



Delia Memorial School (Hip Wo)  
**School Annual Report**  
(2016/17)

### ***Vision***

Since our establishment, Delia Memorial School (Hip Wo) has been providing educational services to local ethnic groups and newly-immigrated families from the mainland. It is our vision to strive for and make equity in education a reality for the already disadvantaged group. We are a unique school in offering educational services to both the ethnicity minority students and the newly-arrived students in Hong Kong.

### ***Mission***

Our school motto is “*Strive for advancement, despite adversity*”. We aim to take affirmative action in reversing the historical and social disadvantages that prevent our students; ethnicity minority students and the newly-arrived students, from accessing and benefiting from education on equal terms. We are devoted to providing quality educational services so that our students can integrate into the Hong Kong society and are equipped with necessary skills for upward mobility in the social ladder. Hence, we are committed to developing our school as a place characterized with ‘*Integration of multicultures*’, ‘*A balanced development of five virtues*’ and we strive to ‘*Create opportunities of success*’.

### ***Educational Objectives***

- Developing students to their full potential including the development of their generic skills, knowledge, values and attitudes, thus enabling them to have an all-rounded development of the five virtues: Ethics, Intellect, Physique, Social Skills and Aesthetic.
- Developing multicultural education and cultivate students’ multi-cultural values and perspectives, nurturing them to understand and appreciate different ethnic groups and the cultures, and at the same time equipping them with an international vision.
- Constructing an inclusive campus with harmony. We believe that everyone can have a chance for success. We have a strong belief that education leads one to the path of success rather than failure. Hence, we endeavor to establish a campus that is full of opportunities for success, thus motivating students to try their best in all aspects

# 1. Achievements and Reflections on Major Concerns (2016/17)

## Priority 1: Constructing an inclusive campus with harmony

Achievements	<ul style="list-style-type: none"> <li>● A school-based Performance Indicator was designed to evaluate the efficacy of our inclusive effort in this major concern.</li> <li>● The expansion of <i>Harmony Classes</i> was successfully implemented across S1 to S4 with a total of 8 classes.</li> <li>● A total of 15 <i>Lunch Programmes</i> were launched and received positive feedback from both students and teachers (Please refer to <i>Lunch Programme Report 2016/17</i> for details). In addition, positive feedback were received from the participants of the Harmony Activity, a Form-master led activity where students of all S1 to S4 students were mixed and assigned in games performances during the HRP lessons.</li> <li>● The ratio of CMI &amp; EMI students in the co-curricular activity groups improved, besides those groups having exemption, there was only one club not achieving with this standard.</li> <li>● Two buddy programmes from both English and NCSS Chinese Education Committee were implemented with practice and critical success factors in the programmes identified. (Please refer to <i>English Education Committee Report 1617</i> and <i>Enhanced Chinese Language and Teaching for NCSS Report 1617</i> for details).</li> <li>● The Multicultural Values were incorporated using a three-pronged approach of subject incorporation, life education and activities. On subject incorporation, a total of 20 lessons were observed and their practices were documented and shared with the teaching faculty while for life education, year-round HRP lessons were allotted to deliver the target values to nurture the values of multiculturalism. The focus lies in “Harmony in Diversity” which is a series of lessons nurturing multicultural values, volume one and two of the 5 volume series is developed after the trial. (Please refer to <i>Moral &amp; Civic Education Year-end Report 2016/17</i> for details). Besides, <i>DHW</i> (Diversity in Hip Wo) was used as a theme to administer 7 year-round activities to resonate the notion of diversity. (Please refer to <i>Community Participation Funding Programme on Equal Opportunities Project Report</i> for details).</li> </ul>
Reflections	<ul style="list-style-type: none"> <li>● The implementation of <i>Harmony Classes</i> created a platform in a bigger scale which enabled students of different ethnic backgrounds to establish harmonious peer relationships within the 1<sup>st</sup> classroom setting.</li> <li>● The idea of lunch programme has catered for students who are not in the <i>Harmony Classes</i> to benefit from the cultural exchanges, collaboration</li> </ul>

	<p>and integration. 89% of the teachers and 96% of the students held a positive perception of such arrangement as it allowed them to respect, accept and appreciate the beauty of diversity through the engagement in different subject matter. Besides, 90% of the school clubs has a mixed composition of various ethnicities in their committees. This has built a pre-requisite for a full-scale implementation of future diversity policies of the school.</p> <ul style="list-style-type: none"> <li>● The adoption of a three-pronged approach to nurture the value of multiculturalism is able to heighten students' awareness of this important global perspective and practice it in their daily lives.</li> <li>● Experience generated in the implementation of buddy programmes has to be consolidated and mainstreamed.</li> </ul>
<p>Conclusion</p>	<p>With the implementation of this major concern in its half-way, data from KPM over the previous three academic years indicates and suggests that stakeholders' (students and parents) held a positive perception and progressive foothold on school's climate and attitude. On average a mean score of 4 out of 5 and an 80% of agreement that the current school climate is conducive to their children learning in our school and integration to the Hong Kong's society. In addition, figures from the school-based survey on measuring the harmonious ambience triangulate and collaborate the figures with the KPM. An average of 92% of the students reacted positively to the notion of multiculturalism in the school. Hence, in order to further capitalize on the multicultural campus, the depth of interactions among students can be further enhanced in the lunch programmes, value-laden lessons and activities while a more students should benefit from the English and NCSS Chinese language programmes.</p>

