

Delia Memorial School (Hip Wo)

School Development Plan (Third Stage)

(2011/12 2012/13 2013/14 2014/15)

School Mission

**Integration of multiple cultures / Emphasis on students' all-round development /
Provision of opportunity for success**

Delia Memorial School (Hip Wo) is a Direct Subsidy Scheme (DSS) school that specializes in providing education services to Non-Chinese speaking students (NCSS) and Mainland students in Hong Kong.

Based on the philosophy of student-centred education, we are dedicated to developing students to their full potential. Our aim is to nurture students' generic skills, knowledge, values and attitudes, enabling them to receive an all-round development of the five virtues: Ethics, Intellect, Physique, Social Skills and Aesthetic.

We strive to develop multicultural education and cultivate our students' values, allowing them to understand and appreciate different ethnic groups and cultures, and at the same time equipping them with international vision.

Everyone has a chance for success. We strongly believe that education should lead one to the path of success rather than failure. Hence, we endeavor to establish a campus that is full of opportunities for success.

School Development Plan (Third Stage): Major Concerns

Liaison with Parents • Life-long Planning • Curriculum Planning

Evaluation of School Development Plan (Second Stage)

Strengthen teaching and learning, improve students' academic performance

1. A mechanism to ensure the quality of learning and teaching has been established. This quality-assurance mechanism is composed of three components: pre-lesson preparation/lesson observation/evaluation, looking at student work and looking at learning activities. With the focus of the Second Stage focused on lesson observation and looking at students work, it is evident that the supervision of the Academic Committee of these two components has been enhanced, but more importantly, teachers' reflection on teaching and professional development have also been promoted. The development of the quality-assurance mechanism should continue and become a routine practice, and the management of learning activities should be strengthened.
2. Teachers generally have a positive view on the development of curriculum planning, subject management, teacher professionalism, classroom learning and teaching, student work, and life-wide learning activities. The Academic Committee also agrees that there is some improvement in Teachers' professional development, Classroom teaching and student work. It is clear that teachers are becoming more conscientious in teaching but effectiveness in teaching is yet to be seen. Improving and enhancing learning capacity and teaching quality is an ever-lasting task. The approach of "Curriculum 123" is holistic and should be continued. Moreover, experience shows that "Curriculum planning" is the cause of many problems, hence it will be given special attention in the School Development Plan (Third Stage).
3. The changes in the HKCE results and value-added performance are not significant. However, through the learning process, a lot of strategies, measures and concepts such as the mode of "4+2" to enhance exam practice, continuous monitoring of students' learning progress, the equation of student work/exercise + feedback = enhancement, targeted deployment of resources for students of different levels, special care for higher-achievers, special attention to the passing and credit percentages on both the overall and subject levels, improvement in the assessment and examination system, etc. have been developed. With the right attitudes and strategies, effectiveness is round the corner. Yet, it is still great challenge to strive for better results in public exams with such diverse learner proficiency; therefore, more effort is still needed in the third stage.

Strengthen classroom management to build a solid education foundation

4. Generally speaking, the foundation work on classroom management has been strengthened, for example, the duty of class teachers, class organization and stipulation, the mechanism of inter-class competition, classroom environment, etc. Observation shows

that students' participation has greatly increased; the interaction between teachers and students or among students has been enhanced; classroom discipline and order has been improved; however, students' self-management still needs to be nurtured.

Conclusion and Evaluation

5. Effectiveness and follow-up work on the School Development Plan (Second Stage)

Major Concern	Evaluation	Follow-up work
Strengthen teaching and learning, improve students' academic performance	Partly-achieved	<ul style="list-style-type: none"> ● The quality-assurance mechanism will become a routine practice and continues to develop ● Through the approach of "Strive for the best", continue exam preparation to strive for better results in public examinations ● Curriculum planning will become a major concern in the next stage
Strengthen classroom management, build a solid education foundation	Partly-achieved	<ul style="list-style-type: none"> ● The foundation work of classroom management has generally been completed. It will become a routine practice and be developed by form/class teachers.

