

Delia Memorial School (Hip Wo No.2 College)

School Report

**School Year
2018/19**



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Major Concerns

- 1. To enhance the learning and teaching effectiveness through strengthening of our curriculum design, teaching pedagogy and assessment**
- 2. To help enhance the self-discipline of students, cultivate proper values education and develop a sense of belonging towards the School**

1. To enhance the learning and teaching effectiveness through strengthening of our curriculum design, teaching pedagogy and assessment

Targets	Strategies	Success Criteria	Methods of Evaluation	Achieved / Partly Achieved / Not Achieved	Evaluation
<ul style="list-style-type: none"> To incorporate more daily life teaching and learning materials and student-centered learning strategies in our teaching so that students can actively participate in their learning To enhance students' interests in learning & their problem-solving skills 	<ul style="list-style-type: none"> Design the teaching and learning objectives according to students' needs and abilities Use of experiential learning strategies in different subjects in junior forms Adopt a more flexible curriculum design and organize more hands-on learning experience opportunities for students Promote the practice of lesson preparation by students Encourage peer observation and sharing of good 	<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 Project-based learning has to be implemented and project works of different subjects or cross-curricular works of students have to be submitted 	<ul style="list-style-type: none"> Questionnaires will be used to solicit the opinions of students and teachers. Submission of project works of different subjects or cross-curricular projects 	<ul style="list-style-type: none"> Achieved Achieved 	<ul style="list-style-type: none"> The Stakeholders' Survey has been conducted to solicit the opinions of students and teachers. Teachers' views about the school are positive (Appendix 1). 17.57% of teachers chose either "Disagree" or "Strongly Disagree" for the statements regarding their teaching and students' learning. Students' views about the school are also positive (Appendix 2). 6.98% of students chose either "Disagree" or "Strongly Disagree" for the statements regarding their learning and teachers' teaching. In other words, it can be concluded that more than 70% of the students and teachers AGREE that their learning and teaching are more relevant to the students' needs and abilities. It is suggested that more cross-curriculum projects or activities such as STEM and Project WISER can be arranged to enhance students' interests in learning. More pre-lesson preparation and frequent reviews are needed for both students and teachers to boost academic performance. Project-based experiential learning targeted on S1 and S2 was implemented this year. Subject teachers submitted the proposals while students have the preparation forms and reflection forms done as the pre- and post-project activities. (Appendix 3) 12 projects have been done and 6 of them were cross-curricular projects based. (Appendix 4). The wide varieties of experiential learning projects include visits to Ping Shan and Central (NC History/Chinese History), Tuen Mun EcoPark (English Language), Hong Kong History Museum

