Delia Memorial School (Hip Wo No.2 College)

School Report

2023 - 2024

(1) Our School

Group Motto

Group Motto

Advancement in Adversity, Harmony in Diversity

積極奮進，和而不同

Major Concerns 2023-2024

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

2. To help enhance our students with proper values and life planning education

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

- **Major Concern 1**: **To enhance the learning and teaching effectiveness through strengthening of our curriculum design, teaching pedagogy and assessment**

Achievements
Target 1 **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** Enriching New Subject Offerings The introduction of two new senior secondary subjects, STREAM and Food and Health Sciences, has been well-received by students, with over 75% of S4 students expressing favorable feedback [Appendices 1A & 1B]. These new subjects aim to expand students' knowledge and apply their learning across different domains. However, it is noted that this has not yet translated to an increase in the overall passing rate for S4 and S5 students [Appendix 14]. Bridging Junior STEM and Senior STEAM To facilitate a smoother transition, the linkages between the junior STEM and senior STEAM curriculum has been strengthened. By incorporating more STEM elements into the STEAM curriculum, the school is enabling students to build upon their foundational knowledge and skills as they progress through the educational levels. Integrating National Security Education Steps have been taken to reinforce national security education. Content on anti-drug awareness has been integrated into the Food and Health Sciences curriculum and morning reading materials [Appendix 6]. Furthermore, an Inter-class Cooking Competition was organized to connect classroom learning with practical experiences, further emphasizing the importance of national security. Enhancing Project-Based Learning Project WISER program has been modified and optimized to provide clearer guidelines on assessment criteria, execution requirements, and product submission types. The introduction of a "Project Works Exhibition" on Parent-Teacher Interview Day has also allowed students to showcase their work and receive recognition from guests, parents, and peers. All projects were successfully carried out with favourable comments from over 85% of the teachers and students [Appendices 2 & 3] Promoting Cross-Curricular and Life-Wide Learning The school has organized cross-curricular project works and activities across different Key Learning Areas (KLAs) and diverse life-wide learning opportunities. These initiatives aim to strengthen the connections between students' academic pursuits and real-world experiences, including a Mainland study tour to enhance their sense of national identity. [Appendix 4] Enriching Reading and Library Initiatives A strong emphasis has been placed on reading and library engagement. Extensive Reading lessons in S4 and S5 have been enhanced by collaborating with the STEAM and Food and Health Sciences subjects. 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. Students are also encouraged to read during designated time slots (Class Teacher's Period), with a focus on current affairs, global issues, self-management, technology, and values education [Appendix 5]. 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.

To further cultivate a reading culture, various strategies has been implemented, such as frequent library visits, a dedicated "Pleasure Reading Month" featuring activities like book fairs and book recommendations, and an optimized Reward Scheme to encourage book borrowing. However, the number of borrowing books from library in 23-24 decreased 40% comparing with 22-23. (402 books in 22-23 / 242 books in 23-24)

Ensuring Alignment with National Security Law
The content of newly purchased library books has been reviewed to ensure they meet the requirements of the National Security Law. Additionally, the schemes of work for different subjects have been reviewed and modified to enhance students' awareness of national security and promote a clear understanding of its importance.

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

Peer Observation and Lesson Exchange
To encourage the sharing of good teaching practices, peer observations and lesson observations have been implemented. 100% of novice teachers visited the lessons of experienced teachers for the purpose of peer learning [Appendix 7], and they have provided positive feedback on this exercise. Additionally, the Principal and Academic Team/ Subject Panel Heads have conducted lesson observations for novice teachers twice a year, with a clear and specific focus guiding these observations. Furthermore, each teacher has been required to conduct one peer observation per year [Appendix 8], further facilitating the exchange of ideas and the refinement of instructional approaches.

Training for Novice Teachers
Recognizing the importance of supporting novice teachers, training workshops have been arranged specifically for this group. These workshops have been well-received, with 100% of the participating novice teachers expressing positive feedback on the value and relevance of the training. [Appendix 9]

Professional Sharing in Subject Panels
To further encourage teachers to share their experience, knowledge, and skills, the school has incorporated dedicated time during Subject Panel Meetings for this purpose. This platform has enabled teachers to refine their instruction and further enhance the effectiveness of their daily practice. The data shows that all teachers agree that the Subject Panel Meetings have provided an effective avenue for professional sharing and development. [Appendix 10]

Enhancing the Knowledge-Sharing Platform
To strengthen the knowledge-sharing ecosystem, the school has expanded the functionalities of its knowledge-sharing platform and repository. The school has created shared folders to archive all the learning and teaching resources related to the Constitution, Basic Law, and National Security Education for no less than two school years. This initiative has been well-received, with 100% of teachers agreeing that they often store and share resources in the school knowledge repository. [Appendix 10]

Target 3
To strengthen the assessment literacy so as to improve the teaching content, pedagogy and assessment focus and designs

Setting Clear Objectives
A strong emphasis has placed on setting clear learning objectives for both teachers and students. More than 80% of students and teachers have agreed that their learning and teaching are now more relevant to the students' needs and abilities. [Appendix 11].

Targeted Enrichment and Ability-Based Grouping
To drive better academic performance across internal and external examinations, project work, homework, and presentations, the school has implemented several targeted initiatives. These include:

➢ Arranging enrichment classes for pre-S1 and all students to improve academic levels, including

bridging classes for S1 and remedial/enhancement classes based on student ability
➢ Grouping students by ability for different subjects to stretch their potential

Form	Class(es)	Subjects
S2	2A	ENGLISH, MATHS, SCIENCE, L&S, HIST/GEOG
S3	3A & 3B	N.C. CHINESE
S4	4A & 4B	ENGLISH, N.C. CHINESE, MATHS
	4C & 4D	CHINESE, MATHS
S5	5A	ENGLISH, N.C. CHINESE
S6	6A & 6B	ENGLISH

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

Formative and Summative Assessment for Continuous Feedback
The school has utilized both formative and summative assessment to provide timely and constructive feedback to students and parents. This allows for the continuous monitoring of learning progress. Analysis of test and exam results also informs the identification of learning difficulties and the refinement of teaching and learning strategies, as well as curriculum design.

Targeted Support for HKDSE Preparation
To support student performance in the HKDSE examinations, the school has organized several initiatives:

➢ S6 after-school tutorials to address any misunderstandings, with an excellent attendance rate of 97.44% [Appendix 12]
➢ S6 study classes during study leave to maintain the habit of going to school and revising, receiving favorable feedback from 85% of participating students [Appendix 13]
➢ Scholarships for students achieving outstanding performance in HKDSE

Comparing the percentage of students who can pass in a subject between 2022-2023 Annual and 2023-2024 Annual, S3 & S5 had most of the subjects increased 10% or more. [Appendices 14A]

Comparing the number of students having an average mark of all subjects 50 or above between 2022-2023 Annual & 2023-2024 Annual, S3 & S5 had a 10% increase [Appendix 15].

6 HKDSE subjects (BAFS, Chemistry, Chinese Language, English Language, ICT & CSD) had a 5% increase in the passing rate from 2022-2023 to 2023-2024 [Appendix 16].

Two students (2.8%) met the requirements of 2024 HKDSE Achievement Scholarship [Appendix 17].

Reflection

Target 1 *(Partly Achieved)*
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**

The school has successfully enriched the two new senior secondary subjects, STREAM and Food and Health Science, to broaden students' knowledge base and connect their practical learning to their life experiences [Appendices 1A & 1B]. The implementation of the project WISER, which provides hands-on experiences, as well as outings and study tours, has allowed students to gain more knowledge on global affairs and make meaningful connections to their learning.

By incorporating project WISER and cross-curricular project works, the school has tried to enhance student-centered and self-regulated learning. These initiatives have provided opportunities for students to take a more active role in their learning, develop essential generic skills, and take ownership of their educational experiences. To a certain extent, students and teachers have shown some positive feedback in these areas [Appendix 11].

The school has made efforts to enrich students' understanding of China and strengthen their sense of belonging, as evidenced by the positive KPM 17 data. This focus on National Security Education aligns with the school's aim to cultivate well-rounded and globally-informed students.

However, the concerning 40% decrease in the number of books borrowed from the library between the 22-23 and 23-24 academic years suggests that the school's reading and library initiatives may not have been as effective in sustaining student engagement with the library resources. As shown in the SHS (Appendix 11) and KPM17 data, most students do not like reading (mean score 2.8 in item #59).

