

**Delia Memorial School
(Hip Wo No.2 College)**

School Year

2022/2023

School Report

Major Concerns

- 1. To enhance the learning and teaching effectiveness through strengthening of our curriculum design, teaching pedagogy and assessment**
- 2. Major Concern: To help enhance our students with proper values and life planning education**

1. **To enhance the learning and teaching effectiveness through strengthening of our curriculum design, teaching pedagogy and assessment**
(Time Scale: September 2022 to June 2023)

Targets	Strategies	Success Criteria	Methods of Evaluation	Achieved / Not Achieved / Partly Achieved	Evaluation
<p>1.1</p> <ul style="list-style-type: none"> • To strengthen the curriculum design so as to: ✧ broaden students' knowledge base and connect their learning experiences in different Key Learning Areas, their life experiences and global affairs ✧ enhance student-centered/ self-regulated learning ✧ promote National Security Education 	<ul style="list-style-type: none"> • Enrich the content of the new subjects (STREAM & Food and Health Sciences) for S4 & S5 students under the optimization of 4 core subjects of Senior Secondary • Modify and optimize Project WISER, a project-based learning experience to connect students' knowledge to the contexts of its application for junior students • Implement cross-curricular project works / activities 	<ul style="list-style-type: none"> • More than 70% of the S4 students show favourable evaluation comments of the new subjects. • 10% increase in the annual overall passing rate of S5. • Project works of different subjects or cross-curricular works of S.1-S.3 students have to be submitted. • More than 70% of the teachers and/or students show favourable evaluation comments of Project WISER. • At least 3 different cross-curricular project works / activities are 	<ul style="list-style-type: none"> • Evaluation filled-in by students after the implementation of new subjects • Students' exam results • Submission of project works of different subjects or cross-curricular projects • Evaluation filled-in by teachers and/or students after the implementation of Project WISER • Evaluation filled-in by teachers and/or students after the 	<ul style="list-style-type: none"> • Achieved • Achieved • Achieved • Achieved • Achieved 	<ul style="list-style-type: none"> • More than 80% of the S4 students show favourable evaluation comments to the new subjects – Food & Health Science and STEAM. [Appendices 1A & 1B]. Moreover, there is a 11% increase in the annual overall passing rate of 22-23 S5 [Appendix 9A]. • For Project WISER, various cross-curricular based projects are planned for S1-S3 students [Appendix 2] and all projects were successfully carried out. The Lantern Festival Activity received favourable comments from over 90% of the teachers and students [Appendices 3]. • Some cross-curricular activities among the same or different Key

	<p>among the same or different Key Learning Area (KLA)</p> <ul style="list-style-type: none"> Organize various diversified life-wide learning activities and participate in Mainland exchange programmes to enhance students' sense of national identity 	<p>carried out.</p> <ul style="list-style-type: none"> More than 70% of the teachers and/or show favourable evaluation comments of cross-curriculum activities. 	<p>implementation of each activity</p> <ul style="list-style-type: none"> Participation record of school activities Questionnaires filled-in by students 	<ul style="list-style-type: none"> Achieved 	<p>Learning Area (KLA) and various diversified life-wide learning activities were organized [Appendix 4]</p> <ul style="list-style-type: none"> Special Holiday Project Works were assigned to students during the DSE period. More chances for hands-on experience were provided to students. <p>It is suggested that the practices mentioned above should be kept. More previous project works could be shown and demonstrated to new teachers to guide them in doing Project WISER. Students' works should be exhibited more publicly so that students can receive more recognition and satisfaction.</p>
	<ul style="list-style-type: none"> Enrich the content of Extensive Reading lessons in S4 & S5 (Collaborate with STREAM & Food and Health Science) Encourage students 	<ul style="list-style-type: none"> Morning reading sections cover 4 learning areas, including Value Education, LS and L&S Education, Technology Education, Moral Education 	<ul style="list-style-type: none"> Extensive Reading Booklets and files of morning reading materials will be collected by Class Teachers and Subject Teachers. They will be checked by Academic 	<ul style="list-style-type: none"> Achieved 	<ul style="list-style-type: none"> S4 & S5 Extensive Reading Booklets were checked before the end of the 2nd Term. Records were tidily kept and over 90% of the tasks were finished by students.

	<p>to read during the Morning Reading Period or Class Teacher Period by exposing them with different topics such as current affairs, global issues, self-management, technology and values education.</p> <ul style="list-style-type: none"> • Visit the School Library/Class Library frequently. 	<ul style="list-style-type: none"> • 80% morning reading portfolio and Extensive Reading Booklets will be finished by students • English Language and Chinese Language teachers will arrange school library lesson at least 8 times totally throughout the year, other subjects will depend on their needs 	<p>Dept. every semester</p> <ul style="list-style-type: none"> • Teachers report and record in the minutes of English Language and Chinese language Panel Meetings • Reading Scheme evaluation meeting at the end of semesters 	<ul style="list-style-type: none"> • Not Achieved 	<ul style="list-style-type: none"> • Morning reading sections have been doing well. Different topics and areas were covered including Values Education, Positive Education, LS and L&S Education, Technology Education, Moral Education [Appendix 5A] and National Security Education. [Appendix 5B] • Materials including videos and articles were well-prepared. Files of the morning reading materials were collected for checking before the end of the 2nd Term. Files were tidily kept and over 90% of the portfolio materials were finished by students. • Frequency of visiting the school library: English Language: 1A (2 times) 2A (2 times) 2B (1 time) 3A (2 times) 3B (3 times) Chinese Language: 1A NC (3 times)
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	<ul style="list-style-type: none"> • Arrange School Library Tour to S1 students • Implement a Reward Scheme to encourage book-borrowing. • Modify and optimize Reading Scheme in language subjects (English and Chinese). • Conduct a “Pleasure Reading Month” to cultivate reading atmosphere. Different activities will be organized such as book fair, Book Crossing and book sharing by teachers. 	<ul style="list-style-type: none"> • 10% increase in the number of borrowing books from library. • “Read in Pleasure Hand Book” will be designed and launched to Junior Forms 	<ul style="list-style-type: none"> • Library book borrowing records 	<ul style="list-style-type: none"> • Achieved • Achieved 	<p>2A2B NC (2 times) 1A2B CS (3 times) 3A NC (3 times) 3B CS (4 times)</p> <p>Lesson time was not enough to allow students to visit the school library. The target of 8 times in total might have set slightly higher.</p> <ul style="list-style-type: none"> • School Library Tour for S1 students was carried out in September 2022 • The number of borrowing books from library in 22-23 increased 58% comparing with 21-22. (254 books in 21-22 / 402 books in 22-23) • A series of new arrangements were adopted to encourage and attract students to go to the Library more often and read more books: <ul style="list-style-type: none"> - The content of the Book Recommendation Bulletin Boards are renewed regularly at the corridor of G/F to 3/F.
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	<ul style="list-style-type: none"> • Review the content of new purchased books in the school library by the Panel Chairpersons and school Administrators to ensure they meet the requirements under National Security Law. • Review the schemes of work of different subjects. Modification and enrichment on the curriculum contents will be made on subjects to enhance students' awareness of national security and promote among students a clear understanding of the importance of national security. 		<ul style="list-style-type: none"> • Records of new purchased books will be collected each month • All schemes of work will be checked by the end of August 	<ul style="list-style-type: none"> - A Claw Machine is placed at the entrance of the School Library. Students were attracted to read more books so as to redeem Reading Scheme coupons/tokens for playing the Claw Machine. Machine tokens had been redeemed for 35 times this year. - Small-scale renovation was done and new decorations were added in the School Library. - New books were added to the Class Library. - Read-cycling Book Trip was organised in March. - 1-hour Reading Challenge was held in April. - Book Fair was held in May 2023. • Records of newly purchased books were collected each month and the content of the newly purchased books in the
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					<p>School Library are reviewed by the Panel Chairpersons and school Administrators to ensure they meet the requirements under National Security Law.</p> <ul style="list-style-type: none"> All Schemes of Work were checked by the end of August to ensure modification and enrichment on the curriculum contents were made on the rest of the subjects to enhance students' awareness of national security and promote among students a clear understanding of the importance of national security. <p>It is recommended that more similar activities like Read-cycling Book Trip and 1-hour Reading Challenge should be organised next year.</p>
<p>1.2</p> <ul style="list-style-type: none"> To strengthen the teaching pedagogy and encourage teachers to share their experience, 	<ul style="list-style-type: none"> Encourage peer/lesson observation and exchange of professional dialogues of good 	<ul style="list-style-type: none"> At least one peer observation should be done by each teacher in a year More than 90% of 	<ul style="list-style-type: none"> Peer/Lesson Observation Record Peer/Lesson 	<ul style="list-style-type: none"> Achieved Achieved 	<ul style="list-style-type: none"> Peer observation was carried out in the 1st and 2nd Term [Appendix 6]. 100% of teachers agree that Subject Panel

