

Delia Memorial School (Hip Wo No.2 College)

**School Report
2024/25**





Group Motto

Group Motto

Advancement in Adversity, Harmony in Diversity

積極奮進，和而不同



Major Concerns 2024-2025

- 1. To enhance the learning and teaching effectiveness by strengthening curriculum design, teaching pedagogy, and assessment**
- 2. To foster a culture of respect, promote harmonious relationships, and cultivate responsible citizens.**

(1) Achievements and Reflection on Major Concerns; Feedback and Follow-up

(Schools may refer to paragraph 5.2 of the related compilation guidelines when compiling the following parts)

- **Major Concern 1**

Achievements

Target 1

To strengthen the curriculum design so as to:

- **Expand students' knowledge foundation and foster connections among their learning experiences across various Key Learning Areas (KLA), life experiences, and global affairs.**
- **Strengthen student-centered and self-directed learning approaches.**
- **Advocate for the importance of National Security Education.**

Enhance Curriculum & Subject offerings (1, 3)

The two relatively new senior secondary subjects, STREAM and Food and Health Sciences, have been well received by students, with over 75% of secondary four and five students providing positive feedback [Appendices 1A & 1B]. These new subjects aim to provide students with a broader range of knowledge and practical skills, enabling them to apply their learning across various subjects. However, it is evident from students' book-checking records that the subject needs a stronger curriculum, as students were unable to document or showcase their learning, and approximately 10% of students indicated that the subject did not positively impact their lifestyle or future path [Appendices 1A & 1B]. This also has not yet contributed positively to the overall passing rate for S4 and S5 students [Appendix 14A & 14B]

Expand Elective & Enrichment Opportunities

An additional third elective option has been provided to four of the current 2024-2025 secondary four students. The rigid requirements limited the number of students eligible for the third elective. Although the workload had increased for these four students, their results in the third elective translated positively into their grand average, compared with the class mean, as all four students had passed this third elective subject [Appendix 15]. To further develop students' abilities and apply their knowledge, numerous summer enrichment programs have been offered during the summer holidays [Appendix 19].

Promote Project-Based & Cross-Curricular Learning

Through a variety of Project WISERs proposed by teachers [Appendix 2], students were able to apply their lesson-acquired knowledge and translate it into physical or digital products. This allowed students to apply their concepts and theories and experiment with how they are applicable to their lives. Upon completion, their projects were showcased in the Hall during the annual Parent-Teacher Interview Day. The Project WISER/cross-curricular activities and showcase had received positive feedback from both students and teachers, with more than 70% of teachers and students showing favorable evaluation comments [Appendix 3A & 3B].

Foster Reading & Literacy Culture

To foster better reading and literacy within the school environment, the academic department designed a range of Class Teacher Period Readings to expose students to current affairs topics while incorporating values education. These readings covered all 12 values and 15 of the 20 major fields of the National Security [Appendix 5A & 5B]. Language subjects have also conducted visits to the school library [Appendix 21]. Various incentives were provided to encourage students to read more books. A reading corner was placed on the ground floor during lunch and recess in the second term of the academic year. Students who submitted book reports redeemed two Good Deeds per report. The number of books borrowed increased significantly compared to last year [Appendix 25]. Additionally, a visit to the bookstore was conducted in February to give students the opportunity to purchase books of their own interest.

Strengthen National Identity & Life-Wide Learning

Various life-wide learning activities were arranged for students, including mainland exchange/visit programs and anti-drug talks related to the mainland to enhance students' sense of national identity [Appendix 22 & 23]. In addition, all panels were requested to review the schemes of work to ensure national security elements were included.

Target 2:

To strengthen the teaching pedagogy and encourage teachers to share their experience, knowledge, and skills in teaching and learning, so as to help teachers' professional development.

Strengthen Peer Collaboration & Professional Sharing

This academic year, we implemented a structured mentoring system [Appendix 10] that carefully matched new teachers with experienced colleagues within their respective Key Learning Areas, Functional Groups, and Subject Panels. This approach ensured subject-specific guidance and support for our newer staff members.

Teachers were encouraged to share practical and theoretical experiences during their monthly subject panel meetings. This allowed new teachers to gain insight into how to strategically perform their tasks and encourage students to develop a positive learning habit.

Emphasis was placed on lesson observations, conducted in three distinct phases throughout the year. The process began with almost 100% of new teachers observing their mentors' lessons [Appendix 6], allowing them to see effective teaching strategies in action. This was followed by formal observations focusing specifically on our new teachers' classroom practice [Appendix 7]. The final phase involved comprehensive observations of all existing teachers conducted by the school development team, including the Principal, Academic Head, and, when available, the Senior Administrator, and relevant Panel Heads [Appendix 8].

Additionally, novice teachers had undergone three book checks. The first was an informal pre-book check-in in September 2024, which aimed to set the standard and improve their work quality. The second and third book checks, held in November 2024 and May 2025, respectively, were formal book checks that received mediocre comments. Summarizing the feedback from panel heads and the academic department, it is evident that teachers invested more in the quantity of work than in its quality, which is not an effective teaching strategy. Though teachers did not perform as well as expected, there was indeed improvement in the second book checking, according to the grades given by the panel heads and the academic department.

Enhance Teacher Training & Development

To further support novice teachers, dedicated training sessions provided platforms to discuss challenges and share experiences. However, feedback highlighted opportunities for refinement, such as incorporating more frequent insights from experienced teachers across different disciplines during weekly staff meetings. In most cases, timely feedback was provided, and teachers received constructive comments on their lessons either on the same day or within the week following observations. During these feedback sessions, we provided clear objectives for professional growth, with particular attention given to supporting our new Panel Heads. Our mentors provided practical guidance on achieving these goals, helping teachers refine their pedagogical approaches.

To support inclusive education, teachers participated in two specialized workshops: Understanding the Needs of SEN Students and Identifying SEN Students with Emotional Problems, which equipped them with basic intervention skills.

Subject-specific development was addressed through a Chinese IGCSE Teaching Strategies and Curriculum Planning session, while broader professional wellbeing was covered in Handling Different Types of SEN Students and Teacher Self-Care. To expand their teaching strategies, a Learning and Teaching Exhibition Visit was organized to expose teachers to innovative educational approaches [Appendix 9].

Target 3:

To strengthen the assessment literacy so as to improve the teaching content, pedagogy, and assessment focus and designs.

Define Clear Learning Goals & Standards

A strong emphasis has been placed on setting clear learning objectives for both teachers and students. More than 80% of students and teachers agreed that their learning and teaching are now more relevant to the students' needs and abilities [Appendix 12].

Differentiate Instruction for Diverse Needs

To further assist students with diverse educational needs, including those with special educational needs, the academic department has implemented several targeted initiatives. These include:

- Arranging foundational supportive tutorial classes for the weaker students [Appendix 4A & 4B]
- Arranging enhancement tutorial classes for the gifted students [Appendices 4A & 4B]
- Grouping students by ability for different subjects to stretch their potential and cover the lack of foundational knowledge.

Form	Class(es)	Subjects
S1	1A & 1B	N.C. CHINESE
S2	2B	CHINESE
S3	3A	MATHS
S4	4A & 4B	N.C. CHINESE
S5	5A & 5B	N.C. CHINESE, CSD
	5C & 5D	ENGLISH, CHINESE
S6	6A	MATHS

- Setting test and exam papers at the appropriate level to reflect students' learning effectiveness and align with the curriculum content.

Enhance Assessment & Feedback Systems

The school used both formative and summative assessments to provide timely, constructive feedback to students and parents. This enabled continuous monitoring of learning progress. One Parent-Teacher Interview Day and two Parents' Nights were organized. These events provided an opportunity for students to reflect on their term test and examination results while receiving constructive and summative feedback from subject teachers and class teachers. Moreover, analysis of test and exam results was discussed in subject panel meetings. This allowed teachers to analyze students' performance and refine teaching and learning strategies and curriculum design.

Sustain Academic Momentum & Motivation

To support student performance in the Hong Kong Diploma of Secondary Education Examination (HKDSE), several initiatives were implemented:

- S6 after-school tutorials to address any misunderstandings and stretch students' potential. The tutorials had an undesirable attendance rate of 66.07% [Appendix 13].
- S6 study classes during study leave to maintain the habit of going to school and revising.
- Scholarships for students achieving outstanding performance in HKDSE.

Reflection

- ◆ Based on the evaluation findings, analyze the facilitating and hindering factors, and consolidate the experience and reflection derived from the process of planning, implementation, and evaluation.