A survey conducted with students [Appendix 18] has provided valuable insights into their preferences and the barriers they face in accessing the library. The students' suggestions to add more fiction, romance, literature, comics, travel, psychology, philosophy, and thriller genre books to the library's collection indicate a need to diversify and expand the library's offerings to better cater to the students' interests and reading preferences.

Additionally, the students' feedback on the challenge of having to climb many stairs to reach the 7th-floor library location highlights a potential accessibility issue that may be hindering their engagement with the library.

Target 2 *(Partly Achieved)*
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

Novice Teachers Peer observations, where novice teachers visit the lessons of experienced teachers, and the regular Peer observations are valuable practices that allow for the exchange of good teaching practices. It also facilitates the sharing of ideas and the refinement of instructional approaches.

Other than that, the lesson observations by the Principal and Academic Team/Subject Panel Heads for novice teachers is also a valuable support mechanism for their professional development. To further support novice teachers, 3 specific training workshops were organized during summer holiday before school started. The positive feedback from the participating novice teachers [Appendix 9] suggests that these workshops are valuable and relevant, providing them with the necessary support to enhance their teaching skills.

Subject Panel Meetings enable teachers to share their experience, knowledge, and skills and allow them to refine their instruction and further enhance the effectiveness of their daily practice. [Appendix 10]

To further strengthen the teaching pedagogy and existing practices, some strategies can be implemented (refer to the Feedback and Follow-up section).

Target 3 *(Partly Achieved)*
To strengthen the assessment literacy so as to improve the teaching content, pedagogy and assessment focus and designs

The school has implemented a comprehensive approach to support student learning and achievement. It has placed a strong emphasis on setting clear learning objectives for both teachers and students. The school has also implemented targeted initiatives, such as enrichment classes, bridging classes, and remedial/enhancement classes, to address the diverse learning needs of students. Additionally, the school has utilized ability-based grouping for different subjects, which has the potential to stretch students' potential and improve their academic performance.

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 informs the identification of learning difficulties and the refinement of teaching and learning strategies, as well as curriculum design. They are shown in the reflections of teaching methodology in the Subject Panel Meeting minutes.

To support student performance in the HKDSE examinations, the school has organized several initiatives, including after-school tutorials, study classes during study leave, and scholarships.

Despite the implementation of these strategies, the academic results are still not satisfactory, as indicated by the lack of significant improvements in the percentage of students passing subjects and the number of students with an average mark of 50 or above [Appendices 14 & 15].

Feedback and Follow-up

To address the concerning 40% decrease in the number of books borrowed from the library between the 22-23 and 23-24 academic years, the school can consider implementing the following strategies.

1. Diversify the Library Collection & Promote a Dynamic Reading Culture
    - Implement the students' suggestions to add more fiction, romance, literature, comics, travel, psychology, philosophy, and thriller genre books to the library's collection.
    - Organize engaging library-based activities and events, such as author talks, book clubs, reading challenges/week, or book recommendation sharing sessions, to foster a vibrant reading community.
    - Encourage teachers to incorporate library resources and reading-related activities into their lesson plans or morning reading, fostering cross-curricular connections and demonstrating the relevance of the library to students' learning.

2. Improve Library Accessibility & Strengthen Library Promotion and Engagement
    - Address the students' concern about the library's location on the 7th floor by exploring options to improve accessibility, such as implementing a "library delivery" service, where students can request books, and the library staff can deliver them to their classrooms or designated collection points.
    - Enhance the visibility and branding of the library by creating an inviting and visually appealing physical space, as well as a strong online presence such as Instagram or School website.
    - Appoint student library ambassadors to help promote the library's resources and initiatives, and gather feedback from their peers.

To better align the training workshops and the theories with the realities of classroom practice, enabling novice teachers to confidently and effectively apply the learned strategies to enhance the quality of teaching and learning, these strategies can be implemented.

1. Implement Peer Mentoring & Provide Ongoing Support and Feedback
    - Pair up novice teachers with experienced teachers who can act as mentors. The mentors can observe the novice teachers' lessons, provide feedback, and offer guidance.
    - Follow up with the novice teachers after a set period to discuss their experiences, challenges, and successes in applying the teaching strategies.
    - Encourage the school's academic heads to regularly observe the novice teachers' lessons and provide constructive feedback on their implementation of the strategies.
    - This ongoing support and feedback will help the novice teachers refine their practice and make necessary adjustments to improve classroom implementation.

2. Promote Collaborative Lesson Planning
    - Organize collaborative lesson planning sessions where novice teachers work with experienced teachers to design lessons.
    - This collaborative approach will allow novice teachers to receive hands-on guidance and support in translating the theoretical concepts into practical lesson plans.

To improve student learning and achievement, several practices to support student performance can be implemented.

1. Raise students' motivation in learning & Engage Students with Relevant and Meaningful Content
    - Design lessons and activities that are relevant to students' lives, interests, and future

aspirations. Incorporate real-world examples, case studies, and problem-solving scenarios to make the content more engaging. Also, create opportunities for students to explore and investigate topics that they are passionate about.

2. Differentiated Instruction & Implement Personalized Learning Approaches
   - Adopt differentiated instructional strategies to cater to the diverse learning styles and needs of students. Empower teachers to design and implement differentiated lessons and activities.
   - Offer choice and flexibility in learning activities, assignments, and assessment methods.
   - Provide individualized feedback and support to help students set and achieve their personal learning goals.

3. Offer Constructive and Timely Feedback & Progress Monitoring and Tracking
   - Give frequent and specific feedback that focuses on the learning process, not just the end result. Highlight students' progress and strengths, and provide constructive guidance on areas for improvement.
   - Implement a comprehensive system to monitor and track student progress. Regularly review and analyze assessment data to identify trends and inform school-wide and individualized interventions.

4. Exploring innovative assessment methods and technologies
   - Digital Portfolios encourage students to showcase their work, reflections, and progress over time. It can include a variety of media, such as written assignments, multimedia presentations, projects, and creative works. This allows for a more holistic and personalized assessment of student learning.
   - Video-based Reflections encourage students to reflect on their learning process, challenges, and achievements. These videos can be used for self-assessment, peer feedback, and teacher-student conferences. This format allows for a more engaging and personalized way of capturing and sharing student learning experiences.
   - Peer-to-Peer Feedback allows students to provide constructive feedback to their classmates on various assignments or projects. This can help foster a culture of collaboration, critical thinking, and continuous improvement. Online platforms or collaborative tools can be used to facilitate peer feedback sessions.

- **Major Concern 2: To help enhance our students with proper values and life planning education**

Achievements
◆ **Target 1: To cultivate students' positive values and attitudes to enjoy a healthy lifestyle** The themes of this academic year were Integrity and Empathy. Some relevant activities such as board decoration competitions, Asian Game Week and Recycling competition had been arranged in response to the year's theme. Under the award and punishment system, students are encouraged to always help teachers and report any found lost items to the teachers. This is done to demonstrate and cultivate the students' empathy and integrity. Besides, 61.76% of all S1-S5 students participated in internal or external service activities, which reflects that our students are more engaged and willing to help others and serve the community. In addition, according to the result of APASO, the Q-score of Honesty (Act of Honesty) and volunteering Work frequencies are 116 which are higher than the average of Hong Kong. In 2022-2023, 659 Monthly Attendance Awards were issued to S1-S6 students. In 2023-2024, 823 Monthly Attendance Awards were issued. It increased by 24.9%. Also, the Attendance Rate of ECAs was above 80% and the attendance rate of tutorials was above 90%. Students are engaged in their school life. According to the result of APASO, the Q-score of Satisfaction and Belongingness are 115 and 116 respectively, both higher than the average of Hong Kong. The school aims to create and maintain a caring and supportive environment for all its stakeholders. The Positive Education Program co-operated with the Hong Kong Christian Service and the University of Hong Kong, was launched for the S1-S3 classes, 83% students agree or strongly agree that Positive Education Program can boost their positive behavior, attitude and values effectively. Additionally, the school organized Physical and Mental Health booths on the PTI day, and also hosted a Mental Health Day to promote and increase awareness of the importance of mental health culture among the school community. According to the result of APASO, the Q-score of Affect (No Negative Affect) and Affect (No Anxiety, Depression Symptoms) are 116 and 108 respectively, both higher than the average of Hong Kong. Besides, from the students' views about school (SHS), 76.7% students agree or strongly agree that teachers help them resolve problems related to their physical and mental development, such as making friends and their studies. In physical health perspective, there is a 9% increase in students BMI in normal range throughout the year. Highest change is observed in S5 and lowest is observed in S2. (Appendix 23) To motivate our students to do physical exercises regularly, the Active@HW2 scheme was retained. This year, more than 96% students get the Active Coupon through this scheme. With

the aim to promote a healthy lifestyle with active participation in physical and aesthetic activities, students received active coupons by participating school's sports team, interests clubs, competitions etc. They redeemed their coupons on 2 redemption days, one on each term. Participation awards were given to the classes that have the top 3 highest number of coupons. Active Star awards were given to the individuals who are the top 3 in the whole school. These two prizes were delivered in the Completion ceremony. According to the result of APASO, the Q-value of Physical exercise is 110. Students' weighs physical exercise as an important element during affect development. It is also reflected in their active participation in Inter-class activities - volleyball, badminton, steps count, etc.

