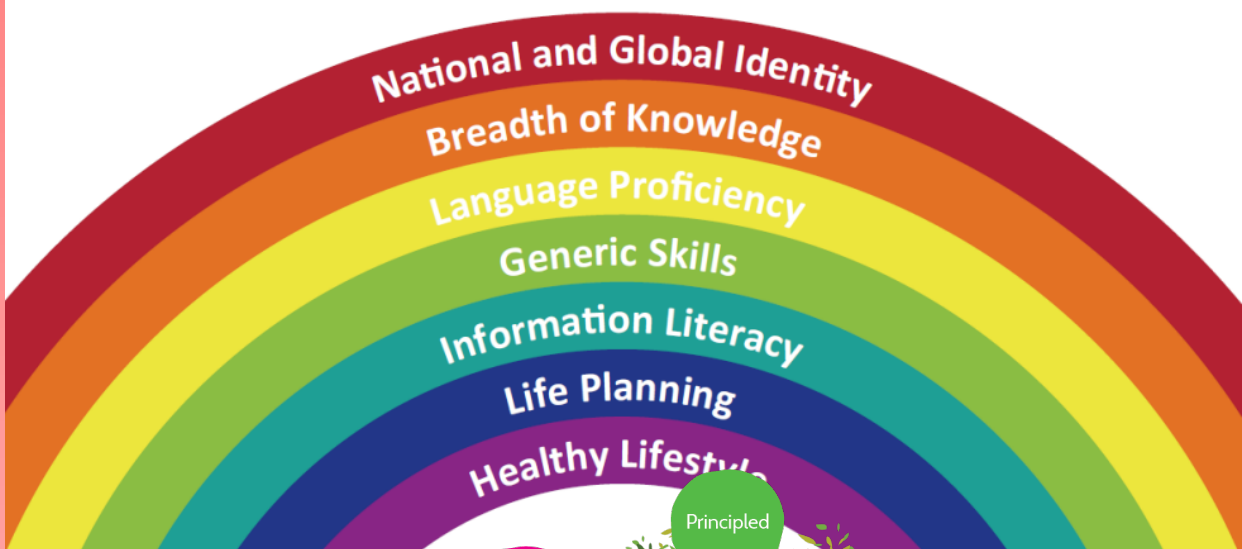


# Delia Memorial School (Glee Path)

Annual Plan

2023-2024



# 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 2023-2024

## 1. Integration of the International Baccalaureate Philosophy

The International Baccalaureate (IB) philosophy promotes the development of well-rounded, internationally-minded individuals. To integrate this philosophy into the whole DeliaGP, we should:

- Integrate IB Learner Profile attributes into the local curriculum in junior forms: fostering students who are knowledgeable, inquirers, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective;
- Encourage a global perspective by incorporating international themes and content from different cultures in the curriculum;
- Promote interdisciplinary learning and linking subjects to help students understand the interconnectedness of knowledge;
- Emphasize the importance of critical thinking and problem-solving skills in both HKDSE and IBDP programs;
- Encourage students to engage in community service and extracurricular activities that reflect the IB philosophy

## 2. Implementation of Positive Education and Emphasis on Priority Values and Attitudes from the First Year of Secondary School

Positive education is an approach that incorporates well-being, character development, and academic achievement. To implement positive education and emphasize priority values and attitudes, we should:

- Train teachers in positive education principles and practices, enabling them to create a supportive, nurturing classroom environment;
- Integrate character education, including priority values and attitudes, into the curriculum, emphasizing traits such as respect, responsibility, honesty, and empathy;
- Develop a well-being curriculum that includes lessons on emotional intelligence, mindfulness, resilience, and happiness;
- Encourage students to set personal goals and reflect on their progress, fostering a growth mindset;
- Create opportunities for students to develop positive relationships with their peers, teachers, and the wider community.