## Priority 2: Enhancing the effectiveness of learning and teaching

Achievements	<ul style="list-style-type: none"><li>● The self-learning Centre has been constructed consisting of library, study room, UG tutorial centre and language centre. This provision facilitates the development of self-directed learning at school level, teacher level and student level.</li><li>● A total of 24 proposals on self-directed learning plans have been formed and implemented as a pilot study. A sharing session was held in July for professional development purpose. Experience and reflection in the design are generated facilitating further development. (Please refer to <i>Self-directed learning Report 2016/17</i> for details).</li><li>● Besides, 31 i-EC Course design ideas are collected that creates a platform for self-learning of students.</li><li>● Subject curriculum development plans were implemented accordingly actualizing the concept of ‘using assessment to inform curriculum planning and development’. More evident and significant development can be seen in Mathematics and Liberal Studies with curriculum development made with reference to the information and data drawn and analyzed. The student performance served to prove the effectiveness of the changes made.</li><li>● Teachers’ awareness and professionalism in curriculum design and the development of self-directed learning is enhanced through on-task sharing and feedback; and structured academic, pedagogically-related professional development activities.</li></ul>
Reflections	<ul style="list-style-type: none"><li>● The presence of the Self-learning Centre serves to offer a provision for the development of self-directed learning. Further emphasis lies in leveraging the past experience from the teachers’ trials to offer a comprehensive support for student learning.</li><li>● While the subject curriculum development plans are able to address the need of students, future direction lies in the effective implementation of the refinement made in lesson.</li></ul>
Conclusion	With the emphasis and practice on teacher professional development as well as the culture of learning community, it forms a foundation for the curriculum development. Direction ahead lies in further reviewing the implementation of various curriculum development initiatives in lesson.

## 2. 2016/17 Report - Subsidy and Grant

### 2.1 School-Based Support Scheme Grant For Schools with Intake of Newly Arrived Children(NAC)

The Grant was used to

- Launch tutorial classes, courses related to personal growth, social adaptation, as well as co-curricular activities
- A total of 33 English tutorial classes, 7 classes of other disciplines, 93 courses/activities related to personal growth, social adaptation and co-curricular activities.

### 2.2 Capacity Enhancement Grant

The Subsidy was used to

Item 1 : Recruit 1 laboratory technician

- 95% of the teachers agreed that the management of teaching resources is effective and the usage is convenient.
- 91% of the teachers think that there is enough support for making audio-visual teaching materials and it is convenient to borrow audio-visual equipment.
- 100% of the laboratory technician agree that the new staff can reduce their workload and effectively raise the quality of teacher support.

Item 2 : Recruit 1 full-time and 1 part-time teachers

- The teaching workload of Chinese Language and English Language teachers is reduced by 12.5% each
- 100% of the Chinese Language teachers and 94% of the English teachers agree that the extra teachers can help to reduce the workload.

### 2.3 Home-School Cooperation Grants

**2016/17 grant amount in total:**

First type grant: \$5,267.00

Second type grant: \$9,000.00

Total: \$14,267.00

**2016/17 expense:**

Total: \$11,608.50

First type grant: \$2,608.50

Second type grant: \$9,000.00

**2016/17 expense was spent on the followings:**

First type grant:

- Purchase of the photo paper to print photographs of student receiving awards for their parents
- Colour photocopying of Senior Form Subject Selection handouts which were distributed in parents' night
- Colour digital printout for the PTA board backing sheet

Second type grant:

- PTA Annual Outing (*Madame Tussauds Hong Kong & Tai Mei Tuk BBQ Field*), 26 families participated in total
- Workshop (Chocolate Cake Bakery Workshop), 14 families participated in total

## 2.4 School-based After-School Learning and Support Programmes 2016/17

### School-based Grant – Programme Report

**A. The number of students (count by heads) benefitted under the Grant is 598 (including A. 161 CSSA recipients , B. 324 SFAS full-grant recipients and C. 113 under school’s discretionary quota).**