School cooperated with the social workers to organize sex education activities for all S1-S5 students to arouse their awareness on the sex issues and equip them with the relevant knowledge. More than 80% of students agreed that the activities enriched their understanding of the relevant knowledge. (Appendix 19) Also, the school organized the anti-drug activities to all S1-S6 students to arouse their awareness on the harmful impacts of taking drugs and stay away from drugs. Over 95% students agreed or partly agreed that the Anti-Drug activities can enrich their understanding of the relevant knowledge. (Appendix 19)

Overall speaking, for the school activities, more than 80% of students were happy to participate in the school activities and agreed that these activities achieved the targets. . (Appendix 19)

◆ **Target 2: To strengthen students' national identity in order to enhance citizenship and develop global vision.**

The National Security Education was integrated in the formal curriculum and the school had organized various activities to enhance students' awareness and understanding of National Security. Also, 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 22)

Moreover, over 80% of junior secondary students and 90% of senior secondary students participated in a territory-wide inter-school competition related to national education.

According to the result of APASO, the Q-score of National Identity (Responsibility, Obligation), National Identity (Proud, Love), National Identity (National Flag, Anthem) and National Identity (Achievement) are 116 which is higher than the average of Hong Kong. Also, more than 80% students agreed that their understanding of National Security was enhanced and the NSE and MCE activities are meaningful to them.

◆ **Target 3: To prepare students for comprehensive life planning, which includes future academic progression or working life after graduation**

The pre-survey and school-based activities designed to support students' self-understanding The personal interest survey (S1-S3) had been done to help students reflect on their unique interests, values, skills, and personality traits. Also The career aspiration survey (S4-S6) guides students in exploring potential career paths and setting academic and professional goals.

Various life planning education activities (such as assemblies, workshops, morning reading sessions, job exposure) were arranged for our S1-S6 students. (Appendix 21) . Over 90% of students participate in physical and aesthetic activities. More than 80% students agreed that the activities or programmes are useful to them.

In addition to the internal school-based activities, junior students will also have the opportunity to participate in the School Visits of the tertiary institutions and Industry Taster workshops. Over 80% junior students agree or strongly agree that Career planning activities can help them know more about themselves and help them find their interests, hobbies and expertise. (Appendix 20)

Each S6 student will have the opportunity to participate in at least 3 individual consultation sessions with career and life planning committees, class teachers and social workers. The objectives of these one-on-one sessions include academic and career planning, personalized guidance. In addition to the individual consultations, the school will also organize group consultation sessions for S6 students. These sessions will bring together small groups of students to facilitate peer learning and collaborative problem-solving.

To ensure students are aware of the diverse range of educational and career options available to them, the school has organized several informative activities and experiences. These included University Info Day visits, internship program information, school visits, admission talks, and career expos. 80% of students agree or strongly agree that Life and Career planning activities can widen their exposure. (Appendix 20) Also, the school has partnered with a diverse range of external organizations, including government departments, tertiary institutions, NGOs, and private companies, to provide these comprehensive career and life planning activities for students.

According to the result of APASO, the Q-score of Life-planning (Work Experience Programmes), Life-planning (Received Advice), Life-Planning (Search for information), LIfe Planning (university Tours and Seminars) are all above 106 which are higher than the average of Hong Kong.

♦ **Target 4: To create more opportunities for students of different abilities to stretch their potential**

Students are encouraged to take up leadership posts in different areas. Apart from being the student leaders as Class Monitors, Prefects, School Welfare Association Committee members ,Chairperson of Clubs and Teams Captain, Class Teachers are encouraged to assign students with designated duties such as Board Decoration Head, Environmental Pioneer, Locker Manager and so on.   It aims to create more opportunities for students with different abilities to stretch their potential. Also, students participated in the leadership training programs organized by the school or external organizations such as Joint School Student Welfare Association training camp, gate-keeping training, sports leader training and prefect training.

Besides, More than 90% students participated in the external competitions. More than 60% of students participated in more than 1 external competition. The school will continue to encourage students to participate in different types of external competitions to stretch their potential.

More than 60 pieces of students' achievements were posted on the school social media this academic year.

Reflection

♦ **Target 1: To cultivate students' positive values and attitudes to enjoy a healthy lifestyle**

The themes of the year could be more noticeable. In the school activities, the themes of the year were not consistently addressed.

The self-discipline of students was a concern. From the students' views about school (SHS), only 56.1% students agree or strongly agree that their schoolmates are self-disciplined and follow rules.

The participation rates in some of the tutorials and ECAs were not satisfactory. Also, the targets and goals of some teams and clubs were not clear. The supervision of the clubs and teams had room for improvement.

With the increasing number of the students with emotional needs, teachers and social workers deployed plenty of time in providing guidance and support to them. As a result, the time and roles of teachers and social workers in providing, developing, and creating positive schooling environments towards the majority of students were limited. According to the result of APASO, the Q-score of Affect(Positive Affect) is 87 which is lower than the average of Hong Kong.

Still high percentage of students falls out of the acceptable weight range when compared to the

Student Health Service's data range in the result of KPM 24. Fitness level could be enhanced. On average around 37% of boys and 30% of girls students in each form received Bronze level or above in School Physical Fitness Award.

Besides, students need more guidance on the use of electronic devices. According to the result of APASO, the Q-score of Information Technology (Less time for Leisure) and Information Technology (Not Attracted by its Function) are 85 which is lower than the average of Hong Kong.

◆ **Target 2: To strengthen students' national identity in order to enhance citizenship and develop global vision.**

Compared to the Senior Secondary students, the participation rate of Junior Secondary   students in the territory-wide inter-school competitions related to national education was lower.

Global vision could be further developed and mutual understanding of different cultures could be promoted. There were not many opportunities for Chinese students to know more about non-chinese culture.

◆ **Target 3: To prepare students for comprehensive life planning, which includes future academic progression or working life after graduation**

Insufficient Engagement in Group Activities. The positive feedback on the school-based life planning booklet is encouraging, indicating that the individual-focused components of the program are well-received. However, the concern about insufficient group activities to enhance student engagement is a valid one.

Insufficient linkage of the career pathways with the booklet content. The current school based activities and booklets for junior students seem to focus more on personal knowledge and self-exploration. Based on student feedback, it seems that the current career planning resources and activities do not adequately cover information about various industries, job roles, and emerging career opportunities. Students have expressed that they feel they have less knowledge about the different industries and the types of jobs and skills required in these fields, beyond their own personal interests and aspirations.

Lower Internship Participation. The concern about students not participating in internships due to financial reasons is an important consideration. Another reason may be students think their own competence is relatively weak. According to the result of APASO, the Q-score of Life Planning (Consider Own Competence) is 85 which is lower than the average of Hong Kong. In addition, students still have no direction for their future careers, so they cannot find internship opportunities that suit them. According to the result of APASO, the Q-score of Life Planning

(Expected Future Career) is 85 which is lower than the average of Hong Kong.

◆ **Target 4: To create more opportunities for students of different abilities to stretch their potential**

Insufficient training and support for prefects. The passivity and lack of confidence exhibited by the Prefect Team members may be indicative of a need for more comprehensive training and ongoing support. Unclear role definition and responsibilities. Prefects may not fully be aware of their roles, duties, and the extent of their authority, it can lead to hesitation and passive behavior.