Target 1

To strengthen the curriculum design to:

- **Expand students' knowledge foundation and foster connections among their learning experiences across various Key Learning Areas (KLA), life experiences, and global affairs.**
- **Strengthen student-centered and self-directed learning approaches.**
- **Advocate for the importance of National Security Education.**

The new senior secondary school-based subjects, STREAM and Food and Health Science, have received positive feedback from students, indicating that they are subjects of great interest [Appendix 1A & 1B]. However, the curriculum has yet to be fully developed, as the subject's objective has not been fully translated into helping students in their career paths or toward a healthier lifestyle. A possible factor hindering this desirable result may be the lack of experience among new teachers. Although the curriculum was carried over from the previous year, the flow of work was not systematically documented in it. It was noted in the first term that further assistance is required to improve the subject's performance through lesson observations and book checking. Recommendations were given but were not executed.

The expansion of electives for current secondary four students has shown positive trends in the subject overall and in students' averages. The students find the subject enjoyable and excel greatly. However, given the students' current secondary three abilities, it is not recommended to continue offering a third elective. In compensation for the limited number of electives per student, the variety of electives available has expanded. According to the results of Phases I and II of the senior elective survey, the school will open a new senior secondary subject, Visual Arts, for the next batch of secondary four students [Appendix 24].

Though the Project WISER received strong positive feedback from both teachers and students, the feedback indicates that it put a bit of pressure on pursuing the curriculum design, as time constraints limited the execution of the projects. Almost 10% of teachers reported that the preparation form provided students with a clear plan of what they would do/learn in the project

[Appendix 3A]. This may be due to unfamiliarity with the curriculum, as most of the teachers we had this year were new. With the experience gained this year, it is hoped that the project can better align with the curriculum's progress, reducing the stress of chasing curriculum content. The Project WISER works had been shown during PTI, but there is still much improvement needed in the display aspect of the showcase. More resources and planning can be put into place to better display students' work, elevating its importance.

To foster a reading and literacy culture, the Class Teacher Period Readings successfully exposed students to current affairs and national security topics while reinforcing values education. Covering twelve values and fifteen major fields of National Security demonstrates a well-planned alignment with broader educational goals. It is vital to continue updating the reading list to reflect contemporary issues, such as sustainability, AI ethics, and related topics, to maintain student engagement. To further integrate reading into the school environment, the academic department encouraged language subject teachers to incorporate library resources and reading-related activities into their lesson plans. This effort was formalized by adding library room visits to language curricula, guaranteeing that students visit the library at least once per term. This cross-curricular approach aimed to demonstrate the library's relevance to students' learning and to foster a school-wide culture of reading. This contributed significantly to the increase in students borrowing books. Though this has achieved great results, much more can be done to foster a stronger reading and literacy culture by establishing a reading scheme. The Book recommendations had remained stagnant since October 2024. A significant limitation to many of the setbacks lay in the mid-year change of librarian, which prioritized the development of the librarian over the established approaches.

Though many activities and events had been arranged to strengthen students' national identity and lifelong learning, the first step of including national security education elements in the curriculum had been taken, and it is believed that it is still not enough. The activities arranged consisted mainly of interactive and enjoyable tasks. More competitions and external opportunities can be done to further deepen their understanding of national security and national identity.

Target 2

To strengthen the teaching pedagogy and encourage teachers to share their experience, knowledge, and skills in teaching and learning, so as to help teachers' professional development.

With the implementation of a structured mentoring system, it was hoped that new teachers would receive abundant guidance and support from their mentors. However, it was reflected that not enough meetings and appraisals had been done through this system. While much feedback was provided to new teachers, it may not have been enough, as it was not consistent or personal enough to their teaching pedagogy and classroom management. More meetings are required for mentors and mentees to reflect and improve more effectively and efficiently. In addition to the feedback received, several new teacher training workshops were organized to enhance teachers' teaching strategies and their handling of SEN students. These workshops received positive feedback, suggesting they were valuable and relevant, providing teachers with the necessary support. As mentioned previously, improvement was shown in the second book checking after receiving feedback from the first. This shows that more frequent feedback can make teachers' development more efficient and effective.

Additionally, the introduction of e-learning has posed a few setbacks, as teachers need time to adapt to the new resources introduced by the school development team. Some teachers found it difficult to adapt to using iPads in their teaching, but over time, they found ways to enhance their pedagogy through various apps. Taking this into consideration, it is important to have teacher

training on the use of iPads and MacBooks. It is also expected that the format of book checking will be greatly affected by the emergence of new technologies. More guidance and discussion among panel heads and the academic department will be needed to execute a more effective book checking. This may also be an opportunity to set specific goals for each subject panel.

Target 3

To strengthen assessment literacy so as to improve the teaching content, pedagogy, and assessment focus and designs

While the school had implemented a comprehensive approach to support student learning and achievement, placing strong emphasis on setting clear learning objectives for both teachers and students, perhaps not enough had been done to convey this message to teachers. The school had also implemented differentiated initiatives, targeting students at different levels to stretch their potential and build a stronger foundation. Additionally, the academic department utilized ability-based groupings for different subjects and tutorials.

Furthermore, the school has employed a balance of formative and summative assessments to provide timely and constructive feedback to students and parents. The analysis of test and exam results in each subject panel informs teachers regarding students' difficulties and therefore allows them to refine their teaching methodology and curriculum design. These are all well documented in each subject panel's meeting minutes.

To support student performance in the HKDSE examination, the academic department had organized mandatory study leave and tutorials. Additionally, scholarships were introduced to motivate students to work harder. But due to students' low motivation [Appendix 12], many students received parent-written letters requesting that they drop out of the tutorials. This may be strongly linked to the lack of experience of new teachers in the classroom, leading to difficulty motivating the class during their final year.

Feedback and Follow-up

- ◆ With reference to the above “Achievements” and “Reflection” of the Major Concern, suggest follow-up measures to further help students achieve the seven learning goals¹, so as to inform the planning of the next Annual School Plan / School Development Plan.

To address the weak development of the school-based curricula of the Food and Health Science (FHS) subject, the school may consider implementing the following strategies:

- Discuss the curriculum with the panel head, create a theme for each month, and have a clear objective of what products students should have, such as a portfolio. This will allow teachers to reflect on how to scaffold to achieve the results.
- Track progress of the FHS subject delivery aligned with the curriculum developed.
- Set clear rules for cooking labs; having posters around reminded students of food hygiene measures.

To address the concerns in implementing the Project WISER, the school may consider implementing the following strategies:

- Create a more comprehensive proposal with proper guidance of how to implement the project while aligning with the subject curriculum.

¹ The seven learning goals of primary education are national identity, positive values and attitudes, knowledge of key learning areas, language skills, generic skills, reading and information literacy, and healthy lifestyle. The seven learning goals of secondary education are national and global identity, breadth of knowledge, language proficiency, generic skills, information literacy, life planning, and healthy lifestyle.

- Limit each subject's Project WISERs to one, excluding language-based subjects.
- Assign time for teachers to discuss Project WISER progress and keep track.
- Increase the budget spent on displaying students' work.
- Project WISER Booklet.

To further enhance the reading and literacy culture in school, the school may consider implementing the following strategies through an effective Reading Scheme:

- Enhance the design of the school library by adding a students' recommended book corner.
- Inviting students for monthly book recommendation videos to be played in the general office.
- Having the librarian update the recommended book posters monthly and arrange one book fair in the school.
- Collaborate with STEM on an innovative method of book delivery.
- Continue to arrange lunch and recess library corner at the G/F of the school to improve student access.

To address the concerns of teachers' development and quality of work, the school may consider implementing the following strategies:

- The academic department may provide meeting agendas for each subject panel meeting.
- The academic department may set guidelines for both book checking requirements and how to effectively set a proper test and examination paper with differentiated levels of questions.
- Each Subject Panel Head may set a standardized general performance calculation formula.
- Schedule monthly mentor appraisals.

To address the low attendance rate of 66% in Secondary Six tutorials, the school may consider implementing the following strategies:

- Setting clear objectives of tutorials (foundation-building, potential-stretching, challenging questions) and portraying them to students through lessons.
- Implement a reward system for 100% attendance, one light merit, or coupons.
- More communication with parents via Class Teachers' follow-up on absentees.

