

**Delia (Man Kiu) English Primary School
Annual School Report, 2013-14**

ADMINISTRATION

Major priority 1: The promotion of the school's capacity for self-evaluation to achieve self-improvement

Work Done	Achievement and Reflection
<ul style="list-style-type: none"> • Self-evaluation had become part of the routine of the school year. At regular, scheduled panel meetings, teachers reviewed problems encountered and worked out solutions. After mid-term tests and term-end examinations, all panels met, often by year level as well, to identify students' weaknesses and needs. At the same time, teachers discussed strategies employed and to devise in future. At the end of the school year, panels met for a year-end evaluation to draw up plans based on the understanding of challenges for students. • Panels collected evidence of student needs through observation of student response in the first instance and analysis of students' performance in homework, tests, examinations and even subject activities. Some panels conducted pre-tests and post-tests to check student progress. Teachers were hence able to specify the effectiveness of certain strategies (e.g., the 5-minute arithmetic starter to practise basic operations each lesson or reading scheme) for different year levels and found out more deep-seated problems (e.g., language barrier rather than conceptual misunderstanding in grasping a mathematical problem). • In work reports, panels described students' strengths and areas to improve and the varying degrees of success of the strategies. The suggestions for future planning were well based on evidence and reasonable analysis. • On the school level, at term-end general staff meetings, teachers evaluated their work progress and evaluated the annual school plan. In a questionnaire, they commented on things to keep, improve, start and stop in administration, learning and teaching as well as student support. They made concrete suggestions that 	<ul style="list-style-type: none"> • The school's capacity for self-evaluation builds upon its culture of self-improvement. Teachers are now clearer about the necessity of identifying the needs of students with more objective means in relation to the intended outcome to map out suitable strategies. Plans have to be evaluated against the fulfillment of these needs based on more concrete evidence more than simply the logistics. • As a result, teachers did not just report what they had done. There were careful discussions of their achievement and reflections on ways to follow up. With careful analysis, they found that some plans worked well, such as the improvement of students' comprehension skills enriched by reading and the rise of the Mathematics annual marks of J3 and J4 students. They also found some strategies were not as effective as hoped when the problem laid elsewhere. The important point is that teachers realized that they need a better understanding of students' challenges and keep up their search for solutions and improvement. • In considering things to keep, improve, start and stop, teachers knew that there could be a choice of work to do rather than simply following what had been given. With careful self-evaluation, they could judge based on what was most needed. • Ideally, teachers will need to follow up results of pre-tests or other student assessments rather than simply following set syllabuses for the year. However, there were time and personnel constraints in devising alternatives. In balance, the school will have to be careful in prioritising our work and keep our focus on feasible plan(s). • Overall, the objective of the strengthening self-evaluation was achieved. The measures should continue as part of the school's regular practice.

<p>would result in changes in the timetable next school year.</p> <ul style="list-style-type: none"> • Teachers were also surveyed on their opinion about students' discipline and strategies this year. The findings were useful in understanding students' school life and teachers' views on ways to improve in future. 	
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LEARNING AND TEACHING

Major concern: Upgrading the quality of students' learning

Work Done	Achievement and Reflection
<p>The focus of upgrading students' learning this year was on improving student performance. To this end, different strategies were adopted according to student needs in different subjects. Major plans were as follows:</p> <ul style="list-style-type: none"> • The Chinese panel's has made considerable effort to revise the curriculum for students of different streams to progress towards common learning goals at different paces. The school-based curriculum was developed with the professional assistance of an officer from the Language Learning Support Section. This year, additional funding from the government enabled teachers concerned to write new materials and revise previous ones. These materials now include J1 to J3 exercises of various kinds, word cards, CDs and teacher guides that would help to develop well-rounded language skills in listening, speaking, reading and writing for non-Chinese students. • During the year, teachers recommended students who were found weak in the subject to attend a school-based after-school Chinese extension programme two times a week conducted special tutors. Starting with the revision of Chinese characters learnt during the week, students were able to do further basic revision on their own. • Overall, teachers were satisfied with students' resulting improvement. They also reported that J1 to J3 students were 	<ul style="list-style-type: none"> • Although only the Chinese panel conducted a major curricular revision, it was an important testing ground for school-based curriculum development. In our school, because of the special language and cultural backgrounds of our students, more than 80% of whom are non-Chinese students, answering students' needs is a crucial step in promoting their learning. The work of the panel was an example to find out the amount of effort and resources needed in the operation and management of such a scheme. While the plan was successful in boosting student interest and performance, support and coordination would need to be considered when devising other school-based curriculum plans. • The after-school Chinese extension programme offered important remedial work for students who now study a more demanding curriculum. The provision also helped to ensure that students would have the foundation for further learning. • Development of the school-based curriculum should continue until J6.