The club chairpersons and team leaders require more training and guidance. Not many of them are proactively taking on a leadership role in the ECAs. Instead, they tend to be more like helpful assistants to the teachers.

Compared to the Senior Secondary students, the participation rate of Junior Secondary students in the territory-wide inter-school competitions related to aesthetic and physical activities was lower.

Feedback and Follow-up

◆ **Target 1: To cultivate students' positive values and attitudes to enjoy a healthy lifestyle**

To strengthen the promotion of the theme(s) of year
The themes of the year should be delivered to different stakeholders among the school community consistently through different activities throughout the school year. To increase student involvement, students may share a topic or news that is related to that theme in the morning assembly.

To facilitate the discipline and guidance works in school
The involvement of class teachers and subject teachers in the discipline and guidance work should be enhanced. The support and guidance to the class teachers and subject teachers should be strengthened. Teachers can share their experience of handling students' misbehavior in the regular form meeting.

To response the emotional needs of students
In view of the increasing emotional needs of our students, the relevant professional training(s) is needed for our teachers. Also, the positive education program can be conducted in both 1st Term and 2nd Term.

To promote healthy diet in school
Apart from encouraging students to participate more in physical activities, the health diet also

needs to be promoted in school. It is suggested to host healthy diet activities such as Monthly Fruit Day, No Soft Drink Day, Healthy Snacks Day in school. Also, Active@HW2 coupon can be given to students when they participate in healthy diet activities.

To quantify and recognize students' service contributions
The school can establish a School Service Award Scheme in cooperation with external organizations like the Agency for Volunteer Service, keeping track of students' volunteer hours.

◆ **Target 2: To strengthen students' national identity in order to enhance citizenship and develop global vision.**

To increase students' understanding and respect for diverse cultures
The school is suggested to organize a Cultural Day or Cultural Week, highlighting festivals and traditions from different backgrounds such as Mid-Autumn, Diwali, Christmas, Chinese New Year, and Eid festival, with students involved in the planning and execution to foster a greater sense of ownership and appreciation.

To help students develop a global mindset and increase their exposure
More study tours can be organized, both local and international, which can enrich students' learning experiences and cultural awareness.

To help students understand the important role of China in Global Development in order to develop global vision
Arranging students to visit the China's world leading industries and experience the great impacts of China.

◆ **Target 3: To prepare students for comprehensive life planning, which includes future academic progression or working life after graduation**

To better support students in junior form
More structured external visits can be organized for S3 students, such as to VTC and IVE, to provide information on alternative education pathways beyond traditional academic routes, catering to students who may not be interested in or able to continue academic studies. The interactive life planning booklet activities can be revised to be more engaging and student-oriented, gathering feedback to align the content with students' needs.

To Address Financial Barriers to Internship Participation
The school can explore ways to provide financial assistance, subsidies, or scholarships to support students in accessing these valuable internship opportunities. Partnering with local businesses and organizations to offer paid internships can also help address this challenge.

To Promote Internship Benefits and Success Stories

The school can highlight the long-term benefits of these opportunities, such as resume-building, skill development, and networking. Sharing success stories and testimonials of past participants can inspire and encourage more students to consider internships.

◆ **Target 4: To create more opportunities for students of different abilities to stretch their potential**

To Provide Guidance and Training for Student Leaders

More guidance and training can be provided for the student leaders, including prefects, and can help them develop the necessary skills and confidence to fulfill their roles effectively. The training can cover areas such as leadership, communication, conflict resolution, and decision-making to empower the student leaders。

To develop students' leadership skills

The school is suggested to promote the Big Brother/Big Sister Mentorship program and Class Committee, allowing students to take on mentoring and organizational roles, and also invite more students, especially those of Chinese descent, to join the uniform teams, providing them with platforms to demonstrate and hone their leadership abilities.

(3) Financial Summary

地利亞修女紀念學校(協和二中)周年財政狀況
2022/2023 學年財政摘要

	政府撥款	非政府經費
收入 *(佔全年整體收入的百分比)*		
直資津貼(包括不計入直資學校單位成本的政府撥款)	91.96%	不適用
學費	不適用	2.85%
捐款(如有)	不適用	0.00%
其他收入(如有)	不適用	5.19%
總計	91.96%	8.04%
開支 *(佔全年整體開支的百分比)*		
員工薪酬福利	57.53%	
運作開支(包括學與教方面的開支)	21.24%	
學費減免／獎學金 [1]（佔學費收入的55.36%）	1.81%	
維修及保養	15.24%	
折舊	4.18%	
雜項	0.00%	
總計	100.00%	
學年的盈餘／虧損[#]	2.08 個月營運開支	
學年完結時營運儲備的累積盈餘／虧損[#]	11.89 個月營運開支	

[#] *相等於全年整體開支的月數*

大型基本工程的開支詳情(如有)：

_____

_____

_____

[1] *學費減免／獎學金的開支百分比，是根據學校的全年整體開支計算。有關百分比，與教育局要求學校根據學費收入計算的學費減免／獎學金撥款百分比(不得少於10%)不同。*

☑ *現確認本校已按教育局要求，預留足夠撥款作學費減免／獎學金計劃之用(如適用，請在方格內加上「✓」號)。*

(4) 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。	37.5%	52.1%	6.2%	4.2%
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。	39.6%	52.1%	6.2%	2.1%
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。	41.7%	50.0%	6.2%	2.1%
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。	37.5%	54.2%	2.1%	6.2%
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。	41.7%	47.9%	6.2%	4.2%
6. I find this subject interesting. 我覺得這個科目很有趣。	41.7%	43.8%	10.3%	4.2%
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。	37.5%	52.1%	4.2%	6.2%
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。	37.5%	45.8%	14.6%	2.1%
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。	39.6%	45.8%	12.5%	2.1%
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。	35.4%	41.7%	18.7%	4.2%
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。	37.5%	45.8%	12.5%	4.2%

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。	46.7%	50.0%	3.3%	0.0%
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。	40.0%	56.7%	0.0%	3.3%
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。	40.0%	56.7%	3.3%	0.0%
4. This subject increases my interests towards craftsmanship. 這個科目增加了我對工藝的興趣。	43.3%	50.0%	6.7%	0.0%
5. This subject sharpens my life skills. 這個科目增強了我的生活技能。	40.0%	50.0%	6.7%	3.3%
6. I find this subject interesting. 我覺得這個科目很有趣。	43.3%	53.4%	3.3%	0.0%
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。	50.0%	43.3%	6.7%	0.0%
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。	26.7%	50.0%	16.6%	6.7%
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。	33.3%	43.3%	20.1%	3.3%

Appendix 2: Summary of S1-S3 Project WISER

S1 Subjects	Project	Works to show	Done?
VISUAL ARTS	Creating a pop-up map from Kwun Tong MTR station	A pop-up map	Yes
GEOGRAPHY			
CHINESE LANGUAGE	Lantern Festival Cultural Day	Short writing, booklet & photos	Yes
PUTONGHUA			
CHINESE HISTORY			
SCIENCE	Space HW2 Program	Booklet, including 2D design of a space suit, aircrafts, photos	Yes
COMPUTER LITERACY			
MATHEMATICS			
STEM			
COMPUTER LITERACY	Canva presentation about yourself	Posters/animation	Yes
LIFE AND SOCIETY			
MUSIC	Baroque style wig	Booklet, wig, PowerPoint slides and presentation video	Yes
VISUAL ARTS			

S2 Subjects	Project	Works to show	Done?
ENGLISH LANGUAGE	Water Recycling: Why Is It Important?	Poster and presentation/short writing	Yes
CHINESE LANGUAGE			
GEOGRAPHY			
MUSIC	We are all the Night Queen – Mozart classic musical accessories	Booklet, accessory, and poster	Yes
VISUAL ARTS			
CHINESE LANGUAGE	Lantern Festival Cultural Day	Short writing, booklet & photos	Yes
PUTONGHUA			
CHINESE HISTORY			
SCIENCE	Space HW2 Program	Booklet, including 2D design of a space suit, aircrafts, photos	Yes

