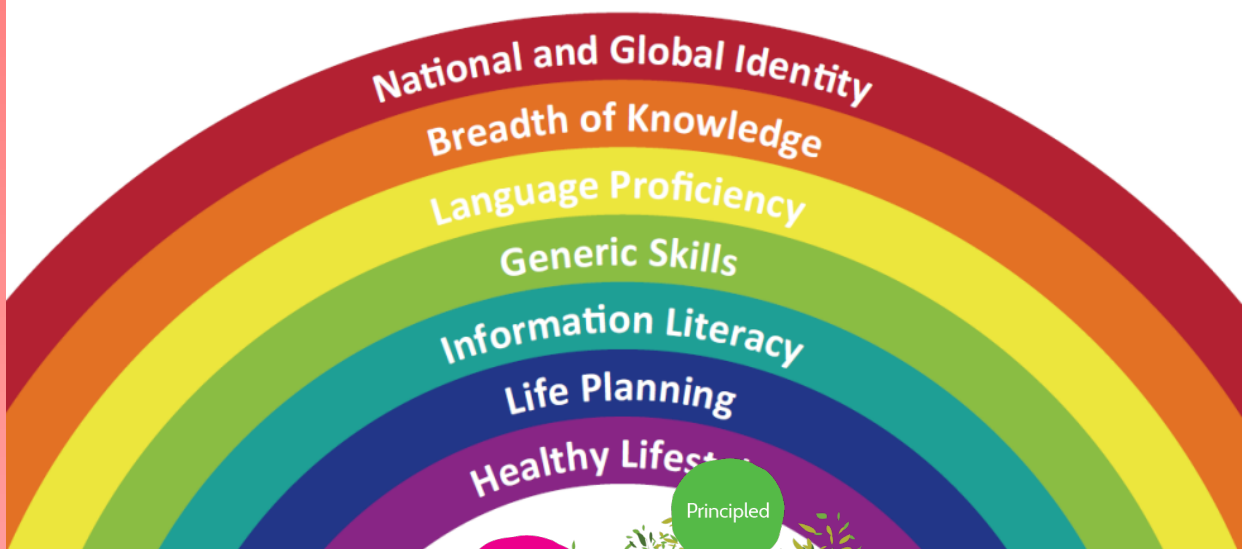


Delia Memorial School (Glee Path)

School Annual Report
2024-2025



Key Elements of the School Report

- (1) Our School
- (2) Achievements and Reflection on Major Concerns; Feedback and Follow-up
- (3) Student Performance
- (4) Financial Summary
- (5) Appendix

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

(2) Achievements and Reflection on Major Concerns; Feedback and Follow-up

Major Concern 1: Develop a well-rounded curriculum that incorporates a wide range of subjects, including arts, sciences, humanities, and skills.

Achievements
This year, we successfully embedded mental health topics into the formal curriculum through form assemblies. In S3 Science, around 20 lessons over the first five weeks focused on food nutrition and healthy diets. Although measuring a specific percentage improvement in knowledge remains challenging, we have seen a considerable rise in student awareness regarding health-related issues. Efforts to align with the PE curriculum included promoting fitness records and encouraging increased physical activity among students. While quantifying exact increases in participation was difficult, there was a noticeable uptick in engagement, with more students utilizing the playground for sports activities such as cricket and basketball, as well as using the school hall for table tennis during lunchtime and after school. Additionally, all subjects successfully implemented at least one interdisciplinary activity or project within the same KLA or across different KLAs at various form levels throughout the year, enriching students' learning experiences. S3 students participated in a cross-disciplinary, research-based exhibition integrating STEM and Science, focusing on sustainable development and smart city concepts. This enabled them to identify local community challenges and explore innovative solutions from other countries. The IB Coordinator collaborated with Subject Panel Heads to discuss integrating IB's Approaches to Teaching Skills, providing valuable feedback to non-IB teachers on incorporating these principles. Furthermore, four teachers completed a year of curriculum adaptations from the DEIJB Lab, enhancing their instructional practices. To improve Information Technology (IT) integration, we introduced various digital tools, creating over 20 new teaching materials on platforms such as LoiLoNote, Booklet, Kahoot, and Wordwall, while also providing access to image libraries to facilitate material preparation.
Reflection
While we successfully integrated food nutrition into the S3 Science curriculum and collaborated with the PE department to promote healthy living, we recognize that more emphasis can be placed on progress by developing comprehensive assessment rubrics. This will help ensure that students receive timely feedback and stay on track with their deadlines. The breadth of the topic "Sustainable Urban Living" proved to be too wide, leading to challenges in resource management for various prototypes. Although we implemented interdisciplinary activities across subjects, we can enhance the depth of integration for a more meaningful learning experience. Furthermore, while Goodnotes provided a platform for note-taking, its effectiveness and consistency across subjects could be improved. We observed increased student engagement in physical activities, but accurately measuring participation remains a challenge, particularly among S5 and S6 girls.

