

Delia Memorial School (Glee Path) School Development Plan

2016/17 - 2020/21

The school has come to a new development stage after the official registration of non-profit making status, and the initiative to implement dual curricula composing HKDSE and International Baccalaureate. It is decided this plan begins in 2016 which overwrites the last year of the previous plan.

Delia Memorial School (Glee Path)

Motto of the Group

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

(Our 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

(Expected 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

(The 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

Holistic Review

Effectiveness of the previous School Development Plan (2012-2017)

Major Concerns	Extent of targets achieved, e.g.: Fully Achieved; Partly achieved; Not achieved	Follow-up action, e.g.: Incorporated as routine work; Continue to be major concerns in the next SDP; Others	Remarks
<p>1.Management and organization</p> <ul style="list-style-type: none"> ● Optimize the management framework to enhance the management and communication effectiveness ● Cultivate the use of the information technology to promote an eco-friendly environment and provide a sharing platform among teachers ● Explore different ways for school development with open-mindedness 	<p>Fully achieved, e.g.:</p> <ul style="list-style-type: none"> ● The management framework has been restructured with frequent and regular communications among teachers and staff in various levels. ● Technologies have been implemented in teachers’ daily teaching and communications among all stakeholders. ● Teachers are willing to share their ideas in various electronic channels. 	<ul style="list-style-type: none"> ● To face the new initiatives, further elaboration in school management can strengthen the communication and involvement among stakeholders. 	
<p>2.Learning and teaching</p> <ul style="list-style-type: none"> ● Spark students’ learning interest and develop their reading habits ● Enhance teacher collaboration to increase teaching and learning effectiveness 	<p>Partly achieved; e.g.:</p> <ul style="list-style-type: none"> ● Students are more willing to visit library and the borrowing rate in library equipment rises every year. ● Teachers are willing to share in the “1+1” peer observation practice and the record will only be kept with teachers’ consent. However, more frequent involvement can further be developed. 	<ul style="list-style-type: none"> ● Reading habit can still be instilled when books are accessible for students. ● Administrative guidelines and timelines can help structuralize all academic routines. 	

<p>3.Student support and ethos</p> <ul style="list-style-type: none"> ● Develop students’ sense of responsibility for themselves and the school ● Develop a systematic framework for students’ support ● Establish platforms for home-school communication 	<p>Partly achieved; e.g.:</p> <ul style="list-style-type: none"> ● The initiatives of self-served “Pick-and-Pay” and cleaning school campus arouse students’ awareness of ownership and self – responsibility. However, the habitual behavior has to be formulated in the long run. ● The provision of Educational Psychologist service has helped screen SEN students and inform teachers the effective measures for students in need. ● The adoption of new software helps in the development of effective home-school communication. 	<ul style="list-style-type: none"> ● More involvement of students in daily class management and even school administration can help develop students’ sense of belonging and ownership. 	
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Vision and Mission

The school carried out a series of meetings in June 2016 among teachers to discuss the school's mission. The major concerns of this development were based on the results of the discussions in the meetings.

In view of the demographic changes in the school population by admitting non-Chinese speaking students into the school since 2011, the school adopted a number of major changes such as the implementation of Two-Way Immersion (TWI), Immersion Pilot Scheme (IPS), and the publication of various magazines to disseminate the latest development to different stakeholders. There was also identifiable switch from adjustment and adaptation programmes for new immigrants from Mainland China to immersion and dual language programmes for new immigrants and non-Chinese speaking ethnic minorities.

The school is able to grasp the new trend in educational policies and to address the needs of minority ethnic groups in Hong Kong. Following with these measures, the school generated other programmes such as GP Family, which advocates the harmonious interaction among different cultural groups, and the ISO programme, which supports the students left behind academically so that students' benchmarks for advancement could be established.

The school is able to address the needs of students from other ethnic groups. In 2015, Dr. Yuen YM's research discovered that students were satisfied with the teaching quality, education services and companionship of other GP members in school.

