Delia Memorial School
(Hip Wo No.2 College)
School Year
2021/2022
School Report

Major Concerns

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

2. **To nurture students with proper values and attitudes; to broaden their horizon with life planning education**

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

    (Time Scale: September 2021 to June 2022)

Targets	Strategies	Success Criteria	Methods of Evaluation	Achieved / Not Achieved / Partly Achieved	Evaluation
1.1 • 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	• Implement new subjects (STREAM & Food and Health Science) for S4 students under the optimization of 4 core subjects of Senior Secondary • Modify and optimize Project WISER, a project-based learning experience to connect students' knowledge to the contexts of its application for junior students • Implement cross curricular project works / activities among the same or different Key Learning Area (KLA) • Organize various diversified life-wide learning activities and	• More than 70% of the students show favourable evaluation comments of the new subjects. • 10% increase in the annual overall passing rate of S4. • Project works of different subjects or cross-curricular works of S.1-S.3 students have to be submitted. • More than 70% of the teachers show favourable evaluation comments of Project WISER. • At least 3 different cross curricular project works /	• Evaluation filled-in by students after the implementation of new subjects • Students' exam results • Submission of project works of different subjects or cross-curricular projects • Evaluation filled-in by teachers after the implementation of Project WISER • Evaluation filled-in by teachers after the implementation of each activity • Participation record of school activities • Questionnaires	Partly Achieved	• More than 85% of the S4 students show favourable evaluation comments to the new subjects [Appendix 1]. • 61.5% increase in the annual overall passing rate of 21-22 S4 [Appendix 9A]. • For Project WISER, 4 cross-curricular based projects are planned for S1-S3 students [Appendix 2] including: - A visit to the City Gallery (Geography, L&S, History & English) - "Discover Science on Halloween x Squid Game" (Science, Maths & Computer Literacy) - Hanfu Try-On (Chinese, Chinese History & Putonghua) - Song creation and CD cover design (PE, Music & VA) • 3 projects were successfully carried out with favourable comments from over 75% of the

				Partly Achieved	
participate in Mainland exchange programmes to enhance students' sense of national identity	activities are carried out. • More than 70% of the teachers show favourable evaluation comments of cross-curriculum activities.	filled-in by students			teachers and students [Appendices 3 & 4]. Due to the class suspension and the closure of public amenities under COVID-19, the visit to the City Gallery could not be carried out as scheduled. Instead, other subject/cross-curriculum activities were held to replace the planned activities/outings such as the Financial Education Activity Day.
• Implement Extensive Reading lessons in S4 (Collaborate with STREAM & Food and Health Science) • Encourage students to read during the Morning Reading Period or Class Teacher Period by exposing them with different topics such as current affairs, global issues, self-management, technology and values education. • Visit the School Library/Class Library frequently.	• Morning reading sections cover 4 learning areas, including Values Education, LS and L&S Education, Technology Education, Moral Education • 80% morning reading portfolio and Extensive Reading Booklets will be finished by students • English Language and Chinese Language teachers will arrange school library lesson at least 8 times totally	• Extensive Reading Booklets and files of morning reading materials will be collected by Class Teachers and Subject Teachers. They will be checked by Academic Dept. every semester • Teachers report and record in the minutes of English Language and Chinese language Panel Meetings • Library book borrowing records • Reading Scheme evaluation meeting at the end of semesters	Partly Achieved	• S4 Extensive Reading Booklets were collected for checking in the 2nd Term Book Checking. Records were tidily kept and over 95% of the tasks were finished by students. Extensive Reading lessons received favorable comments from students and 94% of them agreed that they read more than usual after the implementation of Extensive Reading lessons [Appendix 1] • Morning reading sections have been doing well. Different topics and areas were covered including Values Education, Positive Education, LS and L&S Education, Technology Education, Moral Education

	• Arrange School Library Tour to S1 students • Modify and optimize Reading Scheme in language subjects (English and Chinese). • Conduct a "Pleasure Reading Month" to cultivate reading atmosphere. Different activities will be organized such as book fair, Book Crossing and book sharing by teachers. • Review the content of new purchased books in the school library by the Panel Chairpersons and school Administrators to ensure they meet the requirements under National Security Law. • Review the schemes of work of different subjects. Modification and enrichment on the curriculum contents will be made on subjects to enhance students' awareness of	throughout the year, other subjects will depend on their needs • 10% increase in the number of borrowing books from library. • "Read in Pleasure Hand Book" will be designed and launched to Junior Forms	• Records of newly purchased books will be collected each month • All schemes of work will be checked by the end of August		[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. • Frequency of visiting the school library: English Language: 1A (1 time) 1B (1 time) 2A (1 time) 3A (1 time) 3B (1 time) Chinese Language: 1A NC (1 time) 1B NC (2 times) 1B2A CS (0 time) 2A NC (2 time) 3A NC (2 times) 3A3B CS (1 time) • School Library Tour for S1 students was carried out in September 2021 • The number of borrowing books from library in 21-22 decreased 5.6% comparing with 20-21.

	national security and promote among students a clear understanding of the importance of national security.				(269 books in 20-21 / 254 books in 21-22) • A series of new arrangements were adopted to encourage and attract students to go to the Library more often and read more books: - Book Recommendation Bulletin Boards were installed at the corridor of G/F to 3/F. - A Book Crossing Corner was established at the entrance of the School Library. - Small-scale renovation was done and new decorations were added in the School Library. Book-shelf reallocation and relabeling were done. - New books were added to the Class Library. - Book Fair was held in June 2022. • Records of newly purchased books were collected each month and the content of the newly purchased books in the School Library are reviewed by the Panel Chairpersons and school Administrators to ensure