<p>knowledge and skills in teaching and learning so as to help teachers' professional development</p>	<p>teaching practices</p> <ul style="list-style-type: none"> • Set clear and specific focus of peer/lesson observation • Encourage teacher to share their experience, knowledge and skills to refine their instruction and further enhance effectiveness of daily practice • Expand functionalities of the knowledge sharing platform and the school knowledge repository • Create shared folders to archive all the learning and teaching resources related to Constitution, Basic Law and National Security Education 	<p>novice teachers visit experienced teachers' lessons for the purpose of peer learning</p> <ul style="list-style-type: none"> • Take turns in Subject Panel Meetings to share experience, knowledge and skills to refine instruction and further enhance effectiveness of daily practice. 70% of teachers agree that Subject Panel Meetings provide an effective platform for professional sharing and development • 70% of teachers agree that they often store and share resources in the school knowledge repository 	<p>Observation Record</p> <ul style="list-style-type: none"> • Post-lesson observation • Records in Subject Panel Meetings • Evaluation filled-in by teachers • Records in School drive shared folders • The learning and teaching materials in the folders will be checked by Subject Panel Chairpersons each month. Random-check will be carried out by the Academic 	<ul style="list-style-type: none"> • Achieved • Achieved 	<p>Meetings provide an effective platform for professional sharing and development [Appendix 7]</p> <ul style="list-style-type: none"> • 100% of teachers agree that they often store and share resources in the school knowledge repository [Appendix 7] • The learning and teaching materials in the folders were checked by Subject Panel Chairpersons each month. Random-check were carried out by the Academic Team. <p>It is advised that discussion of teaching methodology during panel meetings should be kept since the exchange of professional dialogues of good teaching practices is very helpful to new teachers.</p>
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	for no less than two school years.		Team.		
<p>1.3</p> <ul style="list-style-type: none"> To strengthen the assessment literacy so as to improve the teaching content, pedagogy and assessment focus and designs 	<ul style="list-style-type: none"> Set more clear objectives of what Teachers and Students have to achieve. Promote the practice of lesson preparation by students (collaboration with Project WISER) Set test & exam papers at the right level to reflect students' learning effectiveness and match the curriculum content. Use of formative and summative assessment to provide timely and constructive feedback to students and parents for the 	<ul style="list-style-type: none"> More than 70% of the students and teachers agree that their learning and teaching are more relevant to the students' needs and abilities Preparation works shown in the Project works and assignments. Students show better academic performances in internal and external exams, project work, homework and presentation including: 10% increase in the number of students who can pass in a subject (comparison between the same batch of students & different batch across the year) 	<ul style="list-style-type: none"> Questionnaires will be used to solicit the opinions of students and teachers. Evaluation filled-in by teachers of Project WISER. Students' learning outcomes such as exam results, assignments, project work, presentations 	<ul style="list-style-type: none"> Achieved Partly Achieved Partly Achieved 	<ul style="list-style-type: none"> More than 75% of the students and teachers agreed that their learning and teaching are more relevant to the students' needs and abilities [Appendix 8]. Comparing the percentage of students who can pass in a subject between 2021-2022 Annual and 2022-2023 Annual, S2 & S5 had most of the subjects increased 10% or more. [Appendices 9A & 9B] Comparing the number of students having an average mark of all subjects 50 or above between 2021-2022

	<p>reference of their continuous learning progress.</p> <ul style="list-style-type: none"> Use of the Test & Exam results' analysis for identifying students' learning difficulties and providing feedback to teachers' teaching & learning strategies and curriculum design. Organize S6 after-school tutorials to clear any students' misunderstanding of their learning content. Offer S6 study classes to students during their study leave so as to ensure that the habit of going to school and revise & study will be carried on. 	<ul style="list-style-type: none"> 10% increase in the number of students having an average mark of all subjects 50 or above. 5% increase in the passing rate of each HKDSE subject. At least 70% attendance of S6 selected students. At least 70% of S6 students who take part in the study classes show 	<ul style="list-style-type: none"> HKDSE results S6 tutorial records Questionnaires filled in by students 	<ul style="list-style-type: none"> Achieved Achieved 	<p>Annual & 2022-2023 Annual, S2 & S3 had a 10% increase [Appendix 10].</p> <p>It is recommended to arrange enrichment classes for students to improve academic level (bridging class for S1, remedial class for weaker ones, enhancement class for the elite). Also, it is advised to arrange class groupings for different subjects based on students' ability to stretch their potential.</p> <ul style="list-style-type: none"> 6 HKDSE subjects (including 3 school-taught subjects Chemistry, Liberal Studies & Mathematics) had a 5% increase in the passing rate [Appendix 11]. The average attendance rate of S6 tutorial classes was 90.66% [Appendix 12]. More than 90% of S6 students who take part in
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		favourable comments of the activities.			the study classes show favourable comments of the activities. [Appendix 13]
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2. Major Concern: To help enhance our students with proper values and life planning education

Targets	Strategies	Success Criteria	Methods of Evaluation	Achieved / Partly Achieved / Not Achieved	Evaluation
<ul style="list-style-type: none"> To cultivate students' positive values and attitudes to enjoy a healthy lifestyle (Perseverance and Respect for Others were the themes of that academic year.) 	<ul style="list-style-type: none"> Perseverance and Respect for Others will be the theme of this academic year To organize various activities, including assembly, morning reading, inter-class activities to response the theme of year To proceed with the "Positive Education" programme co-operated with the Hong Kong Christian Service and the University of Hong Kong To encourage students to participate in various service (social and/or internal) activities To implement the 	<ul style="list-style-type: none"> At least 10% increase in the school attendance record. At least 80% attendance rate of school activities (Eg., Tutorials and ECAs) More than 70% of students feel that the activities and programmes are meaningful to them At least 50% of all S1-S5 students participate in internal and external service activities. All the relevant sections of APASO done by our students have a better score than the average in Hong Kong 	<ul style="list-style-type: none"> Attendance Record School Activity Record Questionnaires filled-in by teachers and students Data from APASO 	<p>Achieved</p>	<p>In 2021-2022, 595 Monthly Attendance Awards were issued to S1-S6 students. In 2022-2023, 659 Monthly Attendance Awards were issued. The number of awardees was increased by 10.8%.</p> <p>The 1st Term Attendance Rate of ECAs was 84.02% and the 2nd Term Attendance Rate of ECAs was 83.42%.</p> <p>The 1st Term and 2nd Term Attendance Rate of Tutorial Classes were both more than 90%.</p> <p>More than 80% of students were happy to participate in the school activities and agreed that these activities achieved the targets. (Appendix 14)</p> <p>51.87% of all S1-S5 students participated in voluntary services. (Appendix 15)</p> <p>For the result of APASO, all the relevant sections had a better score than the average in Hong Kong (Appendix 16)</p>