	teaching practices	<ul style="list-style-type: none"> • At least one school-wide learning activity has to be organized by each subject panel or cross-subject panels • More than 70% of the students and teachers show favourable evaluation comments of the activities. • Teachers' report on the actual practice of lesson preparation by students 	<ul style="list-style-type: none"> • Evaluation filled-in by teachers after the implementation of each activity • Teachers' report during subject panel meetings 	<ul style="list-style-type: none"> • Achieved • Achieved • Achieved 	<p>(Chinese History), and production of Solar Model Car (Science). Most of the projects were displayed and showcased on the Parents-Teachers Interview day. Each student has their own portfolio which contains all of their project works. (Appendix 5 – a separate PDF file). An evaluation survey was conducted (Appendix 6). Over 80 % of S1 & S2 Subject Teachers gave positive comments and suggestions. It is suggested that more samples could be provided for teachers who aren't familiar with the Project and a sharing can be arranged in class or morning assembly. More electronic support can be provided as well.</p> <ul style="list-style-type: none"> • All subjects organized at least one school-wide learning activity in this academic year by conducting the Mid-Autumn Festival activity, Halloween activity and Easter activity in OLE to fulfil the successful criteria. • More than 70% of the teacher's evaluation of Mid-Autumn Festival activity, Halloween activity and Easter activity showed favorable comments. (Appendix 7) • It is suggested that meetings will be set for different KLA for the planning for the activities at the beginning of the year. The Arts Education KLA and Technology Education KLA will design some cross subjects activities also. • Worksheets or homework with students' pre-lesson preparation were collected and indicated by subject teachers in the 2nd book checking. It is suggested that the pre-lesson preparation to be merged in Project WISER for more practical and easier implementation and evaluation. Teachers will share their experience among different
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		<ul style="list-style-type: none"> At least one peer observation should be done by each teacher in a year 	<ul style="list-style-type: none"> Peer observation should be discussed in the panel meeting and records should be submitted to the School for reference 	<ul style="list-style-type: none"> Partly Achieved 	<p>subjects in the Wednesday Teachers Meeting.</p> <ul style="list-style-type: none"> 1st Term lesson observations were held from the 3rd to 4th weeks of November. 2nd Term lesson observations were held from the 1st to 3rd weeks of March. Lesson observations for all teachers had been done in this academic year. Panel heads were also included in the lesson observation. A discussion with the subject teacher and all the observers was conducted by Academic department after each lesson observation. All Observation Reports were submitted to the School for reference. Peer observation was not well-planned yet this year. It is suggested that at least one peer observation should be done by each teacher in the coming year.
<ul style="list-style-type: none"> To show improvement in students' academic results 	<ul style="list-style-type: none"> 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 reference of their continuous learning progress 	<ul style="list-style-type: none"> Students show better academic performances in internal and external exams, project work, homework and presentation including: <ul style="list-style-type: none"> 10% increase in the number of students who can pass in a subject 10% increase in the number of students having an average mark of all 	<ul style="list-style-type: none"> Students' learning outcomes such as exam results, assignments, project work, presentations 	<ul style="list-style-type: none"> Partly Achieved 	<ul style="list-style-type: none"> Comparing the percentage of students who can pass in a subject between 2017-2018 Annual and 2018-2019 Annual, 12 subjects out of 19 subjects increased 10% or more. Please note that both Chinese and English streams had Putonghua classes last year so the total number of Putonghua students last year out-numbered this year. (Appendix 8) Comparing the percentage of students having a 50 or above average mark of all subjects between 2017-2018 Annual and 2018-2019 Annual, most of the forms had 10% increase except S2. (Appendix 9) It is suggested that 10% increase in the number of students who can pass in a subject and 10% increase in the number of students having an average mark of all subjects 50 or above in the coming year should be carried on.

	<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 • S6 after-school tutorials are organized to clear any students' misunderstanding of their learning content • S6 study classes will be offered to students during their study leave so as to ensure that the habit of going to school and revise & study will be carried on 	<p>subjects 50 or above</p> <ul style="list-style-type: none"> • 5% increase in the passing rate of each HKDSE subject • At least 70% of S6 selected students' attendance • At least 70% of S6 students who take part in the study classes show favourable comments of the activities 	<ul style="list-style-type: none"> • HKDSE results • S6 tutorial records • Questionnaires filled in by students 	<ul style="list-style-type: none"> • Partly Achieved • Achieved • Achieved 	<ul style="list-style-type: none"> • 5 DSE subjects out of 8 subjects had a 5% or more increase in the passing rate between 2018 and 2019. (Appendix 10) • According to the above improvements in different assessments, we can conclude that students have shown a better academic performance in internal and external exams this academic year. It is suggested that 5% will be increase in the passing rate of each HKDSE subject. • The attendance rate of selected students in S.6 remedial classes is 87.8%. (Appendix 11) • The Survey has been conducted to solicit the opinions of students in S.6 remedial. Teachers' views about the school are positive (Appendix 12). 10.9 % chose either "Disagree" or "Strongly Disagree" for the statements regarding their learning and the arrangements. In other words, it can be concluded that more than 70% of the students' feedback of the study classes show favorable comments. • It is suggested that same requirement will be set in the coming year.
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2. To help enhance the self-discipline of students, cultivate proper values education and develop a sense of belonging towards the School