					- they meet the requirements under National Security Law. - All Schemes of Work were checked by the end of August to ensure modification and enrichment on the curriculum contents were made on the rest of the subjects to enhance students' awareness of national security and promote among students a clear understanding of the importance of national security.
1.2 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	- Encourage peer/lesson observation and exchange of professional dialogues of good teaching practices - Set clear and specific focus of peer/lesson observation - Encourage teacher to share their experience, knowledge and skills to refine their instruction and further enhance effectiveness of daily practice - Expand functionalities of the knowledge	- At least one peer observation should be done by each teacher in a year - More than 90% of novice teachers visit experienced teachers' lessons for the purpose of peer learning - Take turns in Subject Panel Meetings to share experience, knowledge and skills to refine instruction and further enhance effectiveness of daily practice. 70%	- Peer/Lesson Observation Record - Peer/Lesson Observation Record - Post-lesson observation - Records in Subject Panel Meetings - Evaluation filled-in by teachers - Records in School drive shared folders - The learning and teaching materials in the folders will be	Achieved	- Peer observation was carried out in the 1st and 2nd Term [Appendices 6A & 6B]. 100% of teachers agree that Subject Panel Meetings provide an effective platform for professional sharing and development [Appendix 7] 100% of teachers agree that they often store and share resources in the school knowledge repository [Appendix 7] - The learning and teaching materials in the folders were checked by Subject Panel Chairpersons each month. Random-check were carried out

| | sharing platform and the school knowledge repository

• Create shared folders to archive all the learning and teaching resources related to Constitution, Basic Law and National Security Education for no less than two school years. | of teachers agree that Subject Panel Meetings provide an effective platform for professional sharing and development

• 70% of teachers agree that they often store and share resources in the school knowledge repository | checked by Subject Panel Chairpersons each month. Random-check will be carried out by the Academic Team. | | by the Academic Team. |
|---|---|---|---|---|---|
| 1.3
• To strengthen the assessment literacy so as to improve the teaching content, pedagogy and assessment focus and designs | • Set more clear objectives of what Teachers and Students have to achieve.

• Promote the practice of lesson preparation by students (collaboration with Project WISER)

• Set test & exam papers at the right level to reflect students' learning effectiveness and match the curriculum content.

• Use of formative and | • More than 70% of the students and teachers agree that their learning and teaching are more relevant to the students' needs and abilities

• Preparation works shown in the Project works.

• Students show better academic performances in internal and external exams, project work, homework and presentation including: | • Questionnaires will be used to solicit the opinions of students and teachers.

• Evaluation filled-in by teachers of Project WISER.

• Students' learning outcomes such as exam results, assignments, project work, presentations

• HKDSE results

• S6 tutorial records

• Questionnaires filled in by students | Partly Achieved | • More than 75% of the students and teachers agreed that their learning and teaching are more relevant to the students' needs and abilities [Appendix 8]. |

	summative assessment to provide timely and constructive feedback to students and parents for the reference of their continuous learning progress. • Use of the Test & Exam results' analysis for identifying students' learning difficulties and providing feedback to teachers' teaching & learning strategies and curriculum design. • Organize S6 after-school tutorials to clear any students' misunderstanding of their learning content. • Offer S6 study classes to students during their study leave so as to ensure that the habit of going to school and revise & study will be carried on.	• 10% increase in the number of students who can pass in a subject (comparison between the same batch of students & different batch across the year) • 10% increase in the number of students having an average mark of all subjects 50 or above. • 5% increase in the passing rate of each HKDSE subject. • At least 70% attendance of S6 selected students. • At least 70% of S6 students who take part in the study classes show favourable comments of the activities.			• Comparing the percentage of students who can pass in a subject between 2020-2021 Annual and 2021-2022 Annual, S1 & S4 had most of the subjects increased 10% or more. [Appendices 9A & 9B] • Comparing the number of students having an average mark of all subjects 50 or above between 2020-2021 Annual & 2021-2022 Annual, S1 & S4 had a 10% increase [Appendix 10]. • 3 HKDSE subjects (BAFS, Chinese Language & THS) had a 5% increase in the passing rate [Appendix 11]. • The average attendance rate of S6 tutorial classes was 93.35% [Appendix 12]. • No face-to-face Study Class was arranged for S6 students due to the Special Vacation. Students attended online tutorial classes on a voluntary basis. Thus, no questionnaire regarding study

					class was filled by students.

2. Major Concern: To nurture students with proper values and attitudes; to broaden their horizon with life planning education

Targets	Strategies	Success Criteria	Methods of Evaluation	Achieved / Partly Achieved / Not Achieved	Evaluation
• To cultivate students' positive values and attitudes to enjoy a healthy lifestyle (Responsibility and Care for Others will be the theme of this academic year.)	• To organize various activities, including assembly, morning reading, inter-class activities to respond to the theme of year. • To proceed with the "Positive Education" programme co-operated with the Hong Kong Christian Service and the University of Hong Kong • To encourage students to participate in various service (social and/or internal) activities. • To make good use of our Good Deeds Scheme in order to reinforce positive behaviour • To implement the Healthy School Project organized by	• At least 10% increase in the school attendance record. • At least 80% attendance rate of school activities (Eg., Tutorials and ECAs) • More than 70% of students feel that the activities and programmes are meaningful to them • At least 40% of all S1-S5 students participate in internal and external service activities. At least 50% of all students are rewarded in the Good Deeds Scheme. • All the relevant sections of APASO done by our students have a better score than the average in	• Attendance Record • Activity Record • Questionnaires filled-in by teachers and students • Data from APASO	Partly Achieved	In 2020-2021, 634 Monthly Attendance Awards were issued to S1-S6 students. In 2021-2022, 595 Monthly Attendance Awards were issued. Some students faced financial needs or had a low motivation in learning, so they opted for taking up part-time jobs which affected their attendance and punctuality. The 1st Term Attendance Rate of ECAs was 84.94% and the 2nd Term Attendance Rate of ECAs was 84.04%. The 1st Term Attendance Rate of Tutorial Class was 87.55% and 2nd Term was 93.33% More than 90% of students were happy to participate in the school activities and agreed that these activities achieved the targets. (Appendix 13) 41.03% of all S1-S5 students participated in voluntary services. (Appendix 14) 199 students (64.8%) got awarded with good deeds as they performed

	the ECA Committee	Hong Kong • At least 10% increase of students' BMI in normal range			well or improved their attitudes and behaviours. For the result of APASO, all the relevant sections had a better score than the average in Hong Kong (Appendix 15) There was 15% increase of students' BMI in normal range this year. (Appendix 16) The Healthy School Project will be retained to promote healthy lifestyle in school.
• To strengthen students' national identity in order to enhance their citizenship and develop their global vision.	• To integrate National Security Education in the school activities. • To refine the Moral and Civic Education activities to help students perform as good citizens • To organize activities for parents and students to promote Positive Values, Chinese Culture and National Security Education.	• At least 3 National Security Education activities are held this year. • More than 70% of students agree that their understanding of National Security is enhanced. • At least 3 Moral and Civic Education activities are held this year • At least 10% increase in the school award record	• School Award and Punishment Record • Activity Record • Questionnaires filled-in by teachers and students	Achieved	Various activities were held by the School to strengthen students' national identity in order to enhance their citizenship and develop their global vision. (Appendix 17) More than 90% students agreed that their understanding of National Security was enhanced. (Appendix 18) In 2020-2021, the number of award record was 3180. In 2021-2022, the number of award record was 4364. There is 37.2% increase in the school award record this year. As more internal or external activities and competitions were held this year, students had more opportunities to gain the award. For the result of APASO, comparing