	Project	Works to show	Done?
COMPUTER LITERACY			
MATHEMATICS			
STEM			
VISUAL ARTS	Cyber-friendship Poster Design	Posters	Yes
LIFE AND SOCIETY			

S3 Subjects	Project	Works to show	Done?
ENGLISH LANGUAGE	Research on a historical figure /historical event	Videos	Yes
HISTORY			
MUSIC	Design a costume for Les Misérables	Booklet, costume, portfolio & fashion walk	Yes
VISUAL ARTS			
CHINESE LANGUAGE	Lantern Festival Cultural Day	Short writing, booklet & photos	Yes
PUTONGHUA			
CHINESE HISTORY			
SCIENCE	Space HW2 Program	Booklet, including 2D design of a space suit, aircrafts, photos	Yes
COMPUTER LITERACY			
MATHEMATICS			
STEM			
PHYSICAL EDUCATION	Students experienced how disabled persons play floor curling (with blindfold)	Presentations, videos and photos	Yes
LIFE AND SOCIETY			

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

	Strongly Agree	Agree	Disagree	Strongly Disagree
Implementing Project WISER/cross-curriculum activities was beneficial to students.	46.2%	54.8%	0.0%	0.0%
Project WISER/cross-curriculum activities has achieved its aim.	46.2%	50%	3.8%	0.0%
Students acquired knowledge through experiential learning.	38.5%	61.5%	0.0%	0.0%
Students enjoyed learning through project-based activities.	42.3%	57.7%	0.0%	0.0%
I enjoyed implementing project-based activities in my teaching.	38.5%	53.8%	7.7%	0.0%
The preparation form gave a clear plan to students of what they are going to do/learn in the project.	26.9%	69.2%	3.8%	0.0%
Preparation works are shown in the Project works and assignments.	34.6%	61.5%	3.8%	0.0%
The reflection form provided opportunity to students to evaluate what they have done/learned in the project.	34.6%	61.5%	3.8%	0.0%

Appendix 3b: Students views on Project WISER

	Strongly Agree	Agree	Disagree	Strongly Disagree
Implementing Project WISER was beneficial to me. 實施「Project WISER」對我有益。	17.8%	68.6%	10.2%	3.4%
I acquired knowledge through experiential learning. 我通過體驗式學習獲得了知識。	18.6%	72.9%	5.9%	2.5%
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。	19.5%	66.9%	10.2%	3.4%
The preparation form gave a clear plan to me 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。	19.5%	66.1%	10.2%	4.2%
The reflection form provided opportunity to 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。	16.9%	69.5%	8.5%	5.1%

Appendix 4: Cross-curricular activities, outings & study tours

	Details	Related Subject(s)
1	Mid-Autumn Festival Activity Day (AM)	Chi, C.Hist, PTH, VA
2	Visit to Hotel ICON (after school)	THS
3	Visit to Dr. Sun Yat-sen Historical Trail	CSD
4	Visit to Yakult factory	Chem
5	Visit to M+ Museum	CSD
6	Biology Field Trip (whole day)	Biology
7	English Fun Week	English
8	Day trip to T-Park (PM)	Geog, THS & Biology
9	Sichuan Study Tour	STEM
10	Guangzhou Study Tour	Chin & CSD
11	Korea Study Tour	THS & Geog
12	Malaysia Study Tour	BAFS & Econ
13	Shanghai Study Tour	Chin, Chi. History
14	Putonghua Summer Camp	Chin, Chi. History & PTH
15	STEM Education in Cultivating HK Aerospace Talents	STEM
16	Dah Sing Bank Visit	Econ & BAFS
17	INNOGALA 2023, InnoCarnival 2023	STEM
18	「國家憲法日網上問答比賽」 「全港學界國家安全常識挑戰賽」 「《憲法》和《基本法》全港校際問答比賽」 「情定歷史婚嫁禮盒設計比賽」 「情定歷史全港中學生網上閱讀獎勵計劃」 「2024 國家安全寫作比賽」 「香港中小學中英文硬筆書法比賽」	Chin, English, VA

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

Month	Wk	Topic	Respect for Others	Responsibility	Perseverance	Benevolence	Integrity	Commitment	Law-abidingness	Empathy	National Identity	Diligence	Unity	Filial Piety
Sept	1	Goal setting 定立目標		Y	Y			Y				Y		
	2	The World's Greatest 世界之最	Y			Y				Y				
	3	Traditional Chinese Culture 中國傳統文化				Y					Y			
	4	Asian Games 亞洲運動會			Y		Y	Y			Y			
Oct	1	The Martyrs' Day 烈士紀念日及新中國成								Y	Y			
	2	Asian Games 杭州亞運會			Y		Y	Y						
	3	Maths Week 數學週			Y						Y			
	4	Sport spirit (Integrity) 體育精神　（誠信）					Y		Y					
Nov	1,2	National Education Week 國民教育週	Y					Y	Y		Y			
	3	Different energy sources 不同的能源		Y		Y		Y						
	4	Environmentally Friendly 保護環境	Y	Y		Y		Y		Y				
Dec	1	Basic Law & Constitution & National Security 國家安全		Y					Y		Y			
	2	Positive Education 正向教育		Y	Y	Y		Y		Y				
Jan	1	Anti-Drug 齊來抗毒	Y			Y	Y		Y	Y				
	2	Customs of Chinese New Year & Unity 中國新年習俗及團結精神									Y		Y	
Feb	1	Technology & AI 科技與人工智慧		Y					Y					
	2	Intellectual property right & Doxing 知識產權與 "起底"	Y	Y					Y					

Month	Week	Topic											
Mar	1	Water Scarcity and Conservation 水源短缺及珍惜用水		Y		Y		Y					
	2	Care for animals 關愛動物		Y				Y		Y			
	3	Ban on Disposable Plastic Products 走塑			Y	Y		Y	Y				
Apr	1,2	Filial Piety 孝親									Y		Y
	3	Self-care 自我關懷		Y	Y			Y				Y	
May	1	Globalization and its Impacts 全球化	Y										
	2	English Fun Week 英文週	Y	Y		Y		Y		Y		Y	
	3	International Days 國際性節日		Y					Y		Y		
	4	Space Security 太空安全	Y			Y							
	5	Self-reflection 自我反思		Y	Y		Y	Y				Y	

Appendix 6: Details of Morning Reading Period (National Security Education)

Month	Wk	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
Sept	1	Goal setting 定立目標																
	2	The World's Greatest 世界之最							Y									
	3	Traditional Chinese Culture 中國傳統文化				Y			Y									
	4	Asian Games 亞洲運動會				Y												
Oct	1	The Martyrs' Day 烈士紀念日及新中國成	Y	Y														
	2	Asian Games 杭州亞運會				Y												
	3	Maths Week 數學週																
	4	Sport spirit (Integrity) 體育精神　(誠信)				Y												
Novr	1,2	National Education Week 國民教育週				Y			Y									
	3	Different energy sources 不同的能源						Y		Y		Y						
	4	Environmentally Friendly 保護環境						Y										
Decr	1	Basic Law & Constitution & National Security 國家安全	Y	Y														
	2	Positive Education 正向教育				Y												
Jan	1	Anti-Drug 齊來抗毒				Y												
	2	Customs of Chinese New Year & Unity 中國新年習俗及團結精神							Y									
Feb	1	Technology & AI 科技與人工智慧									Y							

Month	Wk	Topic	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
	2	Intellectual property right & Doxing 知識產權與 "起底"									Y								
Mar	1	Water Scarcity and Conservation 水源短缺及珍惜用水						Y					Y						
	2	Care for animals 關愛動物											Y						
	3	Ban on Disposable Plastic Products 走塑						Y											
Apr	1,2	Filial Piety 孝親				Y			Y										
	3	Self-care 自我關懷																	
May	1	Globalization and its Impacts 全球化					Y								Y				
	2	English Fun Week 英文週																	
	3	International Days 國際性節日														Y			
	4	Space Security 太空安全							Y										
	5	Self-reflection 自我反思																	

