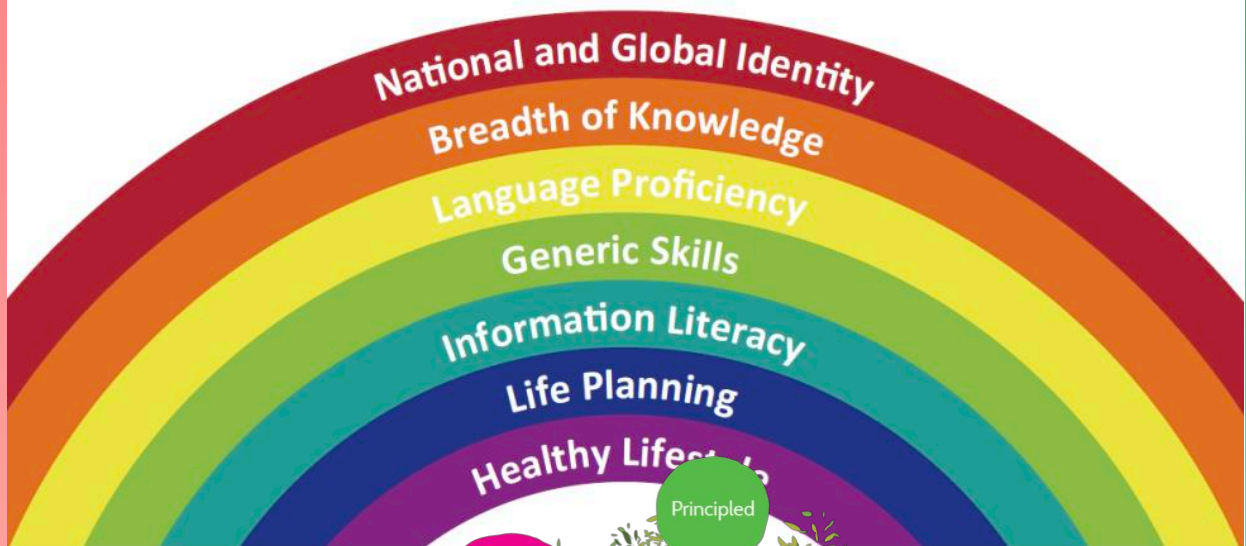


Delia Memorial School (Glee Path)

School Annual Report
2023/24



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: Integration of the International Baccalaureate Philosophy**

Achievements

- In order to foster international mindedness, all subjects explicitly incorporate this concept into their teaching schemes in various forms. Over 90% of the teaching staff have participated in at least one lesson observation, either as an observer or the one being observed, to demonstrate the incorporation of international mindedness in the lessons.

Subject-specific Findings:

CSD: In CSD, 100% of topics and issues discussed in S.6 worksheets and activities are included in global perspectives and involve worldwide stakeholders. However, it was observed that 50% of learning materials in the S.4 and S.5 curriculum tend to focus on national development rather than global development.

Chemistry: All S4-S6 Chemistry Teaching Schemes incorporate international mindedness through examples of famous chemists and the history of science development in both national and global contexts.

- All subjects showcase students' project work during school open days, Parent-Teacher Interviews (PTI), and subject exhibitions, providing an opportunity for students to demonstrate their learning outcomes. The end-of-the-year project in I&S focuses on research methodology and academic honesty, taking reference from the approaches to learning in the IB framework. For the science subject, several junior form students also did experiments to showcase their science knowledge during the open day, the guests also had the opportunity to make their very own lip balm.
- All teachers attend at least one IB workshop arranged by our IB coordinator during the first term.
- Additionally, in the current academic year, three study tours have been organized: the "JA Switzerland Study Tour" , the "Portfolio Study Tour to Tokyo" and the "Mainland China Study Tour" .
- Provide platforms for students of different ethnicities to learn about each other's cultures and traditions in form assemblies through sharing and interactive activities More specifically, a **Multicultural week** will be organized by S1 and S4 students in Mid-May, where clothing of different cultures will be exhibited by students. Form assembly lessons from late April to early May will be allocated for preparation. Exhibitions may be in the form of poster-design, clothes try-ons, photo booths and information booths. These activities will be held during lunch time and after school.
- In 2023 – 2024, 15 clubs/sport teams out of 39 have developed and put IB attributes in their activities. 12 activities have been initiated by students with the assistance of teachers. A 16-hour

hiking activity is organized by S5 IB students. Students have been responsible to route planning, risk assessment, hiring coach and do reflection.