	<p>Health Pioneer Project supported by the Beat Drug Fund</p> <ul style="list-style-type: none"> To proceed with the Healthy School Project supported by the PTA To co-operate with school social workers to organize sex education activities to students 	<ul style="list-style-type: none"> At least 70% of all students agree that their understanding and awareness of drugs is enhanced. At least 80% students get the Active Coupon through the Healthy School Project At least 5% increase of students' BMI in normal range At least 70% of students agree that sex education activities are meaningful to them 			<p>Over 90% of all students agree that their understanding and awareness of drugs is enhanced. (Appendix 14)</p> <p>Around 92% students get the Active Coupon through the Healthy School Project. Teachers suggest to make and publish the ranking list of this scheme monthly on the school website, social media and campus.</p> <p>There was around 14% increase of students' BMI in normal range this year. (Appendix 17) The Healthy School Project will be retained to promote healthy lifestyle in school.</p> <p>Over 85% of students agreed that sex education activities are meaningful to them. (Appendix 14)</p>
<ul style="list-style-type: none"> To strengthen students' national identity in order to enhance citizenship and develop global vision. 	<ul style="list-style-type: none"> To integrate National Security Education in the formal curriculum and to organize related activities To refine the Moral and Civic Education activities to help students perform as good citizens 	<ul style="list-style-type: none"> At least 3 National Security Education activities are held this year. More than 70% of students agree that their understanding of National Security is enhanced. At least 3 Moral and 	<ul style="list-style-type: none"> Activity Record Questionnaires filled-in by teachers and students Data from APASO 	Partly Achieved	<p>Various National Education, Moral and Civic Education activities were held by the School to strengthen students' national identity in order to enhance their citizenship and develop their global vision. (Appendix 18)</p> <p>More than 80% students agreed that their understanding of National Security was enhanced. Also, more than 80% of students agreed that the NSE and MCE activities are meaningful to them.</p>

		<p>Civic Education activities are held this year</p> <ul style="list-style-type: none"> • More than 70% of students feel that the activities are meaningful to them. • All the relevant sections of APASO done by our students have a better score than the average in Hong Kong 			<p>(Appendix 14)</p> <p>For the result of APASO, comparing with the average in Hong Kong, the score of Duty to the Nation (2.92) and Attitudes toward the Nation (2.86) were above average. The score of Global Citizenship (3.36) was better than last year (3.32) but slightly below the average.</p> <p>To develop students' global vision, more learning opportunities outside the classroom will be arranged including local visits, talks and study tours.</p>
<ul style="list-style-type: none"> • To prepare students for comprehensive life planning, which includes future academic progression or working life after graduation 	<ul style="list-style-type: none"> • To design a more structured Career and Life-planning program for all students • To provide various information regarding multiple pathways to students • To organize different activities to facilitate students' self-understanding and help students explore different pathways. • To organize individual and group 	<ul style="list-style-type: none"> • At least 90% of all students participate in Career and Life-planning activities • Set up the Career and Further Studies information corner at Room 406. • At least 2 Career and Life-planning activities is held per term for S1-S6 students. • At least 70% of the students feel that the activities or programmes are useful to them 	<ul style="list-style-type: none"> • ECA Record • Questionnaires filled-in by students • Students' Attendance Records in Career and Life-planning activities • Data from APASO 	Partly Achieved	<p>Over 91% of all students participated in Career and Life-planning activities. A better record keeping system should be adopted. Also, the school-cased materials are suggested to review every year. Teachers suggested that some workshops may be conducted early next year. (eg. arrange the S3 Elective Selection Preparation Workshop in November)</p> <p>More than 70% of the students agreed that the programmes were useful to them. (Appendix 20)</p> <p>The Career and Further Studies information corner was set up at the school library instead of Room 406. Also, the updated career and further studies information were uploaded to school website regularly.</p> <p>At least 2 Career and Life-planning</p>

	consultations to students	<ul style="list-style-type: none"> All the relevant sections of APASO done by our students have a better score than the average in Hong Kong 			<p>activities is held per term for S1-S6 students. (Appendix 20)</p> <p>For the result of APASO, all the relevant sections had a better score than the average in Hong Kong (Appendix 16)</p> <p>In order to make the life planning work closer to students' needs, teachers suggest to collect opinions from students through online survey at the beginning of the school year.</p> <p>Besides, regular committee meetings will be held to facilitate the execution of the life-planning works.</p>
<ul style="list-style-type: none"> To create more opportunities for students of different abilities to stretch their potential 	<ul style="list-style-type: none"> To encourage students to take up leadership posts to develop their problem-solving skills through organizing activities To organize leadership training programmes for prefects and other student leaders To encourage students to join external competitions To disseminate students' achievements in school and on our 	<ul style="list-style-type: none"> At least 30% of all students take up leadership posts in School At least 3 leadership training programmes are held this year. At least 70% of the students feel that the programmes are useful to them At least 50% of the students join external competitions At least 8 pieces of students' achievements are posted on the school 	<ul style="list-style-type: none"> ECA Record Questionnaires filled-in by students Participation record of external competitions School website information 	Achieved	<p>102 students (31.88%) take up leadership posts in school. Teachers suggest strengthening the role of student leaders in the ECA clubs and teams.</p> <p>6 Training Programs were held this year and all students agreed that the programmes were useful to them. (Appendix 21)</p> <p>More than 80% students participated in the external competitions. More than 40% students participated more than 1 external competition. School will continue to encourage students to participate in different types of external competitions to stretch their potential.</p> <p>More than 40 pieces of students' achievements were posted on the school website this academic year. Teachers suggest to display more</p>

	school website (social media)	website per term			students' works at school campus after the renovation of school entrance office.
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Appendix 1A: Student survey on New Subjects (Food & Health Science)

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
1. This subject enhances my knowledge about food and nutrition. 這個學科增強了我對營養的了解。	37.8%	54.1%	0.0%	8.1%
2. This subject helps me realise the science theory behind food. 這學科幫助我認識食物背後的科學理論。	35.1%	56.8%	1.4%	6.8%
3. This subject increases my interests towards food processing and culinary skills. 這個科目增加了我對食品加工和烹飪的興趣。	45.9%	45.9%	1.4%	6.8%
4. This subject raises my awareness of my own diet. 這個科目提高了我對自己飲食習慣的認識。	36.5%	50.0%	6.8%	6.8%
5. This subject increases my knowledge about different diseases and related dietary treatment. 這個科目增加了我對不同疾病和相關飲食治療的知識。	45.9%	41.9%	6.8%	5.4%
6. I find this subject interesting. 我覺得這個科目很有趣。	45.9%	41.9%	4.1%	8.1%
7. I find this subject useful to my daily life. 我發現這個科目對我的日常生活很有用。	44.6%	47.3%	1.4%	6.8%
8. This subject helps me practise critical thinking and understanding of the theoretical and practical aspects of food science and technology. 這個主題幫助我實踐批判性思維和對食品科學與技術理論和實踐方面的理解。	40.5%	45.9%	4.1%	9.5%
9. This subject helps me understand the the relationship between food and a wide range of social, legal, technological and environmental factors. 這個主題幫助我了解食物與廣泛的社會、法律、技術和環境因素之間的關係。	44.6%	44.6%	2.7%	8.1%
10. This subject gives me one more choice of my future career. 這個科目給了我未來職業的一個選擇方向。	41.9%	39.2%	9.5%	9.5%
11. I have a better and healthier life style after having this subject. 有了這個科目後，我的生活方式變得更好、更健康。	43.2%	44.6%	2.7%	9.5%

Appendix 1B: Student survey on New Subjects (STEAM)