Targets	Strategies	Success Criteria	Methods of Evaluation	Achieved / Partly Achieved / Not Achieved	Evaluation
<ul style="list-style-type: none"> To implement a set of consistent school rules and develop a fair conduct system at the school 	<ul style="list-style-type: none"> Inform students, parents and teachers about the implementation of the school rules and a transparent award & punishment system 	<ul style="list-style-type: none"> All the teachers at School have used the online conduct system for record and / or checking purposes More students care about their conduct grade and thus at least 10% decrease in the number of students who get the lowest conduct grade. 	<ul style="list-style-type: none"> Student Support Meeting records Students' discipline records 	Achieved	<ul style="list-style-type: none"> The school discipline system is thoroughly communicated to the parents and students through morning assemblies and school notices. All the teachers have used the e-Class system to give awards and punishments to students. Students' conduct record is shown to students in class teacher period to raise students' awareness in their behavioural performance. The number of students with the lowest conduct grade E is 9. There were 85 students with the lowest conduct grade in the last school year. Students' attendance and behavioural performance are included in the agenda in all 10 student support team meetings.
<ul style="list-style-type: none"> To help students develop a habit of self-reflection and rectify their own misbehaviour 	<ul style="list-style-type: none"> Meet students and parents regularly Implement a brand new "Reflection Scheme" for students to reflect & improve 	<ul style="list-style-type: none"> At least 70% of the students who get conduct grades C or below have gone through "reflection scheme" 	<ul style="list-style-type: none"> Students' discipline records Students' reflection records 	Achieved	<ul style="list-style-type: none"> 62 students are having a conduct grade C or below. They are asked to go through "reflection scheme" and sign a letter of undertaking. 55 replies, around 88% of the total, are collected this year. Around 56% of participants successfully completed the scheme and regained the conduct marks.

<ul style="list-style-type: none"> To provide more opportunities and increase students' participation in improving the learning atmosphere of School 	<ul style="list-style-type: none"> To provide more school activities & competitions during lunch time and after school for students to organize and participate To disseminate students' participation and their achievements in school and on our school website (social media) 	<ul style="list-style-type: none"> At least 90% students' participation rate in school's lunch time and after-school sports and extra-curricular activities organized by the School Update of the school website and social media pages should be done within 2 weeks of the completion of the activities 	<ul style="list-style-type: none"> Schedules of activities at school School website information Questionnaires filled-in by students 	<p>Achieved & Partly Achieved</p>	<ul style="list-style-type: none"> Over 95% of students joined at least one regular extra-curricular activity. To encourage and commend students' participation, the videos and photos of the activity are to be posted on the school website and social media platforms no later than 2 weeks after the activity. At least one "life-wide learning activity" is arranged to all classes after school on Wednesdays. Interclass ball game competitions are organized during lunchtime periods.
<ul style="list-style-type: none"> To develop a sense of unity and cohesion among students in class and hence enhancing their sense of belonging towards the School 	<ul style="list-style-type: none"> To organize more different types of inter-class competitions To encourage students & teachers in managing and decorating their classrooms and the school campus 	<ul style="list-style-type: none"> At least 30% more of different types of inter-class competitions are organized at School At least 10% improvement in the scores of the relevant sections of APASO done by our students compared with last year 	<ul style="list-style-type: none"> Schedules of activities at school Data from APASO 	<p>Partly Achieved</p>	<ul style="list-style-type: none"> All sports events are organized in an interclass format to promote students' sense of belonging within their classes. Classroom display board decoration competition and school wall-painting activities are organized to encourage students to participate in creating their studying environment. Interclass volleyball, football, basketball, basketball shooting, table tennis and dodge ball competitions are organized during lunchtime period. A 100% increase in the number of activities organized at School compared with previous school year. The result of APASO KPM15 'Attitudes to School' this year shows an improvement compared with last year in six aspects: 'Achievement' (2.86→2.90) 2% increase, 'Experience' (2.66→2.94) 11% increase,

					<p>‘General Satisfaction’ (2.64→2.92) 11% increase, ‘Opportunity’ (2.80→3.01) 8% increase, ‘Social Integration’ (2.86→3.09) 8% increase, ‘Teacher-Student Relationship’ (3.03→3.16) 4% increase.</p> <ul style="list-style-type: none">• The result also shows students’ negative emotions have become more frequent. ‘Negative Affect’ (2.13→2.21) 3% increase.
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Appendix 1: Teachers' views about the school extracted from Stakeholders' Survey 2018-2019