Appendix 7: 2023-2024 Novice Teacher Peer Observation

No.	Observer	Class	Subject	Teacher being observed	Date
1	CHENG MICAH	6B	THS	OR MC	18-Sep
	CHENG MICAH	5B	MATHS	MOK MT	20-Sep
2	FUNG KOON YIU	5A	ENG	WONG PK	18-Sep
	FUNG KOON YIU	3A	ENG	KEVIN	18-Sep
3	FUNG SZE WAN	6A	CSD	HEUNG CW	19-Sep
	FUNG SZE WAN	5A	BIO	PREM	20-Sep
4	FUNG TSZ KI	5A	CHI	CHIU KM	25-Sep
	FUNG TSZ KI	3A	ENG	KEVIN	18-Sep
5	HO KA YAN EMILY	5A	ENG	WONG PK	15-Sep
	HO KA YAN EMILY	4C1	ENG	CHAN LY	18-Sep
6	JIN HEYI	5A	ENG	WONG PK	18-Sep
	JIN HEYI	3A	ENG	KEVIN	18-Sep
7	KWAN PAK YAN	5B	MATHS	MOK MT	20-Sep
	KWAN PAK YAN	5A	BIO	PREM	20-Sep
8	LAI SHEUNG SHEUNG	3AB	NC CHI	YUEN TK	19-Sep
	LAI SHEUNG SHEUNG	2A	MATHS	LI ZJ	20-Sep
9	LAM PO WING	5A	CHI	CHIU KM	25-Sep
	LAM PO WING	3AB	NC CHI	YUEN TK	19-Sep
10	WONG CHUNG YING	4C1	ENG	CHAN LY	18-Sep
	WONG CHUNG YING	6A	CSD	HEUNG CW	19-Sep
11	WONG MEI YU	1A	MATHS	WAN JK	19-Sep
	WONG MEI YU	5B	MATHS	MOK MT	20-Sep

Appendix 8: 2nd Term Peer Observation Record (All teachers)

	Teacher being observed	Panel Head/Observer	Date	Class	Subject
1	CHAN LOK YAN	FUNG KOON YIU	02/05/2024	4C	ENGLISH
2	CHENG MICAH	TONG KIN FUNG	04/04/2024	5B	ECONOMICS
3	CHHETRI PREM BAHADUR	WAN JUN KIN	29/04/2024	5A	BIOLOGY
4	CHIU KAM MEI	CHAN LOK YAN	26/04/2024	4C	EXT. READING
5	FUNG KOON YIU	OR MIU CHUEN	24/04/2024	3C	L&S
6	FUNG SZE WAN	LO CHI NAM	08/04/2024	3B	SCIENCE
7	FUNG TSZ KI	LAI SHEUNG SHEUNG	25/04/2024	3AB	NC CHINESE
8	HEUNG CHI WAI	LI ZHIJIE	25/04/2024	1A	HISTORY
9	HO KA YAN EMILY	FUNG KOON YIU	09/04/2024	1A	ENGLISH
10	HUI HING MAN ALICE	WAN JUN KIN	17/04/2024	4AB	ICT
11	KUMAR KEVIN LABARO	KWAN PAK YAN	30/04/2024	3A	ENGLISH
12	KWAN PAK YAN	FUNG SZE WAN	09/04/2024	3A	SCIENCE
13	LAI SHEUNG SHEUNG	FUNG TSZ KI	25/04/2024	5A	NC CHINESE
14	LAM PO WING	HEUNG CHI WAI	10/04/2024	4AB	NC CHINESE
15	LI ZHIJIE	NG CHEUK HIM	26/04/2024	3A	MATHEMATICS
16	LO CHI NAM	MOK MAN TO	19/04/2024	4CD	CHEMISTRY
17	MOK MAN TO	LO CHI NAM	23/04/2024	4AB	CHEMISTRY
18	NG CHEUK HIM	YIP WING YI	30/04/2024	5B	BAFS
19	OR MIU CHUEN	YIP WING YI	23/04/2024	2A	L&S
20	TONG KIN FUNG	CHENG MICAH	09/04/2024	5A	ECONOMICS
21	TSANG SHUK YEE	HEUNG CHI WAI	26/04/2024	4AB	PE (DSE)
22	TSANG TSZ YUEN	YUEN TSZ KI	25/04/2024	2A	CHI. HISTORY
23	WAN JUN KIN	HUI HING MAN ALICE	18/04/2024	5B	BIOLOGY
24	WANG SHUANGYUE	WONG MEI YU	02/05/2024	3C	ENGLISH

25	WONG CHUNG YING	HEUNG CHI WAI	10/04/2024	2A	VA
26	WONG KAM HUNG	LO CHI NAM	02/05/2024	2A	MATHS
27	WONG MEI YU	LO CHI NAM	08/04/2024	4CD	MATHS
28	WONG PO KI	HEUNG CHI WAI	23/04/2024	5A	ENGLISH
29	YIP WING YI	NG CHEUK HIM	26/04/2024	BAFS	4AB
30	YUEN TSZ KI	LI ZHIJIE	27/03/2024	4A	CSD

Appendix 9: Evaluation on the Novice Teachers Training Workshops

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	1st Meeting - I get to know the school structure, the school management team and my mentors	77.7%	22.2%	0%	0%	0%
	1st Meeting - I get to know the important information about learning and teaching at school	44%	56%	0%	0%	0%
	1st Meeting - I get to know the important information about student support	56%	44%	0%	0%	0%
	2nd Meeting - the training is useful and insightful for me to understand HW2 students and their needs	56%	44%	0%	0%	0%
	2nd Meeting - the training is useful and insightful for me to get prepared for establishing rules, routines of my class	56%	44%	0%	0%	0%
	2nd Meeting - the training is useful for me to understand the school's usual routine to manage students	44%	56%	0%	0%	0%
	3rd Meeting - the training is useful and insightful for me to get prepared for designing well-structured lesson plan	44%	56%	0%	0%	0%
	3rd Meeting - the training is useful and insightful for me to get prepared for engaging students and managing students with different learning needs	33%	67%	0%	0%	0%
	3rd Meeting - the training is useful and insightful for me to get prepared for setting up effective assessments and providing useful feedback	33%	67%	0%	0%	0%

Appendix 10: Teachers' views on sharing experience, knowledge ang skills

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
Subject Panel Meetings provide an effective platform for professional sharing and development	39.1%	60.9%	0.0%	0.0%
I often store and share resources in the school knowledge repository	34.8%	65.2%	0.0%	0.0%

Appendix 11: Students' and Teachers' views on learning and teaching (Data from Stakeholder Survey 2023-2024)

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.	37.6%	41.1%	17.1%	2.3%	1.9%	4.1
	2	Teachers often provide suggestions on my performance and let me know how to improve.	42.2%	39.1%	15.5%	1.2%	1.9%	4.2
	3	Teachers' questions inspire my thinking inside and outside of the classroom.	36.2%	35.4%	22.6%	3.9%	1.9%	4.0
	4	Teachers often allow us to explore a variety of topics inside and outside of the classroom.	33.9%	41.2%	19.5%	3.1%	2.3%	4.0
	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.	31.8%	41.9%	19.8%	3.9%	2.7%	4.0
	6	Teachers often encourage us to learn and try our best to overcome learning difficulties inside and outside of the classroom.	40.9%	41.2%	12.8%	3.1%	1.9%	4.2
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.	27.0%	35.9%	30.9%	4.7%	1.6%	3.8
	8	I am confident in learning inside and outside of the classroom.	29.8%	32.6%	29.1%	7.4%	1.2%	3.8
	9	I enjoy learning inside and outside of the classroom.	29.5%	35.7%	27.5%	5.4%	1.9%	3.9
	10	I often complete learning tasks, including homework, seriously.	28.3%	39.5%	27.1%	4.3%	0.8%	3.9
	11	I try my best to overcome learning difficulties.	34.9%	36.0%	24.0%	3.5%	1.6%	4.0
	12	I often read materials such as leisure reading materials and newspapers outside class.	24.7%	23.9%	35.3%	12.2%	3.9%	3.5
	13	I know how to set my own learning goals.	28.1%	35.9%	30.1%	4.3%	1.6%	3.8
	14	I know how to apply learning strategies, such as doing pre-lesson preparation, using concept maps and on-line resources.	26.4%	32.2%	32.9%	7.8%	0.8%	3.8