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
1. This subject increases my interests towards art. 這個科目增加了我對視覺藝術的興趣。	31.0%	60.6%	4.2%	4.2%
2. This subject helps me to understand art in craft way. 這個科目幫助我了解工藝層面的視覺藝術。	36.6%	54.9%	5.6%	2.8%
3. This subject raises my awareness of craftsmanship surrounding. 這個科目提高了我對周遭工藝的認識。	31.0%	56.3%	9.9%	2.8%
4. This subject increases my interests towards craftsmanship. 這個科目增加了我對工藝的興趣。	33.8%	52.1%	9.9%	4.2%
5. This subject sharpens my life skills. 這個科目增強了我的生活技能。	32.4%	52.1%	12.7%	2.8%
6. I find this subject interesting. 我覺得這個科目很有趣。	35.2%	56.3%	5.6%	2.8%
7. This subject helps me practise critical thinking and understanding of the theoretical and practical aspects of art and science. 這個主題幫助我實踐批判性思維和對藝術與科學理論實踐方面的理解。	33.8%	54.9%	8.5%	2.8%
8. I find this subject useful to my career path. 我發現這個科目對我的生涯規劃很有用。	32.4%	52.1%	11.3%	4.2%
9. This subject gives my one choice of my future career. 這個科目給了我未來職業的一個選擇方向。	32.4%	49.3%	14.1%	4.2%

Appendix 2: Summary of S1-S3 Project WISER Proposals

Subjects	S1 Subject Teachers	Project	Works to show	Done?
ENGLISH LANGUAGE	CHAN SIN YING YIP WING YI	Understanding Islamic Culture	Writing	Yes
HISTORY	CHAN SIN YING			
GEOGRAPHY	KUMAR KEVIN LABARO	Geography board: Teaching others the process of farming from inputs to outputs	A board display	Yes
ENGLISH LANGUAGE	CHAN SIN YING YIP WING YI			
CHINESE LANGUAGE	YIP KA NGAI YU PAK HING	Lantern Festival Cultural Day	Portfolio Booklet, photos	Yes
PUTONGHUA	CHIU KAM MEI			
CHINESE HISTORY	CHIU KAM MEI YU PAK HING			
MATHEMATICS	LI ZHIJIE	micro:bit Model Rocket Car Competition	Model Rocket Car, Portfolio Booklet	Yes
SCIENCE	CHENG TSZ CHING			
COMPUTER LITERACY	MOK MAN TO			
PHYSICAL EDUCATION	TSANG SHUK YEE	Rope skipping with Baroque influenced wig	Booklet, wig, and video	Yes
MUSIC	CHAN LOK YAN			
VISUAL ARTS	CHAN MEI LING			
VISUAL ARTS	CHAN MEI LING	Name card designing	Portfolio Booklet, a name card that can tell their personalities by the theory learned from the Visual Art lesson.	Yes
LIFE AND SOCIETY	OR MIU CHUEN			

Subjects	S2 Subject Teachers	Project	Works to show	Done?
ENGLISH LANGUAGE	KUMAR KEVIN LABARO YIP WING YI WANG SHUANGYUE	Geography board: Teaching others energy is generated through the use of renewable energy	A board display	Yes
GEOGRAPHY	KUMAR KEVIN LABARO			

HISTORY	HEUNG CHI WAI CHAN SIN YING	A portrait of the favourite French in the French Revolution	Drawings	Yes
VISUAL ARTS	CHAN MEI LING			
CHINESE LANGUAGE	CHAN MEI LING YUEN TSZ KI YU PAK HING	Lantern Festival Cultural Day	Portfolio Booklet, photos	Yes
PUTONGHUA	CHIU KAM MEI			
CHINESE HISTORY	CHAN MEI LING YUEN TSZ KI YU PAK HING			
MATHEMATICS	LI ZHIJIE NG CHEUK HIM	micro:bit Model Rocket Car Competition	Model Rocket Car, Portfolio Booklet	Yes
SCIENCE	CHENG TSZ CHING			
COMPUTER LITERACY	HUI HING MAN ALICE			
PHYSICAL EDUCATION	TSANG SHUK YEE	Dancing in The Magical Flute	Booklet, accessory, and video	Yes
MUSIC	CHAN LOK YAN			
VISUAL ARTS	CHAN MEI LING			
VISUAL ARTS	CHAN MEI LING	Cyber-friendship Poster Design	A poster	Yes
LIFE AND SOCIETY	CHAN HO YIN			

Subjects	S3 Subject Teachers	Project	Works to show	Done?
ENGLISH LANGUAGE	CHAN SIN YING CHAN LOK YAN	Profile of a favourite historical figure	Writing	Yes
HISTORY	YIP WING YI CHAN SIN YING			
GEOGRAPHY	YIP WING YI KUMAR KEVIN LABARO	Researching about the manufacturing process of a certain product and how it affects both countries	A research report	Yes
ENGLISH LANGUAGE	CHAN SIN YING CHAN LOK YAN			
CHINESE LANGUAGE	YU PAK HING CHIU KAM MEI			

CHINESE LANGUAGE	YU PAK HING CHIU KAM MEI	Lantern Festival Cultural Day	Portfolio Booklet, photos	Yes
PUTONGHUA	CHIU KAM MEI			
CHINESE HISTORY	YIP KA NGAI YU PAK HING			
MATHEMATICS	MOK MAN TO WAN JUN KIN	micro:bit Model Rocket Car Competition	Model Rocket Car, Portfolio Booklet	Yes
SCIENCE	YIP WING YI CHIU KAM MEI			
COMPUTER LITERACY	MOK MAN TO			
MUSIC	CHAN LOK YAN	Design a costume for Les Misérables and do a rouliqiu performance	Booklet, costume, and video	Yes
VISUAL ARTS	CHAN MEI LING			
PHYSICAL EDUCATION	TSANG SHUK YEE			
PHYSICAL EDUCATION	TSANG SHUK YEE	Students experienced how disabled persons play floor curling (with blindfold)	Presentations, Portfolio Booklet and photos	Yes
LIFE AND SOCIETY	OR MIU CHUEN LAM KA YAN			

Appendix 3: Student survey on the Lantern Festival Activity

Key – SD (Strongly Disagree), D (Disagree), N (Neutral), A (Agree), SA (Strongly Agree)

Statements	SA	A	N	D	SD
1. The activity was fun and informative. 活動有趣且具資料性。	56%	21%	21%	2%	0%
2. The activity aroused my interest to learn more about Chinese culture. 活動能引起我學習中國文化的興趣。	44%	30%	23%	3%	0%
3. I understand more about the Chinese traditional festival and culture. 我學會更多有關中國傳統節日及文化。	47%	26%	23%	3%	1%
4. I understand more about Chinese History. 我學會更多有關中國歷史知識。	45%	24%	24%	5%	2%
4. The content was relevant to my educational needs. 活動內容與我的學習需要相關。	45%	24%	24%	6%	0%
5. The activity has helped me develop a positive image of China. 活動有助我建立對中國的正面形象。	52%	24%	23%	2%	0%

Appendix 4: Cross-curricular activities among the same or different Key Learning Area (KLA) & life-wide learning activities

	Subject(s)/Area(s) involved	Activities
1	Maths & Chinese History	Maths & Chinese History & Cultural Week
2	BAFS & Econ	Business Case Competition - Foundry workshop
3	BAFS	“AASTOCKS Warrant Marksman Sponsored by SG US Index CBBC”, arranged by AASTOCKS
4	Chinese & Chinese History	中國青少年語言文化學會：菁英盃 現場作文決賽 (香港賽區) 香港校董學會：觀塘區慶回歸短文比賽 香港大公文匯傳媒集團：香港青少年書法大賽 文學之星：2022-2023 中國中學生作文大賽 教育工作人員總工會：香港中小學中英文硬筆書法比賽
5	THS & Biology	Day Tour to PolyU & Yim Tin Tsai
6	THS	Outing to IVE
7	Mathematics	Math Kangaroo Contest
8	CSD & Chinese & Chinese History	Trip to Guangzhou

Appendix 5A: Details of Morning Reading Period (Values Education)

