Delia (Man Kiu) English Primary School
Annual Report

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。

Administration:
Major Concerns 1: Enhancing the effectiveness of Learning and Teaching
Intended Outcome: Facilitating teacher professional development

Strategies / Tasks	Success Criteria	Evaluation and Suggestions for Improvement

- To equip teachers for better leadership and coordination with continuous evaluation
 	
- To organize regular professional sharing or workshops
 	
- To strengthen new teacher induction programme
	- Restructuring of functional hierarchy
	
	- 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.
	
	- All new teachers can understand the routine works, school requirements by the end of October
		• Reviewed and restructured of organization chart and functional groups according to teachers' preferences
		Suggestions:
		- Teachers participated more in school planning work.
		- Since some teachers reflected on the heavy workload after the restructuring, further evalation and restructuring could be considered.
		
		• Two Professional Development days were held
		  o Macau: Understanding multi-culturalism in different landmarks STEM development by visiting the Science Museum
		  o School: Emotion control and play therapy
		Suggestions:
		- Inviting more experts or professional for more diversified experience sharing may be considered.
		
		• Sharing of good lessons by core subject teachers in General Staff Meeting
		Suggestions:
		- This arrangement may be included at the beginning of the school term to enhance the learning and teaching of new teachers.
		
		• Promoting mentor scheme with supervisory support
		Suggestions:
		A more systematic scheme with an induction programme for the new teachers may be considered.
		• Recording and recommendation of teachers joining professional development courses outside

		Suggestions: - More teachers were encouraged or took the initiatives to participate in different professional training courses in the past school year. - A more systematic platform for sharing the courses or programme contents may be considered.

Learning & Teaching
Chinese

Major Concerns: Improve the effectiveness of learning and teaching through developing students'self-learning ability
Intended Outcome 1:學生能在聆聽及閱讀方面以主動正面的態度學習

Strategies / Tasks	Success Criteria	Evaluation and Suggestions for Improvement
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. 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. 本年度各級中文科任老師已由下學期開始最少在每級其中三個單元為每課課業增設預習/課前準備。 2. 科主任已於下學期課業檢查中檢查小一至小二單元作業內的課前準備及小三至小六的預習簿，見出各中文科任老師能在教學中安排適當的預習如:短答或圖表，並且已經學生成果作出適當的批改及回饋，讓學生在讀文教學前已對相關篇章有逐步的概念。 建議: 1. 各科任老師反映預習能有效幫助學生在課堂前預先自讀閱讀材料，故認為下學年可繼續推行，並且擴展至各級全年所有單元。
2.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。	1. 校內中文圖書借閱量較去年提升 10%。	1. 本年度中文科已經為全校 18 班的課室圖書架增加 50-54 本圖書，全校共 936 本。另外，已在 e-class 平台購買 20 本適合小一至小二學生閱讀的電子圖書，讓班主任在中文早讀課播放予低小學生閱讀,提升學生閱讀中文圖書的機會鼓勵學生自主閱讀。 2. 同時，於下學期開始訂兩天為中文早讀課,學生需在該時間閱讀中文圖書或電子圖書。 3. 閱讀龍虎榜全年共更換八次，共有 48 個學生上榜，上榜學生該月份平均閱讀 6 本中文圖書。 4. 好書分享展板在十月份開始設立於圖書館內，學生可自由地將想分享的圖書工作紙放入箱內，由圖書館助理展示及定期更換。同時，中文科老師全年共安排了四次好書分享活動， 共邀請了八

		位學生於小息集隊時向全校同學分享好書，在同儕間起鼓勵閱讀的作用。
		5. 在上述措施的幫助下，鼓勵了學生閱讀中文圖書，本年度學生借閱中文圖書的總數量為 2292 本，較去年的 1426 本多出 866 本，提升約 60%，超出預期。
		建議：
		1. 由於中文早讀課能提升學生閱讀中文書的機會，下年度繼續維持每週 1-2 日為中文早讀課，學生可於該時段閱讀中文讀書或電子書。
		2. 部分老師反應小一小二學生均有興趣閱讀電子書,但電子書的程度仍較深，建議若下年度再購入電子書，可以選擇內容更淺白的電子書。
		3. 閱讀龍虎榜及好書分享展板下年度會繼續進行，鑒於好書分享有推動學生同儕之間的閱讀氛圍，故建議下年度將好書分享計劃擴展至全校各中文組，在第三學期設立好書分享一分鐘，每組輪流根據時間表安排學生與小息集會時向全校同學作約一分鐘的好書分享。

Intended Outcome 2: 學生能在學習過程中主動記錄要點

Strategies / Tasks	Success Criteria	Methods of Evaluation
1.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. 科任老師在全年其中 3 個單元教學中安排語文百寶袋練習或堂課。	1. 本年度各級中文科任老師已由下學期開始最少在每級其中三個單元為每課課業增設語文百寶袋/堂課。 2. 科主任已於下學期課業檢查中檢查小一至小二的語文百寶袋及小三至小六的堂課薄，見出各中文科任老師能在教學中安排適當的筆記摘錄如：小一至小二學生以表示重點為主；小三至小六以摘錄筆記為主，各級學生運用了不同的策略，自主地記錄課堂所學。 建議： 1. 各科任老師反映摘錄筆記或記錄重點能有效幫助學生在課堂的學習，故認為下學年可繼續推行，並且擴展至各級全年所有單元。 2. 小一至小二的中文科任老師指出利用語文百寶袋標示重點字詞能幫助低小學生溫習詞語，但建議可以將此部分與作業合拼，減輕學生書包課業的數量，故下年度會將小一及小二的語文百寶袋摘錄筆記的部分合拼於作業內，主要表示學生學會的詞語及記錄一些字詞的解釋。 3. 同時，標記及圈起重點的自學策略會推廣至各級，下年度小一至小六均需在作業內的聆聽及閱讀理解部分圈起或表示重點。