## 3. Support to Middle Managers and Class Teachers on Class Management

Effective class management is crucial for maintaining a positive learning environment. To support middle managers and class teachers in class management, we should:

- Provide professional development opportunities for middle managers and class teachers to enhance their skills in communication, conflict resolution, and leadership;
- Establish clear expectations for student behavior and communicate these expectations to students and their families;
- Implement a consistent school-wide discipline policy that promotes fairness and accountability;
- Encourage collaboration and communication among staff members, allowing them to share best practices and learn from each other's experiences;
- Offer resources and support for teachers to develop and implement engaging, student-centered lessons that minimize disruptive behavior and enhance learning outcomes.

# 1. Major Concern : Integration of the International Baccalaureate Philosophy

**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.)**

- Strengthen academic support and resources.
- Foster competition participation and exploration.
- Promote cross-subject collaboration and critical thinking.
- Expand teacher engagement and student involvement.
- Recognize and celebrate student achievements.
- Encourage research, innovation, and partnerships.
- Support college admissions with guidance and resources.

## Major Concerns 2022-2023

1. To establish professional learning communities to enhance educational leadership.
2. To optimize teaching & learning effectiveness through enhancing classroom management - awareness of self-regulated learning from teachers and students, and a positive classroom learning atmosphere.
3. Develop an innovative learning hub.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
(If the school has a practical need to adjust the targets/implementation strategies/success criteria/methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.)						
<ul style="list-style-type: none"> <li>● Integrate IB Learner Profile attributes into the local curriculum in junior forms: fostering students who are knowledgeable, inquirers, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective;</li> <li>● Encourage a global perspective by</li> </ul>	<ul style="list-style-type: none"> <li>● Reviewing the teaching scheme and school curriculum, encourage subjects panel heads adopt IB philosophy through curriculum and adaptation and modes of assessment. (IB→ Knowledgeable)</li> <li>● To share good teaching practices through collaborative lesson planning, informal lesson observations and staff meeting, e.g. questioning techniques; setting challenging tasks/ assignment. (IB→ inquirers)</li> <li>● Encourage students to conduct discussions/projects in order to improve their critical thinking and problem-solving skills. (IB→ thinkers, communicators, reflective, open-minded )</li> </ul>	<ul style="list-style-type: none"> <li>● All panel heads review the teaching scheme</li> <li>● AC head reviews all school-based curriculum.</li> <li>● All subjects can arrange a discussion during the lesson time.</li> <li>● All teachers attend at least one IB workshop.</li> <li>● All subjects showcasing students' project work on</li> </ul>	<ul style="list-style-type: none"> <li>● Teaching scheme</li> <li>● Subject minutes</li> <li>● eClass record</li> <li>● Lesson observation record</li> <li>● SLP record</li> <li>● eLibrary record</li> </ul>	<ul style="list-style-type: none"> <li>● Whole year</li> </ul>	<ul style="list-style-type: none"> <li>● ALL Admins,</li> <li>● ALL teachers</li> </ul>	

<p>incorporating international themes and content from different cultures in the curriculum;</p> <ul style="list-style-type: none"> <li>● Promote interdisciplinary learning and linking subjects to help students understand the interconnectedness of knowledge;</li> <li>● Emphasize the importance of critical thinking and problem-solving skills in both HKDSE and IBDP programs;</li> <li>● Encourage students to engage in community service and extracurricular activities that reflect the IB philosophy</li> </ul>	<ul style="list-style-type: none"> <li>● Provide more training workshops for IB and non-IB teachers.</li> <li>● To revamp the permanent exhibition, collecting, categorizing and showcasing more diversified projects on school events, e.g. school open day.</li> <li>● To enhance the students' motivation to read through various schemes. (IB→ Knowledgeable)</li> <li>● To keep on fine-tuning the Study Tours Policy to facilitate better development in the future in terms of effectiveness, resources allocation and connection of other schools.</li> <li>● Provide opportunities for students to engage in community service and social responsibility projects, fostering a sense of purpose and meaning. (IB→ caring)</li> <li>● Develop a student leadership program that focuses on building leadership skills and communication skills. (IB→ communicators, balanced, risk-takers)</li> </ul> <p>Subjects:</p> <p><b>Real-world connections: (BIO)</b> Encourage making connections between classroom learning and real-world applications. Incorporate examples and case studies that illustrate how Biology concepts are applied in everyday life or in different fields.</p> <p><b>Chinese</b> Review the curriculum content across all levels to discover/mention the possibilities for integrating diverse cultures and international themes, nurturing a global outlook. This may encompass course materials, daily assignments, presentations, individual speeches, and summative assessments.</p> <p><b>C&amp;S</b> Include the research the elements in the curriculum</p> <p><b>English</b> Design class activities, tasks, or projects with a global perspective in mind, thus, to expose students to different cultures. Activities/ tasks/ projects that involve news analysis, debate, podcast, current events discussions, social issues and etc.</p>	<p>school open day, PTI or subject exhibition.</p> <ul style="list-style-type: none"> <li>● All subjects must have a project as an assignment for the semester.</li> <li>● The no. of books borrowed in the Library increased by 10%.</li> <li>● Over 90% of students join at least one social service.</li> <li>● All students should attend at least one leadership program.</li> <li>● Review the Study Tour Policy.</li> <li>● At least 25% of non-IB subject teachers have been observed and provided with feedback on how to integrate IB principles</li> </ul>				
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	<p><b>IB</b> Observe lessons and provide feedback to non-IB subject teachers on how to integrate IB principles into their teaching practice</p> <p><b>Middle Form</b></p> <p>Provide platforms for students of different ethnicities to learn about each other's cultures and traditions in form assemblies through sharing and interactive activities.</p>					
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**2. Major Concern : Implementation of Positive Education and Emphasis on Priority Values and Attitudes from the First Year of Secondary School**

