地利亞（閩僑）英文小學
Delia (Man Kiu) English Primary School
Estate Primary School No. 2, Cheung On Estate Phase II, Tsing Yi, N.T.
24325123 ty@deliagroup.edu.hk
24321218 http://www.deliamk.edu.hk

Not applicable
POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ms. Chor Siu Har	Mr. Cheung Kwok Wai Alan	Not Applicable	DSS Whole Day	Co-ed	Not Applicable
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					Not Applicable

Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Delia Multi-Cultural Education Foundation Limited	Advancement in Adversity Harmony in Diversity	2006	English	Nanny van	About 1443 Sq. M

Through-train / Feeder / Nominated Secondary School	Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)
-	-	Yes

4Rs Mental Health Charter	Yes	Whole School Health Programme	Pledged School

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
$7,370	-	-	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	The Garden "Green Paradise", Hydroponics and Aquaponics systems, Lego Wall, Painting Wall, Smart Blackboard and Chinese Culture Gallery.

Special Room(s)	Facility(ies) for Supporting Students with Special Educational Needs
Dancing Room, Visual Art Room, Music Room, Computer Room, Play Therapy Room, STEM Learning Room, Chinese Learning Room and meeting rooms.	Ramp, Accessible lift and Accessible toilet.

Teaching Staff Information (including School Head) in the 2025/2026 school year

Number of teaching posts in the approved establishment	-	Total number of teachers in the school	40

Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
85%	100%	25%	83%	60%	17%	23%

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	3	3	3	3	3	3	18
2026/2027 school year (Based on the approval of EDB in 2026)	No. of classes	3	3	3	3	3	3	18

Mode of teaching at different levels	English as the medium of instruction except in Chinese (Cantonese as the medium of instruction) and Putonghua lessons.
Remarks	Provide enrichment and enhancement learning programmes to cater students of various abilities.

Performance Assessment

Number of test(s) per year (P1 only)	1	Number of exam(s) per year (P1 only)	1	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)	2	Number of exam(s) per year (P2 to P6 only)	2		

Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies	Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders	Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders	Yes
Diversified Assessment for Learning	Our school has developed a diversified formative and summative assessment for learning to ensure positive outcomes of different learning stages and to enhance the effectiveness of teaching. The assessment is based on the overall academic performance and learning attitudes of students.
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays	Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance	Yes
Streaming arrangement	Mixed ability classes (J.3 - J.6).

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	10	35 mins	8:00 AM	3:20 PM	12:15 PM - 1:10 PM

Lunch arrangement	Healthy school life	Remarks
Provided by designated supplier and arranged by parents.	Encourage healthy snacks, join Joyful Fruit Month, organise anti-bullying events, organise mental wellness week, implementing an AI Smart Sports Campus	Reading periods are arranged in the morning. Students are encouraged to enjoy some leisure activities at the playground, running tracks and basketball court in recess time. School library is open in recess time for promoting reading.

Life-wide Learning

A Life-wide Learning lesson is held weekly. Diversified after-school activities and school teams are arranged to unleash students' potential. These include cricket, track and field, dance, rhythmic gymnastics, cycling, badminton, volleyball, dodgeball, hand chimes, folk song, choir, Chinese drum, drawing, Chinese ink paint, ceramics, microbit, drone, video editing, cub scout, Junior Police Call, Community Youth Club and flag-raising team, etc.

School Mission

Our school provides a multicultural learning environment and a well-rounded curriculum, which is intent on broadening students' horizons and enhancing their creativity and critical thinking skills. This will help them become more independent and communicable in daily life. In addition, students are cultivated to be passionate and optimistic, innovative and creative, responsible and committed to serve the community.

School Characteristics

School Management

School Management Organisation:
The school is under the management of Delia Group of Schools. It has a clear and logical organization structure. Various administrative functional groups are established to plan and execute school development work.

Incorporated Management Committee / School Management Committee / Management Committee:
SMC members include representatives of school's sponsoring body (SSB), principal, teacher, parent, alumni and independent managers. The SMC is supportive, and advises on administrative matters but devolves a great deal of autonomy to the school to establish school-based characteristics and become a truly multi-cultural learning community.