Intended Outcome 3:學生能通過溝通表達所學

Strategies / Tasks	Success Criteria	Methods of Evaluation
1. 「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。	1. 全校 30%學生能完成老師設計的 4 個任務。	1. 「齊齊講中文」活動配合中文早讀課均在逢星期二及四的第一小息進行，學生於全年內根據每個月的主題，自行找中文大使完成短講。 2. 根據統計所得，全年內能完成四個情景任務達標的學生有 144 人，佔全校學生的百分之 27%，雖未能達到預期，達標人數較預期少百分之三，但仍能見出學生參與度貼近預期。 建議： 1. 「齊齊講中文」活動會於下年度繼續進行，科主任認為下年度大約可培訓 6-8 個華裔的中文大使，在校園內推廣，讓非華語學生有多說中文的機會。 2. 下年度「齊齊講中文」計劃加入午間遊戲元素，希望藉此提高學生參與的動機及達到預期目標。

English

Major Concerns: Improve the effectiveness of learning and teaching; enhance the self-motivation of students' learning
Intended Outcome 1: Develop students' phonemic awareness in KS1

Strategies / Tasks	Resources needed / Ts involved	Success Criteria	Methods of Evaluation	Review
Restructure phonics syllabus to cover all phonemic sounds (J.1-2) and arrange one phonics pre-quiz & post-quiz in each term	Phonics textbooks, audio resources	80% of the students make 10% improvement in the phonics quiz in each term	Compare the results between the phonics pre-quiz & post-quiz in each term	Term 2 J.1: All three classes did not achieve the success criteria. Around 41.4% of 1A students, 29% of 1B students and 72.4% of 1C students could make 10% improvement in term 2 phonics quiz. J.2: All the classes did not achieve the success criteria. Around 34.6% of 2A students, 36% of 2B students and 44.4% of 2C students could make 10% improvement in term 2 phonics quiz.
Organize inter-class phonics competition (J.1-2)	Phonics textbooks, audio resources	80% of the students answer 80% of the questions correctly in the individual and group activities	Competition (English Campaign) results	Term2 J.1 individual activities: All three classes did not meet the success criteria. Only 78.3% of 1A students, 59% of 1B students and 64.3% of 1C students could achieve the criteria.

				J.1 group activities: 1A (79.6%) and 1B (85.2%) classes met the success criteria. However, only 72.2% of 1C students could meet the criteria. J.2 individual activities: All the classes met the success criteria (2A:84%, 2B: 80.8% and 2C:84%). J.2 group activities: 2B (79.6%) and 2C (92.6%) could meet the criteria. 2A did not meet the criteria. Only 75.9% of 2A students could make it.

Intended Outcome 2: Improve students' ability to elaborate ideas in speaking

Strategies / Tasks	Resources needed / Ts involved	Success Criteria	Methods of Evaluation	Review
Conduct biweekly speaking lessons to practise picture description/presentation and expression of personal experiences (J.1-6)	Speaking worksheets, listening & speaking textbooks, English teachers	J.4-6: 75% of the students attain LEVEL 3 or above in CONTENT for teacher-student interaction and presentation respectively	Speaking exam results	Term 2 J.4-6 (presentation): All J.5 classes did not achieve the success criteria. Only around 56.7% of 5A students, 74.1% of 5B students and 66.7% of 5C students could attain level 3 or above in content in term 2 speaking exam. Other classes— J.4A: 87.5% J.4B: 90.3% J.4C: 75% J.6A: 84.6% J.6B: 96.4% J.6C: 92% J.1-3 (picture description): Only 1C students did not achieve the success criteria. Only around 62.5% of 1C students could attain level 3 or above in content in term 2 speaking exam. Other classes— J1A: 80.6% J.1B: 90.3% J.2A: 86.2% J.2B: 96.4% J.2C: 85.2% J.3A: 84.4% J.3B: 81.8% J.3C: 97.1%
Record Ss' speech using SEESAW for peer evaluation in speaking lessons (J.4-6)	iPads, SEESAW app, speaking worksheets, English teachers	J.1-3: 75% of the students attain LEVEL 3 or above in personal experiences for expression of personal experiences and CONTENT for picture description respectively	Speaking exam results	

Intended Outcome 3: Improve students' writing performance in terms of content development

Strategies / Tasks	Resources needed / Ts involved	Success Criteria	Methods of Evaluation	Review
Conduct collaborative writing in writing lessons ONCE each term (J.3-6)	Process writing worksheets, English teachers	J.3: 70% of the students get 24 or 30 marks in terms of content in the corresponding writing task J.4-6: 70% of the students get 25 or 30 marks in terms of content in the corresponding writing task	Process writing worksheet results	Term 2 All J.3 classes met the success criteria. 3A: 90% 3B: 85.3% 3C: 84.4% All J.4 classes met the success criteria. 4A: 90.6% 4B: 93.8% 4C: 87.5% In J.5, 5C (84.2%) met the success criteria. However, 5A and 5B did not make it. Only 33.3% of 5A students and 44.4% of 5B students met the criteria. In J.6, 6B (85.7%) met the success criteria. 61.5% of 6A students and 68% of 6C students met the criteria.
Give oral feedback for the 1st draft to 5 emergent writers ONCE each term	Process writing worksheets, English teachers	J.3: 60% of the emergent writers get 18 or above marks in terms of content in the corresponding writing task J.4-6: 60% of the emergent writers get 20 or above marks in terms of content in the corresponding writing task	Process writing worksheet results	Most of the teachers forgot to give oral feedback to 5 emergent writers in their classes for the first draft of the process writing worksheets in term 2.

