

Delia Memorial School (Hip Wo)
School Development Plan
2015/16, 2016/17, 2017/18, 2018/19

1. School Vision and Mission

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 specialized 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 grounds. We are devoted to provide 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. We work collaboratively with various stakeholders such as consulates, EM and NAC affiliated NGOs to mobilize the social and community resources to deliver equitable and quality education for our students. The school make good use of social and community resources to cater for the learning needs of the needs and as well as helping the students to integrate beyond the school campus by collaborating with various NGOs and the resources available for the community. 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 opportunity of success*’.

2. School Goals

We focus on:

- 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.

3. SWOT Analysis

Strengths	Weaknesses
<ul style="list-style-type: none"> • The school has a multicultural environment providing students with opportunities to understand, respect and appreciate different cultures under one roof. • The SMC and the school put in place both human and monetary resources to help underprivileged students to participate in different activities and exposure to enrich their school life. • There are various assessments in place to better stream students for their subsequent academic arrangement. • The school has 50 years of schooling experience to cater for the educational needs of EM students. 	<ul style="list-style-type: none"> • The provision of individual/personalized pastoral care to cater for students who are academically underachieved is still in slow pace. • The parental involvement in their children’s education is still at the fundamental level.
Opportunities	Threats
<ul style="list-style-type: none"> • Poverty, a top policy agenda of the society and administration. • Flexibility in student admission in DSS system • Un-affordability and long waiting list for students opting for International schools • New schools lack managerial skills and educational experiences to cater for the learning needs of ethnic minority students 	<ul style="list-style-type: none"> • The declining in student population. • More schools accepting ethnic minority students which increases competition.

4. Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
1. School Management	<ul style="list-style-type: none"> • The school has a clear direction of development • The school strategically formulates her development in line with her direction of development • The school has enhanced the transparency of the decision making process • The school has put in place its SSE mechanism and systematically collects data and information for self-evaluation 	<ul style="list-style-type: none"> • Some subject panels/committee report mainly the implementation details and more awareness need to be drawn on the effectiveness in relations to targets set • Further professional development of middle managers
2. Professional Leadership	<ul style="list-style-type: none"> • The principal provides effective guidance to the continuous development of the school and oversees school work effectively • Management and teachers have an amicable working relationship • Internal resources are deployed and external resources are tapped to support various priorities, the progress of which is reviewed regularly 	<ul style="list-style-type: none"> • The monitoring role of middle managers need to be strengthened
3. Curriculum & Assessment	<ul style="list-style-type: none"> • A quality assurance mechanism for monitoring curriculum implementation has been established. Different means, such as lesson observation and assignment inspection, are adopted to review and understand the progress and effectiveness of the curriculum plans. • Most KLAs implement the school assessment policy with concrete strategies. They can generally grasp the concept of Assessment for Learning. 	<ul style="list-style-type: none"> • Management of knowledge data on student learning and teaching to evaluate the implementation of the curriculum • Equipping students with necessary academic competence to meet the societal and parental expectations and aspirations

4. Student Learning and Teaching	<ul style="list-style-type: none"> • The medium of instruction adopted in different classes are in line with school policy • Teachers are able to use learning materials and teaching resources appropriate to the learning objectives • Teachers assess students' learning progress through different assessment modes 	<ul style="list-style-type: none"> • Cross-KLA collaboration through the exchange of strategies and practices to enhance teaching and learning • Catering for individual learning differences at group level and addressing the language competence of the students
5. Student Support	<ul style="list-style-type: none"> • The school offers ample OLE opportunities to all students to acquire a variety of learning experience and skills • The school offers emotional and psychological support to students through preventive, developmental programmes and individual counseling • A developed fee remission and scholarship system to encourage pursuit of excellence 	<ul style="list-style-type: none"> • Teachers to be developed in their understanding of adolescent personal and emotional developments
6. Partnership	<ul style="list-style-type: none"> • The school has a strategy in promoting parental involvement in the school's development • The school maintains liaison with the community and external organizations to garner support for the implementation of various activities and programmes 	<ul style="list-style-type: none"> • Encourage parents to be more actively engaged in the lives of their child's, in school and PTA activities
7. Attitude and Behavior	<ul style="list-style-type: none"> • Harmonious atmosphere and relationship among different ethnic groups • Students contribute to school life 	<ul style="list-style-type: none"> • Time management skills of students
8. Participation and Achievement	<ul style="list-style-type: none"> • The students actively participate in the OLE programme • The school actively helps students to develop and excel as all-rounders 	<ul style="list-style-type: none"> • Continue to raise students' academic standard

5. School Development Plan (4 school year period*):

Major Concern 1: Constructing an inclusive campus with harmony

Time Scale: For academic year 15/16, 16/17, 17/18, 18/19

Targets	Strategies	Success Criteria	Assessment Method	Budget
<ul style="list-style-type: none"> ● Constructing a harmonious campus with diversity and enable students of different ethnic backgrounds to establish harmonious peer relationships. ● Achieving the ‘One World One Community’ ideal through cultural exchanges, collaboration and integration. 	<ul style="list-style-type: none"> ● Increase the opportunities of interaction among various ethnic groups ● Eliminate the language barrier among various ethnic groups ● Nurture the value of multiculturalism 	<ul style="list-style-type: none"> ● 70% of the school members (Students, teachers, PTA, Alumni Ass.) feels that the campus is harmonious, diverse and students of different ethnic backgrounds are able to establish peer relationships ● 70% of the school members (Students, teachers, PTA, Alumni Ass.) feels that the school has the essence of ‘One World One Community’ 	<ul style="list-style-type: none"> ● Various Committee /KLA’s minutes ● Student Survey, reviewed yearly ● Teacher Survey, reviewed yearly 	<p>EDB’s <i>Enhanced Chinese Learning and Teaching for Non-Chinese Speaking Students</i> Fund and Equal Opportunities’ <i>Community Participation</i> Fund, \$200,000, \$50,000 per year.</p>

Note:

**The first year (2015/16) of the 4 year period is a pilot phase where theoretical underpinnings are tested and refined so that the remaining 3 years (2016/17,2017/18, 2018/19) of the SDP is refined.*

Major Concern 2: Enhancing the effectiveness of learning and teaching

Time Scale: For academic year 15/16, 16/17, 17/18, 18/19

Targets	Strategies	Success Criteria	Assessment Method	Budget
<ul style="list-style-type: none"> ● Striving for enhancements in terms of learning effectiveness, which includes public exam results, learners’ proficiencies, learning motivation and strategies ● Striving for enhancements in terms of teaching effectiveness, which includes learning assessment mechanism, curriculum (planning/ implementation / evaluation), subject level management, teachers’ professionalism, so as to raise the quality of classroom teaching, student work and co-curricular activities and attain the ultimate goal of improving exam results, enhancing learning effectiveness, motivation and strategies. 	<ul style="list-style-type: none"> ● Promote learners’ autonomy —return the learning to the students ● Raise the effectiveness of classroom learning and teaching—lesson is the key setting of learning ● Facilitate curriculum evaluation and development via learning assessment—advocating teaching reflections 	<ul style="list-style-type: none"> ● A progressive improvement in the school’s public examination results and 70% of the teachers feel that students’ learning autonomy has increased ● 70% of the teachers are able to show improvement in their teaching pedagogy in terms of their classroom teaching, student work design and students’ learning motivation 	<ul style="list-style-type: none"> ● Student Survey, reviewed yearly ● HKDSE results, reviewed yearly ● Lesson observation form, reviewed yearly 	<p>\$100,000 for setting up self-access learning center</p>