



Delia Memorial School (Hip Wo)

## **School Report**

(2017/18)

### ***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 (2017/18)

## Priority 1: Constructing an inclusive campus with harmony

Achievements	<ul style="list-style-type: none"><li>● The expansion of <i>Harmony Classes</i> was successfully implemented across S1 to S5 with a total of 10 classes. The subject Physical Education (PE) was one of the subjects that provided a fully immersed and essence of the Harmony Class.</li><li>● 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.</li><li>● Numerous activities were implemented by different subjects/committees (S1 Orientation, Multicultural Festival Working Group, Arts KLA, Guidance Committee) that consciously integrated both CMI and EMI students and also created a platform for enhancing mutual exchange between the two.</li><li>● A total of 18 <i>Lunch Programmes</i> were launched and received positive feedback from both students and teachers (Please refer to <i>Lunch Programme Report 2017/18</i> for details).</li><li>● The ratio of CMI &amp; 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.</li><li>● English Education Committee substituted Buddy Programme by devising and implementing a pilot <i>Language Enhancement Ambassador Programme</i> (LEAP) to address the language barriers of CMI students. Likewise the NCSS Chinese Education Committee adopted a life-wide learning approach to overcome the Chinese language barriers faced by EM students. (Please refer to <i>English Education Committee Report 1718</i> and <i>Enhanced Chinese Language and Teaching for NCSS Report 1718</i> for details).</li><li>● The Multicultural Values were continuously incorporated by a three-pronged approach of subject incorporation, life education and activities. On subject incorporation, a total of 17 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 of the 5 volume series was developed. (Please refer to <i>Moral &amp; Civic Education Year-end Report 2017/18</i> for details). Besides, <i>COD</i> (Celebrate Our Differences)</li></ul>
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	<p>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).</p>
<p>Reflections</p>	<ul style="list-style-type: none"> <li>● Teachers, subject leaders and middle managers awareness on the notion of creating a Harmonious Campus has visibly been increased and this is reflected from different curriculum and activity design.</li> <li>● <i>Harmony Classes</i> 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.</li> <li>● The lunch programme has catered for students who are not in the <i>Harmony Classes</i> to benefit from the cultural exchanges, collaboration and integration. Around 90% of the students held a positive moments of truth as such arrangement allowed them to respect, accept and appreciate the diversity in the campus.</li> <li>● Besides, almost all 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.</li> <li>● The continued adoption of a three-pronged approach to nurture the value of multiculturalism is able to steer for better effectiveness.</li> <li>● The change of strategy in addressing language barriers by the English and Chinese Education Committee becomes more concrete and achievable.</li> </ul>
<p>Conclusion</p>	<p>The target on capitalizing on the platforms and foundation laid in 15/16, 16/17 and 17/18 were further developed with some key refinements in the language programmes for overcoming the language barriers. With the implementation of this major concern nearing the end of the cycle, the majority of the intervention programmes have been implemented and undergone different levels of refinement or facelift work. The subsequent plan (18/19) should focus on consolidating the experiences form the intervention programmes to build a sustainable model on Building a Harmonious Campus and SOPs for mainstreaming and cascading different levels of work.</p>

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

Achievements	<ul style="list-style-type: none"><li>● Through different professional development activities and dialogue, the school was able to formulate an effective lesson framework, serving as a reference and KPI for lesson observation. (See Panel Head Minutes for details).</li><li>● Several key factors in lesson delivery were identified and corresponding training and practices were initiated with experience accumulated. (See Lesson Observation Report 2017/18 for details).</li><li>● 5 self-study-learning groups were formed and produced a total of 16 self-study skills packages and videos. (See Self-directed learning Evaluation Report 2017/18 for details)</li><li>● On average, 78% of participants expressed that activities at language center and sharing sessions at self-study center is useful in their learning.</li></ul>
Reflections	<ul style="list-style-type: none"><li>● Although student-based and centre-based activities have been organised, the level of subject involvement needs to be increased for an effective implementation of self-directed learning.</li><li>● While key factors and key lesson delivery skills have been identified, the overall effectiveness of the lesson still has to be examined and improved</li><li>● While subject curriculum development plans have been implemented, a systematic evaluation on the effectiveness has to be included.</li></ul>
Conclusion	<p>The trial and error and numerous action research plans that were implemented in 15/16, 16/17 and 17/18 has led to the satisfactory achievement of identifying critical foci of an effective lesson and the mannerism required for SDL beyond lesson time in our context. Hence, the focus for the subsequent school plan should rest on consolidating and mainstreaming the identified models and KPIs for sustaining the notion of enhancing the effectiveness of learning and teaching.</p>