### **B. Information on Activities to be subsidized /complemented by the Grant**

*Name / Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Remarks if any (e.g. students’ learning and affective outcome)
	A	B	C					
Tutorial service	2	2	2	97%	1/9/2016-10/6/2017	\$1,926.0	Calculate the average attendance rate	Average attendance rate : 97%, Attained
Learning skill training	46	125	49	94%	1/9/2016-31/8/2017	\$20,052.0	1. Calculate the average attendance rate 2. Questionnaire	1. Average attendance rate : 94%, attained 2. 81% of eligible students and 81% of their parents agree with the effectiveness of the learning and affective education Attained
Languages training	43	245	73	87%	1/9/2016-31/8/2017	\$134,159.0	1. Calculate the average attendance rate 2. Questionnaire	1. Average attendance rate : 87%, Attained 2. 81% of eligible students and 81% of their parents agree with the effectiveness of language learning, Attained
Visits, Art /Culture activities, sports	205	609	207	98%	1/9/2016-31/8/2017	\$194,433.0	Calculate the average attendance rate	Average attendance rate : 98%, Attained



Life-long planning , Self-confidence development, Adventure activities, Leadership training, and Communication skills training courses	241	468	205	94%	1/9/2016-31/8/2017	\$42,045.5	1. Calculate the average attendance rate 2. Questionnaire	1. Average attendance rate : 94%, Attained 2. 82% of eligible students and 85% of their parents agree with the effectiveness of the students' personal and social development Attained
Volunteer service	38	81	29	95%	1/9/2016-31/8/2017	\$5,076.0	Calculate the average attendance rate	Average attendance rate : 95%, Attained
<b>Total no. of activities: 65</b>								
<b>@No. of man-times</b>	575	1530	565			<b>Total Expenses</b>	\$397,691.5	
<b>**Total no. of</b>	2670							

Note:

\* Types of activities are categorized as follows: tutorial service, learning skill training, languages training, visits, art /culture activities, sports, self-confidence development, volunteer service, adventure activities, leadership training, and communication skills training courses.

@ Man-times: refers to the aggregate no. of benefitted students participating in each activity listed above.

\*\* Total no. of man-times: the aggregate of man-times (A) + (B) + (C)

# Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the discretionary quota (not more than 25%) (C).

## 2.5 Gifted courses offered for New Senior Secondary Students

Diverse Learning course subsidized by the Education Bureau	Strategies and Expected Outcomes	Course Title and Course Providers	Target Students	Report
Other Programme	To enhance students' drama skills	Chinese Creative Drama Workshop _ Outsource Tutors	Drama Team members (Senior secondary students)	Hire tutors to train 15 senior secondary students for the Inter-School Drama Competition, winning 4 awards.
	To enhance students' skills in literature creation	Chinese Literature Creation Workshop _ Outsource Tutors	Elite senior secondary students with relatively high language proficiencies.	Hire tutors to train 34 senior secondary student-times for literature creative writing courses Activity : - 3 phases of literature creative writing courses - 2 outdoor creative writing - Submit 19 pieces of literature for publication in our school magazines - 第五屆全港微型小說創作比賽，獲得 3 個獎項
	To enhance students' skills in Putonghua	Tutorial Class _ School Teacher	Elite senior secondary students with relatively high Putonghua standard	The result of public examination will be announced in December, 2017
	To enhance students' Higher-order thinking skills	Tutorial Class _ School Teacher	Elite senior secondary students with relatively high Mathematics standard	Students participated in the Asia International Mathematical Olympiad Open Contest, winning 10 awards
	Offer Diverse Gifted Education	Enrichment courses designed for senior secondary students and offered by tertiary institutions / NGOs / Academic Institutions / Professional Associations	Elite senior secondary Students	Subsidize 51 senior secondary students to enrol in enrichment courses designed for senior secondary students and offered by tertiary institutions / NGOs / Academic Institutions / Professional Associations

### 3. Financial Report for 2015/16

## 地利亞修女紀念學校(協和)周年財政狀況

### 2015/2016 學年財政摘要

	政府撥款	非政府經費
<b>收入(佔全年整體收入的百分比)</b>		
直資津貼(包括不計入直資學校單位成本的政府撥款)	98.04%	不適用
學費	不適用	1.31%
捐款(如有)	不適用	0.00%
其他收入(如有)	不適用	0.65%
<b>總計</b>	98.04%	1.96%
<b>開支(佔全年整體開支的百分比)</b>		
員工薪酬福利	72.87%	
運作開支(包括學與教方面的開支)	14.36%	
學費減免／獎學金 [1] (佔學費收入的48.53%)	0.65%	
維修及保養	6.91%	
折舊	5.21%	
雜項	0.00%	
<b>總計</b>	100.00%	
<b>學年的盈餘／虧損<sup>#</sup></b>	<b>0.14 個月營運開支</b>	
<b>學年完結時營運儲備的累積盈餘／虧損<sup>#</sup></b>	<b>10.98 個月營運開支</b>	
<sup>#</sup> 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：

翻新校舍工程約 1,400 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)。