					with the average in Hong Kong, the score of Duty to the Nation (2.92) and Attitudes toward the Nation (2.86) were above average. The score of Global Citizenship (3.32) was slightly below the average.
• To prepare students for comprehensive life planning, which facilitates students' self-understanding, helps students explore opportunities and provides personal support regarding career development problems	• To prepare individual portfolios to help students learn about their attributes and set goals accordingly for S1 • To organize skillset and interest workshop, e.g., dessert class and leather handcraft workshop • To initiate elective subject taster programme cooperating with academic team • To participate in CLAP and Vocational and Professional Education and Training Pilot Scheme • To organize individual and group counselling meeting on their future career and studies	• At least 90% of all students participate in Career and Life-planning activities • At least 70% of the students feel that the programmes are useful to them • All the relevant sections of APASO done by our students have a better score than the average in Hong Kong	• Activity Record • Questionnaires filled-in by students • Students' Attendance Records in Career and Life-planning activities • Data from APASO		Over 93% of all students participated in Career and Life-planning activities (Appendix 19) It is suggested that more life-planning activities should be arranged to the junior form students. More than 80% of the students agreed that the programmes were useful to them. (Appendix 20) For the result of APASO, all the relevant sections had a better score than the average in Hong Kong (Appendix 15)

• To create more opportunities for students of different abilities to develop their communication and problem-solving skills and to further stretch their potential	• To encourage students to take up leadership posts through different activities and different learning opportunities and activities • To organize leadership training programmes for prefects and other student leaders • To encourage students to join external competitions • To disseminate students' achievements in school and on our school website (social media)	• At least 30% of all students take up leadership posts in School • At least 2 leadership training programmes are held this year. • At least 70% of the students feel that the programmes are useful to them • At least 50% of the students join external competitions • At least 5 pieces of students' achievements are posted on the school website per term	• ECA Record • Questionnaires filled-in by students • Participation record of external competitions • School website information	Partly Achieved	55 students (17.9%) take up leadership posts in school. School will provide more opportunities and activities for nurturing more student leaders. 5 Training Programs were held this year and all students agreed that the programmes were useful to them. (Appendix 21) 53.09% students participated in external competitions. (Appendix 22) More than 30 pieces of students' achievements were posted on the school website this academic year.

Appendix 1: Evaluation on S4 New Subjects (STEAM, Food & Health Sciences and Extensive Reading)

STEAM	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I enjoyed having STEAM lessons.	33.33%	55.56%	11.11%	0.00%	0.00%
STEAM lessons aroused my interests in STEM and Arts.	44.44%	38.89%	16.67%	0.00%	0.00%
I understood the objectives and what I learn in each lesson.	33.33%	61.11%	5.56%	0.00%	0.00%
I had more exposure and found the fun on STEM and Arts related subjects with the artistic activities in STEAM lessons.	38.89%	50%	11.11%	0.00%	0.00%
What I learned in STEAM lessons are useful and helpful for me in the future.	27.78%	61.11%	11.11%	0.00%	0.00%
Food & Health Science	**Strongly Agree**	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**
I enjoyed having Food & Health Sciences lessons.	33.33%	55.56%	11.11%	0.00%	0.00%
Food & Health Sciences lessons aroused my interests in daily-life implications.	27.78%	44.44%	22.22%	5.56%	0.00%
I understood the objectives and what I learn in each lesson.	22.22%	55.56%	11.11%	11.11%	0.00%
I had more exposure and found the fun on Science through hands-on experiments.	33.33%	38.89%	22.22%	5.56%	0.00%
What I learned in Food & Health Sciences lessons are useful and helpful for me in the future.	16.67%	72.22%	5.56%	5.56%	0.00%
Extensive Reading	**Strongly Agree**	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**
I read more than usual after the implementation of Extensive Reading lessons.	5.56%	50%	38.89%	0.00%	5.56%
Extensive Reading lessons allowed me to gain background knowledge of what I was going to learn in STEAM and Food & Health Sciences lessons.	16.67%	61.11%	22.22%		0.00%
The reading articles and videos were related to STEAM and Food & Health Sciences lessons.	5.56%	61.11%	33.33%	0.00%	0.00%
I enjoyed having Extensive Reading lessons.	22.22%	66.67%	11.11%	0.00%	0.00%

Appendix 2: Summary of S1-S3 Project WISER Proposals

Subjects	S1 Subject Teachers	Project	Works to show	Done?
ENGLISH LANGUAGE	Kumar Kevin Labaro / So Ching Tung	A visit to City Gallery	Writing booklet and presentation video	X
HISTORY	So Ching Tung		Booklet & presentation video	
GEOGRAPHY	Kumar Kevin Labaro		Poster & refection board	
LIFE AND SOCIETY	Or Miu Chuen/ Zhang Ruixue		Booklet & presentation video	
CHINESE LANGUAGE	Chan Lok Yan/ Yuen Tsz Ki/ Shum Wai Kuen/ Cheng Tsz Ching	Hanfu Try-On	A booklet with a photo of students' Hanfu try-on experience	Yes
PUTONGHUA	Hong Xiangying			
CHINESE HISTORY	Yuen Tsz Ki			
MATHEMATICS	Li Zhijie/ Hong Xiangying	Intelligent Traffic System/ "Discover Science on Halloween x Squid Game"	A prototype & mini presentation	Yes
SCIENCE	Wong Hon Yin			
COMPUTER LITERACY	Wong Hon Yin			
PHYSICAL EDUCATION	Tsang Shuk Yee	Song creation and CD cover design	CD cover with the song	Yes
MUSIC	Lam Yan Ho Kenny			
VISUAL ARTS	Pak Sau Ting			

