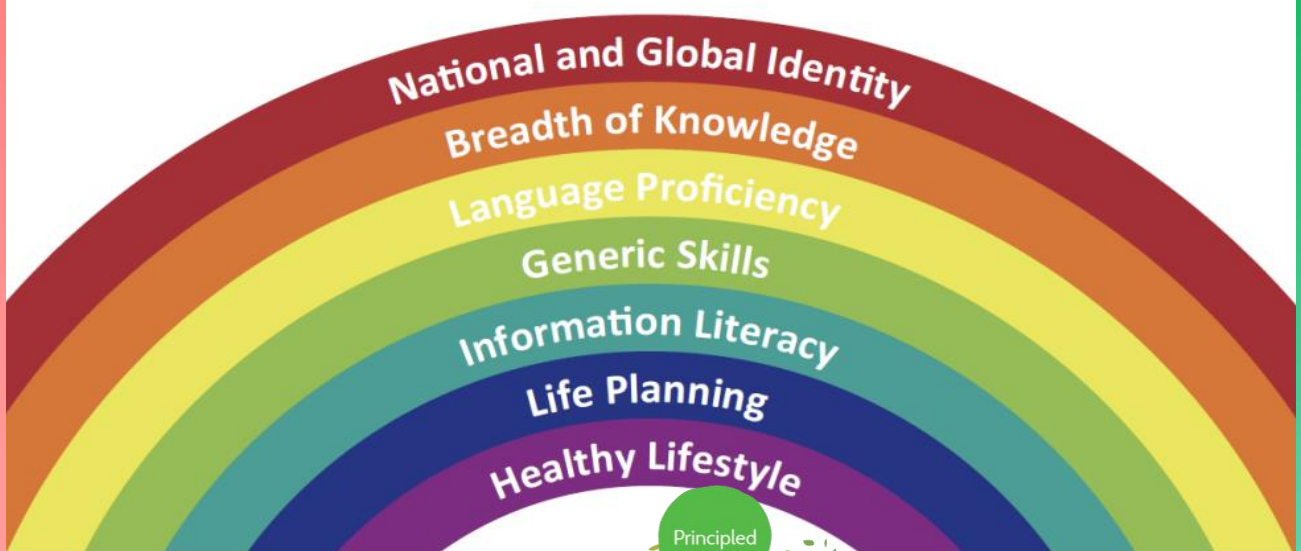


Delia Memorial School (Glee Path)

Annual School Plan

2024-2025



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 2024-2025

- 1. Develop a well-rounded curriculum that incorporates a wide range of subjects, including arts, sciences, humanities, and skills.**
 - Enhance interdisciplinary learning and understanding of knowledge interconnectedness among students.
 - Making effective use of public/ internal assessment data to facilitate teachers to review assessment, curriculum, and pedagogies.
 - To further enhance IT in Education.

- 2. Prioritizing resilience through positive education empowers students to face challenges, adapt to change, and embrace opportunities with confidence and resilience.**
 - To instill positive education in students, emphasizing positive emotions.
 - Prioritize the inclusion of positive education principles in the teaching scheme, assignments design and class activities focusing on building resilience, character strengths, and learning diversity.
 -

- 3. Broaden students' horizons and unlock their full potential/ groom their talents.**
 - To enhance students' motivation to learn and strive for excellence.
 - To cater for the needs of students with weaker academic ability and lower motivation.
 - Subject panels and school teams to provide extended learning opportunities to students and groom their talents in their subjects/ fields.
 - To provide international exposure for students of different ability and learning needs.

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

Briefly list the feedback and follow-up actions from the previous school year: (In the first year of the development cycle, schools generally do not need to complete this part, but if the major concern(s) of this development cycle is related to the previous development cycle, e.g. optimising the major concern, schools may make reference to the feedback and follow-up actions of the previous school year to formulate or adjust the work of this school year.)						
<ul style="list-style-type: none"> • Making effective use of public/ internal assessment data to facilitate teachers to review assessment, curriculum, and pedagogies. • To stimulate students' learning through the use of e-learning in the ever-changing society. • Review the current curriculum to identify and integrate opportunities for interdisciplinary projects. Explicitly highlight these opportunities in teaching schemes and assessments to ensure they are systematically incorporated. 						
Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1.1 Enhance interdisciplinary learning and understanding of knowledge interconnectedness among students	<p>1.1.1 Implementing interdisciplinary activity or project that encourages students to connect learnings from different subjects.</p> <p>1.1.2 Incorporate IB philosophy, GP learning profile and values education into formal curriculum.</p> <p>1.1.3 To share good teaching practices through collaborative lesson planning and informal lesson observations. Encourage Panel heads to share effective teaching methods during staff meetings.</p>	<p>All subjects involve in at least 1 interdisciplinary activity/project is implemented within the same KLA or across different KLAs in any form level in a year.</p> <p>Subjects involved include the interdisciplinary concepts and topics in the teaching schemes.</p> <p>Arrange at least 2 sharing section in whole year</p>	<p>Check subject teaching scheme</p> <p>Annual report</p>	Whole year	AC head, Panel heads	