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.)

- Enhance student affairs and support.
- Expand career exploration resources.
- Improve infrastructure and communication.
- Foster a collaborative administrative environment.
- Promote parent and community engagement.

**Major Concerns 2022-2023**

1. To establish professional learning communities to enhance educational leadership.
2. To optimize teaching & learning effectiveness through enhancing classroom management - awareness of self-regulated learning from teachers and students, and a positive classroom learning atmosphere.
3. Develop an innovative learning hub.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
<b>(If the school has a practical need to adjust the targets/implementation strategies/success criteria/methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.)</b>						
<ul style="list-style-type: none"> <li>● Train teachers in positive education principles and practices, enabling them to create a supportive, nurturing classroom environment;</li> <li>● Integrate character education, including priority</li> </ul>	<ul style="list-style-type: none"> <li>● Forming a working group to give suggestions on the further development/ implementation of positive education. (D&amp;G→ S1 Assembly group)</li> <li>● General training for all teachers , supporting staff and intensive training for target group teachers about Positive Education rationale and strategies. (PD day)</li> <li>● All KLAs/subjects are able to provide relevant contexts to engage students in discussions and help them reflect on and apply positive values and attitudes showing an awareness of multiple perspectives. (AC→ Teaching scheme, lesson observation)</li> </ul>	<ul style="list-style-type: none"> <li>● Form a group and arrange at least 5 times meeting</li> <li>● All students should attend at least one leadership program.</li> <li>● Over 90% of students join at least one social service.</li> <li>● Arrange parent talk and over 70% of parents attend the talk (each form )</li> </ul>	<ul style="list-style-type: none"> <li>● Teaching scheme</li> <li>● Student's portfolio</li> <li>● Lesson observation record</li> <li>● eClass record</li> <li>● Book checking record</li> </ul>	<ul style="list-style-type: none"> <li>● Whole year</li> </ul>		