Subjects	S2 Subject Teachers	Project	Works to show	Done?
ENGLISH LANGUAGE	Kumar Kevin Labaro	A visit to City Gallery	Writing booklet and presentation video	X
HISTORY	So Ching Tung/ Tsang Tsz Yuen		Booklet & presentation video	
GEOGRAPHY	Kumar Kevin Labaro/ Tsang Tsz Yuen		Poster & refection board	
LIFE AND SOCIETY	Or Miu Chuen		Booklet & presentation video	
CHINESE LANGUAGE	Chiu Kam Mei/ Shum Wai Kuen/	Hanfu Try-On	A booklet with a photo of students' Hanfu try-on experience	Yes

	Yip Ka Ngai			
PUTONGHUA	Hong Xiangying			
CHINESE HISTORY	Shum Wai Kuen/ Yip Ka Ngai			
MATHEMATICS	Kumar Kevin Labaro	"Discover Science on Halloween x Squid Game"	Photo Album & presentation	Yes
SCIENCE	Ng Siu Ming Edward			
COMPUTER LITERACY	Cheung Kam Cheong			
PHYSICAL EDUCATION	Tsang Shuk Yee	Song creation and CD cover design	CD cover with the song	Yes
MUSIC	Lam Yan Ho Kenny			
VISUAL ARTS	Pak Sau Ting			

Subjects	S3 Subject Teachers	Project	Works to show	Done?
ENGLISH LANGUAGE	Wong Po Ki/ Chan Mei Ling	A visit to City Gallery	Writing booklet and presentation video	X
HISTORY	So Ching Tung/ Tsang Tsz Yuen		Booklet & presentation video	
GEOGRAPHY	Kumar Kevin Labaro/ Tsang Tsz Yuen		Poster & refection board	
LIFE AND SOCIETY	So Ching Tung/ Lau Chun Tung		Booklet & presentation video	
CHINESE LANGUAGE	Shum Wai Kuen/ Yip Ka Ngai	Hanfu Try-On	A booklet with a photo of students' Hanfu try-on experience	Yes
PUTONGHUA	Hong Xiangying			
CHINESE HISTORY	Shum Wai Kuen/ Yip Ka Ngai			
MATHEMATICS	Wong Cheuk Him Andrew/ Cheng Tsz Ching	"Discover Science on Halloween x Squid Game"	Photo Album & presentation	Yes
SCIENCE	Wong Hon Yin/ Cheng Tsz Ching			
COMPUTER LITERACY	Wong Hon Yin			
PHYSICAL EDUCATION	Tsang Shuk Yee	Song creation and CD cover	CD cover with the song	Yes

	design		
MUSIC	Lam Yan Ho Kenny		
VISUAL ARTS	Pak Sau Ting		

Appendix 3: Student survey on the Hanfu Try-On Activity

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. The activity was fun and informative. 活動有趣且具資料性。	33.3%	36.7%	21.7%	8.3%	0%
2. The activity aroused my interest to learn more about Chinese History. 活動能引起我學習中國歷史的興趣。	28.3%	43.3%	13.3%	6.7%	8.3%
3. I understand more about the cultural development of China. 我學會更多有關中國文化的發展。	33.3%	36.7%	15%	15%	0%
4. The content was relevant to my educational needs. 活動內容與我的學習需要相關。	26.7%	41.7%	23.3%	6.7%	1.7%
5. The activity has helped me develop a positive image of China. 活動有助我建立對中國的正面形象。	18.3%	43.3%	25%	10%	3.3%

Appendix 4: Teacher survey on the "Discover Science on Halloween x Squid Game" Activity

Overall results:

I. *General*	**Strongly Agree**	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**
	Percentage (%)				
1. The time for running the Activity and the venue was suitable.	9.1%	40.9%	27.3%	18.2%	4.5%
2. The arrangement of the Activity was good.	18.2%	45.5%	36.4%	0%	0%
3. I enjoyed myself throughout the Activity.	27.3%	31.8%	36.4%	4.5%	0%
4. I learnt a lot from the Activity.	4.5%	40.9%	31.8%	13.6%	9.1%

5. Which part of the activity do you like most?

Make Dalgona Candy	DIY Alcohol Disinfect Gel	Lava Lamp	Dry Ice Bubbles
31.8%	18.2%	9.1%	40.9%

6. The most appreciated part of the Activity:
   - Learn new things
   - There were students dressed as squid game characters
   - I appreciate that many people dressed up as the characters of Squid game and we got to do many fun activities
   - Holding the gun and wearing 199 jackets

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

Period	Topic	Values									
		Respect for Others 尊重他人	Responsibility 責任感	Perseverance 堅毅	Care for Others 關愛	Integrity 誠信	Commitment 承擔精神	Law-abidingness 守法	Empathy 同理心	National Identity 國民身份認同	Diligence 勤勞
08 Sep	Restriction of Game Time 遊戲時間限制		Y								
15 Sep	Municipal Solid Waste Charging 都市固體廢物收費		Y		Y		Y	Y			
29 Sep	BNPL 先買後付商業模式		Y			Y					
06 Oct	Robots in 2020 Tokyo Olympics 東奧中的機械人			Y							Y
11 Oct – 15 Oct	Fatal Work Accident, Contraceptive Drug on Feral Pigeons, Botnet, Reverse Vending Machine Pilot Scheme 致命工作意外, 野鴿避孕藥試驗計劃, 殭屍網絡,逆向自動售貨機先導計劃		Y		Y		Y	Y	Y		
18 Oct – 22 Oct	Noise Control 噪音管制	Y	Y		Y		Y	Y	Y		
25 Oct – 29 Oct	City I&T 城市創科								Y		Y
15 Nov – 19 Nov	Smoking Bill 2019 2019 年吸煙條例草案	Y	Y	Y	Y			Y			
22 Nov – 30 Nov	Maths Week										
06 Dec – 10 Dec	Sport and Health	Y	Y	Y							Y
13 Dec	Nanjing Massacre									Y	
18 May	Value Education – What a Dilemma	Y			Y	Y	Y				
25 May	Value Education – Is It Worth the Risk		Y				Y	Y			Y
01 Jun	Value Education – Just Take a Look	Y	Y				Y	Y			