Intended Outcome 4: Enhance the self-motivation of students' learning through eLearning

Strategies / Tasks	Resources needed / Ts involved	Success Criteria	Methods of Evaluation	Review
Use ipads to motivate the students in learning during class visit	apps ipads English teachers	J.1-6: 80% of the students and teachers think ipads motivate students in learning	Questionnaires for students and teachers	After the ESR, the major concerns of English subject swapped from 'Enhance the Self-motivation of Students' Learning through eLearning' to 'Self-directed Learning' Therefore, some of the teachers did not use ipads for teaching and learning during class visit. For that reason, J.1-6 students and teachers did not do any questionnaires to evaluate whether using ipad to teach can motivate the students in learning.

Post-ESR

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

Strategies / Tasks	Resources needed / Ts involved	Success Criteria	Methods of Evaluation	Review
Pre-task: J.1-6 students do a pre-task worksheet/ pre-task exercise (in Self-learning Book) per chapter/ unit related to reading or collecting some information through interviews, surfing the Internet, watching videos or reading books. In pre-task, J.3-6 students need to set one to two meaningful question(s) about what they read or what they got from the information they collected on self-learning worksheets/ in exercise books). Their questions are used for pair or group discussion in lessons.	worksheets, Self-directed Learning Book, reading materials, computers, Internet service All English teachers	90% of English teachers assign their students to do a pre-task once a unit. 80% of students complete the pre-tasks that are assigned by their teachers. 70% of students set one to two question(s) for discussion in lessons.	English teachers design a pre-task worksheet/ pre-task exercise (in Self-directed Learning Book) once a chapter/ unit. The teachers need to check their students' pre-task worksheets/ Self-directed Learning Books, and ask their students to keep those worksheets in their self-directed Learning folders. *Teachers need to write 'seen' and 'date' after checking. *Students do not need to do corrections.	More than 90% of the students from each class completed the pre-tasks. More than 70% of J.4-6 students set one to two question(s) which is (are) related to the topics of the pre-tasks for discussion in class.
Follow-up activities after reading: 1. J.1—J.6: Poster design of students' favourite books	Colour paper English teachers' guidelines for poster design, presentation skills	80% of students complete their poster design worksheets once in term 2.	English teachers post their students' poster design worksheets on the class decoration boards.	More than 95% of J.1-6 students completed the poster design (My Favourite Book).

2. J.1—J.6: Presentation of their favourite books		80% of J.1—J.6 students do a presentation in Term 2.	English teachers give some comments or suggestions right after a presentation (the teachers' observation). Teachers need to put a '✓' next to the student's name who has done the presentation (excel files in M drive).	Around 85% of J.1-6 students did a presentation of their favourite books in Term 2. However, most of the teachers forgot to mark the records in the excel files in M drive.
3. J.1—J.6: 3 new vocabulary are written down in students' exercise books called Word Bank. J.3-6 students need to use the vocab to make 3 sentences. J.5-6 students even need to write the part of speech of each vocab.	Word Bank Dictionaries	80% of J.1—J.6 students complete the task of Word Bank once every 2 weeks.	*Word Bank: English teachers need to mark their students' work, write 'seen' and 'the date'. Students need to do corrections. *J.1-6 students need to do corrections once. English teachers collect their students' Word Bank regularly for checking.	Around 80 % of J.1-6 students completed the task; however, many teachers reported that there is too much work for them and their students, especially for J.3-6. The teachers reported that many of their students copied the sentences from dictionaries and some of the students did not put effort into it (Word Bank), they used the vocabulary to make random sentences. Therefore, the teachers spent a long time to mark a pile of Word Bank exercise books. Besides, many students did not know how to do corrections unless the teachers provided the correct answers for them to copy.

Intended Outcome 2:
Students can actively identify and record main ideas of the information received.

Strategies / Tasks	Resources needed / Ts involved	Success Criteria	Methods of Evaluation	Review
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, tables etc.) or point form to jot notes.	J.1: Note-taking worksheets in self-directed Learning folders J.2: Notebook J.3: Notebook J.4: Notebook J.5: Notebook/ Self-directed Learning Book J.6: Notebook/ Self-directed Learning Book	80% of the students use graphic organizers or point form to jot notes for English Usage and/ or Reading once a month (4 times in Term 2).	English teachers' observation English teachers collect notebooks/ Self-directed Learning Book regularly for checking. *Teachers need to write 'seen' and 'the date'. *J.1-6 students do not need to do corrections.	More than 90% of the students used graphic organizers for note-taking.
J.1-6 students highlight key words in instructions when they do Grammar, Reading and Reading Booklet. J.1-6 students highlight topic sentences when they do reading comprehension and Reading.	Students' homework exercise books	80% of students highlight key words in instructions and topic sentences in passages of the exercise books.	English teachers collect Grammar, Reading and Reading Booklet regularly for checking.	More than 90% of the students highlighted key words in instructions and topic sentences in passages of the exercise books.
J.4-6 students use their own words to write one or two sentence(s) summarizing the	Self-directed Learning Book	75% students are able to use their own words to summarize main ideas of	English teachers collect their students' Self-directed Learning Book for checking regularly.	Around 60% of the students in J.4-6 completed the task. It was because there was not enough time for the teachers

main ideas of each paragraph in a text.		each paragraph in a text effectively (once a unit).		and students to complete the task once a unit. It was too much workload for the teachers and students.