To strengthen the national security education and align with EDB requirements, the school may consider implementing the following strategies:

- Having a sub-committee oversee the national security education approaches.
- Add a national security education corner in the library.
- Organize at least three mainland visits for different groups of students.
- Participate in at least three competitions or activities arranged by external organizations.

(2) Achievements and Reflection on Major Concerns; Feedback and Follow-up

• Major Concern 2

Achievements

To foster a safe and inclusive classroom environment where all students feel valued and respected

- All class teachers reviewed the school rules during the first two school days and posted them in their classrooms.
- A cross-curricular infusion of respect and responsibility was implemented across Chinese, Citizenship, and Economics & Society.
- Character education themes (respect, empathy, responsibility) were embedded in assemblies, morning reading, and inter-class activities.

To respect and provide positive education will be our focus this year

- At least 50% of post-activity assessments are improved towards respect and positive education.
- Able to use the Positive Education Programme, in collaboration with the Hong Kong Christian Service and the University of Hong Kong, to enhance students' well-being and foster a positive school culture by integrating life skills, character development, and emotional resilience into the school environment.
- At least 70% of the attitude scale or behaviour checklists are used to evaluate specific indicators of positive education.
- Able to implement the Reflection Scheme to motivate students to embrace challenges, learn from setbacks, and develop confidence in their ability to grow through effort and perseverance.

To promote healthy school lifestyles

- At least 70% of students can use a Food Journal to monitor their eating habits in the Food and Health Science class.
- At least two talks have been held as part of nutrition education programs to teach students about the importance of healthy eating, balanced diets, and nutritious food choices.
- A talk was conducted in collaboration with the Health Pioneer Project (The Beat Drugs Fund) to strengthen school-based anti-drug education. Over 70% of students agreed that their understanding and awareness of drugs had improved.
- Fitness programs encourage healthy lifestyles and promote a positive self-image, with progress toward targeted indicators tracked through APASO and internal checklists.

To strengthen students' national identity, foster a sense of belonging, cultivate responsible citizenship, and nurture a global perspective

- At least five National Security Education activities, including class-based sessions, talks, and workshops, have been held this year, with over 80% of students reporting that their understanding of National Security Education has improved.
- At least three moral and civic education activities are organized this year to foster a diverse cultural atmosphere within the school.
- Organized various booths to encourage students to respect each other's differences and promote a culture of appreciation, with 80% of students enjoying the activities.

To prepare students for comprehensive life planning, which includes future academic progression or working life after graduation

- At least six life planning education activities (including assemblies, workshops, and morning reading sessions) are conducted each term for S1 to S6 students, with over 70% of students finding the activities or programs beneficial.
- Over 80% of students engage in physical and aesthetic activities, promoting their aesthetic development and supporting more informed career and life planning.
- All S6 students receive at least 3 individual or group consultations, and through the APASO, over 70% agree that these sessions are helpful.
- The Career and Life Planning website will be updated every two weeks.

Reflection

Recommendations for Improvement

- Strengthening skill-based modules on empathy, conflict resolution, and digital citizenship across forms.
- Expand student leadership in respect campaigns (class monitors, prefects)
- Establish a Wellness Centre for early intervention.
- Continue Positive Education collaboration; integrate outcome rubrics into lesson plans and post-activity reflections.

(2) Appendix

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。	41.5%	56.7%	1.2%	0.6%
2. This subject helps me realise the scientific theory behind food. 這學科幫助我認識食物背後的科學理論。	40.9%	55.5%	2.9%	1.2%
3. This subject increases my interest in food processing and culinary skills. 這個科目增加了我對食品加工和烹飪的興趣。	43.3%	52.6%	2.9%	1.2%
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。	39.8%	53.2%	5.3%	1.8%
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。	37.4%	56.1%	4.1%	2.3%
6. I find this subject interesting. 我覺得這個科目很有趣。	43.9%	51.5%	2.9%	1.8%
7. I find this subject useful in my daily life. 我發現這個科目對我的日常生活很有用。	41.5%	53.2%	4.1%	1.2%
8. This subject helps me practice critical thinking and understanding 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。	37.4%	58.5%	2.3%	1.8%
9. This subject helps me understand 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。	37.4%	54.4%	7.0%	1.2%
10. This subject gives me one more choice for my future career. 這個科目給了我未來職業的一個選擇方向。	30.4%	56.1%	9.9%	3.5%
11. I have a better and healthier lifestyle after having this subject. 有了這個科目後，我的生活方式變得更好、更健康。	33.3%	56.1%	8.8%	1.8%

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

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
1. This subject increases my interest in art. 這個科目增加了我對視覺藝術的興趣。	37.2%	54.5%	5.1%	3.2%
2. This subject helps me to understand art in a crafty way. 這個科目幫助我了解工藝層面的視覺藝術。	40.4%	55.1%	3.8%	0.6%
3. This subject raises my awareness of the craftsmanship surrounding. 這個科目提高了我對周遭工藝的認識。	38.5%	55.1%	4.5%	1.9%
4. This subject increases my interest in craftsmanship. 這個科目增加了我對工藝的興趣。	35.9%	56.4%	5.8%	1.9%
5. This subject sharpens my life skills. 這個科目增強了我的生活技能。	31.4%	59.6%	8.3%	0.6%
6. I find this subject interesting. 我覺得這個科目很有趣。	41.0%	53.2%	3.8%	1.9%
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。	35.3%	56.4%	6.4%	1.9%
8. This subject helps me understand the relationship between science, technology, engineering, art, and maths. 這個主題幫助我了解科學, 科技, 工程, 藝術, 數學之間的關係。	36.5%	53.2%	7.1%	3.2%
9. 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。	35.3%	48.7%	12.2%	3.8%
10. This subject gives me one choice for my future career. 這個科目給了我未來職業的一個選擇方向。	35.9%	49.4%	9.0%	5.8%

Appendix 2: Summary of S1-S3 Project WISER

S1 Subjects	Project	Works to show	Done?
PHYSICAL EDUCATION	Happy Chinese New Year	Activity photos, videos and CNY cards	Yes
VISUAL ARTS			
ENGLISH LANGUAGE			
CHINESE LANGUAGE	Mid-Autumn Festival Cultural Day	Short writing, booklet & photos	Yes
PUTONGHUA			
VISUAL ARTS			
CHINESE HISTORY			
SCIENCE	Wind Turbine	Booklet	Yes
COMPUTER LITERACY			
MATHEMATICS			
STEM			
GEOGRAPHY	Timeless Central	Poster, booklet	Yes
HISTORY			
MUSIC	Baroque style wig (60th Anniversary Style)	Products, video	Yes
ENGLISH LANGUAGE			
VISUAL ARTS			
CITIZENSHIP, ECONOMICS AND SOCIETY	/	Poster	No
PHYSICAL EDUCATION			
CITIZENSHIP, ECONOMICS AND SOCIETY	Self-understanding	Poster	Yes
VISUAL ARTS			
S2 Subjects	Project	Works to show	Yes

VISUAL ARTS	Polluted Sea Creature	Polluted Sea Creature Models	Yes
GEOGRAPHY			
MUSIC	We are all the Night Queen – Mozart classic musical accessories	Product, video	Yes
ENGLISH LANGUAGE			
VISUAL ARTS			
CHINESE LANGUAGE	Mid-Autumn Festival Cultural Day	Short writing, booklet & photos	Yes
PUTONGHUA			
VISUAL ARTS			
CHINESE HISTORY			
SCIENCE	Wind Turbine	Booklet	Yes
COMPUTER LITERACY			
MATHEMATICS			
STEM			
PHYSICAL EDUCATION	HW2 Olympic	Video, Booklet	Yes
LIFE AND SOCIETY			
LIFE AND SOCIETY	Avoid Online Fraud	Posters	Yes
VISUAL ARTS			
ENGLISH LANGUAGE			
HISTORY	My CV	CV	No
ENGLISH LANGUAGE			
S3 Subjects	Project	Works to show	Done?
GEOGRAPHY	Slope Safety and Hong Kong Management Strategies	Relief and model and poster	Yes
HISTORY			
MUSIC	Design a costume for Les Misérables	Product, video	Yes
ENGLISH LANGUAGE			

VISUAL ARTS			
CHINESE LANGUAGE	Mid-Autumn Festival Cultural Day	Short writing, booklet & photos	Yes
PUTONGHUA			
VISUAL ARTS			
CHINESE HISTORY			
SCIENCE	Wind Turbine	Booklet	Yes
COMPUTER LITERACY			
MATHEMATICS			
STEM			
PHYSICAL EDUCATION	Disabled	Poster	Yes
LIFE AND SOCIETY			