Date	Topic										
08 Jun	Value Education – Privacy, Price	Y	Y			Y	Y				
15 Jun	Positive Education – Conflict Resolution	Y	Y		Y		Y		Y		
22 Jun	Positive Education – Giving Apology and Forgiveness	Y	Y		Y		Y		Y		
29 Jun	Positive Education – Stress & Self-compassion				Y						
06 Jul	Positive Education – Embracing Diversity	Y			Y				Y		

Appendix 6A: First Term Peer Observation Record (Novice teachers)

	Subject Teacher	Panel Head/Observer	Date & Time	Class	Subject
1	CHAN LOK YAN	TSE CHUN YIN YIP KA NGAI CHIU KAM MEI	10 NOV 11:30-12:05	1A	CHI
2	CHENG TSZ CHING	TSE CHUN YIN LO CHI NAM HONG XIANGYING YUEN KA WAI	01 NOV 10:10-10:45	6B	MATHS
3	HONG XIANGYING	TSE CHUN YIN LO CHI NAM LI ZHIJIE YUEN KA WAI WONG HON YIN	19 NOV 14:15-14:50	1B	MATHS
4	LAM YAN HO KENNY	TSE CHUN YIN SO CHING TUNG TANG CHING MAN FELICE WONG HON YIN	25 OCT 12:05-12:40	1AB	MUSIC
5	LEE KA KWAN	TSE CHUN YIN YIP KA NGAI CHAN LOK YAN	19 NOV 08:40-09:15	1B2A	CHI
6	LI ZHIJIE	TSE CHUN YIN LO CHI NAM HONG XIANGYING MOK MAN TO WONG HON YIN YUEN KA WAI	19 NOV 11:30-12:05	1A	MATHS
7	OR MIU CHUEN	TSE CHUN YIN WONG PO KI CHIU KAM MEI	28 OCT 11:30-12:05	4B	THS
8	WONG HON YIN	TSE CHUN YIN CHHETRI PREM BAHADUR LO CHI NAM HONG XIANGYING YUEN KA WAI CHAN LOK YAN	01 NOV 10:45-11:20	1B	SCI
9	WONG HOI YI	TSE CHUN YIN	28 OCT 08:40-09:15	5BC	BIO

		MOK MAN TO LEE TSZ CHING			
10	TANG CHING MAN FELICE	TSE CHUN YIN WONG PO KI MOK MAN TO	09 NOV 13:40-14:15	4A	ICT
11	TSANG SHUK YEE LI ZHIJIE	TSE CHUN YIN HEUNG CHI WAI MOK MAN TO	10 NOV 08:40-09:15	5BC	PE
12	TSANG TSZ YUEN	TSE CHUN YIN YIP KA NGAI SO KIN FUNG OR MIU CHUEN	18 NOV 14:50-15:25	5B	CHI
13	YUEN KA WAI	TSE CHUN YIN LO CHI NAM HONG XIANGYING MOK MAN TO	18 NOV 10:10-10:45	5C	MATHS

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

	Subject Teacher	Panel Head/Observer	Date	Class	Subject	Grade for Learning	Grade for Teaching
1	CHAN LOK YAN	WONG PO KI	14 JUN	5B	ENG	3.5	3.5
2	CHAN MEI LING	CHENG TSZ CHING	05 JUL	3B	VA	3	3
3	CHENG TSZ CHING	YUEN TSZ KI	30 JUN	1A	C.HIST	3	3.5
4	CHHETRI PREM BAHADUR	LEE TSZ CHING	04 JUL	4A	BIO	3	4
5	CHIU KAM MEI	ZHANG RUIXUE	23 JUN	4B	CHI	3.5	3.5
6	HEUNG CHI WAI	CHENG TSZ CHING	08 JUL	5A	LS	3.8	3.5
7	HONG XIANGYING	WONG PO KI	16 JUN	1B	MATHS	3	2.5
8	KUMAR KEVIN LABARO	LI ZHIJIE	08 JUN	1A	ENG	4	4
9	LAM KA YAN	WONG CHEUK HIM ANDREW	05 JUL	4B	BAFS	4	4
10	LAU CHUN TUNG	WONG PO KI	14 JUN	2A	MATHS	3	3
11	LEE TSZ CHING	WONG HOI YI	28 JUN	4B	BIO	3	3.5
12	LI ZHIJIE	HONG XIANGYING	04 JUL	1A	MATHS	4	4

13	LO CHI NAM	MOK MAN TO	16 JUN	5C	MATHS	3	4
14	MOK MAN TO	LO CHI NAM	05 JUL	5BC	CHEM	3.5	3.5
15	OR MIU CHUEN	SO CHING TUNG	05 JUL	1B	L&S	2.25	3
16	SO CHING TUNG	ZHANG RUIXUE	28 JUN	1B	ENG	3.75	3.75
17	SO KIN FUNG	LO CHI NAM	05 JUL	4A	MATHS	3.5	4
18	SHUM WAI KUEN	HONG XIANGYING	29 JUN	3B	CHI	3	4
19	TSANG SHUK YEE	LI ZHIJIE	08 JUL	5A	PE	3	4
20	TSANG TSZ YUEN	YIP KA NGAI	07 JUL	5B	CHI	3	3
21	WONG CHEUK HIM ANDREW	CHENG TSZ CHING	08 JUL	4B	MATHS	3.5	3.5
22	WONG HOI YI	LEE TSZ CHING	16 JUN	5BC	BIO	3	3.5
23	WONG PO KI	SO CHING TUNG	05 JUL	4A	ENG	3.5	4
24	YIP KA NGAI	TSANG TSZ YUEN	09 JUN	S5	CHI	3	4
25	YUEN TSZ KI	YIP KA NGAI	05 JUL	1B	NC CHI	3	3.5
26	ZHANG RUIXUE	WONG PO KI	14 JUN	4B	ENG	3	3.5

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

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Subject Panel Meetings provide an effective platform for professional sharing and development	80.0%	20.0%	0.0%	0.0%	0.0%
I often store and share resources in the school knowledge repository	68.0%	32.0%	0.0%	0.0%	0.0%