Mathematics

Major Concerns: Enhancing the effectiveness of Learning and Teaching

Intended Outcome 1: To strength the professional development for teachers

Strategies / Tasks	Success Criteria	Evaluation and Suggestions for Improvement
Conduct workshops to enhance teachers' ability in teaching word problem solving questions	70% of teachers agree that the workshop can equip themselves better in teaching word problem solving questions	In August 2018, we invited Mr. Leung Yi Tin to hold a solving word problem workshop for all Mathematics teachers. Almost all teachers agree that they could enrich their professional knowledge on solving word problem and they had more idea on teaching student how to solve the word problem after attending workshop. Suggestion: Ms. TY Choi may arrange the workshop of using Geogebra in Mathematics, STEM or self-directed learning next academic year.

Intended Outcome 2: To improve the effectiveness of learning and teaching, enhance the self-motivation of students' learning

Strategies / Tasks	Success Criteria	Evaluation and Suggestions for Improvement
4 formative assessments (i.e. unit quizzes) will be added throughout the academic year for J.2-6 whereas 2 formative assessments will be added for J.1. Each quiz takes up 10% of the test / exam paper mark.	80% of the Mathematics teachers agree that the newly adopted formative assessments are effective in facilitating assessment for learning	Most of the teachers believe that quiz is a kind of revision for the students before the test and exam. And teachers can find out the students' weakness and strength from the quiz's result. They can follow up the result and facilitate students' learning. However, some teachers indicate that the quiz's result may decrease the final test or exam result of the low learning ability students, or even worse to let them fail. Suggestion: J.1 teachers suggest to increase the duration of J1 quiz from 20 minutes to 25 minutes. The duration of J.2-6 quiz will be the same as usual, 20 minutes, but there are only about 15-17 questions in each quiz. And the aim of the quiz is to examine the basic knowledge of different Mathematics topics that students learned, thus the questions should be simple and examine the basic knowledge, there are no any challenging questions in the quiz.
Mathematics teachers of each level are required to plan collaboratively on how	Each level Mathematics teachers can present how they adopt IT tools to teach a particular chapter. They can also share and	Evaluation: Every J1-6 Mathematics teachers at least used iPad /computer for teaching in one mathematics chapter and they presented how they used IT in the Mathematics lesson during Mathematics panel meeting. Students used iPad or computer for learning,

to adopt IT tools in teaching in ONE of the chapters.	review the effectiveness of using that IT tools to teach that chapter in the panel meeting. 80% of teachers agree that using IT tools can enhance teaching and learning effectiveness	exploring the mathematical concept or doing mathematics learning activities. It shows that using IPad can enhance students' learning interest and attention in learning mathematics. All teachers agree that using IT tools can enhance Mathematics teaching and learning effectiveness.
J.3-6 less-able students need to attend a Mathematics tutorial class once a week after school	Students can make academic improvement by 15% on average in terms of the grand total marks of Mathematics this year	In term 1, J.3,4 and 6 less-able students' Mathematics result was improved more than 15%. In whole year, only J4 students' Mathematics result was improved by 15% or above. The passing rate and improvement rate of different level Mathematics tutorial class students were as following :

Passing Rate (who got more than 60 marks or above):

	1st term	2nd term	Whole year
J.3	63%	17%	40%
J.4	75%	8%	41.5%
J.5	38%	45%	41.5%
J.6	29%	7%	18%

Improvement rate :

	1st term (comparing with 17-18 result)	2nd term (comparing with 1st term result)	Whole year
J.3	22%	-5%	8.5%
J.4	47%	-12%	18%
J.5	6%	13%	9.5%
J.6	17%	-26%	-4.5%

Some teachers said that the students who joined the mathematics tutorial class did not have the positive attitude to the tutorial class, because the less able students were not

<table>
<tr><td></td><td></td><td>willing to join the class. Moreover, their mathematics foundation are not good, teaching them the current mathematics topics may not help them to improve their result.

Suggestions for improvement :
Some teachers suggest that we should focus on teaching students the basic mathematics concepts or some certain important mathematics topics in that level during the tutorial class, to consolidate their mathematics foundation. Furthermore, we may set up some interesting activities to replace the "chalk and talk" mode, e.g. using games or ipad to practice the drilling exercises with students.</td></tr>
<tr><td>nts will do pre-task or extended learning exercises for 3 certain units in their self-directed learning book.

J.1-4 teachers will provide resources for students to find the information of the pre-task or extended learning exercises.

J.5-6 students will find the resources or information about their pre-task or extended learning exercises by themselves.</td><td>Students will do at least 3 times pre-tasks or extended learning exercises throughout this year.

All teachers list out all self-learning tasks which students did at the end of year.</td><td>In this year, students did at least 3 pre-tasks or extended learning exercises as self-directed learning activities. E.g. J.2 students found the times table of 2 - 9 before they learned it; J.3 students drew a shape which consists of 1 set of parallel line and a set of perpendicular line after learning parallel and perpendicular lines ; J.4 students drew different rectangles which perimeters are 15cm after learning the perimeter of rectangle ; J.5 students designed an algebraic express ; J.6 students found out $1L = $ _____cm^3 , $1m^3 = $ _____cm^3 before learning capacity and volume. And different level students made up their own questions and solved it in the self-directed learning book. The content of the questions which is related to the topics they just learned in the lesson.</td></tr>
<tr><td>J.4-6 students will come out the key concepts, formula of the mathematics knowledge with or without teacher's assistance. Then students should write it on their self-directed learning book (SDL).</td><td>Students can conclude at least 8 key concepts, formula of the mathematics knowledge or word horizontal form and write it on their self-learning book.</td><td>J.4-6 students copied at least 8 different mathematics formula in their self-directed learning book, e.g. area of rectangle / square ; area of triangle , parallelogram and trapezium ;   average = total ÷ number of item ; selling price = original price x (1 – discount), etc. Some teachers thought that it is good for students to jot down the formula in the SDL book because it is easy for student to find out the formula from it for revision or doing homework.

