26-27 academic year. ***

Achievements**Reflection**

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Feedback and Follow-up

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Objectives

2.4 Cultivate students to build healthy lifestyle, 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.

Achievements

- ◆ In the GS lessons, GS teachers teach nutritional knowledge, including the importance of a balanced diet, to help students understand the nutritional value of various foods. We also introduce topics related to mental health, teaching students how to manage stress and emotions, and promoting the importance of mental well-being. We encourage students to eat healthy lunch during lunch time and avoid foods that are high in fat, salt and oil. Most students consume fewer high-salt and high-fat foods at school, and they also drink fewer sugary beverages. Parents are willing to cooperate by preparing healthy snacks and lunches. According to the School KPM Report in the “Percentage of students within the acceptable weight range” part, the school's data is comparable to the Hong Kong average, the weight range of our students meets the standard.
- ◆ The student survey results showed that 81.7% of students agreed that it was beneficial to introduce the related books through library lessons. Students understand how to establish healthy lifestyle habits by reading more of these books.
- ◆ The school recently organized a series of activities aimed at promoting student well-being and fostering a positive learning environment. These initiatives focused on key areas such as online safety, healthy eating habits, and personal health education. Below is an overview of the activities conducted and their impact on students.
- ◆ The Cyber Health Talk effectively raised awareness about the significance of online safety and maintaining a balanced lifestyle. Through engaging presentations and discussions, students demonstrated a better understanding of healthy technology use. Feedback revealed that many felt more informed about safely navigating online challenges.
- ◆ The "Fruitful Friday" initiative encouraged students to incorporate more fruits into their diets, promoting healthier eating habits. With a participation rate of 75.5%, many students reported trying new fruits and sharing their experiences and benefits with peers. This initiative not only improved students' dietary choices but also fostered a sense of community as they engaged in discussions about nutrition.
- ◆ The Sex Education Workshop provided critical information on relationships, consent, and personal health. Students appreciated the open discussions that took place, which helped demystify topics often considered taboo. The workshop created a safe space for students to ask questions and gain knowledge, contributing to their overall understanding of personal health and relationships.

Reflection

- ◆ The integration of healthy lifestyle education into General Studies (GS) and theme reading activities was reinforced through experiential learning during the subject activities.
- ◆ However, according to the APASO Report, students rated their health and sleep hours lower than the Hong Kong average, indicating an imbalance in their daily routines. And in the SHS report, only 62% of students agreed that they live a healthy life, such as striking a balance between study and rest, doing enough physical exercise, and knowing how to reduce stress. The data reflects certain issues, and we need to identify the root causes and take appropriate follow-up actions.

Feedback and Follow-up

- ◆ Ongoing healthy lifestyle education will be prioritized, more focusing on balanced nutrition, regular physical exercise, keeping good habits of living routines and important of adequate sleep.
- ◆ Future plans should include follow-up activities or challenges that encourage students to consistently apply what they have learned, ensuring that the benefits of these initiatives are lasting and impactful.

Objectives

2.4 Cultivate students to build healthy lifestyle, establish a self-regulated life.

2.4.2 Organize diversified learning activities to cultivate students to focus on physical and mental health and coping with stress.

Achievements

- ◆ The school organized diversified learning activities, such as sports and arts activities, outing, interest classes to cultivate students to focus on physical and mental health and coping with stress.
- ◆ The General Studies department successfully achieved its objective of promoting physical activities and mental well-being through outdoor engagement. The student survey showed that 73.7% of students expressed great engagement for the outdoor experiences. 71% of students reported that they felt happy and excited after the outing. 73.6% of students enjoyed exploring nature during the outing.
- ◆ The Music department organized different learning activities, such as drum, choir, folk song, hand chime. Through ensemble and choir activities, students learn to collaborate and communicate, enhancing their social skills and self-confidence. By learning about music from different cultures, students enhance their understanding of diversity, promoting openness and inclusivity. According to the teacher's survey from the Music department, 100% of teachers agreed that students are cultivated to build a healthy lifestyle, establish a regular life by organizing diversified learning activities to cultivate students to focus on physical and mental health through music activities, outing and LWL.
- ◆ The physical Education department organized various activities, such as badminton, basketball, cricket, football, volleyball, table tennis, gymnastic and Track & Field. Provide a variety of physical activities to help students enhance their physical fitness and improve their health levels. According to the student survey results, 78% of students believed that physical activities help them take care of their bodies and minds. 85% of students enjoy participating in different physical activities. The APASO data shows that the P-values for 'Physical Exercise' is 85.7, this indicates that the effectiveness of the school's provision of diverse activities for students.

Reflection

- ◆ The General Studies department successfully promoted physical activity and emotional well-being for most students through GS outing.
- ◆ Music provides an outlet for emotional release, helping students alleviate stress and anxiety, there promoting mental health.
- ◆ Lifelong exercise can cultivate students' interest in physical activity, helping them understand the long-term benefits of exercise and encouraging them to engage in physical activities throughout their lives. It can comprehensively enhance students' physical and mental health, helping them establish a positive lifestyle through various physical activities.

Feedback and Follow-up

- ◆ It is recommended to continue organizing and expand physical activities and mental well-being to further support students' emotional well-being and foster a positive school environment.
- ◆ Integrate themes of healthy living, such as nutritious eating and exercise, into music lessons, conveying these values through songs and movements.