Appendix 3A: Teachers' views on Project WISER/cross-curriculum activities

		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	Implementing Project WISER/cross-curriculum activities was beneficial to students.	28.6%	71.4%	0.0%	0.0%
2.	Project WISER/cross-curriculum activities have achieved their aim.	33.3%	61.9%	4.8%	0.0%
3.	Students acquired knowledge through experiential learning.	38.1%	61.9%	0.0%	0.0%
4.	Students enjoyed learning through project-based activities.	42.9%	57.1%	0.0%	0.0%
5.	I enjoyed implementing project-based activities in my teaching.	28.6%	71.4%	0.0%	0.0%
6.	The preparation form provided students with a clear plan of what they will do and learn in the project.	33.3%	57.1%	9.5%	0.0%
7.	Preparation works are shown in the Project works and assignments.	38.1%	57.1%	4.8%	0.0%
8.	The reflection form provided students with an opportunity to evaluate what they have done/learned in the project.	38.1%	61.9%	0.0%	0.0%

Appendix 3B: Students' views on Project WISER

		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	Implementing Project WISER was beneficial to me. 實施「Project WISER」對我有益。	21.1%	65.2%	9.9%	3.7%
2.	I acquired knowledge through experiential learning. 我通過體驗式學習獲得了知識。	23.0%	65.2%	8.1%	3.7%
3.	I enjoyed learning through project-based activities. 我享受做專題研習的過程和這是愉快的學習。	24.2%	59.6%	10.6%	5.6%
4.	The preparation form gave me a clear plan of what I am going to do/learn in the project. 預習工作紙清楚地說明了我在該項研習要做什麼/要學習什麼。	19.3%	68.3%	8.1%	4.3%
5.	The reflection form provided an opportunity for students to evaluate what they have done/learned in the project. 反思工作紙 給予我機會評估我在該項研習中所做/所學的內容。	19.9%	68.3%	7.5%	4.3%

Appendix 4A: After-school Tutorials (1st Term)

Monday	Tuesday	Wednesday	Thursday	Friday
	<u>S1-S5 Tutorial</u>		<u>S1-S5 Tutorial</u>	
	(3:45-4:45)		(3:45-4:45)	
	S1-3 NAC Chi (Tue)		S1-3 NAC Eng	
	S1-2 NC Math		SEN NC Chi Group 1	
	S3 NC Math		SEN NC Chi Group 2	
	S4-5 C Eng Foundation		S4-5 NC Math	
	S4-5 C Eng Elite		S5 C Math	
	S5 NC Math Elite		S4-5 NC Eng Elite	
			SEN Chi Group 3	
<u>S6 Tutorial</u>	<u>S6 Tutorial</u>		<u>S6 Tutorial</u>	
(3:45-4:35)	(3:45-4:35)		(3:45-4:35)	
6A Eng	6A Math G1		6A Bio	
6B Eng	6A Math G2		6A Econ	
	6B Math		6A THS	
			6B Chin	
(4:45-5:35)	(4:45-5:35)		(4:45-5:35)	
6A BAFS	6A CSD		6B Bio	
6A ICT	6B BAFS		6B Geog	
6B CSD	6B Chem		6B THS	
	6B Econ			

Appendix 4B: After-school Tutorials (2nd Term)

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	<u>S1-S5 Tutorial</u>		<u>S1-S5 Tutorial</u>		<u>S1-S5 Tutorials</u>
	(3:45-4:45)		(3:45-4:45)		(9:00-10:00am)
	S1-3 NAC Eng		SEN Chi (NC)		S1-3 C Chi
	S2 NC Math		S4-5 NC Eng Elite		S2-5 NC Eng
	S1 NC Math		S4-5 C Eng Foundation		S1-2 NC Math
	S3 NC&C Math		S4-5 NC Math Foundation		(10:10-11:10am)
	S4,5 IGCSE (Group 1)		S5 C Math Elite		S2&S5 NC Chi Elite
	S4,5 IGCSE (Group 2)				S1-2 C Eng
	S4,5 IGCSE (Group 3)				S1-2 C Math
	S5 IGCSE (Group 1)				(11:20-12:20pm)
	S4-5 C Eng Elite				S2-5 NC Chi
	SEN Chi		(4:45-5:35)		S3 C Eng
	(4:45-5:35)		S5 NC Math		S4-5 NC Math
	S5 C Chin Elite		S5 GCE		

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

Month	Week	Topic	Values											
			Respect for Others	Responsi- bility	Persevera- nce	Care for Others (Benevole- nce)	Integrity	Commitm- ent	Law- abidingness	Empathy	National Identity	Diligence	Unity	Filial Piety
September	1	Setting Goals		Y	Y			Y						
	2	2024 Olympics	Y		Y	Y		Y						
	3	Mid Autumn Festival + money laundering									Y		Y	Y
	4	Deep Sea Security		Y				Y	Y		Y			
October	1	International Day of Old People (Famous Chinese People)	Y		Y			Y			Y			
	2	National Anthem Law, National Flag and National Emblem Ordinance							Y		Y			
	3	Math Week												
	4	Protecting your privacy on the virtual world		Y			Y		Y					
	5	Halloween and different special customs around the world	Y									Y		
November	1	Self study before test												
	2	Giant Pandas		Y							Y			
	3	How to use AI wisely		Y					Y					
	4	Community Service				Y		Y		Y				
December	1	Seasonal Influenza		Y										
	2	Control your emotions	Y	Y				Y		Y				
	3	The Winter Solstice									Y		Y	

January	1	Food Wise						Y						
February	1	Chinese New Year									Y		Y	Y
	2	Space Oil Drug		Y					Y					
	3	International Day of Clear Energy		Y										
March	1	International Mother Language Day	Y								Y			
	2	The Flower Festival									Y		Y	Y
	3	International Day of Happiness (Self Care)	Y			Y		Y		Y				
	4,5	Easter	Y			Y								
April	1	National Security Week							Y		Y			
	2	Zero Waste		Y				Y						
May	1	Chinese week												
	2	World Health Day				Y				Y				
	3	STEAM week												
	4	Year-End Reflection		Y	Y		Y	Y				Y		

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

Month	Week	Topic	National Security Education																			
			Political Security	Military Security	Homeland Security	Economic Security	Financial Security	Cultural Security	Societal Security	Science and Technology Security	Cybersecurity	Food Security	Ecological Security	Resource Security	Nuclear Security	Overseas Interests Security	Outer Space Security	Deep Sea Security	Polar Security	Biosecurity	Artificial Intelligence Security	Data Security
September	1	Setting Goals																				
	2	2024 Olympics							Y													
	3	Mid-Autumn Festival + money laundering						Y														Y
	4	Deep Sea Security			Y													Y				
October	1	International Day of Old People (Famous Chinese People)						Y	Y													
	2	National Anthem Law, National Flag and National Emblem Ordinance	Y		Y																	
	3	Math Week																				
	4	Protecting your privacy in the virtual world	Y						Y		Y										Y	
	5	Halloween and different special customs around the world						Y														
November	1	Self-study before the test																				
	2	Giant Pandas						Y					Y							Y		
	3	How to use AI wisely								Y	Y										Y	
	4	Community Service							Y													
December	1	Seasonal Influenza							Y													
	2	Control your emotions																				

	3	The Winter Solstice			Y			Y														
January	1	Food Wise										Y										
February	1	Chinese New Year						Y	Y													
	2	Space Oil Drug	Y						Y													
	3	International Day of Clear Energy								Y				Y								
March	1	International Mother Language Day						Y														
	2	The Flower Festival						Y	Y													
	3	International Day of Happiness (Self Care)							Y													
	4,5	Easter																				
April	1	National Security Week	Y		Y	Y	Y	Y				Y										
	2	Zero Waste										Y		Y								
May	1	Chinese week																				
	2	World Health Day							Y													
	3	STEAM week																				
	4	Year End Reflection																				