	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.	28.5%	37.1%	30.5%	2.0%	2.0%	3.9
	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.	31.1%	32.3%	28.3%	5.1%	3.1%	3.8
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.	31.3%	62.5%	6.3%	0.0%	0.0%	4.3
	48	I provide students with specific feedback in a timely manner to help them reflect on and improve their learning.	40.6%	59.4%	0.0%	0.0%	0.0%	4.4
	49	I often ask questions of different levels to inspire students' thinking inside and outside of the classroom.	31.3%	56.3%	9.4%	3.1%	0.0%	4.2
	50	I often engage my students in active inquiry and construction of knowledge inside and outside of the classroom.	25.0%	65.6%	6.3%	3.1%	0.0%	4.1
	51	I often take into account students' learning progress and re-adjust my teaching strategies inside and outside of the classroom accordingly.	34.4%	59.4%	6.3%	0.0%	0.0%	4.3
	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.	25.0%	65.6%	6.3%	3.1%	0.0%	4.1
	53	I engage students to learn actively inside and outside of the classroom.	15.6%	71.9%	9.4%	3.1%	0.0%	4.0
Teachers' views on student learning (including learning inside and outside of the classroom)	54	My students are deeply interested in learning.	3.1%	31.3%	46.9%	18.8%	0.0%	3.2
	55	My students take the initiative to learn.	3.1%	28.1%	50.0%	18.8%	0.0%	3.2
	56	My students are confident in learning.	6.3%	31.3%	46.9%	15.6%	0.0%	3.3
	57	My students are self-disciplined and follow rules.	3.1%	43.8%	34.4%	18.8%	0.0%	3.3
	58	My students often complete learning tasks, including homework, seriously.	6.3%	46.9%	25.0%	21.9%	0.0%	3.4
	59	My students like reading.	3.1%	12.5%	53.1%	28.1%	3.1%	2.8
	60	My students often use different resources to learn, such as e-learning resources and community resources.	6.3%	53.1%	31.3%	9.4%	0.0%	3.6
	61	Students reflect on and improve their learning.	6.3%	43.8%	40.6%	9.4%	0.0%	3.5

Appendix 12: Attendance rate of S6 tutorial classes

Class	Subject	Rate of Present (%)
6A	ENG	96.30
	MATHS	92.76
	CSD	94.44
	BAFS	100.00
	THS	100.00
	ICT	95.00
	BIO	100.00
6B	CHI	98.68
	ENG	94.53
	MATHS	94.38
	CSD	97.06
	BAFS	100.00
	THS	98.70
	CHEM	100.00
	BIO	100.00
	ECON	97.22

Average Attendance Rate: 97.44%

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 / 11th March - 10th April) for S6 Study-Leave Revision Class was appropriate. 中六試後溫習班的時間 (11/3 - 10/4, 8:10am - 3:35pm) 安排合適。	47.1%	47.1%	5.9%	0%
2. The venue (Room 302) for S6 Study-Leave Revision Class was appropriate. 中六試後溫習班的場地 (302 室) 安排合適。	52.9%	47.1%	0%	0%
3. Teachers prepared well for the revision class and the teaching satisfied my needs. 教師的準備充足而教學內容滿足我的需要。	64.7%	35.3%	0%	0%
4. The revision class allowed me to better equip myself and made me more confident in the 2024 HKDSE. 我在溫習班中有所得著從而提升了我對 2024 公開試的信心。	58.8%	29.4%	11.8%	0%

Appendix 14A: Comparisons of percentage of Students who passed in a subject between 2022-2023 Annual and 2023-2024 Annual (different group of students)

S1	Chi C	Chi NC	Eng	Maths	Sci	Hist	Geog	L&S	C. Hist C	C. Hist NC	PTH	GRAND
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
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
10% increase	N	N	Y	N	N	N	N	N	Y	Y	N	N

S2	Chi C	Chi NC	Eng	Maths	Sci	Hist	Geog	L&S	C. Hist C	C. Hist NC	PTH	GRAND
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
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
10% increase	N	N	N	Y	N	N	N	N	Y	N	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
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
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
10% increase	Y	N	N	N	N	N	N	Y	N	N	N	Y	Y	Y	N	Y	N	Y

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	Chem C	Chem NC	Bio C	Bio NC	GEOG	GRAND
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
23-24 Annual	54.55	48.84	20.9	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
10% increase	Y	N	Y	N	N	N	Y	N	N	N	N	N	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	Econ NC	Chem	Bio C	Bio NC	Geog	GRAND
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
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
10% increase	N	Y	Y	N	Y	N	Y	N	Y	N	N	N	N	N	\	N	Y	N	\	N

Appendix 14B: Comparisons of percentage of Students who passed in a subject between 2022-2023 Annual and 2023-2024 Annual (same group of students)

S1	Chi C	Chi NC	Eng	Maths	Sci	Hist	Geog	L&S	C. Hist C	C. Hist NC	PTH	GRAND
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
10% increase	-	-	-	-	-	-	-	-	-	-	-	-

S2	Chi C	Chi NC	Eng	Maths	Sci	Hist	Geog	L&S	C. Hist C	C. Hist NC	PTH	GRAND
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
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
10% increase	Y	N	N	N	N	N	N	N	Y	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	GRAND
22-23 S2 Annual	83.33	52.50	63.04		34.78		80.44		60.97		65.22		65.22		50.00	67.50	83.33	67.39
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
10% increase	N	Y	\	\	\	\	\	\	\	\	\	\	\	\	Y	N	N	Y

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	GRAND
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
23-24 S4 Annual	54.55	48.84	20.9	52.27	46.51	27.27	\	\	\	\	\	\	\	\	\	\	\	47.13
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 C	Econ NC	Chem	Bio C	Bio NC	GEOG	GRAND
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
23-24 S5 Annual	44.83	57.50	25.00	85.37	32.14	21.95	50.00	39.02	100	24.00	44.44	27.27	31.25	30.00	44.44	50.00	45.45	70.00	50.00	44.93
10% increase	N	N	Y	Y	N	N	N	N	N	N	N	N	N	N	N	N	N	Y	N	N

Appendix 15: Comparison of the <u>number of students</u> having an average mark of all subjects 50 or above between <mark>2022-2023 Annual</mark> & <mark>2023-2024 Annual</mark>

	S1	S2	S3	S4	S5
2223 Annual	14/20=70%	32/47=68%	33/57=58%	28/57=49%	23/62=37%
2324 Annual	20/27=74%	25/39=64%	60/80=75%	41/88=47%	31/70=44%
10% increase	N	N	Y	N	Y

Appendix 16: Comparisons of the DSE subjects' <u>passing rates (%)</u> between 2023 and 2024

	Biology	BAFS (Acc)	BAFS (BM)	Chem	C. Hist	Chinese	Econ	English	Geog	ICT	M2	LS/CSD	Maths	PE	THS	VA
2023 DSE	42.9%	31.6%	50% (2)	30%	100% (1)	43.6%	100% (4)	33.3%	100% (1)	0%	\	42.9%	27.6%	0%	37.5%	50% (2)
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)
5% increase in passing rate	N	Y	Y	N	Y	N	Y	N	Y	Y	\	Y	N	N	N	Y

▇ = self-study subject

Appendix 17: Proposed list of students who meet the requirements of 2024 HKDSE Achievement Scholarship

No.	Name in English	Name in Chinese	Class	Cl. No.	2024 DSE Results						Marks in Total	Conduct	Institution	Programme	Scholarship
					CHI	ENG	MA	CSD	E1	E2					
1	CHAN CHIK WING	陳植榮	6B	01	3	2	3	A	3 Chi. Hist	3 Geog	14	B+	HKU Space	Associate of Business Administration	HK$2,500
2	LEE MING HIN	李名軒	6B	12	4	4	4	A	3 Chem	2 M2	17	B	Pending (JUPAS results released on 7 Aug)		HK$5,000