Survey Aspect	Item	Percentage					
		Comment					
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/ NA
My views on school curriculum and assessment	The curriculum development of the school is in line with the trend of the educational development.	11.1%	66.7%	22.2%	0.0%	0.0%	0.0%
	The school-based curriculum has clearly defined objectives and policies.	11.1%	61.1%	22.2%	5.6%	0.0%	0.0%
	The school effectively deploys resources to support the curriculum implementation of various Key Learning Areas.	22.2%	44.4%	27.8%	5.6%	0.0%	0.0%
	The school strategically arranges different learning modes and opportunities for students in the light of students' abilities, interests and needs.	11.1%	55.6%	27.8%	5.6%	0.0%	0.0%
	The school effectively monitors curriculum implementation.	5.6%	66.7%	27.8%	0.0%	0.0%	0.0%
	Subject panels are able to monitor curriculum implementation of their own subjects, e.g. through systematic use of data on Student Learning and Teaching and evaluation data to inform curriculum implementation.	5.6%	72.2%	22.2%	0.0%	0.0%	0.0%
	The performance assessment methods adopted by subject panels effectively assess students' performance.	5.6%	72.2%	22.2%	0.0%	0.0%	0.0%
My views on teaching	I often teach my students learning strategies, such as doing pre-lesson preparation, using concept maps, tool books and on-line resources, etc.	17.6%	58.8%	23.5%	0.0%	0.0%	5.6%
	I often help my students to review their learning, so that they have a clear idea about their learning performance and progress.	23.5%	52.9%	23.5%	0.0%	0.0%	5.6%
	I often ask my students questions of different levels in lessons.	17.6%	64.7%	17.6%	0.0%	0.0%	5.6%
	I often engage my students in active inquiry and construction of knowledge in lessons.	17.6%	47.1%	29.4%	5.9%	0.0%	5.6%
	I often adjust the teaching contents and strategies according to students' learning progress in lessons.	35.3%	64.7%	0.0%	0.0%	0.0%	5.6%
	I often arrange various learning activities such as group discussion and oral presentation in lessons.	5.9%	64.7%	23.5%	5.9%	0.0%	5.6%
	The learning atmosphere in lessons is good.	11.8%	41.2%	35.3%	5.9%	5.9%	5.6%
My views on student learning	My students are highly interested in learning.	5.6%	22.2%	11.1%	44.4%	16.7%	0.0%
	My students take the initiative to learn.	11.1%	0.0%	27.8%	38.9%	22.2%	0.0%
	My students are confident in learning.	5.6%	11.1%	38.9%	33.3%	11.1%	0.0%
	My students often complete their assignments seriously.	5.6%	11.1%	33.3%	33.3%	16.7%	0.0%
	My students like reading.	5.6%	0.0%	38.9%	33.3%	22.2%	0.0%
	My students are often able to use a variety of resources, such as the Internet and the library, in learning.	11.1%	27.8%	22.2%	27.8%	11.1%	0.0%

Appendix 2: Students' views about the school extracted from Stakeholders' Survey 2018-2019

Survey Aspect	Item	Percentage					
		Comment					Don't Know/ NA
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
My views on teaching	The teachers often arrange learning activities outside class for us, such as project learning week, visits, field trips, etc.	32.5%	37.7%	24.6%	2.6%	2.6%	0.9%
	The teachers often provide us with guidance in learning strategies, such as doing pre-lesson preparation, using concept maps, tool books and on-line resources, etc.	31.3%	39.1%	25.2%	0.9%	3.5%	0.0%
	The teachers often tell us about our progress and problems in learning.	31.3%	38.3%	27.0%	1.7%	1.7%	0.0%
	The teachers often ask us thought-provoking questions in lessons.	29.5%	38.4%	27.7%	2.7%	1.8%	2.6%
	The teachers often make us inquire into/investigate different issues in lessons.	27.9%	42.3%	24.3%	2.7%	2.7%	3.5%
	The teachers often arrange leaning activities such as group discussion and oral presentation in lessons.	30.1%	40.7%	25.7%	1.8%	1.8%	1.7%
	The teachers often give us encouragement in lessons.	36.8%	34.2%	21.1%	4.4%	3.5%	0.9%
My views on student learning	I take the initiative to learn.	23.5%	40.9%	28.7%	3.5%	3.5%	0.0%
	I am confident in learning.	24.6%	29.8%	36.0%	6.1%	3.5%	0.9%
	I often do my assignments seriously.	21.7%	35.7%	33.9%	5.2%	3.5%	0.0%
	I often read materials such as leisure reading materials and newspapers outside class.	22.8%	30.7%	32.5%	9.6%	4.4%	0.9%
	I know how to set learning goals for myself.	30.4%	29.5%	30.4%	7.1%	2.7%	2.6%
	I am able to apply learning strategies, such as doing pre-lesson preparation, using concept maps, tool books and on-line resources, etc.	24.3%	37.8%	28.8%	5.4%	3.6%	3.5%
	I often review my learning based on my test/exam results and teachers' comments on my performance in assignments and in class.	28.1%	35.1%	31.6%	4.4%	0.9%	0.9%

