

Delia Memorial School (Hip Wo)
Annual School Report
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 disadvantaged groups. With more than 50 years of experience, we become a specialized school offering education to both the ethnic minority students and the newly-arrived students in Hong Kong.

Mission

Our school motto is '*Strive for advancement despite adversity*'. We aim at taking action in reversing the historical and social disadvantages that prevent our students from accessing and benefiting from education on equal grounds. We are devoted to providing quality educational services facilitating our students to integrate in Hong Kong and equipping them with the skills for upward mobility in the society. We are committed to developing our school a place characterized with '*integration of multicultures*', '*a balanced-development of five virtues*' and we strive to '*create opportunity of success*' for students. The school also makes use of the community resources to cater for the learning needs of the students as well as helping them integrate not only within, but also beyond the school campus through collaboration with various non-governmental organizations (NGOs) in order to make the support and services more responsive to the needs of our students.

2. School Goals

We focus on:

- developing students to their full potentials including the development of their generic skills, knowledge, values and attitudes, as well as enabling them to have an all-rounded development of five virtues namely ethics, intellect, physique, social skills and aesthetic skills;
- developing multicultural education and cultivate students' multicultural values and perspectives, enabling 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 chance for success. We have a strong belief that education

leads one to the path of success rather than failure. We are committed to establishing a campus that is full of success opportunities, thus motivating students to try their best in all aspects.

3. Major Concerns (2018/19)

(1) Constructing an Inclusive Campus in Harmony

(2) Enhancing the Effectiveness of Learning & Teaching

4. Achievements and Reflections on Major Concerns (2018/19)

(1) Major Concern 1: Constructing an Inclusive Campus in Harmony

Achievements	<ul style="list-style-type: none"> • The expansion of Harmony Classes was successfully implemented across S1 to S6. The subject Physical Education (PE) was one of the subjects that provided a fully immersed and essence of the Harmony Class. • Positive feedback were received from the participants of the Harmony Activity, a Form-master led activity where students of all S1 to S5 classes were mixed and assigned in games or performances during the HRP lessons. • A total of 18 Lunch Programmes were launched and received positive feedback (86%) from both students and teachers (Please refer to Lunch Programme Report 2018/19 for details.) • The ratio of CMI & EMI students in the co-curricular activity groups is good standings, besides those groups having exemption, there was only one club not achieving this requirement. • From the daily observations, students are used to get along with students of different ethnic backgrounds. • The Multicultural Values were continuously incorporated by a three-pronged approach of subject incorporation, life education and activities. On subject incorporation, a total of 15 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 “Harmony in Diversity” to nurture the values of multiculturalism. In addition to Volume four and five
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	of the 5 volume series was developed. (Please refer to Moral & Civic Education 2018/19 for details)
Reflections	<ul style="list-style-type: none"> • Harmony Classes created a platform for students of both groups to interact and there are still ample of opportunities to capitalize on a deeper level of integration. • Language barriers is still a problem in which less than 60% students reflected that they are confident in the daily communications. • While activities were held to mix the Chinese and Non-Chinese speaking students together, there are still rooms for improvement in the design of the activities in order actualize the genuine interaction among the 2 groups of students.

(2) Major Concern 2: Enhancing the Effectiveness of Learning & Teaching

Category	Achievement	Reflection
Promotion of self-directed Learning	<ul style="list-style-type: none"> • <u>Self-learning Community facebook</u> established by the students, with over 120 videos and questions created, that helps to encourage self-directed learning and the sharing culture. 52% of the students participated in the Self-learning Community facebook and positive comments collected from scholars overseas, especially in Taiwan • <u>Subject-based self-directed curriculum</u> formed. Among all subjects, 6 subjects achieved more positive impact from the subject-based self-directed curriculum. <ul style="list-style-type: none"> ➤ e.g. Chinese- Cantonese Self-learning Platform ➤ e.g. Liberal Studies- News Reading ➤ e.g. Mathematics- Flipped Classroom Practice ➤ e.g. NCSS Chin- Language learning platform ➤ e.g. Chemistry- DSE Exam self-learning Plan ➤ e.g. English- LEAP language learning program • <u>Hip Woers Study Sharing</u> was conducted as scheduled with over 30 sharing completed, 	<ul style="list-style-type: none"> • <u>Subject performance varies.</u> Certain subjects have made progress, but the level of achievement varies. It has to do with the understanding of the concept and monitoring on the implementation of the plan. • <u>Self-directed Learning in the lesson varies.</u> There noted the practice of self-directed learning in lesson in the form of note-taking, revision and after-class exercises. But the pattern and habit have not yet established. • To conclude, more work has to be done within the classroom.

	82% of participants expressed positive comments on the sharing	
Lesson preparation- lesson observation, post-lesson conferencing	<ul style="list-style-type: none"> ● <u>Mechanism has been established.</u> Learning and teaching Division has worked together with the subject panels in the schedule and arrangement. ● <u>Smooth Implementation is noted.</u> Over the 4 years, the routine of regular lesson observation was implemented, with an average of around 38 teachers in each year. ● <u>Points for improvement identified.</u> Through the regular lesson observation, points for improvement for teachers' lesson have been identified for development purpose, including questioning techniques, lesson structure, e-learning and interaction in class. ● <u>Lesson feedback quality and the understanding of the performance indicator of a good lesson.</u> Through the practice of post-lesson conferencing, it has been observed that teachers, panels and representatives from the Division has a more common views on the lesson effectiveness and performance indicators of a good lesson. 	<ul style="list-style-type: none"> ● <u>More work has to be done with certain teachers and new teachers.</u> There noted that more work has to be done for certain teachers and the new teachers, especially in the area of lesson learning points, lesson delivery and classroom management. ● <u>Quality of the lesson preparation team and the related meetings.</u> More training and monitoring of work have to be done to ensure the quality and effectiveness of the lesson preparation team.
Using assessment to inform curriculum planning	<ul style="list-style-type: none"> ● <u>All subjects are able to have curriculum development/ enhancement plan in accordance of the subject needs and development.</u> <p>(See curriculum deliverables report 18/19)</p>	<ul style="list-style-type: none"> ● <u>Effectiveness of the curriculum change and the impact on students have to be examined.</u> While the curriculum plan have been formed, the effectiveness and the impact on students have to be examined.