Appendix 18: 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				

Appendix 19: Student Activity(s) Survey

	S.D	D	N	A	S.A
I am happy to participate in the Inter-Class Competitions. 我樂意參加班際比賽。	3%	2%	9%	26%	60%
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%	4%	11%	29%	55%
Sharing form teacher in the morning assembly can help you understand the latest school information and social trends. 老師的早會分享可以幫助您了解最新學校資訊和社會動態。	0%	4%	15%	29%	52%
The Morning Reading Materials can cultivate my self-learning ability and enrich knowledge base. 早讀材料可以培養我的自學能力，豐富我的知識基礎。	1%	3%	15%	29%	52%
am happy to participate in the Positive Education Program. 我樂意參加正向教育課程。	1%	2%	10%	31%	56%
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。	1%	2%	14%	31%	52%
I am happy to participate in the Happy Workout Together Event. 我樂意參與齊來做運動活動。	0%	0%	7%	40%	53%
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%	2%	7%	37%	54%
I think the activity of "National Knowledge Competition" let me know the importance of national security. 我認為「 國家知識問答比賽 」的活動令我明瞭國家安全的重要。	3%	2%	13%	28%	54%
I think the activity of "National Knowledge Competition" let me know the importance of national security. 我認為「國家知識問答比賽」的活動能增加我對民族和國家的責任感。	3%	2%	15%	33%	47%
I am satisfied to join the Online Quiz Competitions (National Security Education & Constitution) 我樂意參與憲法及國家安全教育網上小測。	1%	2%	8%	39%	50%
Online Quiz Competitions　(National Security Education & Constitution)　can enrich my understanding on the national security and constitution of China. 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。	1%	3%	14%	34%	48%
I am happy to participate in the Parents' Night (Introduction of the National Security Education). 我樂意參與家長晚會的國安教育簡介。	3%	2%	12%	31%	52%
The Parents' Night (Introduction of the National Security Education) can enrich my understanding on National Security. 家長晚會的國安教育簡介有效豐富我對國家安全的認識。	2%	3%	9%	35%	51%

Sex Education Workshop can enrich my understanding of the relevant knowledge. 性教育工作坊可以豐富我對相關知識的了解。	1%	2%	12%	30%	55%
Anti-smoking event or activities can prevent non-smokers from developing smoking behavior. 禁煙活動也可以預防無吸煙習慣的人產生吸煙行為。	1%	1%	12%	38%	48%

	Not Achieve	Partly Achieve	Achieve
Anti-Drug activities can enrich my understanding on the relevant knowledge. 禁毒活動可以豐富我對相關知識的了解。	5%	38%	57%

Appendix 20: Life Planning Survey

	S.D	D	N	A	S.A
Career planning activities can help you know more about yourself. (Junior) 生涯規劃活動可以令你瞭解自己更多。	0%	0%	11%	35%	54%
Career planning activities can help you know more about yourself. (Senior) 生涯規劃活動可以令你瞭解自己更多。	0%	0%	13%	37%	50%
Career planning activities can help you know more about yourself. (Whole School) 生涯規劃活動可以令你瞭解自己更多。	2%	1%	12%	36%	49%
Life and Career planning activities can help you find your interests, hobbies and expertise.(Junior) 生涯規劃活動可以令你找到自己的興趣愛好和專長。	0%	0%	13%	33%	54%
Life and Career planning activities can help you find your interests, hobbies and expertise. (Senior) 生涯規劃活動可以令你找到自己的興趣愛好和專長。	0%	0%	14%	27%	59%
Life and Career planning activities can help you find your interests, hobbies and expertise. (Whole School) 生涯規劃活動可以令你找到自己的興趣愛好和專長。	2%	4%	13%	28%	53%
Life and Career planning activities can widen their exposure. 生涯規劃活動能拓寬他們接觸不同職業選擇的機會。	1%	3%	16%	33%	47%
Life and Career planning activities can improve my career planning ability. 生涯規劃活動能提升了我的職業規劃能力。	1%	4%	20%	29%	46%
Life and Career planning activities can enhance your career planning abilities. 生涯規劃活動增強了你的職業生涯規劃的能力。	1%	2%	19%	28%	50%
You have a clearer idea of your future career direction. 你對未來的職業方向有了更清晰的認識。	0%	3%	16%	26%	55%
You learn the key skills you need in the workplace. 你學習到職場所需的關鍵技能。	1%	3%	19%	31%	46%

Appendix 21: Life planning activities

Junior School- Based Activities		
Class	Activities	Period
S1	"Understand yourself" (8 sessions)	Nov & Apr
S2	Goal Setting (5 sessions)	Nov
S2	Job Exploration (4 sessions)	May
S3	Elective Subject Introduction (4 sessions)	Mar

Activities cooperative with External Organization (CLAP@JC Hub C2)
- School Visits of the tertiary institutions
- Industry Taster workshops

Senior School- Based Activities		
S4-S6	Career and Life Planning Booklet (4 sessions)	Whole Year
S4-S6	University Open Day (6 university)	Oct - Nov
S6	Personal / Group Consultation	Sep - Dec
S6	Interview Scheme	Whole Year

Activities cooperative with External Organization
- Industry Visitation
- School Admission Talk
- School Visit
- Self-understanding and emotional workshops
- Government Department Visits
- Personal/ Group Counseling
- Education & Careers Expo

Example of External Organization:
- S4-S5 "Own My Dream" Life & Career Planning Project
- S6 CLAP Project cooperating with BGCA
- CLAP@JC Hub C2
- Government departments (Police, FSD, CSD, ICAC, DSD, HKMA etc.)
- School Institution (HKU Space, VTC, HKSYU, etc.)
- NGO(The Mental Health Association of Hong Kong, Hong Kong Council on Smoking and Health, etc.)
- Private Company (Dah Sing Bank, Dream 2 story, etc.)

Appendix 22: Moral, Civic and National Education Activities

Month	Activity	Organizer	Participants
Sep 2023	National Day Education (1 week) Inter-class National Knowledge Quiz Activity	School	Whole School
Sep-Oct 2023	Inter-class Discipline Competition	School	Whole School
Oct 2023	Inter-class Board Decoration Competition (Theme: Integrity)	School	Whole School
	2022 Asian Games (Hangzhou) (1 week)	School	Whole School
	Territory-wide Inter-school National Security Knowledge Challenge	EDB	All S4 – S6 students
Dec 2023	2023 National Constitution Day Online Quiz Competition	EDB	All Chinese students
Dec 2023	The Constitution Day Seminar	EDB	All Chinese students
Feb 2024	2024 Constitution and Basic Law Territory-wide Interschool Competition	EDB	All S1 – S5 students
Feb 2024	Beat Drug with Sports (Dodgebee Competition)	School	All students
Apr 2024	Inter-class Board Decoration Competition (Theme: Empathy)	School	Whole School
	National Security Education Day Activity -Tour 1: Visit to the Peak, Star Ferry and West Kowloon Cultural District (Cultural Security) -Tour 2: Visit to the Plover Cove Reservoir and Science Park (Resource Security, Science and Technology Security and Cybersecurity) -Tour 3: Visit to the Wong Tai Sin Temple and Kowloon Walled City (Homeland Security and Cultural Security) -Tour 4: Visit to the Ping Shan Heritage and Yuen Long Hui (Homeland Security and Cultural Security)	School	Whole School
	Racial Diversity & Inclusion Sports Day 2024	EOC	Selected S1-S4 students
May 2024	Visit to the kNOw Carbon House (Ecological Security)	School	All S2 Chinese students
Jul 2024	Chinese Cultural Activity (Cultural Security)	School	All S1-S3 students
	Media Literacy Workshop (Data Security, Artificial Intelligence Security and Cybersecurity)	School	All S4-S5 students

Appendix 23: BMI

Month:	Sep,2023	Jun,2024	Sep,2023	Jun,2024	Sep,2023	Jun,2024	Sep,2023	Jun,2024
Level	**Underweight (%)**		**Normal (%)**		**Overweight (%)**		**Obese (%)**	
S1	47.6%	28.6%	23.8%	42.9%	0.0%	4.8%	28.6%	23.8%
S2	34.3%	42.9%	22.9%	25.7%	28.6%	5.7%	14.3%	25.7%
S3	32.4%	22.4%	30.9%	40.3%	8.8%	11.9%	27.9%	25.4%
S4	29.3%	22.7%	39.0%	49.3%	9.8%	6.7%	22.0%	21.3%
S5	25.7%	13.9%	38.6%	55.6%	11.4%	16.7%	24.3%	13.9%
Total:	31.2%	24.8%	33.7%	43.6%	11.6%	9.4%	23.6%	22.2%

Overall changes (%)				
Level	Underweight (%)	Normal (%)	Overweight (%)	Obese (%)
S1	-19%	19%	5%	-5%
S2	9%	3%	-23%	11%
S3	-10%	9%	3%	-3%
S4	-7%	10%	-3%	-1%
S5	-12%	17%	5%	-10%
Total	-6%	9%	-2%	-1%