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

Survey Aspect		Item	Percentage					
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't know/ NA
Students' views on learning	8	I take the initiative to learn.	16.0%	27.6%	45.9%	2.8%	7.7%	0.0%
	9	I am confident in learning.	18.8%	26.0%	36.5%	11%	7.7%	0.0%
	10	I often do my assignments seriously.	21.5%	26.0%	35.9%	9.9%	6.6%	0.0%
	11	I often read materials such as leisure reading materials and newspapers outside class.	21.5%	18.2%	35.9%	9.4%	14.9%	0.0%
	12	I know how to set learning goals for myself.	15.5%	24.9%	40.9%	9.9%	8.8%	0.0%
	13	I am able to apply learning strategies, such as doing pre-lesson preparation, using concept maps, tool books and on-line resources, etc.	14.4%	22.1%	46.4%	9.4%	7.7%	0.0%
	14	I often review my learning based on my test/exam results and teachers' comments on my performance in assignments and in class.	14.4%	24.9%	43.6%	9.4%	7.7%	0.0%
Teachers' views on teaching	33	I often teach my students learning strategies, such as doing pre-lesson preparation, using concept maps, tool books and on-line resources, etc.	28.6%	66.7%	4.8%	0.0%	0.0%	0.0%
	34	I often help my students to review their learning, so that they have a clear idea about their learning performance and progress.	38.1%	57.1%	4.8%	0.0%	0.0%	0.0%
	35	I often ask my students questions of different levels in lessons.	38.1%	52.4%	9.5%	0.0%	0.0%	0.0%
	36	I often engage my students in active inquiry and construction of knowledge in lessons.	38.1%	52.4%	9.5%	0.0%	0.0%	0.0%
	37	I often adjust the teaching contents and strategies according to students' learning progress in lessons.	33.3%	69.1%	4.8%	0.0%	0.0%	0.0%
	38	I often arrange various learning activities such as group discussion and oral presentation in lessons.	19.0%	66.7%	14.3%	0.0%	0.0%	0.0%
	39	The learning atmosphere in lessons is good.	28.6%	38.1%	23.8%	9.5%	0.0%	0.0%

Appendix 9A: Comparisons of percentage of Students who passed in a subject between 2020-2021 Annual and 2021-2022 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
20-21 Annual	42.86	46.67	45.45	45.45	40.91	50	54.55	40.91	57.14	20	57.14	63.64
21-22 Annual	66.67	79.41	75.68	63.70	79.71	80.69	69.03	65.30	100.00	79.41	66.67	81.08
10% increase	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

S2	Chi-C	Chi-NC	Eng	Maths	Sci	Hist	Geog	L&S	C. Hist-C	C. Hist-NC	PTH	GRAND
20-21 Annual	66.67	81.25	63.64	50	77.27	63.16	68.18	63.64	50	81.25	66.67	68.18
21-22 Annual	75.00	65.00	40.63	40.63	50.00	61.84	73.46	40.63	25.00	30.00	83.33	59.38
10% increase	Y	N	N	N	N	N	N	N	N	N	Y	N

S3	Chi-C	Chi-NC	Eng-C	Eng-NC	Maths-C	Maths-NC	Sci-C	Sci-NC	Geog-C	Geog-NC	Hist-C	Hist-NC	L&S-C	L&S-NC	C. Hist-C	C. Hist-NC	PTH	GRAND
20-21 Annual	62.07	58.82	20.69	88.24	55.17	47.06	72.41	64.71	31.58	33.33	65.52	76.47	51.72	64.71	68.97	64.71	72.41	63.04
21-22 Annual	61.90	69.57	29.41	77.78	41.18	33.33	76.47	55.56	81.82	60.87	41.18	55.56	94.12	66.67	42.86	69.57	80.95	63.64
10% increase	N	Y	Y	N	N	N	N	N	Y	Y	N	N	Y	N	N	N	Y	N

S4	Chi-C	Chi-NC	Eng-C	Eng-NC	Maths-C	Maths-NC	LS-C	LS-NC	BAFS-C	BAFS-NC	THS-C	THS-NC	ICT	Econ	Chem	Bio-C	Bio-NC	GRAND
20-21 Annual	51.61	61.9	6.45	42.86	25.81	9.52	74.19	61.9	60	46.67	31.82	11.76	50	\	33.33	37.5	\	36.54
21-22 Annual	58.62	65.00	13.79	85.00	37.93	45.00	72.41	80.00	84.62	42.86	57.14	53.33	83.33	58.33	44.44	47.06	80.00	59.18
10% increase	Y	N	Y	Y	Y	Y	N	Y	Y	N	Y	Y	Y	-	Y	Y	-	Y

S5	Chi-C	Chi-NC	Eng-C	Eng-NC	Maths-C	Maths-NC	LS-C	LS-NC	BAFS-C	BAFS-NC	THS-C	THS-NC	ICT	PE-DSE	Chem	Bio-C	GRAND
20-21 Annual	51.52	50	12.12	40.63	48.48	25	54.55	43.75	54.55	29.03	34.62	\	25	\	57.14	35.71	40
21-22 Annual	55.00	75.86	27.80	34.48	35.00	13.79	62.50	27.59	45.00	41.18	45.16	27.27	57.14	41.67	33.33	38.89	37.68
10% increase	N	Y	Y	N	N	N	Y	N	N	Y	Y	-	Y	-	N	N	N

Appendix 9B: Comparisons of percentage of Students who passed in a subject between 2020-2021 Annual and 2021-2022 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
21-22 Annual	66.67	79.41	75.68	63.70	79.71	80.69	69.03	65.30	100.00	79.41	66.67	81.08
10% increase	-	-	-	-	-	-	-	-	-	-	-	-

S2	Chi-C	Chi-NC	Eng	Maths	Sci	Hist	Geog	L&S	C. Hist-C	C. Hist-NC	PTH	GRAND
20-21 S1 Annual	42.86	46.67	45.45	45.45	40.91	50.00	54.55	40.91	57.14	20.00	57.14	63.64
21-22 S2 Annual	75.00	65.00	40.63	40.63	50.00	61.84	73.46	40.63	25.00	30.00	83.33	59.38
10% increase	Y	Y	N	N	Y	Y	Y	N	N	Y	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
20-21 S2 Annual	66.67	81.25	63.64		50.00		77.27		68.18		63.16		63.64		50	81.25	66.67	68.18
21-22 S3 Annual	61.90	69.57	29.41	77.78	41.18	33.33	76.47	55.56	81.82	60.87	41.18	55.56	94.12	66.67	42.86	69.57	80.95	63.64
10% increase	N	N	-	-	-	-	--	-	-	-	-	-	-	-	N	N	Y	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	GRAND
20-21 S3 Annual	62.07	58.82	20.69	88.24	55.17	47.06	72.41	64.71	31.58	33.33	65.52	76.47	51.72	64.71	68.97	64.71	72.41	63.04
21-22 S4 Annual	58.62	65.00	13.79	85.00	37.93	45.00												59.18
10% increase	N	Y	N	N	N	N	-	-	-	-	-	-	-	-	-	-	-	N