<p>1.2 Making effective use of public/ internal assessment data to facilitate teachers to review assessment, curriculum, and pedagogies.</p>	<p>1.2.1 To carefully analyse the public/ internal examination results and use the information to facilitate teaching and learning effectiveness.</p> <p>1.2.2 To use the assessment data to identify students' strengths and weaknesses in skills / subject content /question types</p> <p>1.2.3 Subject panels to align internal assessments with public examinations and review examination paper settings and designs</p> <p>1.2.4 To use a wide variety of assessment data to ensure collective goals are being met. Develop teachers' skills in using student's academic data to enhance teaching effectiveness.</p> <p>1.2.5 Conduct paired sample t-tests on the class/group by administering pre-tests and post-tests to assess the effectiveness of learning and teaching in preparation for internal and external examination</p>	<p>Subject panels have utilized assessment data to help refine their teaching contents and strategies.</p> <p>Teachers have made changes in (i) teaching and assessments and (ii) internal assessments to align with public examinations.</p> <p>More students have reported that they had made changes in their studies for improvement after knowing about their strengths and weaknesses.</p> <p>Each class/group conducts at least 1 paired sample t-test in a year. Subject Panel Heads evaluate the results and provide suggestions for the coming academic year.</p>	<p>Check subject meeting minutes and annual report</p> <p>Check subject panels' organised tests and exam papers</p> <p>student survey</p>	<p>Whole year</p>	<p>AC head</p> <p>Panel heads</p>	
---	---	---	--	--------------------------	---	--

<p>1.3. To further enhance IT in Education</p>	<p>1.3.1 Ensure access to reliable and up-to-date technology tools and resources for both teachers and students. To make use of various IT tools and IA education to supplement teaching and self-directed learning in the classroom.</p> <p>1.3.2 Instead of traditional assignment, apply some online platform to create e-learning quizzes/assignments for students.</p>	<p>At least 2 sharings conducted in staff meeting.</p> <p>At least one e-learning exercise assigned to students termly.</p>	<p>Staff meeting minutes</p> <p>Book checking record</p>	<p>Whole year</p>	<p>AC head</p> <p>IT head</p> <p>Panel heads</p>	
---	---	---	--	--------------------------	---	--

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

Briefly list the feedback and follow-up actions from the previous school year: (In the first year of the development cycle, schools generally do not need to complete this part, but if the major concern(s) of this development cycle is related to the previous development cycle, e.g. optimising the major concern, schools may make reference to the feedback and follow-up actions of the previous school year to formulate or adjust the work of this school year.)

- Foster positive relationships and emotional well-being through social-emotional learning and behaviour management aligned with classroom norms. Share cases for practical guidance to new teachers in managing challenging situations.

Encourage collaboration and mentorship. Provide training, feedback, and recognition for successful positive education implementation.

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
2.1 To instill positive education in students, emphasizing positive emotions.	<p>2.1.1 To promote mental well-being among students via mindfulness programmes in class teacher periods/ Form Assembly</p> <p>2.1.2 To build up students' self-confidence and step out from their comfort zone via extended and experiential programmes, e.g. skill-based workshops and career-related activities.</p> <p>2.1.3 Continue the Healthy School program to organize talks and workshops according to the 3-year planning, conduct workshops on coping strategies, stress management, and problem-solving skills to equip students with tools to overcome challenges.</p>	<p>Positive education programmes and packages have been designed and conducted in class periods for different levels.</p> <p>Various extended and experiential programmes, such as adventure-based programmes, activity afternoons and leadership training days have been held as scheduled.</p>	Minutes Questionnaire	Whole year	Head of Student Affairs	/