- GP Iftaar Dinner is organized by Ms. Asmah and S.5 students, there are about 65 students and alumni attending the dinner and praying as well.
- For Social Services Club, there are 8 times social services including community's services, inside school services, lunch time workshop for all students, etc. to release their stress.

Reflection

- The integration of the International Baccalaureate (IB) philosophy in teaching practices is a major concern among teachers. Projects have been identified as a valuable tool for enhancing students' communication skills, analytical abilities, and problem-solving aptitude. However, it is important to delve deeper into specific subjects to understand the impact of this integration.
- In Chemistry, student projects have provided a platform to demonstrate various generic skills, allowing students to conduct research beyond the syllabus and establish connections between different scientific disciplines. This collaborative approach has not only enhanced student autonomy but also provided teachers with valuable experience in guiding students on diverse research topics.
- In the field of STEM, emphasizing inquiry-based and project-based learning has empowered students to take an active role in their education. This approach fosters creative thinking and nurtures problem-solving skills, enabling students to tackle real-world challenges.
- Physics has implemented intentional grouping of students with diverse abilities in school-based assessments and practical work. This strategy encourages collaboration, teamwork, effective communication, and mutual respect. By actively engaging in collaborative environments, students develop essential skills that contribute to their future success.

Feedback and Follow-up

As part of our ongoing efforts to integrate the International Baccalaureate (IB) principles into teaching practices, we have observed lessons and provided feedback to non-IB subject teachers. The initial strategy involved observing S4 PLUS English Language class, with two observations conducted during the academic year. We will continue this approach by conducting more observations of non-IB teachers in the coming year.

For the Science subject, based on the observations, it is recommended that non-IB teachers focus more on developing students' research capabilities in the first semester, particularly in the field of Science. This will provide a solid foundation before students delve into researching topics of their interest. Additionally, we suggest considering hosting a symposium instead of an exhibition, allowing all students to present their research and learn from each other's work.

The major concern of integrating the IB philosophy will be carried forward into next year's plan, with a focus on developing critical thinking skills and providing students with multiple perspectives to understand the global world.

- **Major Concern 2: Implementation of Positive Education and Emphasis on Priority Values and Attitudes from the First Year of Secondary School**

Achievements

- Collaboration with S1 class teachers: Three meetings were held to prioritize positive education principles, focusing on fostering respect through discussions and sharing. Teachers utilized diverse approaches to create a supportive environment where students feel comfortable expressing themselves and sharing their perspectives.
- Community service activities: Students were engaged in activities that allowed them to serve the local community, such as cleaning public premises or offering help to local stores near the school.
- Form assemblies promoting core values: A series of form assemblies were conducted to promote core values outlined by the Education Bureau (EDB), including perseverance, respect for others, responsibility, national identity, commitment, integrity, care for others, law abidingness, empathy, bullying, and diligence.
- Emphasis on "Respect for others": Special attention was given to the attribute of "Respect for others" during the Respect Week in March, particularly for S3 and S4 students. Activities such as class-teacher/student sharing, drama, group presentations, and poster-making were conducted during form assembly classes. Random supervision by staff members reminded students of respectful behaviors in various locations within the school.
- Workshops for positive relationships: Different workshops were organized to provide students with opportunities to develop positive relationships with their peers, teachers, and the wider community. Examples include the Human Library event and inviting guest speakers to share their education and career pathways.
- Addressing misbehavior: Reflection sessions were implemented for latecomers and students involved in misconduct. Punctuality reflection sessions during lunchtime were required for frequently late students, and after-school reflection sessions were offered for students exhibiting misbehavior. A positive discipline approach aimed at fostering self-awareness, personal responsibility, and positive behavioral changes among students.

Reflection

- Throughout the school year, various initiatives were implemented to promote positive education and address behavioral issues among students. However, there were certain areas that require further attention and improvement.
- One area that needs consideration is the implementation of a weekly star system based on good behavior, attendance, or academic results. Although this practice was not introduced this year, it is an effective approach to motivate students and recognize their positive efforts. Introducing this system in the future can provide additional incentives for students to uphold positive behavior and achieve academic success.
- In S.1, comprehensive lesson plans were developed using Form Assembly, integrating various instructional strategies to promote positive education. It is encouraging to note that over 65% of the lesson content directly relates to positive education, fostering attitude enhancement and reflection on learning progress. This demonstrates a proactive approach to instilling positive values and attitudes in students from an early stage.
- However, there were challenges related to student lateness in S3 and S4. A total of 354 instances of lateness were recorded, with a completion rate of late reflections in the middle form of only 51.7%. It is important to address the reasons behind this low completion rate, which may include students forgetting to attend late detention and class teachers not reminding students to attend. By improving communication and implementing timely reminders, we can ensure that students understand the consequences of their actions and actively participate in the reflection process.