Date/Period	Topic	Values									
		Respect for Others	Responsibility	Perseverance	Care for Others	Integrity	Commitment	Law-abidingness	Empathy	National Identity	Diligence
		尊重他人	責任感	堅毅	關愛	誠信	承擔精神	守法	同理心	國民身份認同	勤勞
20220907-21	Mid Autumn Festival 中秋節									Y	
20220928	National Day									Y	
20221005	World Saving Day 世界儲蓄日		Y				Y				Y
20221012-19	Energy Poor 能源貧窮				Y			Y	Y		
20221102-18	Save Our World 愛護地球		Y		Y			Y			
20221121-25	Organ Donation 器官捐贈				Y				Y		
20221123	Thanksgiving 感恩節	Y			Y				Y		
20221205-09	Drone 無人機		Y					Y			
20221206	Mourning	Y			Y			Y	Y	Y	
20221212-16	Water Resource 香港水源		Y					Y			
20230202-09	CBD 大麻二酚		Y			Y		Y			
20230213-17	Subdivided units 分間單位	Y		Y	Y			Y	Y		
20230227-0303	ASF virus 非洲豬瘟病毒		Y								
20230306-10	The Prohibition of Feeding of Wild Animals 禁止餵飼野生動物公告		Y					Y			
20230313-17	Medical Equipment and Facility Maintenance 醫療儀器及設施保養維修		Y			Y					
20230320-24	All Races as One 種族連線	Y			Y			Y	Y		
20230417-0421	Waste-to-energy 轉廢為能		Y					Y			

Appendix 5B: Details of Morning Reading Period (National Security Education)

Date/Period	Topic	National Security Domains															
		Political Security	Homeland Security	Military Security	Public Security	Economic Security	Resource Security	Cultural Security	Science and technology Security	Cyber Security	Nuclear Security	Ecological Security	Biosecurity	Overseas Interests Security	Outer Space Security	Deep Sea Security	Polar Security
		政治安全	國土安全	軍事安全	社會安全	經濟安全 (例如金融、貨幣)	資源安全	文化安全 (例如少數民族文化保護和多樣性)	科技安全 (科技能力自主自強)	網絡安全	核安全	生態安全	生物安全	海外利益安全	太空安全	深海安全	極地安全
20220907-21	Mid Autumn Festival 中秋節							Y									
20220928	National Day							Y									
20221005	World Saving Day 世界儲蓄日					Y											
20221012-19	Energy Poor 能源貧窮						Y					Y					
20221102-18	Save Our World 愛護地球						Y					Y					
20221121-25	Organ Donation 器官捐贈												Y				
20221123	Thanksgiving 感恩節												Y				
20221205-09	Drone 無				Y				Y								

	人機																
20221206	Mourning	Y		Y													
20221212-16	Water Resource 香港水源						Y					Y				Y	
20230202-09	CBD 大麻 二酚	Y			Y												
20230213-17	Subdivided units 分間 單位		Y		Y												
20230227-0303	ASF virus 非洲豬瘟 病毒						Y					Y	Y				
20230306-10	The Prohibition of Feeding of Wild Animals 禁止餵飼 野生動物 公告		Y		Y							Y	Y				
20230313-17	Medical Equipment and Facility Maintenanc e 醫療儀器 及設施保養 維修				Y		Y		Y								
20230320-24	All Races as One 種 族連線							Y		Y							
20230417-0421	Waste-to- energy 轉 廢為能						Y					Y	Y				

Appendix 6: 2nd Term Peer Observation Record (All teachers)

	Subject Teacher	Panel Head/Observer	Date	Class	Subject
1	CHAN HO YIN	CHAN SIN YING	06 JUN	4B	ENGLISH
2	CHAN LOK YAN	CHIU KAM MEI	30 MAY	3B	ENGLISH
3	CHAN MEI LING	OR MIU CHUEN	25 MAY	5B	STEAM
4	CHAN SIN YING	CHAN HO YIN	05 JUN	3A	ENGLISH
5	CHENG TSZ CHING	CHAN MEI LING	30 MAY	4B	FOOD & HEALTH SCIENCE
6	CHHETRI PREM BAHADUR	WAN JUN KIN	07 JUN	4A	BIOLOGY
7	CHIU KAM MEI	CHAN LOK YAN	22 MAY	3B	SCIENCE
8	HEUNG CHI WAI	WONG PO KI	25 MAY	5A	CSD
9	HUI HING MAN ALICE	WAN JUN KIN	06 JUN	5A	ICT
10	KUMAR KEVIN LABARO	XU HUI	05 JUN	2A	ENGLISH
11	LAM KA YAN	NG CHEUK HIM	23 MAY	5B	BAFS
12	LI ZHIJIE	NG CHEUK HIM	05 JUN	5B	MATHEMATICS
13	LO CHI NAM	XU HUI	11 MAY	1A	STEM
14	MOK MAN TO	CHIU KAM MEI	29 MAY	3A	MATHEMATICS
15	NG CHEUK HIM	LAM KA YAN	23 MAY	4B	BAFS
16	OR MIU CHUEN	CHAN MEI LING	22 MAY	4B	THS
17	SO KIN FUNG	HUI HING MAN ALICE	06 JUN	5B	ECONOMICS
18	TSANG SHUK YEE	CHAN MEI LING	06 JUN	4B	PE
19	TSANG TSZ YUEN	YIP KA NGAI	25 MAY	4B	GEOGRAPHY
20	WAN JUN KIN	HUI HING MAN ALICE	31 MAY	5B	BIOLOGY
21	WANG SHUANGYUE	XU HUI	05 JUN	2B	ENGLISH
22	WONG PO KI	HEUNG CHI WAI	25 MAY	5A	ENGLISH
23	YU PAK HING	TSANG TSZ YUEN	06 JUN	3B	CHINESE
24	YIP KA NGAI	TSANG TSZ YUEN	29 MAY	3A	CHINESE HISTORY
25	YIP WING YI	WAN JUN KIN	06 JUN	2B	ENGLISH
26	YUEN TSZ KI	CHENG TSZ CHING	30 MAY	4A	CSD

Appendix 7: Teachers' views on sharing experience, knowledge and skills

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Subject Panel Meetings provide an effective platform for professional sharing and development	92.0%	8.0%	0.0%	0.0%	0.0%
I often store and share resources in the school knowledge repository	83.0%	17.0%	0.0%	0.0%	0.0%

Appendix 8: Students' and Teachers' views on learning and teaching

Survey Aspect	Item		Percentage				
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Students' views on learning	8	I take the initiative to learn.	18.0%	27%	46%	4%	5%
	9	I am confident in learning.	17%	28%	41%	9%	4%
	10	I often do my assignments seriously.	20%	30%	38%	5%	5%
	11	I often read materials such as leisure reading materials and newspapers outside class.	13%	21%	40%	17%	8%
	12	I know how to set learning goals for myself.	18%	23%	43%	9%	5%
	13	I am able to apply learning strategies, such as doing pre-lesson preparation, using concept maps, tool books and on-line resources, etc.	16%	28%	40%	9%	7%
	14	I often review my learning based on my test/exam results and teachers' comments on my performance in assignments and in class.	14%	31%	43%	7%	4%
Teachers' views on teaching	33	I often teach my students learning strategies, such as doing pre-lesson preparation, using concept maps, tool books and on-line resources, etc.	29%	66%	5%	0.0%	0.0%
	34	I often help my students to review their learning, so that they have a clear idea about their learning performance and progress.	38%	57%	5%	0.0%	0.0%
	35	I often ask my students questions of different levels in lessons.	38%	52%	10%	0.0%	0.0%
	36	I often engage my students in active inquiry and construction of knowledge in lessons.	38%	52%	10%	0.0%	0.0%
	37	I often adjust the teaching contents and strategies according to students' learning progress in lessons.	38%	69%	7%	0.0%	0.0%
38	I often arrange various learning activities such as group discussion and oral presentation in lessons.	22%	67%	11%	0.0%	0.0%	

Appendix 9A: Comparisons of percentage of Students who passed in a subject between 2021-2022 Annual and 2022-2023 Annual (different group of students)

S1	Chi C	Chi NC	Eng	Maths	Sci	Hist	Geog	L&S	C. Hist C	C. Hist NC	PTH	GRAN D
21-22 Annual	66.67	79.41	75.68	63.70	79.71	80.69	69.03	65.30	100.00	79.41	66.67	81.08
22-23 Annual	50.00	50.00	60.00	65.00	70.00	65.00	53.00	65.00	0.00	39.00	50.00	70.00
10% increase	N	N	N	N	N	N	N	N	N	N	N	N