To address these gaps, we will implement more systematic methods to track student participation in both formal and informal activities. Targeted motivational strategies and tailored interventions for senior students will help boost their engagement in physical fitness. We also plan to expand nutrition and well-being education across different departments, focusing on hands-on and student-led activities.

Actively seeking feedback from students, especially those who are less engaged, will be essential to understanding barriers and refining our programs for greater effectiveness.

Feedback and Follow-up

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.

Major Concern 2: Prioritizing resilience through positive education empowers students to face challenges, adapt to change, and embrace opportunities with confidence and resilience.

Achievements

Over the past academic year, the school has made notable strides in promoting positive education, student well-being, and inclusion. Positive education principles, such as resilience, growth mindset, and character strengths, were explicitly incorporated into all subjects. Teachers utilized diverse assessment methods and assigned homework to support learner diversity. In terms of professional development, over 90% of teachers participated in a session focused on inclusive teaching and assessment design, while new teachers completed an enhanced induction program that covered discipline and mental health procedures.

A structured mental health support system was implemented, including DASS21 screenings for over 90% of students, with targeted support provided by social workers, psychologists, and external professionals. Programs like MindHK, along with lunchtime activities and the student-led "Sunshine Ambassadors," helped raise awareness of mental health issues. Parental engagement was also a focus, with workshops during Parent Interview Days and coffee mornings designed to assist families in understanding and supporting mental health at home.

The holistic curriculum included teaching life skills such as empathy, gratitude, and personal growth through assemblies and subject lessons for S1 and S2. Student development and inclusion were addressed through school-wide seminars on anti-bullying, cyberbullying, sex education, and drug prevention. Events like Multicultural Day and student-led activities promoted diversity, leadership, and public speaking skills.

In extracurricular activities, 36 out of 42 clubs submitted SMART goals, with 67% achieving them. Social media was used to highlight student achievements, and teachers shared photos and reflections for school promotion. Additionally, 17 post-exam summer enrichment programs were held, attracting 32% student participation. Support for SEN students included redesigned level-

up classes utilizing positive education strategies, resulting in improved engagement for 85% of SEN students, along with monthly reflection activities and additional resilience training.

Reflection

The integration of positive education principles in the school curriculum varies in depth and consistency, particularly in assessments where traditional methods may not align with evaluating values. Challenges include incomplete submission of SMART goals by some clubs and low participation in summer enrichment programs.

Facilitating factors for positive education include a tailored curriculum with SEN-specific strategies, teacher expertise from training, and a student-centered approach that resonates with those facing mental health challenges. However, constraints such as a lack of Chinese tutors and variability among SpLD students hinder effective implementation.

The school's structured approach has fostered consistent messaging and high student engagement through assemblies, teacher training, and initiatives like the Healthy School program. Yet, improvements are needed in parental education on positive education and deeper professional development for teachers, as many lack a thorough understanding of the philosophy and its application in the classroom.

Feedback and Follow-up

Building on the progress made last year, the school will continue to embed positive education across all subjects, focusing on life skills such as resilience, gratitude, and empathy. Teachers will enhance lesson planning with inclusive strategies and varied assessments that support learner diversity. Professional development will remain a priority, with ongoing workshops on pedagogy, assessment, and student support.

Mental health initiatives will be expanded through continued use of the DASS-21 screening tool, alongside increased support from the MindHK program and peer-led "Sunshine Ambassadors." Mindfulness sessions and regular well-being check-ins will be integrated into the school routine.

Support for SEN students will grow through the further development of Level-Up Classes and differentiated teaching practices. Monthly reflection activities and targeted resilience training will continue to promote engagement and well-being.

Student leadership opportunities will be broadened through student-led events, assemblies, and service learning. Clubs will set clear goals, with reflections and achievements showcased on school media platforms. Summer enrichment programs will also be promoted to boost participation.

Parental engagement will be strengthened through workshops and resources that equip families to support students' mental health and development. The school will continue to celebrate student achievements both internally and publicly, reinforcing a positive and inclusive school culture.

Major Concern 3: Broaden students’ horizons and unlock their full potential/groom their talents.