The significant increase in students' enrollment has demonstrated the popularity of the school to minority ethnic groups. Ironically, the enrollment of ethnic Chinese has dropped drastically and the school foresees the drawback caused by the imbalanced demographic change. The situation has revealed the importance of directional change so that children from all ethnic groups can benefit from the growth of the school as well as the immersion approach. It was decided in the meeting that launching International Baccalaureate (IB) curriculum could become an essential alternative.

Management and Organization

School administrators are proactive in education policy. The principal, Dr. Chan Kui Pui, was invited to comment on Chief Executive Address on the measures supporting ethnic minority in a local TV network in October 2014. The principal not only attains resources for school development but acts as resourceful asset to the community in the field of ethnic minority education. The principal was involved in various advisory and voluntary roles for social services agencies, Education Bureau and local universities. To name a few, he has been the:

- chairman of Vetting Committee of Professional Enhancement Grant Scheme for Chinese Teachers (Teaching Chinese as a Second Language) of Education Bureau from March 2014 to 2017 and from 2017 to 2020
- speaker at *International Conference: Receptivity and Responsibility: Are Mainstream Schools Prepared for Hong Kong's Ethnic Minority Students?* hosted by University of Hong Kong in December 2015
- speaker at *Seminar on the Ethnic Minority Education of Hong Kong*, hosted by the Consulate General of the United States, Hong Kong, in December 2014
- external Reviewer of the Education University of Hong Kong's Master of Arts in Teaching Chinese as an International Language programme in August 2014
- speaker at the *'Feeling Ethnic' symposium: Feeling ethnic: visibility, emotions, and minority culture* hosted by Hong Kong Baptist University in October 2014
- keynote speaker at *Education, Ethnicity, and Inequality Symposium: Issues and Insights*, hosted by Hong Kong Baptist University in July 2013

The school Guidance Mistress works very closely with school social worker and other social service organizations and NGOs. To provide complete guidance for students, the school launched an educational psychology support programme in September 2014 provided by TWGHs Ho Yuk Ching Educational Psychology Service Centre.

The school also coordinates with universities and schools to provide consultative sharing and academic communications. Dr. Kara Fleming and Dr. Tai Chung Pui of the University of Hong Kong were the frequent visitors in Glee Path providing scholarly guidance and advice to the school. Guests from The Education University of Hong Kong regularly visited Ms. Chung Lai Ming's classes to carry out academic sharing with teachers at the Masters level. Ms. Sophie Hui and Ms. Huang Dong Min were invited to share their experience in the University of Hong Kong on provision of supportive measures to ethnic minorities in Hong Kong. The school also worked with Chinese University of Hong Kong to launch a healthy food programme in 2014/15. Recently in 2016, Mr. Chu Kwok Yin and Ms. Chung Lai Ming were invited to share with other schools in Life Planning services for ethnic minorities.

A simple organization structure of the school has been laid. SMC members are all professional members in education and their duties have been clearly set out.

SMC has also drafted the plan for participatory management so that teachers, parents, alumni and community members are to be involved in decision making of school policies.

Administrative duties among members have been clearly defined. SMC has also formulated the staff appraisal and staff development policies.

The school has also digitalized school-teacher communication platforms through the latest instant messaging application "Teamwork School Messenger" in which all stakeholders can communicate with one another in an effective manner.

Since "Instill sense of ownership" is one of the major concerns in the coming development timeframe, teachers, parents, students and all other stakeholders are expected to play a more significant role in the school affairs.

Learning and Teaching

Formal Curriculum

Based on the IB educational philosophy, which empowers young people for a lifetime of independent learning as well as in collaboration with others, we aim to set up frameworks of different subjects that can:

- encourage students to think independently and drive their own learning;
- help the students to become more culturally aware so as to enable them to be engaged with people in an increasingly globalized, rapidly changing world.

With more and more non-Chinese speaking students entering the school, multicultural education is one of our key education rationales for its promotion of integration of people from different cultural backgrounds.