S2	Chi C	Chi NC	Eng	Maths	Sci	Hist	Geog	L&S	C. Hist C	C. Hist NC	PTH	GRAN D
21-22 Annual	75.00	65.00	40.63	40.63	50.00	61.84	73.46	40.63	25.00	30.00	83.33	59.38
22-23 Annual	83.33	52.50	63.04	34.78	80.44	65.22	60.97	65.22	50.00	67.50	83.33	67.39
10% increase	Y	N	Y	N	Y	N	N	Y	Y	Y	N	Y

S3	Chi C	Chi NC	Eng C	Eng NC	Maths C	Maths NC	Sci C	Sci NC	Geog C	Geog NC	Hist C	Hist NC	L&S C	L&S NC	C. Hist C	C. Hist NC	PTH	GRAN D
21-22 Annual	61.90	69.57	29.41	77.78	41.18	33.33	76.47	55.56	81.82	60.87	41.18	55.56	94.12	66.67	42.86	69.57	80.95	63.64
22-23 Annual	62.50	60.71	37.50	78.57	41.67	32.14	91.67	35.71	87.50	60.71	81.25	39.13	70.83	50.00	58.33	46.43	87.50	63.46
10% increase	N	N	Y	N	N	N	Y	N	N	N	Y	N	N	N	Y	N	N	N

S4	Chi C	Chi NC	Eng C	Eng NC	Maths C	Maths NC	CSD C	CSD NC	BAFS C	BAFS NC	THS C	THS NC	ICT	Econ C	Econ NC	Chem	Bio C	Bio NC	GEOG	GRAN D
21-22 Annual	58.62	65.00	13.79	85.00	37.93	45.00	72.41	80.00	84.62	42.86	57.14	53.33	83.33	58.33	\	44.44	47.06	80.00	\	59.18
22-23 Annual	35.00	61.29	15.79	71.88	52.63	34.38	47.37	56.25	100	63.16	50.00	35.71	53.85	50.00	50.00	55.56	57.14	62.50	75.00	54.90
10% increase	N	N	Y	N	Y	N	N	N	Y	Y	N	N	N	N	\	Y	Y	N	\	N

S5	Chi C	Chi NC	Eng C	Eng NC	Maths C	Maths NC	LS/CSD C	LS/CSD NC	BAFS C	BAFS NC	THS C	THS NC	ICT	Econ	Chem	Bio C	Bio NC	GRAN D
21-22 Annual	55.00	75.86	27.80	34.48	35.00	13.79	62.50	27.59	45.00	41.18	45.16	27.27	57.14	\	33.33	38.89	\	37.68
22-23 Annual	53.57	51.85	17.86	81.48	25.00	25.93	28.57	40.74	72.73	38.10	63.64	50.00	33.33	40.00	50.00	15.38	80.00	41.82
10% increase	N	N	N	Y	N	Y	N	Y	Y	N	Y	Y	N	\	Y	N	\	Y

increase																				
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Appendix 9B: Comparisons of percentage of Students who passed in a subject between 2021-2022 Annual and 2022-2023 Annual (same group of students)

S1	Chi C	Chi NC	Eng	Maths	Sci	Hist	Geog	L&S	C. Hist C	C. Hist NC	PTH	GRAN D
22-23 S1 Annual	50.00	50.00	60.00	65.00	70.00	65.00	53.00	65.00	0.00	39.00	50.00	70.00
10% increase	-	-	-	-	-	-	-	-	-	-	-	-

S2	Chi C	Chi NC	Eng	Maths	Sci	Hist	Geog	L&S	C. Hist C	C. Hist NC	PTH	GRAN D
21-22 S1 Annual	66.67	79.41	75.68	63.70	79.71	80.69	69.03	65.30	100.00	79.41	66.67	81.08
22-23 S2 Annual	83.33	52.50	63.04	34.78	80.44	65.22	60.97	65.22	50.00	67.50	83.33	67.39
10% increase	Y	N	N	N	N	N	N	N	N	N	Y	N

S3	Chi C	Chi NC	Eng C	Eng NC	Maths C	Maths NC	Sci C	Sci NC	Geog C	Geog NC	Hist C	Hist NC	L&S C	L&S NC	C. Hist C	C. Hist NC	PTH	GRAN D
21-22 S2 Annual	75.00	65.00	40.63		40.63		50.00		73.46		61.84		40.63		25.00	30.00	83.33	59.38
22-23 S3 Annual	62.50	60.71	37.50	78.57	41.67	32.14	91.67	35.71	87.50	60.71	81.25	39.13	70.83	50.00	58.33	46.43	87.50	63.46
10% increase	N	N	\	\	\	\	\	\	\	\	\	\	\	\	Y	Y	N	N

S4	Chi C	Chi NC	Eng C	Eng NC	Maths C	Maths NC	CSD C	CSD NC	BAFS C	BAFS NC	THS C	THS NC	ICT	Econ C	Econ NC	Chem	Bio C	Bio NC	GEOG	GRAN D
21-22 S3 Annual	61.90	69.57	29.41	77.78	41.18	33.33	\	\	\	\	\	\	\	\	\	\	\	\	\	63.64
22-23 S4 Annual	35.00	61.29	15.79	71.88	52.63	34.38	47.37	56.25	100	63.16	50.00	35.71	53.85	50.00	50.00	55.56	57.14	62.50	75.00	54.90
10% increase	N	N	N	N	Y	N	\	\	\	\	\	\	\	\	\	\	\	\	\	N

S5	Chi C	Chi NC	Eng C	Eng NC	Maths C	Maths NC	CSD C	CSD NC	BAFS C	BAFS NC	THS C	THS NC	ICT	Econ	Chem	Bio C	Bio NC	GRAN D
21-22 S4 Annual	58.62	65.00	13.79	85.00	37.93	45.00	72.41	80.00	84.62	42.86	57.14	53.33	83.33	58.33	44.44	47.06	80.00	59.18
22-23 S5 Annual	53.57	51.85	17.86	81.48	25.00	25.93	28.57	40.74	72.73	38.10	63.64	50.00	33.33	40.00	50.00	15.38	80.00	41.82
10% increase	N	N	Y	N	N	N	N	N	N	N	Y	N	N	N	Y	N	N	N

Appendix 10: Comparison of the number of students having an average mark of all subjects 50 or above between **2021-2022 Annual & **2022-2023 Annual****

	S1	S2	S3	S4	S5
2122 Annual	30/37=81%	19/32=59%	28/46=61%	29/49=59%	26/70=37%
2223 Annual	14/20=70%	32/47=68%	33/57=58%	28/57=49%	23/62=37%
10% increase	N	Y	Y	N	N

Appendix 11: Comparisons of the DSE subjects' passing rates (%) between 2022 and 2023

	Biology	BAFS (Acc)	BAFS (BM)	Chem	C.Hist	Chinese	Econ	English	Geog	History	ICT	LS	Maths	PE	THS	VA
2022 DSE	45.5%	32.3%	/	20%	0% (1)	59.4%	50% (2)	45.9%	/	0% (1)	5%	31.6%	22.8%	100% (1)	47.4%	42.9%
2023 DSE	42.9%	31.6%	50% (2)	30%	100% (1)	43.6%	100% (4)	33.3%	100% (1)	0% (1)	0%	42.9%	27.6%	0%	37.5%	50% (2)
5% increase in passing rate	N	N	/	Y	Y	N	Y	N	/	N	N	Y	Y	N	N	Y

 = self-study subject

Appendix 12: Attendance rate of S6 tutorial classes

Class	Subject	Present Rate
6A	ENG	80.95
	MATHS	82.14
	LS	81.48
	PE	94.44
	BAFS	83.95
	THS	66.67
	ICT	70.00
6B	CHI	97.01
	ENG	96.30
	MATHS	98.33
	LS	95.33
6C	CHI	98.41
	ENG	99.44
	MATHS	98.75
	LS	96.56
6BC	BAFS	97.04
	THS	94.12
	CHEM	96.25
	BIO	95.38