Suggestion :
Teachers agree that students should keep on jotting down the key concepts or formulae in the SDL book. Teacher may hold some inquiry activities to let student to conclude the</td></tr>
</table>

		Mathematics key concepts or formula from the activities in next year, then students can use paper and video to record down their findings.
ts use different ways (e.g. role play, drawing method, tree diagram, word horizontal forms etc.)to present their thinking way.	About 40% of the students use different ways to present what they think or learn in their own work.	About 20% students wrote the word horizontal form before writing the arithmetic horizontal form in their HW. Student didn't get used to write the word horizontal form because it is the first year for them to write it. Furthermore, some smart students thought that was the extra or time consuming action because they answered correctly even they didn't write the word horizontal. Teachers believe that it is good for students to write the word formula first before writing the numeral horizontal, it can remind student to look for the specific information from the questions. E.g. Area of rectangle = L x W = 40 cm x 20cm Suggestion : Students only need to write the word horizontal form in some certain types of difficult questions, e.g. mixed operation. Moreover, if students answer the word question wrongly, they must write the word horizontal form in the corrections.
solving the word problem, teachers teach and remind students to do the following steps: 1. Use their finger to point to each word in the question and read aloud the question; 2. Repeat the question sentence; 3. Find and circle the relative information to answer the question; 4. Write the word formula before writing the horizontal form.	About 50% of the students can show Step 3 and 4 of solving word problem in the post-test. Comparing with the pre-test results, students can make 20% improvement in the post-test results on average.	In this year, students made 15% improvement in the post-test results on average comparing with the pre-test results. All students did step 1 and 2, but some levels didn't do the step 3 and 4 while they were solving the word problem. As some teachers think that it is meaningless for students to write the word horizontal form in certain topics, e.g. multiplication / division. As students has already known that they should use the multiplication / division to solve it. Suggestion : Students only need to write the word horizontal form in some certain types of difficult questions, e.g. mixed operation. Moreover, if students answer the word question wrongly, they must write the word horizontal form in the corrections.

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.

Strategies / Tasks	Resources needed / Ts involved	Success Criteria	Methods of Evaluation	Review
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.	iPads, worksheets, printed materials All GS teachers	1.Over 90% of CLP records contain at least one pre-lesson activity. 2. Over 90% of teachers can demonstrate that students have carried out pre-lesson preparation work in Term 2 lesson observation.	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. 2. Lesson observation Teachers need to demonstrate the preparation work done by students in Term 2 lesson observation.	1. After observing all the Term 2 CLP records, 92% of the CLP have stated at least one pre-lesson activity. Teachers will continue to do CLP and self-directed learning will be focused in the next academic year. 2. Three teachers had lesson observation in Term 2. All teachers have demonstrated pre-lesson preparation work with students. For example, collect pictures and information, construct concept map, in the self-learning exercise book, watch video clip etc. Teachers will carry on the practice to strengthen students' self-directed learning skill by enhancing their self-evaluation.

Intended Outcome 2:

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

Strategies / Tasks	Resources needed / Ts involved	Success Criteria	Methods of Evaluation	Review
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	100% of students had used the self-learning exercise books to construct concept map, use table to do comparison, draw diagram, present charts, jot notes, make timeline and collect relevant pictures or information etc. However, some classes and levels are not consistent about students' work. It is suggested teachers have to compromise the content and the use of self-learning exercise book and record in the CLP in the next academic year.

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.

Strategies / Tasks	Resources needed / Ts involved	Success Criteria	Methods of Evaluation	Review
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)	The success criteria was not reached. About 61.24% of students can get 20 marks out of 25 marks in their self-learning skills in the project and only 5 classes can meet the target. Teachers claimed that it is difficult for J1 and J2 students to do the self-learning tasks in their project individually. They need the help and guidance from parents to complete their tasks. Moreover, the use of e-class is not satisfactory. Teachers reported that only about one-third of students will use their e-class account so it is not easy to send students some online material. Next year, the project learning will be modified to a cross-subject project and students will learn more about the research skills such as google information, read information from

				different sources etc. in the preparation stage. Moreover, an online platform will be added to enhance students' learning at home.