Appendix 6: New Teacher Peer Observation

No.	Observer	Class	Subject	Teacher being observed	Date
1	CHAN KIM TO	4C	THS	OR MIU CHUEN	16-Sep
2	CHAN TSZ YU EUNICE	5C	ENG	CHAN LOK YAN	16-Sep
		4A	ENG	KUMAR KEVIN LABARO	12-Sep
3	CHAN WING LAM	5A	MATH	MOK MAN TO	16-Sep
4	CHEUNG YAN HO	5AB	CHEM	MOK MAN TO	18-Sep
5	CHUI WAI YIN	5AB	(NC) CHI	LAM PO WING	16-Sep
6	HO SZE YING RITA	2A	GEO	WANG SHUANGYUE	19-Sep
7	LAM YIN CHUN	5A	MATH	MOK MAN TO	16-Sep
8	LEE JOI TIN	5C	ENG	CHAN LOK YAN	16-Sep
9	LEUNG CHING MAN	6AB	MATH	CHHETRI PREM BAHADUR	16-Sep
10	LUI SZE HAM	1A	(NC) CHI	LAM PO WING	19-Sep
11	MOK HO YEE				
12	NG CHEUK YU	4AB	ECON	WONG KAM HUNG	16-Sep
13	NG HOI WA	1A2A	CHI	CHIU KAM MEI	19-Sep
14	WONG WILSON CHUNG HENG	3B	SCI	KWAN PAK YAN	19-Sep
15	WU RUIPO	3B	MATH	WONG KAM HUNG	16-Sep
16	CHAN TO YEUNG	6AB	MATH	CHHETRI PREM BAHADUR	19-Sep

Appendix 7: 1st Term Lesson Observation Record (New teachers)

	Teacher being observed	Date	Class	Subject
1	CHAN CHING YING	19/03/2025	2A	MATH
2	CHAN TO YEUNG	10/10/2024	5AB	ICT
3	CHAN TSZ YU EUNICE	08/10/2024	2A	ENGLISH
4	CHAN WING LAM	08/10/2024	5CD	CHEMISTRY
5	CHEUNG YAN HO	02/10/2024	4A	FHS
6	CHUI WAI YIN	10/10/2024	6AB	NC. CHINESE
7	HO SZE YING RITA	08/10/2024	3A	GEOGRAPHY
8	LAM YIN CHUN	10/10/2024	3B	PE
9	LAW KING TSUN	20/03/2025	4A	THS
10	LEE JOI TIN	04/10/2024	1A	ENGLISH
11	LEUNG CHING MAN	03/10/2024	5C	CSD
12	LUI SZE HAM	07/10/2024	5ABCD	C. CHINESE
13	MOK HO YEE	03/10/2024	4C	BAFS
14	NG CHEUK YU	04/10/2024	4C	ECONOMICS
15	NG HOI WA	07/10/2024	5AB	NC CHINESE
16	NG YI MAN	08/10/2024	5A	STEAM
17	TUNG CHAK HEI	14/10/2024	1A	PE
18	WEI YAN	19/03/2025	1B	ENGLISH
19	WONG KAM HUNG			
20	WONG WILSON CHUNG HENG	14/10/2024	6AB	CSD
21	WONG YUI	20/03/2025	3A	MATH
22	WU RUIPO	02/10/2024	4C	MATH

Appendix 8: 2nd Term Lesson Observation Record (All Teachers)

	Teacher being observed	Date	Class	Subject
1	CHAN CHING YING	02/05/2025	2B	SCIENCE
2	CHAN LOK YAN	07/05/2025	5C	ENGLISH
3	CHAN TO YEUNG	09/05/2025	4AB	ICT
4	CHAN TSZ YU EUNICE	06/05/2025	4B	ENGLISH
5	CHAN WING LAM	19/05/2025	5CD	CHEMISTRY
6	CHEUNG YAN HO	19/05/2025	5A	FHS
7	CHHETRI PREM BAHADUR	19/05/2025	5AB	BIOLOGY
8	CHUI WAI YIN	06/05/2025	4AB	NC. CHINESE
9	HO SZE YING RITA	07/05/2025	2B	L&S
10	KWAN PAK YAN	09/05/2025	3B	SCIENCE
11	LAM KA NGAI	20/05/2025	1B2B	ADJ. CHINESE
12	LAM PO WING	06/05/2025	5AB	NC. CHINESE
13	LAM YIN CHUN	07/05/2025	4A	PE
14	LAW KING TSUN	08/05/2025	4AB	BAFS
15	LEE JOI TIN	02/05/2025	5A	ENGLISH
16	LEUNG CHING MAN	09/05/2025	3A	MATH
17	LUI SZE HAM	07/05/2025	3A	NC. CHINESE
18	MOK HO YEE	06/05/2025	5AB	BAFS
19	NG CHEUK YU	09/05/2025	4C	ECONOMICS
20	NG HOI WA	07/05/2025	5AB	NC. CHINESE
21	NG YI MAN	14/05/2025	2B	VA
22	OR MIU CHUEN	08/05/2025	4C	THS
23	TAM JULIUS PUI CHING	14/05/2025	5B	ENGLISH
24	TUNG CHAK HEI	09/05/2025	5AB	PEDSE
25	WAN JUN KIN	14/05/2025	4C	BIOLOGY
26	WANG SHUANGYUE	08/05/2025	3A	ENGLISH
27	WEI YAN	15/05/2025	2B	ENGLISH
28	WONG KAM HUNG	15/05/2025	5B	MATH
29	WONG WILSON CHUNG HENG	15/05/2025	5B	CSD
30	WONG YUI	14/05/2025	1B	SCIENCE
31	WU RUIPO	15/05/2025	5C	FHS

Appendix 9: List of New Teachers Training Workshops

	Date	Theme	Host
1	16/08/2024	New Teacher Induction	School Development Team
2	04/09/2024	Classroom Management	School Development Team
3	25/09/2024	Student Engagement Strategies	School Development Team
4	02/10/2024	Understand the needs of SEN Students (With HW New Teachers)	Educational Psychologist
5	29/10/2024	Learning to Identify Emotionally Needy students and enhance basic handling skills	Social Workers
6	30/10/2024	Sharing of Teaching Strategies and Curriculum Planning (IGCSE – Chinese Panel)	Ms Chung LM
7	07/11/2024	Handling various SEN students' needs and teachers' self-care	Social Workers
8	11/12/2024	Learning & Teaching Expo	Academic Team

Appendix 10: Mentorship Program

Mentor	Mentee
KUMAR, KEVIN LABARO	LAW KING TSUN
	NG CHEUK YU
	NG YI MAN
	WU RUIPO
	CHAN TO YEUNG
	WONG YUI
	WEI YAN
CHIU KAM MEI	CHAN TSZ YU EUNICE
	CHUI WAI YIN
	HO SZE YING RITA
	NG HOI WA
	LAM KA NGAI
HUI LAI SHAN	CHEUNG YAN HO
	LEE JOI TIN
	LEUNG CHING MAN
	MOK HO YEE
	WONG KAM HUNG
	TAM JULIUS PUI CHING
MOK MAN TO	CHAN WING LAM
	LAM YIN CHUN
	LUI SZE HAM
	TUNG CHAK HEI
	WONG WILSON CHUNG HENG
	CHAN CHING YING

Appendix 11: Teachers' views on sharing experience, knowledge and skills

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
Subject Panel Meetings provide an effective platform for professional sharing and development	52.4%	47.6%	0.0%	0.0%
I often store and share resources in the school knowledge repository	38.1%	52.4%	9.5%	0.0%

Appendix 12: Students' and Teachers' views on learning and teaching (Data from Stakeholder Survey 2024-2025)

Survey Aspect	Item		Percentage					Mean
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
Students' views on teaching (including learning inside and outside of the classroom)	1	The teachers often teach us learning strategies, such as doing pre-lesson preparation, using concept maps and on-line resources.	27.7%	43.5%	26.3%	1.4%	1.1%	4.0
	2	Teachers often provide suggestions on my performance and let me know how to improve.	27.6%	41.7%	26.5%	3.9%	0.3%	3.9
	3	Teachers' questions inspire my thinking inside and outside of the classroom.	23.4%	40.4%	29.4%	5.4%	1.4%	3.8
	4	Teachers often allow us to explore a variety of topics inside and outside of the classroom.	22.9%	41.5%	29.7%	4.2%	1.7%	3.8
	5	Teachers often organise different learning activities both inside and outside of the classroom, such as discussions, visits, sharing of insights gained from reading and oral presentation.	22.7%	42.6%	27.3%	6.3%	1.1%	3.8
	6	Teachers often encourage us to learn and try our best to overcome learning difficulties inside and outside of the classroom.	30.5%	44.4%	22.9%	1.4%	0.8%	4.0
Students' views on learning (including learning inside and outside of the classroom)	7	I take an active role in learning inside and outside of the classroom.	20.4%	39.7%	34.0%	4.8%	1.1%	3.7
	8	I am confident in learning inside and outside of the classroom.	16.8%	39.3%	34.2%	5.1%	4.6%	3.6
	9	I enjoy learning inside and outside of the classroom.	19.9%	37.5%	35.2%	4.3%	3.1%	3.7
	10	I often complete learning tasks, including homework, seriously.	25.6%	41.4%	29.3%	3.1%	0.6%	3.9
	11	I try my best to overcome learning difficulties.	23.6%	46.6%	24.7%	4.0%	1.1%	3.9
	12	I often read materials such as leisure reading materials and newspapers outside class.	14.4%	29.1%	34.9%	16.4%	5.2%	3.3
	13	I know how to set my own learning goals.	21.4%	38.0%	30.4%	7.6%	2.5%	3.7
	14	I know how to apply learning strategies, such as doing pre-lesson preparation, using concept maps and on-line resources.	15.6%	36.0%	38.2%	7.6%	2.5%	3.5

