Delia Memorial School (Hip Wo)

Annual School Report

(2022/23)

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

Major Concern of School Development Plan
2019/20, 2020/21, 2021/22, 2022/23

Enhancing Students' Creative Mentality and Problem-Solving Skills

Enhancing Learning Effectiveness through Catering for Learner Diversity

Guiding Students to Establish Life Goals

Review of Major Concern 1 : Enhancing Students' Creative Mentality and Problem-Solving Skills

Objectives	Strategies	Success Criteria	Method of Evaluation	Evaluation Results	Follow-up
Develop students' creative mentality and problem-solving skills	(1) Implement STREAM cross-KLA collaborative project learning for all students (2) Organize higher-level after-school courses and external competitions relating to STREAM for capable students (3) Implement creative theme-based reading across curriculum initiatives (4) Create more opportunities and platforms for students to showcase their work	(1) Cross-KLA collaborative project learning unit is formed (2) Capable Student List in STREAM are compiled (3) 80% of participants express positive comments on the display in relation to the reading interest (4) 80% of students express positive comments on the additional channels used for work display	Learning materials review, external competition participation, observation and survey data	• Curriculum, teaching plan and student learning booklet for STREAM cross-KLA collaborative project learning from S.1 to S.3 were enhanced. • STREAM related products were displayed during the STREAM week, Lunch Programme and the Parent-Teacher Interview Day. • Capable students list for S.1 to S.3 were completed and teachers were able to select capable students to participate in STREAM competitions. • 80% of Chinese students expressed positive comments on the additional channels used for work display, but only 60% of non-Chinese speaking students expressed satisfaction. • Themed reading, 2 book fairs and 2 themed reading conventions were held in the library. Students shared	• Fine-tune S.1 and S.2 STREAM cross-KLA collaborative projects. • Expand capable student lists of S.4 and S.5. • Involve more non-Chinese speaking students to take part in external competitions. • Diversify the reading themes with more emphasis on e-reading.

Objectives	Strategies	Success Criteria	Method of Evaluation	Evaluation Results	Follow-up
				their pleasure for reading through various school media outlets. More than 80% of the students showed interest in borrowing books that were on display.	

Review of Major Concern 2: Enhancing learning effectiveness through catering for learner diversity

Objectives	Strategies	Success Criteria	Method of Evaluation	Evaluation Results	Follow-up
Enhance learning effectiveness through catering for learner diversity	(1) Differentiation: implement subject-based differentiated learning packages (2) Enhance students' learning motivation and effectiveness through e-learning	(1) All subjects finish subject-based differentiated learning packages of 4 units of S.1, and help enhance learning effectiveness in the target group (2) Products in e-curriculum, e-assessment are created & professional training help to enhance teachers' skills in e-learning	Learning package, survey data and observation result	• All subjects completed the S.1 differentiated learning packages. However, the package quality varied. • After the pandemic of COVID-19, teachers were able to master the use of Google Classroom and other e-platforms to conduct e-learning and teaching activities. E-curriculum was particularly mature in Mathematics and Computer and Technology subjects. • Teacher in-charge of e-learning was invited to conduct a sharing on his good practices in the Staff Meeting in January 2023.	• Extend subject-based differentiated learning packages to other forms • Continue to equip teachers with knowledge and skills on differentiation. • Conduct sharing sessions on teachers' good practices on e-curriculum and e-assessment.