普通話科周年報告

關 注 事 項:通過培養學生自學能力，提升學與教效能。

預期目標： １． 通過主動聆聽、朗讀及展示學習過程，培養學生正面的學習態度

策 略 / 工 作	推 行 時 間	成 功 準 則	評 估 方 法	負 責 人	備 註
1.1善用教育城、youtube等網絡資源及繼續推行「拼音達人」獎勵計劃，每月進行一次拼音默寫，提升學習動機。 1.2每單元增設預習簿或預習工作紙，學生就該課節的語音重點圈出課文中指定的聲母、韻母或聲調。 1.3推行角色扮演學習，促進學生投入學習和增加學生練習普通話的機會。 1.4優化課堂教學模式，每節課堂增設5分鐘學習成果的分享時間，增加學生聽說普通話的機會。	全年	８０％P1-6學生透過本科課堂活動(例 如:角色扮演、課堂分享、對話練習)增加其說普通話的自信心及興趣。 80%學生投入參與「拼音達人」獎勵計劃。 80%學生能按時主動完成預習。	老師觀察/問卷 檢視「拼音達人」獎勵計劃。 檢視學生完成預習的情況	科主席 科任	1.老師反映課堂較多使用youtube去引起學生學習動機，例如:播放兒歌或一些普通話動畫。相反教育城的資源就較少使用，主要原因是內容較深，未能切合本校學生程度。 2.本年度本校繼續推行「拼音達人」拼音默寫獎勵計劃，全體學生均有參加次計劃。老師指此計劃有助學生熟習聲母和韻母以及音節的寫法。唯此計劃原定的達標要求過高，中期檢討時發現達標的學生不多，所以老師一致贊成將得獎要求改為每組別得分最高的三名同學獲獎。 3. 在課程及教材（PAC）安排上均加入角色排演部分，讓學生能運用課堂所學的句式及詞語進行對話，增加學生運用普通話的機會。老師反映80%學生均有以替換練習的形式進行角色扮演，唯學生所懂的詞匯較少，只局限於以課堂上所學的指定句式及重點詞語進行對話。 4. 為配合學校關注項目，本科於本年度增設預習及延伸工作紙，以培養學生自主學習的態度及能力。超過80%的學生均能完成預習及延伸。老師反映預習雖能提升學生的自主學習的能力，唯普通話科每周只有一節

					課，在課程時間急迫的情況下，導致老師因要跟進預習及延伸練習而未能完成課本內的練習。老師建議來年可以語音重點為單位，而非以課題為單位設計預習及延伸工作紙。

預期目標：2. 學生能主動運用不同資源查找及鞏固所學的語音知識，提升自我學習能力

策略／工作	推行時間	成功準則	評估方法	負責人	備註
2.1 教導學生記憶聲韻母及拼音方法。 2.2 每語音單元教授學生運用字典或網上資源查找拼音 2.3 利用 apps 自學拼音，例如：拼音大師，Learn Pinyin 2.4 每單元增設課後延伸練習，訓練學生利用不同資源查找課文以外，相關拼音的字詞。	全年	70%學生能在筆試語音部分取得及格 80%學生能完成預習及延伸習作	教師觀察 評估試卷 預習及延伸習作記錄	科主席 科任	1. 在「拼音達人」計劃的協助下，學生普遍在記憶聲韻母及拼音的成績上都有所進步。各級的筆試及格率如下：小一 75%；小二 66%%；小三 78%%；小四 77%；小五 77%及小六 67%。 2. 本年度因增設預習及延伸練習，老師反映較少與課堂上運用 app 讓學生學習拼音，但相反學生在老師的介紹及教導下在家運用 apps 查找拼音完成預習。 3.部分級別老師教導學生運用字典查找拼音，但學生因中文程度較弱，未能充分明白及運用字典內的其他資料。

Computer

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 demonstrating their learning process.

Strategies / Tasks	Success Criteria	Evaluation and Suggestions for Improvement
1. Provides an e-learning platform for students to do exercises and games related to the topic learnt 2. The ranking in the platform encourages students to compare their tasks	Over 50% of the students have logged in the e-learning platform to complete the exercises.	There are two types of self-directed learning activities on the platform: (1) After-class assessment & (2) English Typing practice. For the first one, only two J4 classes have over 50% of student done. For (2), there are 130 students from the whole school (25%) practiced. The rates of the participation are not satisfied. The reason due to (1) The participation rate in junior levels is low. (2) Not all students may access the online platform at home.

Intended Outcome 2: Students can actively identify and record main ideas of information received

Strategies / Tasks	Success Criteria	Evaluation and Suggestions for Improvement
Guide students to highlight the key points in the textbook or jot notes (especially the useful features or functions of a software after having practiced in the lesson) in the notebook	1. Students are able to note down the key concepts and useful features or functions of a software in their notebooks. 2. Students are able to identify and highlight the key points in the textbooks.	Most students highlighted the key concepts in their textbook by teachers' observation.

Intended Outcome 3: Students can actively collect relevant information and express what they think and what they learn through appropriate communication means.

Strategies / Tasks	Success Criteria	Evaluation and Suggestions for Improvement
1. Add a section in the worksheet booklet which requires students to collect recent information of the topic learnt 2. Select good work and ask students to present in the lesson 3. Invite students to do peer evaluation	1. Students are able to search the related information from a variety of sources or given sources. 2. At least three students volunteer to present their information collected for each task.	Most students did the section but only some of them can find the correct information. It can be improved by guiding students to search information in correct and accurate way.

Remark:

As the integration with General Studies, the major concern and intended outcomes will modify and combine with the ones in GS. Further implementation will be carried out together with GS.

Visual Art

Major Concerns: Enhancing the effectiveness of Learning and Teaching
Intended Outcome 1: Enhance students' creativity and cultivate students' personal Art style

Strategies / Tasks	Success Criteria	Evaluation and Suggestions for Improvement
Various input is needed during lesson. Teachers are required to make good use of different teaching materials such as videos, pictures and masterpiece artwork from internet or reference books to stimulate students' thinking.	Students are able to show steady progress in developing creativity and there is improvement in the quality of artwork.	Students' creativity has been enhanced and 50% of students are able to create good original work. The good artwork is displayed in Art Exhibition and the artwork pictures are published for the Exhibition booklet. Students' creativity can be further developed with the implementation of new curriculum.
Brainstorming activities are encouraged during lesson. Teachers can divide the class into small groups for discussion. Students should have more ideas and deeper understanding for the topic through brainstorming activities.	Students are willing to participate in group discussion and they can present their artwork ideas verbally.	Over 90% of students have participated in learning activities. They are able to provide various ideas after group discussion and it helps improve the diversity of students' work.