Average Attendance Rate: 90.66%

Appendix 13: Evaluation from S6 Students on the Study-Leave Revision Class:

	Strongly Agree	Agree	Disagree	Strongly Disagree
	Percentage (%)			
1. The time (8:10am - 3:35pm / 17th - 31st March, 13th -20th April) for S6 Study-Leave Revision Class was appropriate.	62.5%	37.5%	0%	0%
2. The venue (Room 301 & Room 302) for S6 Study-Leave Revision Class was appropriate.	75%	25%	0%	0%
3. Teachers prepared well for the revision class and the teaching satisfied my needs.	81.2%	18.8%	0%	0%
4. The revision class allowed me to better equip myself and made me more confident in the 2023 HKDSE.	81.3%	12.5%	6.2%	0%

Appendix 14: Survey on Students Activities (Students)

Statements	SD	D	N	A	SA
I am happy to participate in the Inter-Class Competitions. 我樂意參加班際比賽。	1.92%	1.92%	11.54%	56.73%	27.88%
Inter-Class Competitions boost your positive behavior, attitude and values effectively. 班際比賽有助提升你的正向行為、態度和價值觀。	1.92%	3.85%	12.50%	57.69%	25.00%
I am happy to participate in the Positive Education Program. 我樂意參加正向教育課程。	0.96%	0.96%	14.42%	61.54%	23.08%
Positive Education Program boost your positive behavior, attitude and values effectively. 正向教育課程有助提升你的正向行為、態度和價值觀。	2.88%	2.88%	5.77%	65.38%	23.08%
Positive Education Program can enhance your self-understanding and equip useful life skills. 正向教育課程有助你更了解自己及學習生活技能。	1.92%	2.88%	11.54%	63.46%	20.19%
I am happy to participate in the Happy Workout Together Event. 我樂意參與齊來做運動活動。	1.92%	2.88%	13.46%	55.77%	25.96%
Happy Workout Together Event can enhance the cultivation of our positive values and healthy lifestyles . 齊來做運動活動有效培養我們的積極價值觀和健康生活方式。	0.96%	4.81%	8.65%	55.77%	29.81%
Healthy School Project can enhance my understanding and awareness of drugs. 健康校園計畫能提升我對毒品的認識和警惕。	0.00%	1.92%	3.85%	70.19%	21.15%
Sex Education Activities enables me to acquire the knowledge, skills and values to make responsible decisions about my sexual and social relationships. 性教育活動能向我灌輸所需知識、技能及價值觀，令我有能力就生關係及社交關係作出負責任的決定。	0.00%	1.92%	9.62%	63.46%	22.12%
I think the activity of “National Day Fun Fact” let me know the importance of national security. 我認為「國慶日小知識」的活動令我明瞭國家安全的重要。	0.00%	0.96%	15.38%	52.88%	27.88%
I think the activity of “National Day Fun Fact” let me know the importance of national security. 我認為「國慶日小知識」的活動能增加我對民族和國家的責任感。	0.00%	0.96%	8.65%	58.65%	29.81%
I am satisfied to join the National Security & Constitution Online Quiz Competitions. 我樂意參與憲法及國家安全教育網上小測。	0.00%	2.88%	13.46%	57.69%	23.08%
National Security & Constitution Online Quiz Competitions can enrich my understanding on the national security and constitution of China. 憲法及國家安全教育網上小測有效豐富我對國家安全及我國憲法的認識。	0.96%	4.81%	11.54%	54.81%	25.00%
I am happy to participate in the National Security Education activities in the Parents’ Night. 我樂意參與家長晚會中有關國安教育的活動。	0.96%	1.92%	13.46%	61.54%	20.19%
The National Security Education activities in the Parents’ Night can enrich my understanding on the national security. 家長晚會的國安教育活動有效豐富我對國家安全的認識。	1.92%	0.96%	15.38%	58.65%	21.15%

Appendix 15: Participation summary of Service Activity (S1 – S5 students)

Date	Activities	No. of Participants
Whole Year	Prefect Team	15
Whole Year	Monitor	22
Whole Year	Uniform Team	12
5 th November, 2022	Community Chest Flag Selling Day	37
18 th November, 2022	First Term Parents' Night Helpers	35
February, 2023	BOCHK Schools Sports Volunteer Scheme	10
4 th February, 2023	Flag Selling Day (HK Christian Service)	16
19 th February, 2023	Parents Teacher Interview Day	65
4 th March, 2023	Flag Selling Day (Playground Association)	8
19 th March, 2023	Elderly Volunteer Service	4
28 th April, 2023	Second Term Parents' Night Helpers	38
7 th June, 2023	Graduation Ceremony Helpers	6
6 th July, 2023	Hong Kong Tour with Elderly	16
July, 2023	School Summer Service	6
Total:		125 (51.87%)

Appendix 16: Result of APASO

1. Subscales of the themes of the year	Our School	Average of Hong Kong	Compared to the Average of Hong Kong
Care for Others (2021-2022)	3.11	3.03	Better
Commitment (2021-2022)	3.11	3.03	Better
Respect for Others (2022-2023)	3.13	3.02	Better
Perseverance (2022-2023)	3.03	2.81	Better

2. Other Subscales	Our School (2021-2022)	Our School (2022-2023)	Average of Hong Kong	Compared to last year	Compared to the Average of Hong Kong
Duty to the Nation	2.92	3.03	2.60	Better	Better
Global Citizenship	3.32	3.36	3.47	Better	Worse
Attitudes toward the Nation	2.86	3.02	2.52	Better	Better
Goal Setting	3.02	3.10	2.82	Better	Better
Goals of Life	3.11	3.12	2.83	Better	Better

Appendix 17: Students' BMI

<u>Month:</u>	<u>Sep, 2022</u>	<u>Jun, 2023</u>	<u>Sep, 2022</u>	<u>Jun, 2023</u>	<u>Sep, 2022</u>	<u>Jun, 2023</u>	<u>Sep, 2022</u>	<u>Jun, 2023</u>
Level	Underweight (%)		Normal (%)		Overweight (%)		Obese (%)	
S1	27.8%	20.0%	38.9%	55.0%	16.7%	10.0%	16.7%	15.0%
S2	22.7%	8.7%	36.4%	67.4%	13.6%	8.7%	27.3%	15.2%
S3	28.9%	21.4%	44.4%	57.1%	6.7%	5.4%	20.0%	16.1%
S4	18.5%	19.3%	50.0%	54.4%	9.3%	7.0%	22.2%	19.3%
S5	23.7%	20.3%	50.8%	61.0%	13.6%	11.9%	11.9%	6.8%
Total:	23.6%	18.1%	45.5%	59.2%	11.4%	8.4%	19.5%	14.3%

Appendix 18: List of Activities (Moral and Civic Education & National Education)

Month	Activity
Jan – Jul (Weekly)	Flag Raising Ceremony
September 2022	National Day Education (2 lessons) Inter-class National Day Knowledge Quiz Competition
September-October 2022	Inter-class Discipline Competition
October 2022	Inter-class Board Decoration Competition (Theme: Perseverance)
October 2022	2022 National Day Online Quiz Competition
October 2022	National Day 3x3 Basketball Competition
October 2022	National Day Basketball Competition (Kowloon Area)
December 2022	Mourning Former President Jiang Zemin
February 2023	Beat Drug with Sports (Dodgebee Competition)
April 2023	Inter-class Board Decoration Competition (Theme: Respect for others)
May 2023	2023 National Security Online Quiz Competition
	Slogan Design Competition (Celebration of the 26th Anniversary of the establishment of HKSAR)
June 2023	CSD Mainland Study Tour
June 2023	Study Local Tour to Tai Kwun (Hong Kong History)
July 2023	National Knowledge Quiz Competition