To promote students' English and Chinese language proficiency, a dual language education policy has been implemented in the school. Based on the TWI theory, Chinese students and non-Chinese speaking students, the daily language of either group being the target language of the other, have been arranged to study together, so that they can acquire the target language not only through language lessons but also through communication and cooperation in various learning tasks. To make academic content comprehensible for language learners, teachers are required to have well-developed teaching knowledge that includes subject matter competence, and an array of effective teaching strategies, such as scaffolding, adapting texts, integrating language and content concepts, emphasizing key vocabulary, connecting new learning to background and prior knowledge, and providing opportunities for interaction, and so on.

In Teaching Chinese as a Second Language (TCSL), Reading to Learn has been adopted with the support of researchers from Hong Kong University. Originated from Michael Halliday's systemic functional grammar (SFG) and the genre-based approach in reading and writing developed by the Sydney School scholars, Reading to Learn is the adapted teaching strategy applicable to TCSL in Hong Kong context. It offers explicit guidance and scaffolding to students in reading and writing in a second language. Teachers in our school will have workshops and seminars with the Hong Kong University researchers before and while their teaching practice of this strategy.

Immersion Pilot Scheme is our school based subject which aims to offer form 1 to form 3 students a chance to explore a broad variety of topics, including different cultures in Hong Kong, discrimination, Hong Kong school expo, etc. They are divided into groups to finish their group projects in the forms of survey, drama, story book or proposal under the guidance of IPS group teachers. In IPS lessons, students

develop skills of independent study and presentation, raise cultural awareness and enhance teamwork spirit.

Non-Formal Curriculum

GP Family tradition has been set up in our school and it will carry on in the upcoming years. Any teacher should be the parent of a GP family which also consists one form 1 student and one senior form student. The members of a GP family should be so arranged that they come from different cultural backgrounds. In a series of GP family activities throughout each school year, such as relay-race on the Sports Day, family dinner, academic project and party performance, the family members are expected to learn about each other's cultures, help each other in getting used to campus life, raise their cultural awareness, and enhance their sense of belonging to our school.

Every school year, a 4-week long academic week activity will be held to encourage students' demonstrations of study outcomes. Teachers of all subjects will organize study activities in which students can explore and work out problems by themselves throughout the school year. The process of exploration and the final product will then be demonstrated during academic weeks.

Students are encouraged to learn by reading and a reading scheme will be implemented every school year. Students are expected to spend more time reading either in school or at home. They will also be invited to share their thoughts after reading, design bookmarks according to the book content, and recommend books that the school library has not yet had.

Assessment

Different modes of assessments are used to promote students' all-round development and life-long learning. On one hand, summative assessments such as tests and examinations are to assign grades and levels at the end of school year/term; on the other hand, formative assessments have been adopted to inform learning and teaching:

- Diagnostic tests such as spelling and comprehension are offered so that students have the opportunities to learn and correct;
- Teachers are required to offer effective questioning and feedbacks to students in class settings, and keep a record of class observation as the reference for final general performance scores.
- Peer learning such as peer evaluation and peer reflection are greatly encouraged;
- A variety of subject assignments are included as part of the formative assessments, for example, projects and learning portfolios.

Student Support and School Ethos

Student Support

After-school tutorial classes have been offered to cater for learner differences. Students attending the tutorial classes include those who are weak in certain subjects as well as those who excel in exams. They will join the remedial classes and the enrichment classes respectively.

We work with the social worker and the education psychologist to support students with special educational needs including:

- Early assessment and identification
- Adaptation and intervention made by subject teachers
- Group tutorials after school
- Utilization of educational apps and websites to arouse students' interests and consolidate learning outcomes

For new arrival children, academic support for new arrival students mainly include English and Chinese language tutorials while numerous extra-curricular activities help these students learn more about our school and Hong Kong.

School Ethos

Our school aims to create a caring and harmonious school ethos by helping students to establish good interpersonal skills and develop a sense of belonging to Hong Kong society.

The school guidance and discipline team work collaboratively with form masters and teachers and have meetings regularly so as to identify students at risk and provide them with timely and appropriate individual counseling.

A system of reward and punishment has been set in addition to a set of clear and reasonable school rules so that students fully understand the importance of working for betterment.

