

Delia Memorial School (Glee Path)

School Annual Plan

2025-2026



School Vision and 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

Core Value

Come to learn, go to serve.
勵學善群

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

Major Concerns 2025-2026

1. Nurturing a learning community by strengthening students' learning skills and enhancing their learning motivation

- To broaden students' knowledge and global awareness by regularly reviewing and refining the curriculum to ensure relevance, alignment, and coherence across subjects
- To strengthen students' generic skills, especially critical thinking, problem solving, creativity, and self-directed learning, through structured project-based learning and retrieval-based practices
- To enhance teaching effectiveness and student performance by using assessment data and item analysis to identify learning gaps, refine pedagogies, and promote shared professional accountability among teachers

2. To promote students' well-being through learning experiences to lead a healthy lifestyle with positive values

- To increase students' awareness of the importance of establishing a healthy lifestyle
- Include learning content related to politeness and service spirits through different training workshops and Service-learning class
- Provide more diverse platforms and opportunities for students to learn how to organize activities through participation in different school events
- Providing continuous professional development for teachers & other staff on health education
- Promoting healthy eating by using various data

3. To equip teachers with the knowledge and tools to integrate AI effectively into their teaching practices.

- Provide training sessions on AI tools relevant to education
- Create a platform for teachers to share best practices and successful AI integration strategies.
- Educate students on academic integrity, including the ethical use of AI for research and study support.

1. Major Concern : Nurturing a learning community by strengthening students’ learning skills and enhancing their learning motivation

Briefly list the feedback and follow-up actions from the previous school year:

The department will continue to explore cross-curricular learning activities for various topics in the coming year. We aim to expand project-based interdisciplinary learning to include other forms, making sure these opportunities are clearly highlighted in our teaching schemes and assessments for systematic incorporation. Additionally, we will strengthen our training initiatives through subject panel meetings and ad-hoc sessions to promote the effective use of these platforms. Next year, AI will be a major focus, and it is important to begin implementing school-wide applications while conducting workshops for both teachers and students. Our plan includes integrating more AI and IT tools to facilitate interactive lessons (such as Nearpod), content preparation (like Google Notebook and Gemini), and multimedia production.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
To strengthen the use of structured project-based learning (PBL) in junior forms by encouraging more subjects to adopt small-scale, process-oriented projects with clear assessment criteria	- Selected subjects in S1–S3 to implement small-scale PBL units, either within individual subjects or across KLAs - Provide structured support to participating subjects, including co-planning sessions, resources, and professional development - Develop comprehensive rubrics that assess both the learning process and final output	- At least 3 subjects or KLAs pilot PBL units in junior forms - At least 80% of participating teachers agree that the support and rubrics enhance PBL effectiveness	- Teaching Schemes - Student work - Rubric Collection	Whole year	- AC - Subject Panel Heads	Different grant

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
To develop students' generic skills, particularly critical thinking, problem solving and self-directed learning in an integrated way	- Incorporate generic skills of critical thinking, problem-solving skills and/or self-directed learning in student assignments - Using assessment rubric or other means to assess students' demonstration on critical thinking, problem-solving skills and/or self-directed learning in their assignments	- At least one piece of homework assigned involving elements of critical thinking, problem-solving and/or self-directed learning per term - Improvement in student responses to KPM Questions 11 & 12 (Self-directed learning and motivation) by 0.2 or higher compared to previous year	- Book Check - APASO Questionnaire (KPM 11 & 12)	Whole Year	- AC - Subject Panel Heads	NA
To nurture a learning community by strengthening students' learning motivation and encouraging the pursuit of academic development & excellence beyond the classroom	Continue to promote and nominate S2-S5 students to join academic/summer programs offered by local universities	- At least 25 students across S2-S5 join the program - Promote the programs to students, teachers and parents at least twice a term 80% of the students participated agree that the program broadened their horizon	- Questionnaire - Participation rate	Whole Year	AC	Different grant

To provide active learning environments and build reading habit	• Purchase and provide diversified reading resources (books, magazines, online reading platforms (with AI) , AI role-playing game with reading) • Present Reader of the Month Award using eClass e-reader • Organize a book giveaway where students can select donated books to encourage voluntary reading • Hold World Book Day activities in March, including book review competitions, themed dress-up, and cross-subject book recommendations	• At least 70% of available books are taken by student • At least 70% of students participate in at least one activity • 20% increase in Students' loan record compared with last year	• Book distribution record • Participation records • Loan records	• Whole Year	• Library	Different grant
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2. Major Concern: To promote students' well-being through learning experiences to lead a healthy lifestyle with positive values

Briefly list the feedback and follow-up actions from the previous school year:

Building on last year's progress, the school will further integrate positive education across all subjects, focusing on life skills like resilience, gratitude, and empathy. Teachers will enhance lesson planning with inclusive strategies and diverse assessments. Professional development will prioritize ongoing workshops on pedagogy and student support. Mental health initiatives will expand with the DASS-21 screening tool and increased support from the MindHK program. Mindfulness sessions and well-being check-ins will be included in the school routine. Support for SEN students will grow through Level-Up Classes. The school will also strengthen parental engagement and celebrate student achievements to foster a positive, inclusive culture.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
To cultivate students' positive attitude and resilience for navigating life's challenges	- To enhance students' well-being under the PERMA principle. - To foster a supportive environment in school and organize activities to raise the students' well-being - To build students' positive attitudes and resilience through class management strategies - To help students realize their potential and develop their character strengths - To provide students with diverse opportunities to participate in service learning, personal growth programmes and leadership training - To enhance students' life planning skills	- Students experience a greater sense of well-being - Students have a better understanding of their strengths, potentials and character development - High levels of student engagement and participation in the activities - Over 60% of students, teachers and parents give positive feedback in the postactivity survey	- APASO Survey, Stakeholder Survey - School Performance Indicator & KPM - Students' participation and performance in the activities - Feedback from students, teachers	Whole Year	- SEN & Guidance Team - AC team - PTA - Class teachers	Different grant

Promote student commitment to regular physical activity and healthy eating, empowering them to make disciplined lifestyle.	• Coordinate CTP activities by using fitness records to encourage healthy eating and physical activities. • Conduct interactive activities (games, quizzes) to reinforce nutrition knowledge. • Encourage students to participate in interclass or inter house sports events, like basketball competitions, to boost physical activity and promote a healthy school culture.	• At least 80% of CTP participants regularly submit their fitness records (e.g., biweekly logs of physical activity and food intake). • Increase in students' knowledge of food nutrition by games/quizzes. • 90% classes participate in interclass or inter house sports events • 70% of students can achieved KPM 24	• Fitness record • Record of games/quizzes • Teachers' feedback • Application Form of interclass events • KPM record	Whole Year	• CTs • FMs • D&G	Different grant
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3. Major Concern: To equip teachers with the knowledge and tools to integrate AI effectively into their teaching practices.

Briefly list the feedback and follow-up actions from the previous school year:

Building on this year's successes, we will expand our cultural, academic, and community initiatives. Following the positive response to Multicultural Day, we aim to engage students in organizing more events that celebrate diversity and inclusion. Inspired by programs like Strive and Rise, we plan to increase student participation and seek new partnerships for meaningful learning experiences. Our successful global exchange programs will lead us to explore new destinations and themes to enhance intercultural understanding. We will empower student voices through the Media and Publications Club and refine our digital marketing strategy to better engage prospective families and the community, reinforcing our commitment to nurturing future-ready students.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
To equip teachers with the knowledge and tools to integrate AI effectively into their teaching practices	Organize PD workshop on AI tools (e.g. ChatGPT, Poe, Canva, Quizizz AI, Google Gemini) with a focus on application of AI on lesson planning, assessment design, catering for learner diversity and/or administrative work.	- At least 90% of the teachers have attended the PD workshop - At least 80% of teachers agree the training was practical and applicable	- Attendance record - Post-workshop surveys - Teacher feedback forms	Whole Year	AC, IT	Different grant

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
To build a collaborative culture for AI integration	Create a shared digital platform (e.g. Google Site / Drive folder / Padlet) for teachers to share AI-based lesson materials and strategies	Platform launched and updated each term	- Platform usage analytics - Panel meeting minutes	Whole Year	AC, Panel heads, IT	N A
To promote students' understanding of academic integrity, ethical AI use, and effective AI prompting skills for enhancing learning and teaching.	- Arrange workshops/seminars that teach students on responsible and ethical AI use in research and learning during assembly or lesson - Embed ethical reminders and AI use expectations in assignments across KLAs - Develop a school-wide AI usage guideline/checklist for ethical and responsible use in schoolwork. - Integrate AI prompting practice in selected subject assignments or classroom activities.	- At least 80% of students attend at least 1 workshop/lesson - All KLAs include use of AI guidelines in at least one assignment task - At least 50% of subject panels incorporate AI-supported learning or prompting activities in classroom tasks.	- Workshop attendance - Book Check - Panel Meeting Minutes	Whole Year	AC, IT, Panel Heads	Different grant

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
Ensuring students understand academic integrity, including the ethical use of AI tools for research and study support, with a focus on preventing plagiarism.	• Conduct a school-wide assembly on academic integrity, emphasizing the importance of avoiding plagiarism and the ethical use of AI tools for research and study support. • Integrate assemblies across the curriculum that teach students how to critically evaluate and ethically use AI-generated information, promoting responsible information literacy and preventing plagiarism throughout the year.	• Form assembly topic related to academic honesty in AI in the academic year. • Students can acknowledge AI-assisted content mixed with student-created content. • 100% of students sign the academic honesty agreement.	• Content of Form Assembly • Review students' submitted work for academic honesty. • Ensure all students sign the academic honesty agreement. •	Whole Year	• D&G • FMs • CTs	Different grant