Appendix 3: Proposed works of Project-based Experiential Learning

Subjects	1A Subject Teachers	Proposal	2A Subject Teachers	Proposal	1st Term	2nd Term
ENGLISH LANGUAGE	CHOI YAN YING DAPHNE	Y	KAUR NAVDIPAK	Y	Y	Y
CHINESE LANGUAGE	CHAN HO YI	Y	CHAN HO YI	Y	Y	
CHINESE LANGUAGE (NC)	FUNG KAR MUN	Y	FUNG KAR MUN	Y	Y	
CHINESE HISTORY	CHENG CHUN MEI	Y	CHENG CHUN MEI	Y		
CHINESE HISTORY (NC)	HEUNG CHI WAI	Y	HEUNG CHI WAI	Y	Y	Y
MATHEMATICS	KWOK LUNG CHIU	Y	WONG CHUN WAI	Y		Y
SCIENCE	CHHETRI PREM BAHADUR	Y	LO CHI NAM	Y		Y
COMPUTER LITERACY	CHHETRI PREM BAHADUR	Y	LO CHI NAM	Y		Y
HISTORY	HEUNG CHI WAI	Y	HEUNG CHI WAI	Y	Y	Y
GEOGRAPHY	CHHETRI PREM BAHADUR	Y	LO CHI NAM	Y		Y
LIFE AND SOCIETY	CHHETRI PREM BAHADUR	Y	LO CHI NAM	Y		Y
PUTONGHUA	CHENG CHUN MEI	Y	CHENG CHUN MEI	Y		
PHYSICAL EDUCATION	CHENG CHUN MEI	Y	CHENG CHUN MEI	Y		
MUSIC	CHOI YAN YING DAPHNE	Y	CHOI YAN YING DAPHNE	Y	Y	Y
VISUAL ARTS	FUNG KAR MUN	Y	FUNG KAR MUN	Y	Y	

Appendix 4: Types of project works

Cross-curricular	Single Subject Based
S1-2 HISTORY AND CHINESE HISTORY	S1 ENGLISH
S1-2 NC CHINESE AND VA	S2 ENGLISH
S1-2 CHINESE AND VA	S1 L&S
S1-2 SCI, GEOG, COMP LIT, MATHS	S2 L&S
S1-2 ENGLISH AND MUSIC	S1-2 PE (NC)
S1-2 PTH AND PE	S1-2 中國歷史

Appendix 6: Project WISER Evaluation

Questions	Item	Percentage				
		Comment				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Implementing Project WISER was beneficial to students.	25%	50%	25%	0%	0%
2	Project WISER has achieved its aim.	0%	75%	25%	0%	0%
3	Students acquired knowledge through experiential learning.	12.5%	87.5%	0%	0%	0%
4	Students enjoyed learning through project-based activities.	12.5%	75%	12.5%	0%	0%
5	I enjoyed implementing project-based activities in my teaching.	25%	62.5%	12.5%	0%	0%
6	The preparation form gave a clear plan to students of what they are going to do/learn in the project.	0%	75%	12.5%	12.5%	0%
7	The reflection form provided opportunity to students to evaluate what they have done/learned in the project.	0%	62.5%	37.5%	0%	0%
8	What do you like most about Project WISER?	<ul style="list-style-type: none"> • I like how Project WISER gives an opportunity to the students to learn outside the classroom. • Students can learn out of the classroom. 				
9	What aspects of Project WISER could be improved?	<ul style="list-style-type: none"> • More samples could be provided for teachers who aren't familiar with such Project. • A sharing can be arranged in the class or morning assembly. 				
10	Please share other comments here:	<ul style="list-style-type: none"> • Lack of electronic support 				