	15	I often reflect on my performance in class, test and examination results, as well as teachers' suggestions, such as their comments on my assignments, in order to reflect on and improve my learning.	20.3%	45.5%	29.9%	2.8%	1.4%	3.8
	16	I live a healthy life, such as striking a balance between study and rest, doing enough physical exercise, and knowing how to reduce stress.	20.5%	38.2%	29.6%	8.8%	2.8%	3.6
Teachers' views on teaching (including learning inside and outside of the classroom)	47	I often teach my students learning strategies, such as doing pre-lesson preparation, using concept maps, tool books and on-line resources, etc.	45.7%	45.7%	8.6%	0.0%	0.0%	4.4
	48	I provide students with specific feedback in a timely manner to help them reflect on and improve their learning.	54.3%	42.9%	2.9%	0.0%	0.0%	4.5
	49	I often ask questions of different levels to inspire students' thinking inside and outside of the classroom.	42.9%	48.6%	8.6%	0.0%	0.0%	4.3
	50	I often engage my students in active inquiry and construction of knowledge inside and outside of the classroom.	40.0%	54.3%	5.7%	0.0%	0.0%	4.3
	51	I often take into account students' learning progress and re-adjust my teaching strategies inside and outside of the classroom accordingly.	60.0%	40.0%	0.0%	0.0%	0.0%	4.6
	52	I often arrange different learning activities both inside and outside of the classroom, such as discussions, visits, sharing of insights gained from reading and oral presentation.	37.1%	45.7%	14.3%	2.9%	0.0%	4.2
	53	I engage students to learn actively inside and outside of the classroom.	42.9%	45.7%	11.4%	0.0%	0.0%	4.3
Teachers' views on student learning (including learning inside and outside of the classroom)	54	My students are deeply interested in learning.	17.1%	17.1%	40.0%	25.7%	0.0%	3.3
	55	My students take the initiative to learn.	11.4%	25.7%	34.3%	25.7%	2.9%	3.2
	56	My students are confident in learning.	22.9%	11.4%	42.9%	17.1%	5.7%	3.3
	57	My students are self-disciplined and follow rules.	14.3%	20.0%	42.9%	22.9%	0.0%	3.4
	58	My students often complete learning tasks, including homework, seriously.	17.1%	20.0%	45.7%	17.1%	0.0%	3.4
	59	My students like reading.	11.4%	11.4%	29.6%	40.0%	8.6%	2.8
	60	My students often use different resources to learn, such as e-learning resources and community resources.	20.6%	20.6%	41.2%	11.8%	5.9%	3.4
	61	Students reflect on and improve their learning.	17.1%	20.0%	40.0%	22.9%	0.0%	3.3

Appendix 13: Attendance rate of S6 tutorial classes

Class	Subject	Rate of Present (%)
6A	ENG	70.74
	MATHS	84.16
	CSD	80.95
	THS	57.14
	BIO	57.14
	BAFS	50.22
	ECON	66.25
	ICT	77.04
6B	CHI	57.20
	ENG	55.38
	MATHS	71.43
	CSD	33.75
	THS	55.56
	GEO	65.87
	BIO	57.41
	CHEM	85.68
	BAFS	71.79
	ECON	57.69
	ICT	100.0

Average Attendance Rate: 66.07%

Appendix 14A: Comparisons of percentage of Students who passed in a subject between 2023-2024 Annual and 2024-2025 Annual (different group of students)

S1	Chi	Chi	Eng	Math	Sci	Hist	Geog	CES	L&S	C. Hist	C. Hist	PTH	GRA
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	C	NC								C	NC		ND
23-24 Annual	33.33	47.62	81.48	37.04	55.56	66.67	43.48	-	44.44	33.33	47.62	16.67	74.07
24-25 Annual	35.71	50.00	78.00	38.00	68.00	58.00	40.91	52.00	-	14.29	41.67	64.29	70.00
10% increase	N	N	N	N	Y	N	N	\	\	N	N	Y	N

S2	Chi C	Chi NC	Eng	Math	Sci	Hist	Geog	L&S	C. Hist C	C. Hist NC	PTH	GRAND
23-24 Annual	81.82	32.14	43.59	46.15	51.28	46.15	51.52	46.15	58.33	29.63	72.73	64.10
24-25 Annual	60.00	45.71	53.45	39.66	53.45	44.83	47.50	61.02	24.00	47.22	68.00	64.41
10% increase	N	N	N	N	N	N	N	Y	N	Y	N	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	GRAND
23-24 Annual	73.91	64.82	13.04	78.70	34.78	33.71	82.61	64.63	69.57	54.45	85.71	45.24	78.26	61.67	56.52	56.14	73.91	75.00
24-25 Annual	35.24	58.97	17.14	70.00	45.17	5.00	74.29	42.50	91.43	60.00	71.43	37.50	77.14	50.00	54.05	50.00	78.38	58.67
10% increase	N	N	N	N	Y	N	N	N	Y	N	N	N	N	N	N	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 C	Chem NC	Bio C	Bio NC	PEDSE C	PEDSE NC	GRAND
23-24 Annual	54.55	48.84	20.90	52.27	46.51	27.27	62.79	20.45	93.75	41.67	53.85	25.00	38.46	46.67	-	30.77	42.86	47.06	50.00	-	-	47.13
24-25 Annual	41.03	42.86	7.89	61.97	28.95	23.94	50.00	18.31	63.64	33.33	33.33	18.75	46.67	66.67	29.41	60.00	9.09	56.25	43.48	45.45	8.33	41.28
10% increase	N	N	N	N	N	N	N	N	N	N	N	N	N	Y	\	Y	N	N	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 C	Econ NC	Chem NC	Chem C	Bio C	Bio NC	PEDSE NC	Geog	GRAND
23-24 Annual	44.83	57.50	25.00	85.37	32.14	21.95	50.00	39.02	100.00	24.00	44.44	27.27	31.25	30.00	44.44	-	50.00	45.45	70.00	-	50.00	44.93
24-25 Annual	65.38	47.62	14.29	68.89	26.53	11.11	63.27	24.44	50.00	36.36	32.36	33.33	35.71	25.00	-	50.00	44.44	55.56	50.00	35.71	-	44.68
10% increase	Y	N	N	N	N	N	Y	N	N	Y	N	N	N	N	\	\	N	Y	N	\	\	N

Appendix 14B: Comparisons of percentage of Students who passed in a subject between 2023-2024 Annual and 2024-2025 Annual (same group of students)

S1	Chi C	Chi NC	Eng	Maths	Sci	Hist	Geog	CES	C. Hist C	C. Hist NC	PTH	GRAN D
24-25 S1 Annual	35.71	50.00	78.00	38.00	68.00	58.00	40.91	52.00	14.29	41.67	64.29	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
23-24 S1 Annual	33.33	47.62	81.48	37.04	55.56	66.67	43.48	44.44	33.33	47.62	16.67	74.07
24-25 S2 Annual	60.00	45.71	53.45	39.66	53.45	44.83	47.50	61.02	24.00	47.22	68.00	64.41
10% increase	Y	N	N	N	N	N	N	Y	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
23-24 S2 Annual	81.82	32.14	43.59		46.15		51.28		46.15		51.52		46.15		58.33	29.63	72.73	64.10
24-25 S3 Annual	35.24	58.97	17.14	70.00	45.17	5.00	74.29	42.50	91.43	60.00	71.43	37.50	77.14	50.00	54.05	50.00	78.38	58.67
10% increase	N	Y	\	\	\	\	\	\	\	\	\	\	\	\	N	Y	N	N