Intended Outcome 2: Further enhance students' ability of Art criticism and appreciation

Strategies / Tasks	Success Criteria	Evaluation and Suggestions for Improvement
Strengthen students' ability of Art appreciation skills through appreciating the masterpieces of classical and modern artists in various topics. Enhance students' Art criticism skills through high order thinking questions.	80% of students are able to complete the Peer Evaluation form and express personal feedback towards artwork.	Students are able to complete the Peer Evaluation form with guidance of teacher. The majority of students can identify the main visual elements or principles of design in artwork with the use of reference material on Research Workbook.
Further enhance students' Art appreciation ability through admiring peers' artwork in Art Exhibition.	80% of students are able to describe the visual elements and principles of organization shown in the artwork.	

Intended Outcome 3: Further develop students' interest in Art by making good use of social resources

Strategies / Tasks	Success Criteria	Evaluation and Suggestions for Improvement
Provide more life-wide learning opportunities for students such as visiting Art exhibition or organizing workshop.	Students are able to participate in VA workshop or exhibition visit.	Some J.5, J.6 students have joined ceramics class from March to May. It is suggested that students continue to join Art class by external coach or have outing in next academic year.

Music
Major Concern: Improve the effectiveness of learning and teaching through developing students' self-learning ability
Intended Outcome 1: Students can actively collect relevant information from given sources and have it organized with self-defined or predetermined frameworks.

Strategies / Tasks	Success Criteria	Evaluation and Suggestions for Improvement
- Add in sections in music worksheets for searching extra information which is related to the unit.	• Over 70% of students are able to search relevant information according to the musical knowledge of the corresponding unit.	• Over 50% of students searched the relevant information according to their musical knowledge. • More searching skills and practices are needed to be taught in class before they are asked to search at home.
-Do Music project For students in key stage 1, they will be provided guided worksheets with related sources/websites/guided questions to collect information at home. For students in key stage 2, they will be provided worksheets with general guidelines to collect information at home.	• Over 70% of students are able to collect relevant information according to the worksheets.	• For J.1-3, more guidelines were provided in the lessons and on the extra worksheets so most of the students were able to collect information at home with supervision. • For J.4-6, general guidelines were provided in the lessons and on the extra worksheet, only some of the students were able to complete the project with relevant information. Most of students need more guidance and it is suggested to divide the project in smaller procedures throughout the term as to do regular guidance and give regular feedback in order to complete the project in a better quality.

Intended Outcome 2: Students can express what they think and what they learn through appropriate communication means.

Strategies / Tasks	Success Criteria	Evaluation and Suggestions for Improvement
• Encourage students to present the information they have collected and to present their final product of their music project.	• Over 50% are able to present the relevant information they have collected during music lessons • Over 50% are able to present their final products of the music project in the music lessons on their own.	• Students were lack of experience to practice and perform. It is suggested to spend one to two weeks in music lesson for them to rehearse before their final performance. It is also suggested to have music room opened during recess time for students to practice.

Physical Education

Major Concerns: Improve the effectiveness of learning and teaching through developing students' ability in self-directed learning
Intended Outcome 1: Students can have a positive learning attitude through taking an active role in demonstrating their learning process.

Strategies / Tasks	Resources needed / Ts involved	Success Criteria	Methods of Evaluation
Encourage students to actively demonstrate their learning process by recording their habit of doing regular exercise during the long holidays	Long holiday worksheets, SportsAct record booklets	80% of students can complete the tasks assigned for each holiday 20% of students can get an award in SportsAct activity.	Exercise record completion rate SportsAct award results

Intended Outcome 2: Students can actively collect relevant information from a variety of sources or given sources and express what they think and what they learn through appropriate communication means.

Strategies / Tasks	Resources needed / Ts involved	Success Criteria	Methods of Evaluation
Encourage students to collect relevant sports related information from different sources and express what they think and what they learn through presentation.	Holiday worksheets	80% of students can find relevant information for the topic assigned 30% of students can present what they have found in class	Observe information collected on holiday worksheets Students' performance in presentation

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1. Students can have a positive learning attitude through taking an active role in demonstrating their learning process.

80% of students can complete the tasks assigned for each holiday	Over 80% of students can complete the tasks assigned for each holiday and submit their homework. (Except the summer one)
20% of students can get an award in SportsAct activity.	More than 120 students participated and submitted the SportsACT record sheet. Around 70 students (13%) got the prizes from the Leisure and Cultural Services Department.

Ways to improve the result of SportsAct:
1) Mr. Cheung suggested there should be more promotion work done in class by class teachers and PE teachers.
2) Mr. Cheung recommended to give prizes for good submission from the school.
3) It was suggested that the record sheet should be considered as homework and collected in September by class teachers.

2. Students can actively collect relevant information from a variety of sources or given sources and express what they think and what they learn through appropriate communication means.

80% of students can find relevant information for the topic assigned	As the holiday's worksheets involved different topics of sports and style, including book review, newspaper cutting, dancing steps design, etc., it matched the school major concern this year. And over 80% of students can submit their homework.
30% of students can present what they have found in class	Only 1 lesson are suggested for each class to present their work after each holiday's worksheet. At least 50% of students J.3-6 while 25% of students can present what they have found in class for J.1-2 only.