Review of Major Concern 3: Guiding Students to Establish Life Goals

Objectives	Strategies	Success criteria	Method of evaluation	Evaluation results	Follow-up
To assist students in establishing growth plans of different aspects, shaping them into more proactive youths	Design and implement a school-based student growth plan (Implement "My Path of Growth" Award Scheme in S.1 ~ S.3 with differentiated levels of learning objectives)	(1) The coverage and requirements of goal setting suit students' learning capabilities (2) 80% of S.1 ~ S.3 students agree that they learn to set achievable goals through "My Path of Growth" Award Scheme	Overall evaluation based on the data & observation for current year evaluation and next year planning	• The scheme was implemented on schedule. Student Handbooks and teaching materials were revised according to last year evaluation results. S.1 to S.3 class teachers focused on guiding students to understand the needs and principles of goal setting. • To cater the learner diversity, more capable students were encouraged to set additional goals in their own selected areas. • Only 50.1% of S.1 to S.3 students agreed that they had learnt to set achievable goals through the "My Path of Growth" Award Scheme. The success criterion was not met.	• Differentiate S.M.A.R.T. goal setting method according to students' abilities. • Give relevant examples of S.M.A.R.T. goal setting method. • Add more timely rewards to recognize students' efforts and encourage them to work hard towards their goals.

Objectives	Strategies	Success criteria	Method of evaluation	Evaluation results	Follow-up
To encourage students to work proactively towards their personal goals	Implement the school reward system effectively (Implement the revised school commendation mechanism; promote school level awards actively; and expand award presentations)	(3) 3 thematic award presentations are arranged (4) 80% of students agree that the timely rewards motivate them to make more effort	As above	• Details of the Reward Systems were promoted by class teachers and via the electronic notice board at the school main door. • All school-level awards were presented in Graduation Ceremony and Completion Ceremony. • 2 thematic award presentations were organized last year (language subjects and sports), 2 award presentations were organized this year (Outstanding Activity Performance Award and sports). • 81.7% students agreed that timely rewards motivated them to make more effort, the percentage met the success criterion.	• Encourage students to establish goals and work hard to achieve them, the "School Rewards System" set up in school year 2010/11 will be carried on. • Arrange routine yearly event after gaining the experience of organizing award presentations involving parents. • Organize small scale and timely award presentations in order to enhance the positive school climate.

Objectives	Strategies	Success criteria	Method of evaluation	Evaluation results	Follow-up
To boost students' self-confidence	Provide more opportunities for students to showcase their learning outcomes and talents in events of all scales (Provide more diversified platforms at school for students to share and perform; encourage students to participate in service and performance activities in the community actively; broadcast of students' learning outcomes and performance)	(5) 3 additional platforms to showcase students' learning outcomes and talents are established (6) 80% of students agree that more opportunities are given to them to showcase their learning outcomes and talents	As above	• All award records which students achieved from external competitions were posted in the 1/F lobby and the notice board at the school main door. • Students performed in several events, such as Multicultural Festival, Inter-House Singing Contest, Reading Week, "My Brand" Fashion Show, DMS Speech Day and Completion Ceremony. • Students' artworks were printed on different products which were used as gifts for students in various competitions and reward schemes (see Appendix 1). • Students' achievements were posted on boards around the school premises (see Appendix 2). • 89.4% of students agreed that more opportunities were given to them to showcase their learning outcomes and talents, the percentage met the success criterion.	• All good strategies are suggested to bring into routine practice in the future. • Besides the mentioned platforms, organize (by school or by students) more small scale performances so that students with different level of ability could have opportunities to showcase their talents. • Update the posts on the school website on the front page more often. Only 68.2% read the news about the schoolmates' achievements in the school website.

地利亞修女紀念學校(協和)周年財政狀況
2021/2022 學年財政摘要

	政府撥款	非政府經費
收入(*佔全年整體收入的百分比*)		
直資津貼(包括不計入直資學校單位成本的政府撥款)	96.42%	不適用
學費	不適用	2.04%
捐款(如有)	不適用	0.00%
其他收入(如有)	不適用	1.54%
總計	96.42%	3.58%
開支(*佔全年整體開支的百分比*)		
員工薪酬福利	61.85%	
運作開支(包括學與教方面的開支)	15.96%	
學費減免／獎學金 [1] （佔學費收入的110.21%)	2.19%	
維修及保養	16.93%	
折舊	3.07%	
雜項	0.00%	
總計	100.00%	
學年的盈餘／虧損#	0.44 個月營運開支	
學年完結時營運儲備的累積盈餘／虧損#	11.6 個月營運開支	

相等於全年整體開支的月數

大型基本工程的開支詳情(如有)：

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[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) 。*