S4	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
23-24 S3 Annual	73.91	64.82	13.04	78.70	34.78	33.71	82.61	64.63	69.57	54.45	85.71	45.24	78.26	61.67	56.52	56.14	73.91	75.00
24-25 S4 Annual	41.03	42.86	7.89	61.97	28.95	23.94	\	\	\	\	\	\	\	\	\	\	\	41.28
10% increase	N	N	N	N	N	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 C	Chem C	Chem NC	Bio C	Bio NC	PEDSE NC	GRAND
23-24 S4 Annual	54.55	48.84	20.90	52.27	46.51	27.27	62.79	20.45	93.75	41.67	53.85	25.00	38.46	46.67	30.77	42.86	47.06	50.00	-	47.13
24-25 S5 Annual	65.38	47.62	14.29	68.89	26.53	11.11	63.27	24.44	50.00	36.36	32.36	33.33	35.71	25.00	50.00	44.44	55.56	50.00	35.71	44.68
10% increase	Y	N	N	Y	N	N	N	N	N	N	N	N	N	N	Y	N	N	N	\	N

Appendix 15: Third Elective Students' Average Results Throughout the Academic Year

	T1		T2		Annual	
	Student	Class Mean	Student	Class Mean	Student	Class Mean
Student A	83	51.89	81	48.47	82	50.47
Student B	67		77		72	
Student C	94		90		92	
Student D	73		68		71	

Appendix 16: Comparison of the number of students having an average mark of all subjects 50 or above between 2023-2024 Annual & 2024-2025 Annual

	S1	S2	S3	S4	S5
2324 Annual	20/27=74%	25/39=64%	60/80=75%	41/88=47%	31/70=44%
2425 Annual	35/50=70%	38/59=64%	44/75=59%	45/109=41%	42/94=45%
10% increase	N	N	N	N	N

Appendix 17: Comparisons of the DSE subjects' passing rates (%) between 2024 and 2025

	Biology	BAFS (Acc)	BAFS (BM)	Chem	C. Hist	Chinese	Econ	English	Geog	ICT	M1	CSD	Maths	PE	THS	VA
2024 DSE	23.1%	\	37.5%	40%	100% (1)	60.6%	13.3%	58.8%	50%	20%	100% (1)	56.7%	14.5%	0%	33.3%	100% (1)
2025 DSE	45.5%	100% (1)	17.9%	87.5%	100% (1)	52.9%	21.1%	62.2%	55.6%	6.3%	100% (1)	55.7%	31.7%	\	32%	0% (1)
5% increase in passing rate	Y	Y	N	Y	\	N	Y	Y	Y	N	\	Y	Y	N	N	N

 = self-study subject

Appendix 18: Proposed list of students who meet the requirements of 2025 HKDSE Achievement Scholarship

No .	Name in English	Name in Chinese	Class	Cl. No.	2025 DSE Results						Marks in Total	Conduct	Institution	Programme	Scholarship
					CHI	ENG	MA	CSD	E1	E2					
1															
2															

Appendix 19: 2024-2025 Summer Enrichment Programs Participated by Secondary Four to Secondary Five Students

	Organization	Program	Area	Period
1	HKU	Career Discovery in Architecture	Architecture	Jul 14 - Aug 02
2	HKU	AI & Society	Social Sciences	Jul 28 - Aug 1
3	HKUAT	AI Adventures: When AI Meets Games	STEM	Aug 18 - Aug 22
4	HKUAT	AI And The Future Of Humanity	Social Sciences	Jul 21 - Jul 25
5	HKUAT	Area Studies : Discover New Worlds	Social Sciences	Jul 21 - Jul 25
6	HKUAT	Business Academy for the Talented	Business	Aug 4 - Aug 8
7	HKUAT	Design+ Academy for the Talented	Social Sciences	Jul 21 - Jul 25
8	HKUAT	Empowering Future Healthcare Academy	Public Health	Jul 28- Aug 1
9	HKUAT	Environmental Design and Analysis for Climate Change Academy	Sustainability	Jul 28 - Aug 1
10	HKUAT	From Tales to Reality: Storytelling for Sustainability	Sustainability	Jul 14 - Jul 18
11	HKUAT	Legal Academy for the Talented	Law	Jul 28 - Aug 1
12	HKUAT	Robotics Academy for the Tale	STEM	Aug 4 - Aug 8
13	HKMU	從創意到創業@HKMU	Business	Aug 4 - 8
14	HKMU	Creativity in Entrepreneurial Challenges	Business	Aug 11-15
15	HKMU	未來的會計師	Business	Aug 11-15
16	HKMU	綠·續旅遊	Tourism	Aug 11-15
17	TWC	(醫療相關；廣東話)	Healthcare	Jun 30 - Jul 7
18	HKGGOV	少年太空人體驗營2025@北京	STEM	Jul 25 - Aug 2
19	YWCA	社區中心工作體驗	Social Service	
20	POLYU	PolyU Summer Institute - Mini-lectures, company visits, etc.	-	Jul 21 - 25
21	HKMU	Catering & Restaurant Business (Cantonese)	Business	Aug 4 - 8

Appendix 20: School Library Student Survey

1	How often do you visit the school library? 您多久到學校圖書館一次?	Daily 每天	Weekly 每週	Monthly 每月	A few times per term 每學期幾次	Rarely or never 很少或從未
		6.5%	4.7%	8.8%	35.3%	44.7%
2	What is your primary purpose for visiting the library? (Select all that apply) 您主要為什麼到訪圖書館? (可多選)	Borrow books 借閱圖書	Study or do homework 學習或做作業	Attend library events or activities 參加圖書館活動	Read for pleasure 自由閱讀	Others: Chill, do book reports
		42.4%	34.7%	23.5%	31.8%	\
3	您對以下圖書館方面的滿意度如何? How satisfied are you with the following aspects of the library?	Very Satisfied 非常滿意	Satisfied 滿意	Dissatisfied 不滿意	Very Dissatisfied 非常不滿意	
	a. Selection of books and resources 圖書和資源的選擇	30.73%	56.42%	8.94%	3.91%	
	b. Availability of books you want to borrow 您可以借到您想借閱的圖書	29.05%	53.07%	12.85%	5.03%	
	c. Quality of library spaces and facilities 圖書館空間和設施的質量	32.39%	53.98%	9.66%	3.98%	
	d. Assistance from library staff 圖書館工作人員的服務	35.75%	51.4%	9.50%	3.35%	
	e. Library hours and accessibility 圖書館的開放時間	30.56%	55.56%	9.44%	4.44%	
	f. Library events and programming e.g. Book Fair, Book Trip, Book Recommendation etc 圖書館的活動如書展, 到訪蒲書館, 好書推介	30.17%	54.75%	11.73%	3.35%	
4	What types of books or resources would you like to see more of in the library? 您希望圖書館增添哪些類型的圖書或資源?	Fiction, Romance book, 散文和文學, marvel comics, 香港旅行, psychology books and philosophy books, manga, 玄幻, 人體藝術書, 悬疑小说, thriller genre books				

5	What is the biggest obstacle or challenge you face in using the library? 您在使用圖書館時面對的最大障礙或挑戰是什麼？	樓層太高, Climbing the stairs, Walking up, Books are not interesting, too many stairs, it's too far from classroom or my floor
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Appendix 21: School Library Visits by Language Subjects

Date	Class	Time
11/2024	1B, 2B	/
2/2025	1B, 2B	/
2/5/2025	2A	15:00-15:25
10/2025	2A	/
11/3/2025	4B	8:40-9:50
12/2025	4B	/
12/2025	1A	Read the books that Chinese department bought during lessons
15/4/2025	1B, 2B	08:40-09:50
17/4/2025	4A, 4B, 4C	13:40-14:15
17/4/2025	4A	14:15-15:25
19/3/2025	3A, 3B	10:10-11:20
22/11/2024	2A	15:00-15:25
23/1/2025	3B	10:10-11:20
24/1/2025	4A	14:15-15:25
25/11/2025	4A	13:40-14:15
29/10/2024	4B	11:30-12:40
29/11/2024	3A	10:10-11:20
29/11/2024	5D	11:30-12:40