Achievements

This year, the school transformed Multicultural Day from a House Competition into a vibrant cultural event featuring activities like a fashion show, cultural booths, and a class potluck. Additionally, the school fostered external collaboration by encouraging participation in programs such as “Strive and Rise,” “Inspiring Girls,” “Kids4Kids,” and “Girls for Girls.” These initiatives provided valuable experiences, including company visits to Morgan Stanley and the Ritz-Carlton, leadership workshops, and opportunities to learn coding and AI. The “Strive and Rise” program paired students with mentors who shared insights on career and life skills.

Moreover, the school organized seven exchange groups that visited the UK, Malaysia, and Singapore, enriching students' learning through academic, sports, and cultural themes. These exchanges enhanced global awareness, promoted teamwork, and deepened appreciation for diversity. Overall, these programs equipped students with essential skills and perspectives, preparing them for an interconnected world and fostering their development as global citizens.

To strengthen the school’s visibility and engagement, several key initiatives have been introduced with strong student involvement. A new, modern prospectus was developed to reflect the school’s vibrant spirit. We launched the *Media and Publications Club*, where students take the lead in creating content for the school’s social media platforms—showcasing events, achievements, and daily life through their own lens.

Their creativity and dedication have played a major role in representing the school’s voice online. To support this, we hired an in-house video editor who collaborates with students to produce high-quality, engaging videos. We also invested in targeted ads on Instagram, Facebook, MingPao, and ViuTV, which led to further media exposure—including invitations from MingPao and ViuTV.

In addition, we established a standardized platform to collect feedback from visitors and applicants, and we improved our website’s SEO to ensure it ranks at the top of relevant Google searches.

Reflection

This year, our school embraced transformation and innovation, enriching student experiences both within and beyond the classroom. Multicultural Day was reimagined as a vibrant celebration of diversity, featuring a fashion show, cultural booths, and a class potluck—fostering inclusion and cultural appreciation.

We also expanded external collaboration through programs like *Strive and Rise*, *Inspiring Girls*, *Kids4Kids*, and *Girls for Girls*. These initiatives offered students unique opportunities, including leadership workshops, coding and AI training, and company visits to Morgan Stanley and the Ritz-Carlton. The *Strive and Rise* mentorship program, in particular, provided valuable insights into career and life planning.

Global learning was further enhanced through seven exchange programs to the UK, Malaysia, and Singapore. These experiences, focused on academics, sports, and culture, promoted teamwork, broadened perspectives, and deepened global awareness.

To strengthen school visibility, we launched a new prospectus and the Media and Publications Club, where students create content for social media. Their voices and creativity, supported by an

in-house video editor, brought school life vividly online. Strategic advertising and SEO improvements also increased our digital reach and engagement.

Altogether, these initiatives have empowered students and positioned our school as a dynamic, forward-thinking community committed to nurturing global citizens.

Feedback and Follow-up

Building on this year's successes, we will continue to broaden the scope of our cultural, academic, and community initiatives. Following the positive response to the newly envisioned Multicultural Day, we plan to further engage students in organizing future cultural events that celebrate diversity and promote inclusion. Encouraged by the impact of external programs like *Strive and Rise*, *Inspiring Girls*, *Kids4Kids*, and *Girls for Girls*, we aim to expand student participation and seek new partnerships that offer meaningful, real-world learning experiences. The success of our global exchange programs has inspired us to explore new destinations and themes to deepen students' intercultural understanding. On the communications front, we will continue empowering student voices through the Media and Publications Club, while leveraging our in-house video editor and digital platforms to tell compelling stories about school life. We also plan to refine our digital marketing strategy and feedback systems to enhance engagement with prospective families and the wider community. These next steps reflect our ongoing commitment to nurturing well-rounded, future-ready students and positioning our school as a vibrant, globally connected learning environment.

(2) Student Performance

A. Public exam result

The school's Internal examination performance has demonstrated varied trends over recent years. In comparison to the 2023-2024 academic year, there has been a notable 10.3% decrease in the number of students achieving a GPA (TA) of 4 or above during the 2024-2025 academic year.

Simultaneously, there has been a significant 25.0% decrease in the number of students achieving a GPA (TA) below 3 in the internal examination for the 2024-2025 academic year, furthering the trend of improvement observed in the previous year where there was a 10.2% decrease.

In the 2024 S3 TSA (Mathematics), our school maintained a strong performance in achieving Basic Competency in Mathematics, with more than half of our students (52%) meeting the Basic Competency. However, it is around 20% lower than the Territory-wide percentage of HK students achieving Basic Competency.

In the 2024 S3 TSA (English), our School Percentage of students continued to achieve high percentage in Basic Competency, which is over 90%, above of the Territory-wide Percentage by over 20%.