S5	Chi-C	Chi-NC	Eng-C	Eng-NC	Maths-C	Maths-NC	LS-C	LS-NC	BAFS-C	BAFS-NC	THS-C	THS-NC	ICT	PE(DSE)	Chem	Bio	GRAND
20-21 S4 Annual	51.61	61.9	6.45	42.86	25.81	9.52	74.19	61.9	60.00	46.67	31.82	11.76	50.00	50.00	33.33	37.5	36.54
21-22 S5 Annual	55.00	75.86	27.80	34.48	35.00	13.79	62.50	27.59	45.00	41.18	45.16	27.27	57.14	41.67	33.33	38.89	37.68
10% increase	N	Y	Y	N	Y	Y	N	N	N	N	Y	Y	Y	N	N	N	N

Appendix 10: Comparison of the <u>number of students</u> having an average mark of all subjects 50 or above between <mark>2020-2021 Annual</mark> & <mark>2021-2022 Annual</mark>

	S1	S2	S3	S4	S5
2021 Annual	14	15	29	19	26
2122 Annual	30/37=81%	19/32=59%	28/46=61%	29/49=59%	26/70=37%
10% increase	Y	N	N	Y	N

Appendix 11: Comparisons of the DSE subjects' <u>passing rates (%)</u> between 2021 and 2022

	Biology	BAFS	Chem	C.Hist	Chinese	Econ	English	History	ICT	LS	Maths	PE	THS	VA
2021	53.3%	0%	50% (2)	/	51.4%	23.5%	55.4%	100% (1)	0% (1)	39.3%	30.6%	0% (1)	25.6%	0% (1)
2022	45.5%	32.3%	20%	0% (1)	59.4%	50% (2)	45.9%	0% (1)	5%	31.6%	22.8%	100% (1)	47.4%	42.9%
5% increase in passing rate	N	Y	/	/	Y	/	N	/	/	N	N	/	Y	/

◻ = self-study subject

Appendix 12: Attendance rate of S6 tutorial classes

Class	Subject	Present Rate
6A	ENG	85.80%
	MATHS	90.20%
	LS	87.88%
	ICT	90.37%
	BAFS	92.26%
6B	ENG	100.00%
	MATHS	97.22%
	LS	89.29%
6C	ENG	99.16%
	MATHS	98.33%
	LS	95.24%
6BC	CHI	96.11%
	BIO	100.00%
	CHEM	97.62%
	BAFS	92.22%
	THS	95.56%
6ABC	VA	96.92%

Average Attendance Rate: 93.35%

Appendix 13: Survey on Students Activities (Students)

Statements	SD	D	N	A	SA
I am happy to participate in the Inter-Class Competitions. 我樂意參加班際比賽。	3%	5%	31%	23%	38%
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。	3%	3%	26%	34%	33%
I am happy to participate in the Positive Education Program. 我樂意參加正向教育課程。	0%	5%	34%	23%	38%
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。	0%	3%	26%	37%	33%
I am happy to participate in the Happy Workout Together Event. 我樂意參與齊來做運動活動。	0%	5%	18%	55%	23%
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%	0%	0%	55%	45%

Appendix 14: Participation summary of Service Activity (S1 – S5 students)

Date	Activities	No. of Participants
Whole Year	Prefect Team	15
Whole Year	Monitor	22
Whole Year	Uniform Team	16
20th November, 2021	Community Chest Flag Selling Day	44
26th November, 2021	Parents' Night Helpers	48
11th December, 2021	SWA Talent Show Helpers	4
6th July, 2022	BOCHK Schools Sports Volunteer Scheme	6
8th July, 2022	Graduation Ceremony Helpers	22
Total:		96 (41.03%)

Appendix 15: Result of APASO

Subscale	2021-2022 Our School	2021-2022 All HK	Compared to All HK Schools
Care for Others	3.11	3.03	Better
Commitment	3.11	3.03	Better
Duty to the Nation	2.92	2.60	Better
Global Citizenship	3.32	3.47	Worse
Attitudes toward the Nation	2.86	2.52	Better
Goal Setting	3.02	2.82	Better
Goals of Life	3.11	2.83	Better

Appendix 16: Students' BMI

Month:	*Sep, 2021*	*Jun, 2022*	*Sep, 2021*	*Jun, 2022*	*Sep, 2021*	*Jun, 2022*	*Sep, 2021*	*Jun, 2022*
Level	Underweight (%)		Normal (%)		Overweight (%)		Obese (%)	
S1	6.5%	2.9%	25.8%	47.1%	29.0%	20.6%	38.7%	29.4%
S2	25.9%	10.3%	51.9%	69.0%	3.7%	0.0%	18.5%	20.7%
S3	13.2%	7.3%	52.6%	70.7%	18.4%	9.8%	15.8%	12.2%
S4	16.3%	8.5%	61.2%	72.3%	10.2%	10.6%	12.2%	8.5%
S5	14.1%	7.7%	50.7%	66.2%	19.7%	12.3%	15.5%	13.8%
Total:	14.8%	7.4%	50.0%	65.7%	16.7%	11.1%	18.5%	15.7%

Appendix 17: List of Activities (Moral and Civic Education & National Education)

Month	Activity
Jan – Jul (Weekly)	Flag Raising Ceremony
Oct	Inter-class Board Decoration Competition (Responsibility)
Oct	Inter-class Bookmark Design Competition (Love and Peace)
Nov	Introduction of the National Security Law (Parent's Night)
Dec	Remember History, Cherish Peace: 84th anniversary of Nanjing Massacre
Dec	Happy Workout 2gether in the Christmas
Jan - Feb	Beat Drug Slogan and Poster Design Competition
Feb	Happy Workout 2gether in the Chinese New Year
Mar - Apr	Happy Workout 2gether in the Special Vocation
May	Beat Drug with Sports - Taspony
May	National Anthem Singing Competition
May	Online Quiz Competition (National Security Education)
May	Inter-class Board Decoration Competition (Care for others)
June	Beat Drug with Sports - Volleyball

Appendix 18: Survey on the Activities (Students)