School Green Policy:
1. 'Bring-your-own-cutlery' Scheme
2. 'Greening School' Scheme
3. Paper Recycling
4. Aquaponics and hydroponics systems
5. Use drinking fountain; no bottled water is sold
6. Food waste recycling scheme - convert food waste into liquid fertilizer
7. Air-conditioner usage policy

School's Major Concerns:
1. Optimize learning, teaching and assessment strategies to enhance students' learning effectiveness.
2. To cultivate a healthy lifestyle with positive values and physical and mental well-being in a harmonious campus.

Learning and Teaching Plan

Learning & Teaching Strategies:
1. English is used as the main medium of instruction. Cantonese is adopted as the medium of Instruction in Chinese lessons.
2. An interactive and student-centered teaching approach is used to engage students to learn actively and apply what they have learnt in daily lives.
3. Life-wide learning and cross-curricular project-based learning are used to develop students' generic skills.
4. Extensive Reading Scheme.
5. Self-learning ability development.
6. Morning Reading Period.
7. Tablet loan service for J.1 to J.6.

Development of Major Renewed Emphases of the Primary Education Curriculum:
Strengthening values education in various ways:
Reinforce STEAM education and cultivating students' 21st century skills, computational thinking and digital literacy.
Establishing a positive school culture.
Enhancing national education and national security education in curriculum and student activities.

Development of Generic Skills:
Master the use of English in daily life. Acquire knowledge through self-learning. Enhancement in the nine generic skills.

Cultivation of Proper Values, Attitudes and Behaviours:
Establishing a moral and harmonious learning environment and developing the responsibility of students.

Student Support

Whole School Approach to Catering for Learner Diversity:
Different tutorials and pull-out groups are organized to meet the students' diverse abilities and needs for enrichment or remedials.

Whole School Approach to Integrated Education:
Students of different backgrounds and ethnicities study together harmoniously to increase mutual understanding. Teachers identify individual needs of students and invite the Student Support Team, School Social Worker, School-based Educational Psychologist and School-based Speech Therapist to formulate follow-up plans and provide support services. Learning support such as adjustment in assessments and dictations is provided. Different individual and group programmes are arranged to cater the needs of our students.

Education Support for Non-Chinese Speaking (NCS) Students:
Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc; developing school-based Chinese Language curriculum and/or adapting learning and teaching materials; organising activities to create an inclusive learning environment in the school; and hiring additional manpower and/or translation/interpretation services to facilitate the communication with parents of NCS students.

Curriculum Tailoring and Adaptation:
Our school-based Chinese learning materials are authentically designed in units. The Chinese ability of students is enhanced through classroom learning, daily practice in their assignment and application in their learning activities. Meanwhile, to cater the need of second-language learners, the speaking and listening ability is developed before cultivating the reading and writing ability.

Home-School Co-operation and School Ethos

Home-School Co-operation:
Close communication and cooperation between school and parents, e.g. Parents-Teachers-Interview Day, parent education events, talks, regular contact, joint parent-child activities and competitions.

School Ethos:
1. We concern individual needs and potential of students and promote a harmonious learning environment.
2. We teach students according to their aptitude.
3. Home-school cooperation is promoted to develop the potential strengths of students.
4. We organize after-school guidance classes, enrichment and enhancement programme to cater learner diversity.
5. We hold a bridging programme for new students in order to enhance their sense of belonging to the school.

Future Development

School Development Plan:
1. Establish a learning organization that widens students' horizons.
2. Cultivate students to be the future leaders.
3. Whole person education – develop the potential and morality of students.

Teacher Professional Training & Development:
Promote STREAM, AI, assessment literacy and positive education.

Fee Remission

Our school offers full school fee remission or 1/2 school fee remission. Needy students, including those from families receiving the Comprehensive Social Security Assistance (CSSA) and students receiving financial assistance provided by the Student Finance Office of the Working Family and Student Financial Assistance Agency (WFSFAA), could apply for fee remission.
- Please visit the web-link in our school's website for details of school fee remission scheme, including the family income limits.

Others

The school scholarship is awarded to the overall top 3 students of each grade in academic performance. 100% of annual school fee remission will be awarded to the first of each grade, 50% to the second, and 30% to the third. The scholarship will be granted through a proportionate amount of school fee deduction in each instalment of the next academic year, which parents do not need to apply for.