Appendix 22: Life planning activities

Date	Theme/Event/Holiday	Venue	Organisation
September	School Opening+Knowing yourself	Hall	Internal
	Multiple Pathways	Hall	Internal
October	LinkedIn Navigation & Consultation	Hall	Internal
	Patriotism Talk	Hall	Creative Education Management Limited
	Career Sharing - Swire Hotels	Hall	Swire Hotels
	Visit to IVE (Kwun Tong)	VTC (Kwun Tong)	VTC
	VASK	Homerooms	Changing Young Lives Foundation
	LinkedIn Navigation / Company Research	Hall	Internal
November	Human Library	Homerooms	Link's Tenants / Swire Beverages
	Career Exploration	Homerooms	Internal
	Patriotism Talk	Hall	Creative Education Management Limited
	Animal Therapy	Hall, 206	RiseWise
December	Company Visit - LinkedIn	Outing	LinkedIn
	Presentation Skills Workshop	Homerooms	Internal
	IVE (KT) Visit	Outing	IVE (KT)
	CV Writing	Homerooms	Internal
	PolyU HKCC	206	POLYUHKCC
	Career Talk by Centaline	Hall	Centaline
January	機電處技術員訓練計劃	Hall	機電處技術員
	HKSPACE: "Medical & Health Care" & "Hotel, Tourism & Hospitality"	Outing	HKU SPACE Po Leung Kuk Stanley Ho Community College
	HKTDC Education & Careers Expo	Outing	HKTDC
	Company Visit - Ecoceres	Outing	Ecoceres
	Life Auction	Homerooms	Internal
February	Further Studies Talk & Taster Class	Outing	HKU SPACE Po Leung Kuk Stanley Ho Community College
	HKIT:紀律部隊	Hall	香港科技專上書院
	Multi-cultural Day Sess. 1	Homerooms	Internal
March	Multi-cultural Day Sess. 2	Homerooms	Internal
	Outing: Link Sustainability Lab	Outing	LINK
	Life Auction	Internal	Internal
	IVE (Tsing Yi) Visit	Outing	VTC
	IVE (Cheung Sha Wan) Visit	Outing	VTC
	Multi-cultural Day Sess. 3	Homerooms	Internal
	IVE Kwun Tong	Outing	VTC

	Anti-smoking Talk	Hall	
April	Multi-cultural Day Sess. 4	Homerooms	Internal
	Anti-smoking Talk	Hall	
	Link Office Visit	Outing	
	Multi-cultural Day Sess. 5	Homerooms	Internal
May	Anti-Drug Talk	Homerooms	
	Multi-cultural Day Sess. 6 (Final Prep.)	Homerooms	Internal
	English DSE Talk	Hall	Internal
	Cybersecurity Talk	Homerooms	
	First Aid Workshop	Hall	St John's Ambulance
June	VTC Visit	Outing	IVE (Tsing Yi) / HKDI
	Mental Health Workshop	Hall	
	HKDI Visit	Outing	VTC
	教育中心 & 理財 by Ms Fong@YWCA	Hall	YWCA

Appendix 23: Moral, Civic and National Education Activities

Month	Activity	Organization	Target Participants
September 2024	Mid-Autumn Festival Event	School	Whole School
	SWA Election	School	Whole School
	Beat Drug Fund - Healthy School Programme: Game On: Drug-Free Zone	School	Games Club
October 2024	InnoGala 2024 (慶祝中華人民共和國成立七十五周年暨心繫家國之港深學校創科匯萃2024)	Hong Kong Direct Subsidy Schools Council	Selected S4-S6 Students
	Halloween Event	School	Whole School
November 2024	Community Chest Casual Wear Day 公益金便服日	The Community Chest of Hong Kong 香港公益金	Whole School
	Thanksgiving Week 感恩週	School	Whole School
December 2024	Life-wide Learning Day	School	Whole School
	Christmas Tea Party and Talent Show	School	Whole School
January 2025	Lantern Festival Event 元宵節活動	School	Whole School
March 2025	Dragon Dance and Kung Fu	Fuse 「藝術學堂」	S5A and S5B students
	Chinese Drama Workshop	Fuse 「藝術學堂」	S5A and S5B students
	Chinese Drum Workshop	Fuse 「藝術學堂」	S5A and S5B students
	Funeral Culture Seminar 殯葬文化講座	香港文化智商研究中心	S4-S5 Students
	Iftar Party 開齋慶祝活動	School	Selected Students
	Inter-School Chinese Competition	School	Selected S1-S5 Students
April 2025	Beat Drug Fund - Healthy School Programme: Visit to Jockey Club Drug InfoCentre	School	S2 & S3 Students
	National Security Education Day Activity 3 Days of National Security Readings During the Morning Class Teacher Period. - Internal quiz done at the end.	School	Whole School

	Visit to National Security Education Exhibition	EDB	S3 Students
	Movie Review: Mulan	School	S3 Students
	Beat Drug Fund - Healthy School Programme: 奇趣馬賽克	School	S1A Students
	Beat Drug Fund - Healthy School Programme: 黏土班	School	S1B Students
	Beat Drug Fund - Healthy School Programme: 韓風舞蹈班	School	S2A Students
	Beat Drug Fund - Healthy School Programme: Yoga Relaxation	School	S2B Students
	Beat Drug Fund - Healthy School Programme: 花式劍球體驗課程	School	S3A Students
	Beat Drug Fund - Healthy School Programme: 嵩山少林武術到校示範 - 第二章	School	S3B Students
	Beat Drug Fund - Healthy School Programme: 十八般兵器到校示範	School	S5A Students
	Beat Drug Fund - Healthy School Programme: 少林武學八段錦工作坊	School	S5B Students
	Beat Drug Fund - Healthy School Programme: 扭氣球	School	S5C Students
	Beat Drug Fund - Healthy School Programme: Zentangle 禪繞畫	School	S5D Students
May 2025	Beat Drug Fund - Healthy School Programme: S4 & S5 Leadership Training Camp	Beat Drug Fund - Healthy School Programme: S4 & S5 Leadership Training Camp	Beat Drug Fund - Healthy School Programme: S4 & S5 Leadership Training Camp
	Beat Drug Fund - Healthy School Programme: "Challenge Unlimited" Leadership Training Camp	School	S3A Students
	Beat Drug Fund - Healthy School Programme: Adventure Ship (12 May 2025)	School	S2 Students
	Beat Drug Fund - Healthy School Programme: Adventure Ship (31 May 2025)	School	S3 Selected Students

	Beat Drug Fund - Healthy School Programme: Po Leung Kuk Jockey Club Pak Tam Chung Holiday Camp	School	S1
	老有所為: Soap Workshop	Social Welfare Department	S3B Students
	老有所為: Dying bag Workshop	Social Welfare Department	S3B Students
	老有所為: Visit to Elderly Centre	Social Welfare Department	S3B Students
	Cultural 1-Day Tour	School	All S5 Students
	Tai O Cultural 1-Day Tour	School	S2B students
	Multicultural Day	School	All Students
June 2025	Beat Drug Fund - Healthy School Programme: 狗舍團體義工服務工作坊	School	Selected Students
	Skateboard Class	HKSSF	Selected Students
	Futsal Class	HKSSF	Selected Students
	3 on 3 Basketball Class	HKSSF	Selected Students
	CSD Tour	EDB	All S5 Students
	古彩戲法教學工作坊	School	S1A Students
	Police Talk	Hong Kong Police Force	S3A Students
July 2025	Visit to Hong Kong Palace Museum	School	All S1 Students
	Visit to Hong Kong Palace Museum	School	All S2-S3 Students
	Cultural 1-Day Tour	School	All S4 Students
	老有所為: Visit to Elderly Centre	Social Welfare Department	Selected Students

Appendix 24: Senior Secondary Electives List

S4 Electives		
MOI	Elective 1	Elective 2
EMI	BAFS	ICT
	VA	THS
	CHEM	BIO
	PE(DSE)	
CMI	BIO	CHEM
	ECON	THS
	VA	GEO

S5 Electives			
MOI	Elective 1	Elective 2	Elective 3
EMI	BIO	THS	THS
	BAFS	ECON	
	PE (DSE)	ICT	
		CHEM	
CMI	BIO	ECON	
	BAFS	THS	
	PE (DSE)	CHEM	

(Core subjects : Eng, Chi, Math, CSD, PE)

S6 Electives		
MOI	Elective 1	Elective 2
EMI	BAFS	CHEM
	BIO	ICT
	PE (DSE)	THS
CMI	BIO	BAFS
	THS	CHEM
		ECON

(Core subjects : Eng, Chi, Math, CSD, PE)

Appendix 25: Number of books borrowed from the school library in 2023-2024 and 2024-2025.

Year	2023-2024	2024-2025	Increase (%)
Number of books borrowed	242	402	66