Appendix 7: Evaluation of Festival Activities

1. 中秋午間活動評價表(老師)

	非常同意	同意	無意見	不同意	非常不同意
1. 這活動對學生有意義。	31%	63%	6%	0%	0%
2. 這活動能達到預期目標。	38%	50%	12%	0%	0%
3. 舉行活動的時間合適。	63%	31%	6%	0%	0%
4. 學生在活動過程中有所獲益。	31%	63%	6%	0%	0%
5. 參加的學生享受參與的過程。	63%	31%	6%	0%	0%
6. 我對學生的印象良佳。	50%	38%	12%	0%	0%
7. 我享受整個參與的過程。	31%	56%	12%	0%	0%

值得欣賞的地方：

- 提供簡單的遊戲，讓非華語學生認識中國傳統節日
- 場地佈置有節日氣氛
- NC students seemed to enjoy the Chinese calligraphy a lot while the Chinese students were very interested in the riddles. Well done.
- 學生參與度高
- 活動設計有趣
- 有不同的層次配合不同水平的學生

有待改善的地方：

- 可讓非華語學生學習多些中國文化
- 活動前的宣傳可加強
- 可以加強華語及非華語的互動活動

2. 萬聖節活動評價表

	平均分	非常同意	同意	無意見	不同意	非常不同意
1. 舉行活動的時間和地點合適。	4.25	31%	63%	6%		
2. 各個攤位的統籌及準備工作充足。	4.44	44%	56%			
3. 活動的整體流程安排完善。	4.31	31%	69%			
4. 這活動對學生有意義。	4	19%	69%	6%	6%	
5. 學生在活動過程中有所獲益。	4	12%	82%		6%	
6. 學生享受參與的過程。	4.38	50%	38%	12%		
7. 活動能達到預期目標。	4.38	44%	50%	6%		

值得欣賞的地方：

- 活動多元化
- All the teachers were well prepared for their booth
- 活動攤位多元化，時間適宜
- 多元化活動，寓學習於娛樂
- 遊戲的設計多元化，可玩性高
- 老師投入，帶領出積極參與的氣氛
- 同事們同心協力使活動能在短時間內籌備及進行得尚算順利
- 老師和 Helper 都很盡心安排及籌備活動
- 學生享受活動

有待改善的地方：

- 場地佈置，如可穿便服，氣氛更佳
- 星期五較好
- More activities should be organized like football and basketball since the students really enjoyed such activities.
- 時間若減為 1 小時，將會更為緊湊
- 應更早預備整個活動，憑藉今次的經驗，可預視將來會有更大的進步，而且可加入更多學生自主的成份

3. 2018-2019 復活節活動評價表(老師)

	平均分	非常同意	同意	無意見	不同意	非常不同意
8. 舉行活動的時間和地點合適。	4.6	64%	36%			
9. 各個攤位的統籌及準備工作充足。	4.7	73%	27%			
10. 活動的整體流程安排完善。	4.6	64%	36%			
11. 這活動對學生有意義。	4	27%	45%	28%		
12. 學生在活動過程中有所獲益。	4.1	27%	55%	18%		
13. 學生享受參與的過程。	4.7	73%	27%			
14. 活動能達到預期目標。	4.2	18%	82%			

值得欣賞的地方：

- 師生投入，學氣氛良好
- 老師也參與活動，帶動積極參與的氣氛，增強歸屬感
- 籌備完善，美術設計出色
- 設計上讓所有學生各有角色，都一起參與
- 學生享受活動的過程