Feedback and Follow-up

- Teachers already have a demanding workload, and incorporating additional activities and strategies for positive education can be time-consuming. Balancing curriculum requirements with the implementation of reflection sessions, discussions, and other activities may pose a challenge. Managing a diverse classroom while addressing misbehavior and promoting positive behavior requires consistent monitoring and intervention. To effectively implement the positive education approach, teachers may require additional support through training programs, workshops, and collaboration opportunities. These resources will help teachers develop the necessary skills and strategies.
- Looking ahead, our intention is to maintain an approach that prioritizes counseling over punitive measures. Counseling provides an opportunity for open dialogue, addressing behavioral issues constructively. By adopting this approach, we aim to create an environment

where students feel supported, understood, and empowered to learn from their mistakes. Counseling promotes empathy, trust, and personal growth. We believe this approach will contribute to the overall well-being of our students, foster a positive and inclusive learning environment, and help them thrive academically and emotionally.

• **Major Concern 3: Support to Middle Managers and Class Teachers on Class Management**

Achievements
<ul style="list-style-type: none">● Sharing of Effective Assessments: During staff briefings, we conducted three sessions where teachers from various subjects, including I&S, C&S, Math, THS, VA, and P&F, shared their expertise in assessment strategies. This sharing of best practices allowed teachers to learn from one another and gain valuable insights into designing effective assessments.● T&L Materials Upload: Teachers successfully uploaded teaching and learning materials to their respective subject drives, supported by Subject Convenors in each form. This initiative ensured that essential resources were readily available to teachers, facilitating their planning and delivery of lessons.● Open Classroom (Lesson observation): We created open classroom opportunities for all teachers to enhance professionalism in teaching strategies and classroom management.● Knowledge Sharing in Subject Panel Meetings: During panel meetings, most of teachers reported that they were given the opportunities to share their knowledge, exchange ideas, and showcase best practices. Each meeting provided a platform for different forms to present their successful practices or share exemplary student work and assessment designs.● Monthly Meetings for Special Cases: Monthly meetings were conducted to address special cases within each form. These gatherings facilitated discussions among stakeholders, enabling a deeper understanding of students' individual needs and challenges. This collaborative approach ensures that all stakeholders are well-informed and actively involved in supporting students' growth and development.● Regular Form Meetings and Mentorship: Regular form meetings were scheduled to encourage idea sharing, discuss student progress, and exchange best practices. Additionally, experienced teachers were encouraged to mentor new teachers, providing guidance and support to help them develop their skills and build confidence.
Reflection
<ul style="list-style-type: none">● This year, we successfully built a culture of sharing good practices among teachers, fostering inspiration and the exchange of ideas and strategies across subjects. The involvement of Subject Convenors in supporting teachers with the upload of teaching and learning materials provided essential leadership and guidance, ensuring that resources were readily available to support effective instruction.● A strong culture of collaboration and communication was fostered among form teachers. They actively worked together to improve the curriculum, design creative and effective activities, and provide support and ideas to enhance student learning, management, and motivation.● During panel meetings, teachers openly shared their teaching difficulties, and collaborative discussions were held to find solutions. This positive atmosphere not only supported teachers' emotional well-being but also helped in the development of their own teaching

character.

- A D&G, Functional groups, Subject meeting was scheduled and held once every month. A total of 6 meetings (once per 5 meeting cycles) were held in the academic year to discuss matter related to different areas.
- A chat group was created in the beginning of the academic year to facilitate conversation and communication in the different functional groups.
- Most of the EDB training programs are suitable for all teachers; however, they are not subject-based.

Feedback and Follow-up

- Continue this practice involving other subjects and the focus can be effective teaching and learning strategies.
- Continue this practice where subject convenors ensures subject teachers upload their T&L materials in the school drive to maintain a centralized repository of materials.
- It is noteworthy that most of the EDB training programs cater to the needs of all teachers, offering valuable professional development opportunities. However, it is important to acknowledge that these programs are not subject-specific. While they provide general pedagogical knowledge and skills applicable across various disciplines, subject-specific training may be necessary to address the unique challenges and intricacies of individual subjects. Therefore, it is crucial for educators to actively seek subject-based training and resources to enhance their expertise and ensure effective instruction in their specific subject areas. By combining the broader EDB training programs with subject-specific professional development, teachers can cultivate a well-rounded skill set and deliver high-quality education tailored to their students' needs.
- To ensure that all members can meet the standards and deadlines for their tasks, we will provide more comprehensive and explicit guidelines and instructions. Clear communication regarding expectations, timelines, and deliverables will be essential to help members understand their responsibilities and perform their tasks effectively.

