

**DELIA MEMORIAL SCHOOL
(GLEE PATH)**

Annual School Plan

2016/17

School Vision & Mission

Group Motto

Advancement in Adversity, Harmony in Diversity
積極奮進，和而不同

School Motto

Learn for Life, Succeed with Integrity, Contribute to the Community
勵學持恆，守正善群

School Vision

We are a family on a holistic journey towards learning for life, success with integrity, and a contribution to the community.
通過全人教育，培養吉利徑人終身學習、守正不懈的精神，盡己所能回饋社群。

School Mission

(input) Everyone who is...

Dedicated to self-improvement,
Motivated to make a meaningful change, and
Spurred on to take purposeful action.
每個人也力臻至善，樂於創造未來

(outcome) Can join us in building a community that...

Grows in wisdom,
Lives with humility,
Empathizes with others,
Excels with integrity.
懷著智慧、同理心和謙遜的態度，建設一個公義的社會

(process) By working hand-in-hand and...

Persevering amidst difficulties,
Aiming high and with a purpose,
Thinking positively, and
Honoring where we come from.
從逆境中學會堅毅自強、毋忘初心，朝著目標積極奮鬥

關注事項 Major Concerns

1. 管理與組織 Management and Organization

- **Explore the implementation of low-cost International Baccalaureate**

2. 學與教 Learning and Teaching

- **Nurture holistic development and active learning habit**

3. 校風及學生支援 Student Support and Ethos

- **Instill sense of belonging and ownership**

Major Concern: 1. Management & Organization: Explore the implementation of low-cost International Baccalaureate

| Targets | Strategies | Success Criteria | Methods of Evaluation | Time Scale | People in charge | Resources Required |
|--|--|--|--|-------------------|---|---------------------------|
| <p><i>Our Group’s mission shares with IB’s philosophy in creating a better world through education, an education that crosses disciplinary, cultural, national and geographical boundaries.</i></p> <p><i>We also believe that the implementation of IB can be beneficial to those in local curriculum with the adaptation of its philosophy and pedagogy that education should be learner-centred, work within global contexts, explore significant content, and develop effective approaches of teaching and learning.</i></p> | Set up a Task Force to work out strategic plans to adopt IB pedagogy in local context. | <ul style="list-style-type: none"> Nominate potential teachers to attend related training. Organize regular meetings for the Task Force. | <ul style="list-style-type: none"> At least 4 teachers attend relevant training Constructive regular meetings are arranged | Whole school year | <ul style="list-style-type: none"> All admin and Task Force members. | |
| | Formulate a sustainable budget to facilitate the implementation of IB. | <ul style="list-style-type: none"> Formulate budget and examine its applicability and sustainability. | <ul style="list-style-type: none"> Formulation of a sustainable budget | Whole school year | <ul style="list-style-type: none"> All admin and Task Force members. | |
| | Obtain consents from all stakeholders. | <ul style="list-style-type: none"> Present ideas to different stakeholders | <ul style="list-style-type: none"> The majority of the stakeholders agree on the initiative. | Whole school year | <ul style="list-style-type: none"> School Development Committee IB Task Group | |

Major Concern: 2. Learning & Teaching: Nurture holistic development and active learning habit

| Targets | Strategies | Success Criteria | Methods of Evaluation | Time Scale | People in charge | Resources Required |
|--|--|---|--|--------------------------|--|--------------------|
| <p><i>There have to be reasons for change, for education, and for life. This is to formulate reasons and motivations behind our motives and actions. This is also to answer the question why we come to Glee Path.</i></p> | <p>To strengthen students' holistic development, formulate Task Force to investigate the adoptability of IB pedagogy in local curriculum in junior levels.</p> | <ul style="list-style-type: none"> • Implement IB pedagogy and rationale in local curriculum. • Collaborative planning and reflection takes place regularly and systematically. • Explore the commonalities between IB and local curriculum and develop written curriculum that fits in the core area of both curriculums. | <ul style="list-style-type: none"> • The Task Force meeting can achieve constructive outcomes • Compare students' performance with other classes | <p>Whole school year</p> | <ul style="list-style-type: none"> • Academic Committee • Task Force members | |
| | <p>Self-directed learning is emphasized and is one of the performance indicators for subject panels.</p> | <ul style="list-style-type: none"> • Settings favorable for self-directed learning and active learning can be established. | <ul style="list-style-type: none"> • Occurrence and effectiveness of related learning activities | <p>Whole school year</p> | <ul style="list-style-type: none"> • Task Force members | |

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| <p>Developing a strong reading culture.</p> | <ul style="list-style-type: none"> An atmosphere of self-directed learning and active learning can be fostered. | <ul style="list-style-type: none"> All KPIs suggested by Academic Committee such as number of library visit and borrowed items etc. | <p>Whole school year</p> | <ul style="list-style-type: none"> Academic Committee Task Force members | |
| <p>Establish assessment policy which can satisfy curriculum goals and student needs.</p> | <ul style="list-style-type: none"> The assessment policy in school aligns with local requirement and it not only reflects students' learning but informs teaching. | <ul style="list-style-type: none"> Formulation of assessment policy in various subjects. | <p>Whole school year</p> | <ul style="list-style-type: none"> Academic Committee and subject Panel Chairpersons | |

1. Major Concern: 3. Student Support & School Ethos: Instill sense of belonging and ownership

| Targets | Strategies | Success Criteria | Methods of Evaluation | Time Scale | People in charge | Resources Required |
|---|---|--|---|-------------------|--|--------------------|
| <i>Education can and should go beyond learning knowledge and new technology. This is to explore the “more” we can learn from diversity and the passion we want our Glee Pathers to possess.</i> | <ul style="list-style-type: none"> • More constructive channels on top of the existing communication networks can be developed to consolidate parent-school and alumni-school relationships. | <ul style="list-style-type: none"> • Parents and alumnus are highly involved in student development activities and school affairs. | <ul style="list-style-type: none"> • Questionnaires • Interview parties concerned | Whole school year | <ul style="list-style-type: none"> • Form Masters • Discipline Committee • Guidance Committee • Activity Committee | |
| | <ul style="list-style-type: none"> • Make effective use of resources and funding in the development of students’ learning portfolio system. Provide more training and workshops for teachers in assisting students of special education needs especially those from different backgrounds. | <ul style="list-style-type: none"> • A systematic personal profile is in place to keep track of students’ learning experiences and to encourage a positive and active attitude towards a holistic development. Teachers can give timely help and follow-up actions to students in need. | <ul style="list-style-type: none"> • Establishment of students’ personal profile | Whole school year | <ul style="list-style-type: none"> • IT Team • Academic Committee • Form Masters | |

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| <ul style="list-style-type: none"> • Invite speakers, parents and past students from different educational institutions and industries to give talks and workshops. Explore more resources and opportunities in overseas expeditions, excursions, and study tours. | <ul style="list-style-type: none"> • Student experience global exposure in their learning and they can become active and caring members of local, national and global communities. | <ul style="list-style-type: none"> • More than 10% increase of relevant activities are held | <p>Whole school year</p> | <p>School Executive Committee</p> | |
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