Students are encouraged to participate in various services and activities both within and outside school, including life education, personal

growth education, sex education, moral, civic and national activities, leadership training programmes, volunteer services, etc. Through these services and activities, students are expected to explore their potentials, enhance their self-respect and sense of belonging to Hong Kong society, as well as develop interpersonal and leadership skills.

A positive attitude has been adopted while handling students' problems as the traditional high-handed approach does not necessarily work well.

Systematic strategies are developed to support parents in the form of talks, regular parent-teacher-interviews, and letters/booklets to parents.

A system of close and effective home-school communication, using the app "Teamwork School Messenger", has been established and will be carried on.

All teachers are required to keep in contact with parents so that the problems of individual students will be better understood and that more effective guidance can be provided to help the student design workable developmental goals.

Academic and non-Academic Performance Indicators for Students

Academic performance indicators

Regular internal summative assessments such as paper-and-pen tests and exams have been held to indicate students learning and teaching.

Statistics from external summative assessments, i.e. public exams like Territory-wide System Assessment (TSA) and Hong Kong Diploma of Secondary Education (HKDSE), especially information from the School Value Added Information System (SVAIS), etc. inform learning and teaching. From the SVAIS report in 2017, the measures such as TWI, ISO classes, IPS programme, etc. are proven to be effective as all the core subjects have recorded positive value-addedness. Specifically, English and Mathematics have attained very convincing results in terms of helping students learn effectively to achieve improvement significantly.

Systematic formative assessments, such as class observation, peer evaluation, self-evaluation and subject project/portfolio, are arranged to make sure that other performance indicators (including students learning attitude, interests, strategies, reading habits, etc.) are all well

assessed.

Non-academic performance indicators

Dr. Yuen YM of the Education University of Hong Kong conducted a comprehensive research in school and the results reveals that students overwhelmingly outperform the other schools in the research in the following areas:

- Life satisfaction
- Engagement in school and society
- Spiritual health
- Relationships with friends, parents and teachers, and
- Academic aptitude.

Major Concerns for a period of 5 school years (in order of priority)

1. Explore the implementation of low-cost International Baccalaureate
2. Nurture holistic development and active learning habit
3. Instill sense of belonging and ownership

School Development Plan (2016-2021)

Major Concerns	Targets	Time Scale (Please insert ✓)					Outline of Strategies
		Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr.5	
1. Management and organization	• <i>Explore low-cost and sustainable International Baccalaureate</i>	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> • <i>Formulate practical budget</i> • <i>Seek funding</i> • <i>Form steering team to explore areas of concern</i> • <i>Search coalition with outside expertise and organizations</i> • <i>Send potential teachers for training</i> • <i>Recruit interested teaching and administrative team members</i> • <i>Develop timeline</i> • <i>Familiarize everyone with the IB philosophy</i>
	• <i>Structuralize management policy and administrative framework for dual curricula</i>	✓	✓	✓	✓	✓	
	• <i>Instill sharing culture among teachers and with other schools</i>	✓	✓	✓	✓	✓	

<p>2. Learning and teaching</p>	<ul style="list-style-type: none"> • <i>Nurture holistic development for students</i> • <i>Implement sophisticated teaching technology</i> • <i>Consolidate students' reading habit</i> • <i>Widen students' horizon beyond cultural boundary</i> 	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> • <i>Place emphasis on the goals of learning, experiential learning, and relationships within learning environment</i> • <i>Fully utilize the new electronic devices and familiarize with the skills in handling technologies</i> • <i>Internalize students' reading habit</i> • <i>Explore possibilities for overseas expeditions, excursions and exchange programmes</i>
<p>3. Student support and school ethos</p>	<ul style="list-style-type: none"> • <i>Explore multi development pathways for students</i> • <i>Instill sense of belonging and ownership</i> • <i>Consolidate students' behavioral development and independent judgmental skill</i> • <i>Nurture sense of globalism and multiculturalism</i> 	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> • <i>Strengthen life planning education</i> • <i>Involve students and parents in administrative planning and daily management of school campus</i> • <i>promote multiple cultural traditions</i> • <i>advocate mutual respect among various cultures in society</i>