It is suggested to give 1 more lesson for the presentation in J.1-2.

French

1. Major Concerns

Major Concern	Addressing the Concern
1. Raising students' interest in French language	- Use of more attention grabbing songs and interactive activities and games while learning in the classroom. - Increasing the exposure to French language and French culture through sharing by presentation, class activities, doing worksheet and by reading books.
2. Enhancing students' French vocabulary	- Learning new vocabularies in the classroom and drilling in class. - Reviewing vocabularies learnt previous week at the beginning each lesson every week to consolidate students' learning. - Playing vocabulary games and singing songs containing the target vocabulary. - Focusing on the vocabulary list at the back the workbook to learn the target vocabularies.

2. Major Issues

Major Issue	Addressing the Issue
1. Students fail to bring their books or have lost/thrown away their books	- Books are kept by the teacher until it is needed for revision and given back to students at appropriate time. - Request/Call/Remind parents to buy the necessary workbook. - Remind J5 students to keep their books properly as they would be used next year. - Students who forgot the books were asked to bring a notebook for French to note down vocabularies learnt.

3. Review by Level

	Learning	Other Remarks
J3	/	/
J4	The J4 group were interested in learning and enjoyed learning the subject with only a few students who were difficult to manage in terms of behaviour. Some of the students get distracted easily by classmates and need interactive activities to keep them focused.	
J5	The J5 group were interested in learning but few of them had behaviour issues. Most of them were attentive with few of them being distracted by classmates. They were able to be finish their work when sufficient guidance was provided.	
J6	The J6 group were difficult to manage in terms of behaviour. Majority of them were distracted and had little enthusiasm for learning. Majority of them did not put effort in their work. Interactive activities were needed to keep them focused.	Difficult to manage, no enthusiasm for learning.

Student Support

Objective：strengthen character education and develop positive sense of value
1. To help students acknowledging good behavior, and build up their self-discipline by boosting the training of character.
2. To nurture students to appreciate the quality of self and others.
3. To optimize the student leader team to improve the leadership culture between students.

Intended Outcome	Strategies / Tasks	Evaluation and Suggestions for Improvement
1. The topics of student growth will be reorganized systematically in order to aid students to develop and nurture important sense of value and attitude, self-learning ability, and to improve the self-discipline and self-reflection.	• Over 75% of students' feedback is positive. • 75% of teachers agree that the school-based student growth program will enable students to establish positive values and good moral character	Partly success • According to the SHS result, there were 59% of teachers' feedback is positive, 23.1% of teachers' feedback is neutral and 18% of teachers' feedback is negative. • According to the SHS result, there were 67.3% of students' feedback is positive, 27.8% of students' feedback is neutral and 5% of students' feedback is negative. • According to the SHS result, there were 90.9% of parents' feedback is positive, 8.0% of parents' feedback is neutral and 1.1% of parents' feedback is negative. • According to the teachers' questionnaire, 80% of teachers' feedback is positive to the overall strategies to help students acknowledging good behavior from student support team. Suggestions: Teachers may not only share the good copies among their own classes, teachers may choose and post up those some good copies at the corridor, then it may let students learn from each other from different classes and levels.
2. To nurture students to appreciate the quality of self and others.	• Over 75% of students' feedback is positive. • At least one activity of sport and art each in a term. • At least one friendly match/exchange sessions	Success • According to SHS result, there were 75.1% students' feedback is positive, 18.5% of students' feedback is neutral and 6.5% of students' feedback is negative. • School held 3 sports of internal inter-class competition and some of the students joined a friendly match on the sport day with sister

		school (Delia English Primary School and Kindergarten), 2 musical concert outside school and 2 musical performance in school, and 1 art exhibition in school. J5 and J6 students joined an exchange sessions in Delia Memorial School (Glee Path) and (Hip Wo No.2 College). Suggestion: We may try to arrange all students to have a friendly match on the sport day with other schools. We may invite parents to join the Art Exhibition, so students may appreciate the works from parents.
3. To optimize the student leader team to improve the leadership culture between students.	• Over 75% of students' feedback is positive. • Over 75% of prefects' questionnaires is positive.	Success • According to the SHS, there is 67.3% of students' feedback is positive, 27.8% of students' feedback is neutral, and only 5.2% of students' feedback is negative. • According to the peer-mediation training, there is 100% of prefects' feedback is positive. Suggestions: Teachers believed there were a great percentage of students' feedback is neutral due to the grade of the students. Prefect team recruited only from J4 to J6 and mainly J5 to J6, it was not significantly nurturing the leadership in J3 to J4. We would like to suggest to expand the prefect team and reform the nomination system so it may recruit and engage more student helpers from the lower form. Through the training, it may help students to improve their leadership skills and the culture between students.

地利亞(閩僑)英文小學周年財政狀況
2017/2018 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)	87.32%	*不適用*
學費	*不適用*	10.56%
捐款(如有)	*不適用*	0.00%
其他收入(如有)	*不適用*	2.12%
總計	87.32%	12.68%
開支(*佔全年整體開支的百分比*)		
員工薪酬福利	57.05%	
運作開支(包括學與教方面的開支)	14.02%	
學費減免／獎學金 [1] （佔學費收入的 14.43%）	1.44%	
維修及保養	26.55%	
折舊	0.94%	
雜項	0.00%	
總計	100.00%	
學年的盈餘／虧損#	-0.69 個月營運開支	
學年完結時營運儲備的累積盈餘／虧損#	9.76 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)：

_____

_____

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[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）。