Appendix 19: Life-planning Activities

1st Term		
Month	Activity(s)	Target Students
Sep	Girl's Leadership Talk	S4 and S5 NC female students
	Future Pathway Introduction	S6 students
Oct	BGCA-CLAP Session 1 - VASK (Self-Understanding and Development)	S6 students
	Own My Dream Session 1 – Introduction of Own My Dream Program	S4 students
	Design Thinking Workshop Session 1	S5 NC students
	Police Anti-Crime and Recruitment Talk	S3 – S5 students
	Design Thinking Workshop Session 2	S5 NC students
	Swire Mentorship Program Session 1 – Introduction and Icebreaking	S4 – S5 NC students
Nov	BGCA-CLAP Session 2 - VASK (Self-Understanding and Development)	S6 students
	Own My Dream Session 2 – Job Choice Workshop	S4 students
	Swire Mentorship Program Session 2 & 3 –Visit to Airline Company and Aviation Engineering Company	S4 – S5 NC students
	Design Thinking Workshop Session 3	S5 NC students
	Anti-Drug Talk	S4 – S5 C students
	BGCA-CLAP Session 3 - Career Exposure I (Photography, Barista, Coloured Drawing, Boxing)	S6 students
	Own My Dream Session 3 –ENOW Card	S4 students
	HKBU SCE Talk	S5 C students
	Design Thinking Workshop Session 4	S5 NC students
	Understand More Yourself Workshop	S1 students
	Police Anti-Crime and Recruitment Talk	S6 students
Dec	BGCA-CLAP Session 4 - Career Exposure II (Firefighter, Leather Product, Pet Grooming, Bartender)	S6 students
	Own My Dream Session 4 – Goal Setting Workshop	S4 students

	BGCA-CLAP Session 5 – Sharing on the Career Exposure	S6 students
	Team Building Workshop	S4 C students
	VTC Admission Talk	S5 NC students
Jan	BGCA-CLAP Session 6 – Sharing on the whole Program	S6 students
	Custom Anti-Crime and Recruitment Talk	S6 students
Feb	Visit to the Career and Further Studies Expo	S6 students
	Own My Dream Session 5 – Positive Thinking	S4 students
	Government Flying Service Talk	S4-S5 NC students
	HKJC Drug InfoCentre Visit	S6 students
2nd Term		
Month	Activity(s)	Target Students
Mar	HKUSPACE Talk	S5 NC students
	Elective Selection Preparation Workshop	S3 students
	Own My Dream Session 5 – Further Studies	S4 students
	HKJC Drug InfoCentre Visit	S4 and S5 C students
	MTR Academy Visit	S5 C students
	Goal Setting Workshop	S2 students
Apr	Mental Health Talk	S4 – S5 NC students
May	Expressive Art Workshop	S4 – S5 NC students
	Fire Service Department Recruitment Talk	S4 NC students
	Personal Growth Workshop	S3 – S4 C students
	Understand More Yourself Workshop	S1 students
Jun	Post Traumatic Growth Talk	S4 – S5 C students

	Fire Service Department Recruitment Talk	S5 NC students
	Kely Group Anti-drug Talk	S4 NC students
	Goal Setting Workshop	S2 students
Jul	VTC School Visit	S5 NC students
	Lingnan University School Visit	S5 C students
	Own My Dream Session 6 – Career Visit (Graphic Design and Wedding Design)	S4 students
	Chinese Medicine Industry Exploration	S5 C students

Appendix 20: Survey of Life-Planning Activities

Statements	SD	D	N	A	SA
I am happy to participate the S1 Self Knowing Workshop.	0%	0%	11%	50%	39%
I think I have better interpersonal skill after the S1 Self Knowing Workshop.	0%	6%	17%	56%	22%
I think I can identify about people attributes or character strengths after the S1 Self Knowing Workshop.	0%	6%	6%	44%	44%
I enjoy the S2 Goal Setting Workshop.	0%	6%	14%	51%	29%
I think I know more goal-setting skill in the S2 Goal Setting Workshop.	0%	3%	11%	49%	37%
After joining the S2 Goal Setting Workshop, I am more confident to set goal.	0%	6%	11%	43%	40%
I enjoy the S3 Elective Selection Preparation Workshop.	13%	3%	10%	35%	40%
I think the S3 Elective Selection Preparation Workshop can let me know more about myself.	15%	5%	8%	35%	38%
The S3 Elective Selection Preparation Workshop can help me to connect work experiences with study and career choices.	8%	3%	18%	38%	35%
S4 Own My Dream Workshop can let me know more about positive thinking.	0%	0%	10%	60%	31%
S4 Own My Dream Workshop helped me to understand my personal abilities and values.	0%	0%	5%	67%	29%
S4 Own My Dream Workshop helped me to know more about the factors of choosing subjects so that increase my chance to apply suitable subjects.	0%	0%	10%	60%	31%
S5 Further Studies and Career Exploration Workshop helped me explore opportunities.	3%	3%	8%	45%	43%
S5 Further Studies and Career Exploration Workshop helped me to know the constraints of study and employment.	3%	3%	8%	53%	35%
S5 Further Studies and Career Exploration Workshop helped me formulate my future plan.	3%	3%	8%	50%	38%
I am happy to participate in the activities organized by CLAP.	0%	2%	16%	29%	53%
CLAP Projects broadens my exposure and helps me create my future plan.	0%	2%	16%	37%	45%
My class teachers and career teachers provides enough support about my future career and studies.	0%	2%	16%	39%	43%

Appendix 21: Survey of the Leadership Training Program

Statements	SD	D	N	A	SA
I am happy to be the sports leader in assisting sports competitions.	0%	0%	7%	20%	73%
Being a sports leader provide me with a platform to serve our school mates.	0%	0%	0%	7%	93%
Sports leader broaden my professional knowledge of sports and sports management.	0%	0%	13%	20%	67%
Being a sports leader sharpen my communication skills and leadership skill.	0%	0%	0%	40%	60%
Being a sports leader boost my positive behavior, attitude and values effectively.	0%	0%	0%	13%	87%
I am happy to be the camp leader in the training camp.	0%	0%	0%	30%	70%
Being a camp leader provide me with a platform to serve our school mates.	0%	0%	0%	10%	90%
Being a camp leader boost my positive behavior, attitude and values effectively.	0%	0%	20%	50%	30%
Being a camp leader sharpen my communication skills and leadership skill.	0%	0%	0%	30%	70%
I am happy to participate in the Sports Volunteer Training and Service.	0%	0%	22%	33%	44%
Sports Volunteer Training and Service provide me with a platform to learn from serving our community.	0%	0%	0%	11%	89%
Sports Volunteer Training and Service broaden my professional knowledge of sports and sports management.	0%	0%	22%	44%	33%
Sports Volunteer Training and Service sharpen my communication skills and leadership skill.	0%	0%	0%	33%	67%
Sports Volunteer Training and Service boost your positive behavior, attitude and values effectively.	0%	0%	0%	22%	78%
I am happy to join the Expressive Art Leadership Training (ExCel Program).	0%	0%	0%	0%	100%
The Expressive Art Leadership Training (ExCel Program) improves my self-confidence.	0%	0%	0%	0%	100%
The Expressive Art Leadership Training (ExCel Program) fosters the team spirit.	0%	0%	0%	0%	100%
The Expressive Art Leadership Training (ExCel Program) enhances my communication and problem-solving skills	0%	0%	0%	15%	85%
I am happy to join the SWA Leadership Training.	0%	0%	0%	0%	100%
The SWA Leadership Training improves my self-confidence.	0%	0%	0%	0%	100%
The SWA Leadership Training fosters the team spirit.	0%	0%	0%	0%	100%
The SWA Training enhances my communication and problem-solving skills	0%	0%	0%	0%	100%
I am happy to join the Uniform Team Leadership Training.	0%	0%	0%	9%	91%
The Uniform Team Leadership Training improves my self-confidence.	0%	0%	0%	18%	82%
The Uniform Team Leadership Training fosters the team spirit.	0%	0%	0%	0%	100%
The Uniform Team Leadership Training enhances my communication and problem-solving skills	0%	0%	0%	0%	100%