<p>showing greater learning interest and stronger writing skills.</p> <ul style="list-style-type: none"> • In September 2013, all students took a Chinese pre-test of their year level. In general, students were found to have more comprehensive learning skills in Chinese and their standards could be more readily compared with local students. 	
<ul style="list-style-type: none"> • To refine our subject syllabuses, worksheets and assessment papers, teachers wrote feedback and comments, especially students' difficulties, directly on the hard copies for the panel to collect and hand down for future reference. Teachers indicated in the year-end survey that this measure was useful for revision. • Together with student weaknesses found in assessments, the comments could help teachers work out improvements in the syllabuses and worksheets to upgrade student learning. 	<ul style="list-style-type: none"> • Teachers have long wanted to gather feedback for the preparation of syllabuses and worksheets over the summer. The continual collection of comments written on the hard copies facilitated teachers' work and will continue as a standard measure.
<ul style="list-style-type: none"> • Collaborative lesson planning and peer lesson observation has been a regular practice of the school. Following up last year's attention to intended learning outcomes, the focus this year was on checking student learning in class and provision of timely feedback. In a lesson, there would need to be time and activities for the teacher to find out how much and how well students had learnt. • In the survey, teachers generally found collaborative lesson planning and peer lesson observation useful. Most found it helpful to check student learning in class and provide timely feedback while some were not certain. Shortage of time appeared to be a main issue. 	<ul style="list-style-type: none"> • Although teachers experienced difficulty in scheduling collaborative lesson planning and peer lesson observation, they welcomed the practice and were keen about suggesting alternatives such as videotaping or changes in the timetable in order to increase the frequency. • The lesson planning and observation also helped to start vital professional dialogue about related issues beyond the lesson, especially those related to the building of a better foundation. As a result, in the survey, panels brought up ideas such as increasing the library's opening hours, reducing mechanical routine work but starting the reading schemes earlier, running enrichment courses for stronger students and remedial classes for weaker ones to cater for individual differences and using IT in lessons for better efficiency. Next year, there could be a sharper focus on one aspect of learning and teaching in the planning and observation. Associated professional development should be arranged for best results.
<ul style="list-style-type: none"> • Over 80% of the teachers considered tracking the performance of weaker students workable in helping students to improve and many had been doing so themselves. The measures would include: drawing up a list of weakest students, finding out the causes of their individual problems, referring students for 	<ul style="list-style-type: none"> • The tracking of student performance allowed teachers to know students who would need help. To effectively and more permanently improve student learning, further steps would be necessary. It could be seen that besides students' understanding of the subject matter, their study habit and behaviour were imperative in improving their performance.

<p>professional study problem assessment, working out individual improvement plans and following up these plans.</p> <ul style="list-style-type: none"> • The After-school Extra Guidance Lessons aimed at helping students who had been identified for repeatedly failing to submit homework. During the guidance lessons, teachers helped students individually to ensure that they could understand what was learnt in class. With such intensive help, students who had their parents' permission to stay for the lessons were able to submit their homework subsequently. They would not be required to stay after school if they could keep a good homework submission record until the next formal assessment. 	<ul style="list-style-type: none"> • The tracking would be well worth following up with support plans for students with greater systematization and coordination of the effort of teachers and specialists if resources were available.
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STUDENT SUPPORT

Major concern: Students' engagement to the school community showing stronger self-discipline, positive thinking and teamwork

Work Done	Achievement and Reflection
<ul style="list-style-type: none"> • Theme related activities or campaigns, such as inter-class discipline and cleanliness competitions, homework completion and excellent students awards, have been held to strengthen students' discipline. • "Personal Growth Education", "Happy Angel" and "Little Teacher Training Group" have been launched to make students more positive thinking. • This year, in response to the APASO findings last year that a certain number of students were negative about their school experience, a number of projects were introduced with the help of the school social worker, such as the Personal Growth Education Programme for all classes, and small group counseling projects like Happy Angel, Little Teacher Training, Art for All, Smart Kids Programmes for adventure training, community exploration and voluntary services. These programmes aimed to improve young people's self-concept as well as social skills and were highly rated by the participants. 	<ul style="list-style-type: none"> • Findings from the teacher survey showed that almost all teachers were satisfied with student discipline and behaviour in school. They thought that student discipline had improved over last year. There was a higher student participation in class and school events. Teachers also thought there was greater student satisfaction with school life. This appeared more positive than teachers' views in the Stakeholders' Survey. In the SHS, students and parents felt slightly stronger than the territory-wide reference data the school's support for students' growth and the school's positive climate. Teachers agreed to a somewhat less extent.

- At the same time, the Discipline Committee held leadership training days for prefects. Becoming more capable in their roles, the young leaders will also help to make the school a better learning environment for all students.
- On a broader scale, developing teamwork and leadership was one of the main themes in school events, and class and group activities organized with the help of class teachers. Besides individual contests, there were opportunities for group competitions where students had to plan and work in cooperation and learn from each other. Group activities were also contexts in which students nurtured responsibility for one's own behaviour and towards others, essential elements of self-discipline. These activities proved successful on the whole in fostering students' engagement to the school community and self-discipline as shown in teachers' year-end survey and the SHS.

地利亞(閩僑)英文小學周年財政狀況
2012/2013 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)	85.39%	不適用
學費	不適用	13.19%
捐款(如有)	不適用	0.00%
其他收入(如有)	不適用	1.42%
總計	85.39%	14.61%
開支(佔全年整體開支的百分比)		
員工薪酬福利	77.93%	
運作開支(包括學與教方面的開支)	16.59%	
學費減免／獎學金 [1]	0.82%	
維修及保養	3.37%	
折舊	1.29%	
雜項	0.00%	
總計	100.00%	
學年的盈餘／虧損[#]	5.98 個月營運開支	
學年完結時營運儲備的累積盈餘／虧損[#]	11.92 個月營運開支	
[#] 相等於全年整體開支的月數		

預計未來大型基本工程的開支預算：

- (1) 獲批政府津貼大型工程的超支補貼約 50 萬元。
- (2) 翻新校舍工程約 800 萬元

[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)。