Review of School Situation

1. As a DSS School, sourcing students is our priority. To combat the increasing challenge of student enrolment in both the CMI and EMI sections, we need to better prepare ourselves and formulate effective strategies to improve both the quantity and quality of our students. (Remark: More than 1500 students enroll in Delia Hip Wo in the 11/12 school year)
2. With the challenge of the New Senior Secondary Education, and the fierce competition in the public examination and university admission, it is of utmost importance to launch life-long planning education and career development. (We are also aware of the relationship between life-long planning and learning attitudes / performances)
3. Facing the complicated backgrounds of students, great diversity in students' learning abilities, etc., it is crucial for us to cater for learner diversity so as to allow everyone to succeed and not to give up. "Successful education" is not only our belief, but also our goal.
4. Although our quality in Classroom teaching, Student Work, and Life-wide learning

activities has been improved, it is obvious that there is a close relationship between curriculum planning and the enhancement of the effectiveness of teaching and learning which still has room for further improvement.

5. Delia Hip Wo is 30 years old and is in a state of transition between generations of teachers. There is an urge to enhance teachers' professionalism and to nurture both the teachers and the middle-level management staff.
6. All in all, Hip Wo's biggest assets are our "Soft power" – Seeking to make progress/ Self-evaluation and reflection, our students and balanced budget. Yet, to face many challenges from running the school and competition from the education market, "Sustainable development" is the key.

School Development Plan at Different Stages: Overview of Major Concerns

Stage	Year	Major Concerns
I	2003/04 – 2006/07	Academic Performance / Non-Academic Performance / School Self-evaluation and External School Review / Development of School-based Curriculum / Multi-cultural Education
II	2007/08 – 2010/11	Academic Results / Classroom Management
III	2011/12 – 2014/15	Liaison with Parents / Life-long Planning / Curriculum Planning

Procedures of formulating the School Development Plan (Third Stage)

- Evaluate the effectiveness of the SDP (Second Stage)
- Analysis of the school's SWOT
- Study the formation of major concerns and related concepts
- Formulate the objectives, strategies and schedule of the major concerns

Delia Memorial School (Hip Wo)
Major Concerns of the School Development Plan (Third Stage)

Major Concerns	Objectives	Strategies	Time Schedule			
			11/12	12/13	13/14	14/15
Liaison with Parents	(1) Promote co-operation between parents and school so as to construct a mutual, sharing and understanding relationship. (2) Enhance parents' understanding of school policy and their identification with the school	(1) Strengthen the Parent-teacher Association (2) Encourage parents' participation in school policy (3) Construct a multi-ethnic communication network for different ethnic groups (4) Develop multi-channels for broadcasting school news (5) Emphasize on promotion of school and school policy	V	V	V	Conclus ion of plan and evaluati on of effectiv eness
Life-long Planning	(1) Launch student autonomy to allow them to realize and develop their potentials (2) Equip students with skills to enable them to set future education and/or career goals	(1) Launch through a systematic and all-round curriculum (2) The planning of a systematic life-long curriculum: Awareness – Self-realization – Understanding of the career world – Formation of objectives – Formation of plan – Implementation – Evaluation and feedback (3) Emphasize on student autonomy, initiated by understanding – planning – implementation – evaluation - reflection (4) Different approaches at different stages	V	V	V	
Curriculum Planning	(1) Better the “Learning” and “Activity” curricula in order to consolidate teaching and enhance learning capacity (2) Enhance teachers' professionalism in curriculum planning (3) Develop the criteria for sustainable curriculum planning and teacher professionalism	(1) Launch the improvement project from different levels, e.g. school annual plan at school level, scheme of work and unit plan at subject level, lesson plan from teacher level, etc. (2) Promote the combined mode of “Structured learning” and “Regular drilling and application” (3) Promote school-based module design (4) Promote “Phase conclusion”, “from output to input”, and construct the culture of teaching and learning reflection (5) Launch the project following the “from-point-to-surface” and “from-peripheral-to-centre” approaches (6) Adopt a practical approach: learn from doing and do when learning	V	V	V	