<p>values and attitudes, into the curriculum, emphasizing traits such as respect, responsibility, honesty, and empathy;</p> <ul style="list-style-type: none"> <li>• Develop a well-being curriculum that includes lessons on emotional intelligence, mindfulness, resilience, and happiness;</li> <li>• Encourage students to set personal goals and reflect on their progress, fostering a growth mindset;</li> <li>• Create opportunities for students to develop positive relationships with their peers, teachers, and the wider community.</li> </ul>	<ul style="list-style-type: none"> <li>• Reviewing the existing programs running by different committees to incorporate the Glee Pathers' qualities and elements of positive education. (D&amp;G)</li> <li>• Help students to set personal goals at the beginning of the term and do self-evaluation after each term. (Life Planning)</li> <li>• Develop a student leadership program that focuses on building leadership skills and promoting positive behaviors among students. (ECA)</li> <li>• Provide opportunities for students to engage in community service and social responsibility projects, fostering a sense of purpose and meaning. (D&amp;G)</li> <li>• Organize talks and form/morning assemblies to promote positive values in students and parents. (D&amp;G)</li> <li>• Communicate with parents regularly to provide updates on their child's performance at school and share strategies for supporting either child's positive education. (D&amp;G, Family Support)</li> <li>• Create visual aids, such as posters, highlight the key expectations for student behavior, and display these visual aids on TVs. (IT)</li> <li>• Review the demerit/ merit system and award system (D&amp;G)</li> </ul> <p>Subjects</p> <p><b>Chinese</b></p> <p>To promote a variety of assessment and learning activities, we will design collaborative learning tasks, including in-class group work and/or Chinese reports/presentation.</p> <p><b>ECA</b></p> <p>Offer volunteer opportunities for students to participate in community service projects and activities</p> <p><b>Middle Form</b></p> <p>Form assemblies can help teachers to support students' growth and development in a more intentional and targeted way. Teachers use restorative practices to help students understand the impact of their behavior and encourage a culture of respect, empathy, and understanding.</p>	<ul style="list-style-type: none"> <li>• Less than 5% of students' conduct are C+ or below.</li> <li>• Students will be able to submit a written reflection for 80% of misbehavior cases</li> </ul>				
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### 3. Major Concern : Support to Middle Managers and Class Teachers on Class Management

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- Expand communication channels with digital tools.
- Encourage staff engagement and feedback.
- Enhance communication skills through training.
- Foster cross-department collaboration.
- Improve communication protocols.
- Promote transparent decision-making and staff involvement.
- Connect with similar schools and institutions.

#### Major Concerns 2022-2023 ↵

1. To establish professional learning communities to enhance educational leadership. ↵
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3. Develop an innovative learning hub. ↵

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<ul style="list-style-type: none"> <li>provide professional development opportunities for middle managers and class teachers to enhance their skills in communication, conflict resolution, and leadership;</li> </ul> <p>Establish clear expectations for student behavior and communicate these expectations to students and their families;</p> <ul style="list-style-type: none"> <li>Implement a consistent school-wide discipline policy that promotes fairness and accountability;</li> <li>Encourage collaboration and communication among staff members, allowing them to share best practices and learn from each other's experiences;</li> <li>Offer resources and support for teachers to develop and implement engaging, student-centered lessons that minimize disruptive behavior and enhance learning outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Sharing among administrators and Form Masters/ Mistress/ experience teachers about the strategies regarding classroom management, teaching methodology and class building.</li> <li>Foster a culture of collaboration and teamwork, encouraging middle managers to work together to solve problems and achieve common goals.</li> <li>To nurture young and capable teachers to take up more responsibilities on administrative duties.</li> <li>Reviewing mentorship program and Teacher development plan.</li> <li>Encourage the teachers to attend the leadership training workshops which were arranged by EDB.</li> <li>Holding informal meeting with different department heads and teachers when necessary</li> </ul> <p>Subject <b>Chinese</b></p> <p>Organize sharing sessions to facilitate teachers in exchanging best practices and learning from each other's experiences. The topics may cover classroom management, teaching approaches, time management, or strategies to cope with a demanding work schedule(could work with teacher support group)</p> <p><b>C&amp;S</b></p> <p>Provide working guidelines for teachers and stimulation about the teaching pedagogy</p> <p><b>English</b></p> <p>Develop clear expectations and standards for submitting end of term projects by communicating with class teachers and students' parents to ensure fairness and accountability.</p> <p>Provide opportunities for teachers during subject meetings to share knowledge, exchange ideas and gain new insights that promote professional development.</p>	<ul style="list-style-type: none"> <li>All subject panel could share good practicing during staff meeting</li> <li>over 50% of teachers attend the leadership workshop</li> </ul>	<ul style="list-style-type: none"> <li>Staff meeting minutes</li> <li>To observation</li> <li>CPD record</li> <li>Subject meeting minutes</li> </ul>	<ul style="list-style-type: none"> <li>Whole year</li> </ul>		
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