



地利亞修女紀念學校 (協和)

Delia Memorial School (Hip Wo)

221 Hip Wo Street Kwun Tong

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https://www.deliahw.edu.hk

School Mission

Since our establishment, we have been providing educational services to local ethnic minority groups and newly-immigrated families from the Mainland. We are a specialized school offering educational services to both the ethnic minority students and the newly-arrived students in Hong Kong. We are committed to developing our school as a place characterized with 'Integration of multi-cultures', 'A balanced development of five virtues' and we strive to 'Create opportunities of success'.

School Information

Supervisor / Chairman of School Management Committee	Ms Chor Siu Har		
Principal (with Qualifications / Experiences)	Ms. Tse Chun Yin (M. Ed, PGDE, BA (Hons))		
School Type	DSS	Student Gende	Co-ed
School Motto	Striving for advancement despite adversity		
Name of Sponsoring Body	Delia Group of Schools		
Area Occupied by the School	About 10800 Sq. M	Religion	
Parent-Teacher Association	Yes	Past Students' Association / School Alumni Association	
Incorporated Management Committee	Not Applicable	Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets	
4Rs Mental Health Charter	Yes		Whole School Health Programme
		Action School	

Teaching Staff Information (Including School Head) in the 2024/2025 School Year

Number of Teaching Posts in the Approved Establishment		-
Total Number of Teachers in the School		86
Qualifications and Professional Training (% of Teaching Staff)		
Had Received Teacher Training		45%
Bachelor Degree		100%
Master / Doctorate Degree or above		27%
Special Education Training		16%
Years of Experience (% of Teaching Staff)		
0 - 4 Years	5 - 9 Years	>= 10 Years
68%	6%	26%

Subjects Offered in the 2024/2025 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language or Chinese Language (Non-Chinese Speaking Students), Putonghua
	English as the Medium of Instruction	English Language
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Mathematics, Science, Citizenship, Economics and Society, Integrated Humanities, Geography, History, Chinese History, Computer and Technology, Life Education, Physical Education, Visual Arts, Music
S.4 - S.6	Chinese as the Medium of Instruction	Chinese Language or Chinese Language (Non-Chinese Speaking Students), Chinese History, Chinese Literature, Mathematics Extended Part Module 2 (Algebra and Calculus), Economics
	English as the medium of instruction	English Language, Tourism and Hospitality Studies, History, Information and Communication Technology
	Adopt a different medium of instruction by class or by group / school-based curriculum	Mathematics, Citizenship and Social Development, Geography, Biology, Chemistry, Physics, Business, Accounting and Financial Studies (Business Management), Business, Accounting and Financial Studies (Accounting), Visual Arts, Physical Education, Arts

Subjects to be Offered in the 2025/2026 School Year

S.1 – S.3	Chinese as the Medium of Instruction	Chinese Language or Chinese Language (Non-Chinese Speaking Students), Putonghua
	English as the Medium of Instruction	English Language
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Mathematics, Science, Citizenship, Economics and Society, Integrated Humanities, Geography, History, Chinese History, Computer and Technology, Life Education, Physical Education, Visual Arts, Music
S.4 – S.6	Chinese as the Medium of Instruction	Chinese Language or Chinese Language (Non-Chinese Speaking Students), Chinese History, Chinese Literature, Mathematics Extended Part Module 2 (Algebra and Calculus), Economics
	English as the Medium of Instruction	English Language, Tourism and Hospitality Studies, History, Information and Communication Technology
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Mathematics, Citizenship and Social Development, Geography, Biology, Chemistry, Physics, Business, Accounting and Financial Studies (Business Management), Business, Accounting and Financial Studies (Accounting), Visual Arts, Physical Education, Arts

Class Structure & Chargeable Fees (2024/2025)

	S1	S2	S3	S4	S5	S6
No. of Classes	6	6	6	6	6	6
School Fee	-	-	-	\$3,000	\$3,000	\$3,000
Tong Fai	-	-	-	-	-	-
Parent-Teacher Association Fee	-					
Student Union / Association Fee	\$50					
Approved Charges for Non-standard Items	-					
Other Charges / Fees	-					

Remarks

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S.1 Admission, Orientation Activities & Healthy School Life

Secondary One Admission
Our school will not accept discretionary places. Our school will not participate in the Secondary School Places Allocation System through central allocation stage (Applicable for admission to S.1 in September 2025).
Orientation Activities and Healthy Life
To get students acclimatize to secondary life, a Summer Bridging Course was organized during summer holiday. We held special learning activities for our students including "Get to know Hip Wo", discipline training, learning skills workshop as well as orientation games. Through these experiential activities, students were able to learn in a fun way and get used to the new school environment as well as make new friends. The S.1 parent meeting was also held during the summer holiday.