	<p>2.1.4 Organize mental health awareness events and workshops for parents. Facilitate discussions with parents about mental health and offer resources to enhance their children's well-being at home.</p>	<p>Special skill-based and career-related workshops have been held as scheduled.</p>				
<p>2.2 Prioritize the inclusion of positive education principles in the teaching scheme, assignments design and class activities focusing on building resilience, character strengths, and learning diversity.</p>	<p>2.2.1 Incorporate discussions and activities in the curriculum that highlight the importance of effort, practice, and learning from mistakes in achieving personal growth and success.</p> <p>2.2.2 Incorporate regular reflection exercises where students can assess their progress, identify areas for improvement, and set goals for personal growth.</p> <p>2.2.3 Arrange PD workshop on enhancing teaching pedagogy and assessment design for catering students with diverse learning needs</p>	<p>Incorporate at least one positive education principle and attitude into the teaching scheme of all subjects across all forms.</p> <p>Each teacher incorporates an assessment method to evaluate and highlight an element of positive education principle in at least 1 type of assessment in each subject each term.</p> <p>At least 1 type of homework assignment shows catering for learner diversity by showing core &</p>	<p>Teaching Scheme</p> <p>Book Check record</p> <p>Questionnaire</p> <p>Attendance rate</p>		<p>AC head</p> <p>Panel heads</p> <p>Head of Student Affairs</p>	

		<p>challenging sections in each subject each term.</p> <p>At least 90% of the teachers have attended the PD workshop</p> <p>At least 80% of the teachers agree that they find the workshop useful.</p>				
--	--	---	--	--	--	--

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

(In the first year of the development cycle, schools generally do not need to complete this part, but if the major concern(s) of this development cycle is related to the previous development cycle, e.g. optimising the major concern, schools may make reference to the feedback and follow-up actions of the previous school year to formulate or adjust the work of this school year.)

- Diversifying performances to showcase talents and traditions can enhance the vibrancy and inclusivity of Multicultural Day, fostering deeper understanding and appreciation of diverse cultures in line with IB principles.
- Increase the number of students participating in enrichment programs like the HKU Tasters and Summer Institutes in different universities. Promote other enrichment programs with more universities and institutions to provide a wider range of opportunities.

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
3.1 To strive for continuous improvement in teaching pedagogy, enhance collective responsibility and to have goal alignment to ensure that students are given high expectations for achievement.	<p>3.1.1 Promote a positive learning atmosphere and academic excellence in school by providing different platforms for students to explore and develop their academic potential.</p> <p>3.1.2 To enhance our support to gifted and high achievers in their academic development.</p> <p>3.1.3 To continue to employ differentiated strategies to address learner diversity by adopting flexible grouping, tailoring the curriculum and adjusting teaching pedagogies to enhance students' academic performance.</p>	<p>Gifted students are identified to join pullout gifted programs</p> <p>At least 5 gifted programs are introduced to students</p>		Whole year	AC head	

<p>3.2 To cater for the needs of students with weaker academic ability and lower motivation.</p>	<p>3.2.1 Create opportunities for students to experience success and build confidence. Offer tasks and projects that match their abilities, allowing them to showcase their strengths and feel a sense of accomplishment.</p> <p>3.2.2 Collaborate with school counselors, special education teachers, and support staff to provide comprehensive support services for students with academic challenges.</p> <p>3.2.3 Foster strong communication and collaboration with parents or guardians.</p> <p>3.2.4 Tiered learning materials could be provided to students</p>	<p>To arrange at least two workshops or seminars held during the year in form assembly for Junior/Senior form students on study skills and memory skills.</p>	<p>Book check record</p> <p>Minutes</p> <p>Questionnaire</p> <p>Teacher observation & feedback</p>			
<p>3.3 Subject panels and school teams to provide extended learning opportunities to students and groom their talents in their subjects/ fields.</p>	<p>3.3.1 Encouraging students to take part in internal/ external activities/competitions/ programmes related to the subject/ team.</p> <p>3.3.2 To showcase students' talents and achievements through different channels, e.g. school products, good work display and celebration of achievements.</p>	<p>Record sheet of external competition</p> <p>Form meeting minutes</p>				

	<p>3.3.3 Teachers have shown recognition to students' participation and efforts made more frequently.</p> <p>3.3.4 Teachers have made use of the Appreciation Corner and "Stars of the Week" to express appreciation and commendation to students' behaviour.</p>					
<p>3.4 To provide international exposure for students of different abilities and learning needs.</p>	<p>3.4.2 To organize the overseas learning programmes and study tours</p>	<p>At least 3 overseas learning programmes and study tours related to different fields.</p>	<p>Itineraries, videos and photos</p> <p>Sharing in morning assembly</p>			