有待改善的地方：

- 可預早安排初中學生作觀眾
- 如讓初中班級也參與比賽，氣氛將更好
- 比賽內容可更多元化，增加趣味
- 給予學生用作保護雞蛋的材料太充足，沒有損毀，分不出保護裝置的優劣

Appendix 8: Comparison of the percentage of students who can pass in a subject between 2017-2018 (Annual) and 2018-2019 (Annual)

S1	英文	中文	非華中文	數學	科初	中史	歷史	地理	生社	普腦	普話	音樂	視藝	體育
2017-2018 Annual	0%	100%	50%	0%	33%	0%	33%	33%	33%	100%	100%	100%	100%	100%
2018-2019 Annual	69%	50%	44%	69%	62%	64%	78%	69%	54%	85%	50%	77%	77%	85%
10% increase	Y	N	N	Y	Y	Y	Y	Y	Y	N	N	N	N	N

S2	英文	中文	非華中文	數學	科初	中史	歷史	地理	生社	普腦	普話	音樂	視藝	體育
2017-2018 Annual	44%	90%	38%	39%	56%	60%	47%	57%	56%	100%	89%	94%	94%	100%
2018-2019 Annual	33%	56%	67%	33%	40%	62%	50%	47%	40%	47%	56%	73%	60%	87%
10% increase	N	N	Y	N	N	N	N	N	N	N	N	N	N	N

S3	英文	中文	非華中文	數學	科初	中史	歷史	地理	生社	普腦	普話	音樂	視藝	體育
2017-2018 Annual	32%	45%	27%	14%	45%	45%	23%	18%	27%	100%	90%	100%	100%	100%
2018-2019 Annual	32%	84%	53%	47%	59%	68%	65%	35%	68%	91%	47%	76%	79%	97%
10% increase	N	Y	Y	Y	Y	Y	Y	Y	Y	N	N	N	N	N

S4	英文	中文	非華中文	數必	通識	經濟	物理	生物	資通	旅待	企財	體育
2017-2018 Annual	41%	24%	47%	18%	9%	/	/	22%	3%	12%	35%	100%
2018-2019 Annual	16%	53%	29%	29%	63%	61%	43%	50%	/	44%	41%	97%
10% increase	N	Y	N	Y	Y	NA	NA	Y	NA	Y	N	N

S5	英文	中文	非華中文	數必	通識	化學	物理	生物	資通	旅待	企財	體育
2017-2018 Annual	9%	43%	67%	31%	28%	43%	/	26%	0%	38%	11%	97%
2018-2019 Annual	45%	77%	60%	30%	59%	/	50%	46%	18%	17%	51%	96%
10% increase	Y	Y	N	N	Y	NA	NA	Y	Y	N	Y	N

S1-S5	英文	中文	非華中文	數學	科初	通識	中史	歷史	地理	生社	普腦	普話	音樂	視藝	生物	資通	旅待	企財	體育
2017-2018 Annual	25%	52%	46%	20%	45%	19%	35%	34%	36%	39%	100%	93%	98%	98%	24%	3%	25%	23%	99%
2018-2019 Annual	39%	64%	51%	42%	54%	61%	65%	64%	50%	54%	74%	51%	75%	72%	48%	18%	31%	46%	92%
10% increase	Y	Y	N	Y	N	Y	Y	Y	Y	Y	N	N	N	N	Y	Y	Y	Y	N

Appendix 9: Comparisons of the % of students having a 50 or above average mark of all subjects between 2017-2018 (Annual) and 2018-2019 (Annual)

	S1	S2	S3	S4	S5	Total
2017-2018 Annual	33%	50%	27%	9%	25%	29%
2018-2019 Annual	69%	20%	62%	43%	39%	47%
10% increase	Y	N	Y	Y	Y	Y

Appendix 10: Comparisons of the DSE subjects' passing rate between 2018 and 2019

S1-S5	英文	中文	數學	通識	生物	資通	旅待	企財	化學	經濟	Overall
2018	24%	40%	9%	11%	30%	25%	13%	25%	/	33%	23.3%
2019	37%	43%	29%	54%	40%	25%	42%	17%	80%	/	40.8%
5% increase	Y	N	Y	Y	Y	N	Y	N	NA	NA	Y