Based on our school's success criteria for the 2025 HKDSE Results:

- ➔ 8 out of 12 HKDSE Subjects achieved at least 5% increase in L2 or above compared with 2024 HKDSE
- ➔ 3 out of 12 HKDSE subjects achieved at least 10% increase in L4 or above compared with 2024 HKDSE
- ➔ 9 out of 12 HKDSE subjects saw at least a 5% decrease in both absence rates and unclassified (U) results compared to the 2024 HKDSE

The 2025 HKDSE results showcased significant improvements across multiple subjects, with notable improvement particularly in Economics, Mathematics, and ICT, where the percentages of students achieving Level 2 or above more than doubled compared to 2024.

Percentage of students in the school met the entrance requirements for local bachelor degree Programmes is 20%. While, the percentage of students in the school met the entrance requirements for local sub-degree Programmes is 59%.

B. External Competition

In the previous academic year, a total of 1,255 students engaged in various external competitions. The distribution across the semesters was uneven, with 802 students participating in the first semester and 453 students in the second semester.

This year, we observed a substantial rise in participation, with the total number of students involved in competitions reaching 1,866 in the second semester. This represents an increase of 608 students, which calculates to an approximate 48.7% increase in participation. The first semester alone saw 1,542 students participating, and 324 students in the second semester.

This year, 71 students in total received different levels of awards in external competitions. Among 71 students, 23 students have all clearly demonstrated their potentials based on top awards around the world or in Hong Kong. *(with red color highlighted in the table on below.)*

The significant increase in overall participation can be primarily attributed to the proactive initiatives by our teachers to promote and invite students to take part in these valuable learning opportunities. By emphasizing the benefits of competition, such as skill development and exposure to new challenges, our faculty has successfully motivated a larger number of students to represent our school externally.

Subject (2023-2024)	Number of awardees
Maths	28
STEM	*22
Chem	21
VA	7
PE	1
TOTAL	79

Subject (2024-2025)	Number of awardees
VA	16
STEM/ICT	16
Chinese	12
Maths	12
Others	8
BAFS/Econ	6
PE	1
TOTAL	71

C. International Examination

IELTS

The 8 senior form students who interviewed in December 2024 for international exams expressed that they will take the exam in the summer holiday in August 2024 or in the following academic year as the results for IELTS will only be valid for 2 years.

ICAS

The ICAS exam is a skills-based assessment that allows students to benchmark their performance against national and international standards across a range of subject areas.

A total of 50 S1-S4 students signed up for the ICAS exam. 15 from S1, 12 from S2, 14 from S3 and 9 from S4 . The breakdown of ICAS participants by subject in the school was as follows:

English: 40 students

Mathematics: 25 students

Science: 30 students

English Writing: 20 students

(3) Students' achievements

In ICAS assessment, there are 5 award certificates which are awarded to the top scoring participants in the country. The award category is as follows:

Award Certificate	For each year level in the country:
High Distinction	Top 1% of participants
Distinction	Next 10% of participants
Credit	Next 25% of participants
Merit	Next 10% of participants
Participation	For all remaining participants

In Delia Memorial School (Glee Path), 3 students were able to achieve distinction, 30 received credit, and 20 received merit. Those who received distinction to distinction will be eligible for a 100% refund, while those who received credit will be eligible for a 75% refund, and 50% refund for those who received merit.

	2023	2024	2025
Subjects	Comparison of L2 or above (%)		
BAFS	36.4%	59.3%	73.9%
BIO	31.4%	31.8%	40.7%
CHEM	29.2%	40.0%	18.2%
CHI	80.0%	66.7%	40.0%
ECON	37.5%	17.2%	40.0%
ENG	86.5%	96.7%	96.8%
C&S	-	76.7%	69.9%
MATH	29.8%	23.3%	48.9%
THS	31.1%	38.1%	57.9%
ICT	43.8%	32.0%	63.0%
VA	77.8%	50.0%	66.7%
PHY	64.3%	-	50.0%

(4) Financial Summary

地利亞修女紀念學校(吉利徑)周年財政狀況 2023/2024 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)	92.85%	不適用
學費	不適用	2.99%
捐款(如有)	不適用	0.00%
其他收入(如有)	不適用	4.16%
總計	92.85%	7.15%
開支(佔全年整體開支的百分比)		
員工薪酬福利	65.45%	
運作開支(包括學與教方面的開支)	15.74%	
學費減免／獎學金 [1] (佔學費收入的70.48%)	2.20%	
維修及保養	10.10%	
折舊	6.51%	
雜項	0.00%	
總計	100.00%	
學年的盈餘／虧損 [#]	0.47 個月營運開支	
學年完結時營運儲備的累積盈餘／虧損 [#]	9.45 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)：



[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)。