Objectives

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.

2.5.2 Organize diversified learning activities to cultivate students to inspire and explore their potential and interests.

***Implemented in 25-26 academic year. ***

Achievements**Reflection**

◆

Feedback and Follow-up

◆

Objectives

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.

2.6.2 Organize diversified learning activities to provide students with opportunities to unleash their potential.

***Implemented in 26-27 academic year. ***

Achievements**Reflection**

◆

Feedback and Follow-up

◆

(3) Student Performance

Students' attitude and behavior

Our school's students come from various countries, races, and cultural backgrounds, creating a harmonious environment. Here, students respect one another and foster a positive learning atmosphere. They are eager to learn, helpful, and willing to serve. Generally, they are able to set personal goals and work diligently toward achieving them.

Among the students, there is a strong sense of acceptance and appreciation for one another, valuing each other's opinions and coexisting harmoniously while demonstrating a spirit of caring. In recent years, the school has implemented positive education, and students have gradually learned to understand and utilize their character strengths, aiming to cultivate a growth mindset. They feel cared for, trust their teachers, and are willing to heed their guidance.

Additionally, the students show great affection for the school and actively participate in school activities, demonstrating a sense of belonging and responsibility. This positive attitude and behavior not only promote individual growth but also contribute to the harmonious development of the entire school community.

Students' Participation and Achievement

1. Secondary School Placement Results of 24-25

School Name	Number of Students
Cheung Sha Wan Catholic Sec Sch	1
DMHC Siu Ming Catholic Sec Sch	1
SKH Lam Woo Memorial Sec Sch	1
St. Paul's Sch (Lam Tin)	1
Tak Oi Sec Sch	1
PLK Tong Nai Kan Junior Sec Sch	8
HKMA David Li Kwok Po College	5
CCC Kei Long College	4
Delia Memorial School (Broadway)	20
Delia Memorial School (Glee Path)	17

2. Inter-school Activity Award Records

Category	Name of Competition	Title of Award / Ranking	Number of Awards Attained
Chinese	2024 Speech Festival - Chinese	3rd place	1
		Merit	11
		Proficiency	17
English	2024 Speech Festival - English	1st Place	1
		2nd Place	2
		3rd Place	2
		Merit	24
		Proficiency	1
	2024 粵港澳大灣區朗誦大賽（香港賽區）	1st Place	4
		2nd Place	6
		3rd Place	7
Merit		12	
Putonghua	2024 Speech Festival - Putonghua	Merit	4
		Proficiency	4
Math	Creative Infographic Design Competition on Applications of Mathematics for Primary and Secondary Schools	Honourable Mention	2
	KooBits Top Brain Competition (Hong Kong District)	2nd Place	2
	The Hong Kong Youth Mathematical Challenge	Silver Award	2
Steam	Yip Kei Nam STEAM Competition - Robot in a Flash	School Merit Award	8
	學界無人機救援挑戰賽決賽	二等獎	2
Music	The 22nd Hong Kong Inter-Primary School English Folk Song Group Singing Contest	Merit	30
Visual Art	4-Panel Comic Drawing Competition	Gold	1
		Silver	1
		Bronze	3
		Merit	13

Category	Name of Competition	Title of Award / Ranking	Number of Awards Attained
Physical Education	Inter-school Tsing Yi District Swimming Competition	Champion - Breaststroke	1
		2nd Place - Backstroke (Both events break TY record)	1
	Delia Broadway Inter School Dodgeball Competition 2024	Silver	15
	Tsing Yi Inter-Primary School Athletics Competition	Platinum	1
		Bronze	1
		4th place - Softball throw	1
		3rd place - Shot Put	1
	LCSD 2024/25 Easy Sport Competition – Cricket Competition	3rd Position	10
	2024/25 Primary School Playground League - Cricket Competition	4th Place	8

3. Scholarship Award Records

Award	Number of students
AS Watson Group HK Student Sports Awards 2024-2025 Outstanding sports athlete award	1

(4) Financial Summary

- Use a table to summarise the school's financial position of the year. Items for reporting include the total amount of subsidy received from the government (excluding staff's salaries), balance in the Subscription Account, salaries of administrative staff and workmen, daily running cost and the accumulated surplus/deficit brought forward from the current school year and carried forward to the next school year, etc.
- The use of grants/funds should be elaborated with reference to the circular memoranda or circulars regarding their disbursement and use. Relevant documents could be attached if necessary.
- For DSS schools, please find the template for reporting schools' annual financial position at the Annex.

(5) Appendix

地利亞(閩僑)英文小學周年財政狀況 2023/2024 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)	87.61%	不適用
學費	不適用	7.46%
捐款(如有)	不適用	0.00%
其他收入(如有)	不適用	4.93%
總計	87.61%	12.39%
開支(佔全年整體開支的百分比)		
員工薪酬福利	60.58%	
運作開支(包括學與教方面的開支)	17.92%	
學費減免/獎學金 [1] (佔學費收入的23.11%)	1.88%	
維修及保養	18.56%	
折舊	1.06%	
雜項	0.00%	
總計	100.00%	
學年的盈餘/虧損 [#]	0.75 個月營運開支	
學年完結時營運儲備的累積盈餘/虧損 [#]	10.47 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)。