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School Characteristics
School Management
School's Major Concerns: 1. Promoting and supporting active and independent learning. 2. Guiding students to build positive values and equip them for future workplace.
School Management Organisation: The SMC, chaired by the Supervisor, appoints the Principal and Vice Principal. The administrators are assisted by the School Executive Committee in day-to-day administrative matters, including input on policy proposals. The Staff Meeting and informal staff consultation meetings provide other channels of communication between the administration and the professional staff.
Incorporated Management Committee / School Management Committee / Management Committee: The SMC consists of Managers of the Sponsoring Body, the Principal, Independent Manager, elected Teacher Manager, elected Alumni Manager & elected Parent Manager.
School Green Policy: There is an Environmental Education Committee under Moral and Civic Education Committee that promotes environmental education and management.
Learning and Teaching Plan
Whole-school Language Policy: We offer both English and Chinese as the medium of instructions. Students will be allocated to study in the respective medium with reference to their previous academic background, personal preference and language competency. For some classes, students from Mainland China and students from ethnic groups will be mixed together in a class, in order to enhance interaction between the two. For Chinese students whose English proficiency is outstanding, they will be offered a choice to use English as the medium of instruction for some subjects while the same for the ethnic minority groups. In addition, given the background of diverse ethnic groups, English, Putonghua and Cantonese have become the languages of communication in students’ daily school life.
Learning and Teaching Strategies: Our school curriculum aims at equipping students with essential life-long learning experiences for whole person quality development in the areas of ethics, intellect, physical development, social skills and aesthetics, so as to prepare students to become 'active, responsible, and contributing members of society, the nation and the world'. Helping students to 'learn how to learn' by cultivating positive values, attitudes, and a commitment to life-long learning as well as developing generic skills to acquire and construct knowledge constitutes a major part in the curriculum.
School-based Curriculum: 1. Electives: 3X. School-based curriculum in different subjects is available with reference to students’ needs and capabilities, including English, Computer & Technology, Integrated Humanities, Arts and Chinese History for Non-Chinese speaking students. 2. Curriculum highlights: Our school curriculum is designed help students to learn how to learn through cultivating positive values, attitudes, and a commitment to life-long learning to develop generic skills to acquire and construct knowledge, which is essential for the whole-person development to cope with challenges of the 21st century. A quality curriculum for the 21st century should therefore set the directions for teaching and learning through a coherent and flexible framework which is adaptable to changes and different needs of students and school.
Major Renewed Emphases in the School Curriculum: Strengthening values education (covering cross-curricular domains such as moral education, civic education, national education (including Constitution, Basic Law and national security education), anti-drug education, life education, sex education, media and information literacy education, and education for sustainable development); promoting STREAM education and information technology in education; fostering an entrepreneurial spirit; diversifying life-wide learning experiences (including those for vocational and professional education and training), and enhancing the learning and teaching of Chinese as a second language.
Life Planning Education: Our life planning education initiates from realization, commitment and setting objectives. After taking actions, targets and strategies will be fine-tuned, evaluated and feedback will be given. Our strategies include the following: 1. Offer a student-oriented, self-directed learning package which assists students to learn how to establish their goals and plan their future. 2. Guide students to understand themselves and explore the career world through characteristics tests, career workshops, workplace visits, experiential learning and internship. 3. Provide information concerning overseas studies, through peer support, alumni sharing and overseas field trips. 4. Expand multiple pathways of local and overseas studies and encourage all S.6 students to consider multiple study/work pathways after graduation.
Student Support
Whole School Approach to Catering for Learner Diversity: The school provides support through the Guidance Committee and Career Guidance Committee to help and guide all students. In addition, we also work closely with the school social workers. In the learning aspect, students are offered a choice to make use of English or Chinese as a medium of instruction. Curriculum adaptation, both enhancement and remedial-based, is run in the present curriculum to meet the needs of different learners. Separate grouping arrangement is offered for the learning groups in need, for learning and teaching effectiveness.
Whole School Approach to Integrated Education: The school has a policy and mechanism in place to cater for student diversity in learning. The Special Educational Needs Coordinator (SENCO) and different professionals, including the educational psychologist, clinical psychologist, speech therapist and counselor, lead the teachers of the whole school to cater for diverse learning needs in line with the school inclusive culture, policies and measures. The school has an identification mechanism to identify students with different types and levels of special educational needs and provide appropriate support to them through enhanced teaching in regular lessons, small group activities and individualized counselling. We also provide additional support for NCS students to facilitate their learning of Chinese by using the Grant for Supporting NCS Students with SEN. Executive functioning training group, Social skills training group and Sand art performance group are organized in order to support students of their individual learning needs.
Education Support for Non-Chinese Speaking (NCS) Students: Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; appointing additional teacher(s)/teaching assistant(s) to support NCS students’ learning of Chinese; arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc.; developing school-based Chinese Language curriculum and/or adapting learning and teaching materials; organising activities to create an inclusive learning environment in the school; and hiring additional manpower and/or translation/interpretation services to facilitate the communication with parents.
Measures to Provide Adaptation for Learning and Assessment: There are 2 individual terms in each academic year. Term 1 is from September to January and Term 2 is from February to June. In each term, student's learning performance is assessed through daily student work (40%) and term-end examination (60%). Student work consists of daily and weekly learning tasks in different forms including tests, projects, worksheets and presentation etc. Term-end examination is a comprehensive assessment assessing the overall subject competencies and is held in January and June respectively. Performance is reported in the Report Card distributed on the Parents-Teachers Interview Day.
Fee Remission:

Our school offers full school fee remission. Needy students, including those from families receiving the Comprehensive Social Security Assistance (CSSA) and students receiving financial assistance provided by the Student Finance Office of the Working Family and Student Financial Assistance Agency (WFSFAA), could apply for fee remission. The applicant’ s family financial situation will be the sole assessment criterion for granting fee remission. The eligibility benchmarks are no less favorable than the government financial assistance schemes for fee remission.

- Please visit the web-link in our school’ s website for details of school fee remission scheme, including the family income limits.

Home-School Co-operation and School Ethos
Home-School Co-operation: Parents' Gatherings, Parent-Teacher Interview Day, Parent-Teacher Association outings and workshops are held yearly, letting parents, teachers and students be engaged with each other more in order to assist students to develop in both academic and non-academic aspects.
School Ethos: We are dedicated to building an inclusive school in harmony to cater for the learning needs of our Non-Chinese speaking students and our local counterparts. Our Discipline Guidance Committee and Career Guidance Committee provide support to help and guide all students. In addition, we work closely with our stakeholders and various NGOs to maximize our services to our students.
Future Development
School Development Plan: 1. Promoting and supporting active and independent learning 2. Guiding students to build positive values and equip them for future workplace
Teacher Professional Training and Development: Our teachers take active part in external workshops, seminars and lectures besides regular in-house task-based professional development activities and interflow to keep themselves abreast of the latest educational development. For teachers' continuous professional development, professional sharing is organized at the staff meeting regularly. We also offer study subsidies for teachers to conduct professional development outside.
Life-wide Learning (Including Five Essential Learning Experiences to be Provided through Key Learning Areas, Extra-curricular Activities, Co-curricular Activities, etc.)
Regular extra-curricular activities, aiming at nurturing students' potential, include Subject Clubs, Girl Guides, Red Cross, Volunteer Service Team, Peer Counseling Scheme, IP Prefect, Prefect, Library Club, Campus TV, Multicultural Ambassador Group, Student Activity Centre Ambassador Group, Choir, Chinese and English Drama Teams, Chinese Debate Team, Brass Band, Basketball Team, Football Team, Athletics Team, Cricket Team, Hockey Team, Swimming Team, Volleyball Team, Rugby Team, "Our Voice" , the Literature Creation Magazine, Fencing Class, Tae Kwon Do Class, Wushu Group. Interest group classes, inter-house competitions and subject-based activities such as lunch programmes are also held regularly. Besides, various visits, field trips, workshops and service activities are organized on an irregular basis, in order to let students explore and learn more in different aspects.
School Facilities
Number of Classroom(s): 36
School Facilities: We are devoted to providing an effective learning and teaching environment for both our students and teachers. There are a total of 37 standard classrooms, 14 special rooms and 7 remedial classrooms. These rooms are air-conditioned and equipped with a smartboard and IT facilities. All of our facilities are well-supported by high-speed optical fibre and Wi-Fi networks.
Facility(ies) for Supporting Students with Special Educational Needs: Accessible lift and Accessible toilet.
Others
In order to encourage students to excel in academics and allow students to pursue their dreams, scholarships are set up to award students' outstanding performances in academic and non-academic areas. With an aim of encouraging students to participate in various external activities, subject-based and committee-based life-wide learning activities visits, field-trips, outings are organized. In addition, the school also makes use of the long holidays for exchange programmes outside the territory so as to widen students' horizons.
Direct Public Transportation to School
Bus: 93A, 95M, 23M, 1A, 23, 26M, 11X, 13D, 15P, 28B, 601, N293; MTR.