(3) Student Performance

A. Public exam result

The school's Internal examination performance has continued to show steady improvement. Compared with 2022-2023 academic year, there is a 6.80% increase in no. of Ss achieving GPA (TA) 4 or above.

While there is a 10.20% decrease in no. of Ss achieving GPA (TA) below 3 in internal examination 2023-2024.

In the 2023 S3 TSA (Mathematics), our school percentage of NCS students achieving Basic Competency is 19% higher than the Territory-wide percentage of NCS students achieving Basic Competency.

However, it is around 20% lower than the Territory-wide percentage of HK students achieving Basic Competency.

In the 2023 S3 TSA (English), our School Percentage of students achieving Basic Competency is over 90%, above of the Territory-wide Percentage by over 20%.

Based on our school's success criteria for the 2023 HKDSE Results:

→ 2 out of 11 HKDSE Subjects achieved at least 5% increase in L2 or above compared with 2022 HKDSE

→ 2 out of 11 HKDSE subjects achieved at least 10% increase in L4 or above compared with 2022 HKDSE

→ 4 out of 11 HKDSE subjects saw at least a 5% decrease in both absence rates and unclassified (U) results compared to the 2022 HKDSE

Notable achievements for 2023 HKDSE compared with 2022 HKDSE:

→ 5% increase in students achieving L5 or above in English, Physics and THS

→ 15% increase in students achieving L2 or above in Economics and Physics.

Percentage of students in the school met the entrance requirements for local bachelor degree Programmes is 22.1%. While, the percentage of students in the school met the entrance requirements for local sub-degree Programmes is 17.3%

B. External Competition

In the last academic year, a total of 1276 students have participated in a variety of external competitions. There were 1206 students in 1st semester while 70 students in 2nd semester.

This year, the total of students who joined external competitions was 1255. There were 802 students in 1st semester while 453 students in 2nd semester. Even though students were more active in 1st semester, the number of students joining the external competition in 2nd semester have increased significantly due to the teachers' promotion and invitation. Meanwhile, cross subjects such as I&S, CS and Chinese History, STEM, Science and Physics have collaboration to join related competitions. It has shown the significance of cross subjects learning.

This year, 79 students in total received different levels of awards in external competitions, showing prominent results with a **39% increase** compared to last academic year. Among 79 students, 14 students have all clearly demonstrated their potentials based on top 3 awards around the world or in Hong Kong. *(with red color highlighted in the table on below.)*

In this year, there also has been a marked increase in the participation of students in STEM competitions. Our STEM team has also participated in more STEM competitions this year with a high rate of awards won by students. This reflects the growing emphasis placed on nurturing exceptional talents and abilities in critical STEM disciplines.

Subject (2022-2023)	Number of awards	Subject (2023-2024)	Number of awardees
*Chemistry	*40	*Maths	28
Science and Technology	*6	*STEM	*22
Chinese	5	Chem	21
Mathematics	4	VA	7
English	1	PE	1
Visual Arts	1	TOTAL	79
Performing Arts	1		
Total	58		

C. International Examination

IELTS

The 8 senior form students who interviewed in December 2023 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 76 junior form students signed up for the ICAS exam. 27 from S1, 24 from S2, and 15 from S3. The breakdown of ICAS participants by subject in the school was as follows:

English: 52 students Mathematics: 40 students Science: 35 students English Writing: 29 students

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), 1 student was able to achieve high distinction, 4 received distinction, 41 received credit, and 12 received merit. Those who received high 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.

Below is the distribution of awards per subject:

	English	English Writing	Science	Math
High distinction	0	1	0	0
Distinction	2	1	0	1
Credit	16	14	9	2
Merit	6	2	1	3
Participation	26	11	24	31

地利亞修女紀念學校(吉利徑)周年財政狀況
2022/2023 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)	92.93%	不適用
學費	不適用	2.86%
捐款(如有)	不適用	0.00%
其他收入(如有)	不適用	4.21%
總計	92.93%	7.07%
開支(佔全年整體開支的百分比)		
員工薪酬福利	61.14%	
運作開支(包括學與教方面的開支)	15.26%	
學費減免/獎學金 [1] (佔學費收入的 51.3%)	1.50%	
維修及保養	15.31%	
折舊	6.79%	
雜項	0.00%	
總計	100.00%	
學年的盈餘/虧損[#]	0.26 個月營運開支	
學年完結時營運儲備的累積盈餘/虧損[#]	8.98 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)。