Statements	SD	D	N	A	SA
I think the activity of "Remember History, Cherish Peace: 84th anniversary of Nanjing Massacre" let me know the importance of national security. 我認為「銘記歷史•珍愛和平」—南京大屠殺 84 周年 的活動令我明瞭國家安全的重要。	0%	9%	42%	27%	21%
I think the activity of "Remember History, Cherish Peace: 84th anniversary of Nanjing Massacre" develop a sense of national identity and a sense of commitment towards the my nation and race 我認為「銘記歷史•珍愛和平」—南京大屠殺 84 周年 的活動能增加我對民族和國家的責任感。	0%	8%	54%	35%	4%
How satisfied were you with the Online Quiz Competition (National Security Education)? 我樂意參與國家安全教育網上小測。	2%	5%	32%	29%	32%
Online Quiz Competition (National Security Education) can enrich my understanding on the national security. 國家安全教育網上小測有效豐富我對國家安全的認識。	2%	3%	28%	35%	32%
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。	0%	2%	26%	49%	14%
Parents' Night (Introduction of the National Security Education) can enrich my understanding on the national security. 家長晚會的國安教育有效豐富我對國家安全的認識。	0%	6%	33%	39%	23%

Appendix 19: Life-planning Activities

1st Term		
Month	**Activity(s)**	**Target Students**
Sep	Towngas Talk	S5 C students
	VPET Pre-program (Interest Discovery)	S4 and S5 C students
Oct	Towngas Talk	S4 C students
	BGCA Financial Workshop	S4 and S5 students
	BGCA-CLAP Session 1 - VASK (Self-Understanding and Development)	S6 students
	VPET Session 1 (Introduction of VPET, Beauty Care and Hair Dressing and Fashion and Textile)	S4 and S5 C students
	CUHK Biotechnology, Entrepreneurship and Healthcare Management Talk	S6 students
	VPET Session 2 (School Visit for Beauty Care and Hair Dressing and Fashion and Textile)	S4 and S5 C students
	Junior Achievement (Plan for Future Program Work Immersion)	S4 and S5 NC students
Nov	BGCA Financial Game (Life Stimulation)	S4 and S5 C students
	BGCA-CLAP Session 2 - VASK (Self-Understanding and Development)	S6 students
	Junior Achievement (My Strength My Future Program I)	S4 and S5 NC students
	VPET Session 3 (Debriefing of School Visit for Beauty Care and Hair Dressing and Fashion and Textile)	S4 and S5 C students
	JUPAS Talk	S6 students
	BGCA-CLAP Session 3 - Career Exposure	S6 students
	Life Buddies Mentorship Program with EMSD	S4, S5 and S6 students
Dec	BGCA-CLAP Session 4 - CV 360	S6 students
	VPET Session 4 (Job Visit for Beauty Care and Hair Dressing and Fashion and Textile)	S4 and S5 C students
	VPET Session 5 (Debriefing of Job Visit for Beauty Care and Hair Dressing and Fashion and Textile)	S4 and S5 C students
	Junior Achievement (My Strength My Future Program II)	S4 and S5 NC students
Jan	Unison - Meet different people from different career	S4 and S5 NC students
2nd Term		

Month	Activity(s)	Target Students
Mar	Junior Achievement (Plan for Future Program Career Talk)	S3, S4 and S5 NC students
	Junior Achievement (Plan for Future Program Career Talk)	S3, S4 and S5 C students
May	VPET Session 1 (Introduction of VPET, Information and Technology)	S5 NC Students
	VPET Session 2 (School Visit for Information and Technology)	S5 NC Students
	VPET Session 3 (Debriefing of School Visit for Information and Technology)	S5 NC Students
	Financial Literacy Activity	S1, S2 and S3 Students
Jun	Multi-pathway Talk	S4 and S5 Students
	VPET Session 4 (Job Visit for Information and Technology)	S5 NC Students
	Junior Achievement (Plan for Future Program Mock Interview)	S4 and S5 Students
	Car Maintenance Industry Visitation	S5 NC Students
	Eldpathy Workshop	S2 Students
	Positive Education	All Students
Jul	VEPT Joint-School Job Tasting Program - One-time Trial	S5 Students

Appendix 20: Survey of Life-Planning Activities

Statements	SD	D	N	A	SA
I am happy to participate in the Positive Education Program.	0%	5%	34%	23%	38%
The Positive Education Program helps me to understand myself more.	0%	0%	28%	34%	38%
Cross Generation Dialogue makes me understand elderly care more.	4%	5%	5%	18%	68%
Blue Dye workshop helps me recognize my strength and weakness.	0%	0%	0%	25%	75%
The sessions in VPET Program fosters me to know different industries.	10%	7%	20%	48%	15%
CLAP Projects broadens my exposure and helps me create my future plan.	0%	4%	15%	72%	9%
My class teachers and career teachers provides enough support about my future career and studies.	1%	3%	6%	8%	82%

Appendix 21: Survey of the Leadership Training Program

Statements	SD	D	N	A	SA
I am happy to join the Smart Teen Training Day Camp.	0%	0%	8%	62%	31%
The Smart Teen Training Day Camp improves my self-confidence.	0%	0%	23%	46%	31%
The Smart Teen Training Day Camp fosters the team spirit.	0%	0%	15%	54%	31%
The Smart Teen Training Day Camp enhances my communication and problem-solving skills	0%	0%	15%	54%	31%
I am happy to join the Wild Camp.	0%	0%	0%	0%	100%
The Wild Camp improves my self-confidence.	0%	0%	0%	0%	100%
The Wild Camp fosters the team spirit.	0%	0%	0%	0%	100%
The Wild Camp enhances my communication and problem-solving skills	0%	0%	0%	0%	100%
I am happy to join the Beat Drug Leaders (ExCel Program).	0%	0%	0%	0%	100%
The Beat Drug Leaders (ExCel Program) improves my self-confidence.	0%	0%	0%	0%	100%
The Beat Drug Leaders (ExCel Program) fosters the team spirit.	0%	0%	0%	42%	58%
The Beat Drug Leaders (ExCel Program) enhances my communication and problem-solving skills	0%	0%	0%	58%	42%
I am happy to join the Beat Drug with Sports Leaders Training.	0%	0%	0%	0%	100%
The Beat Drug with Sports Leaders Training improves my self-confidence.	0%	0%	0%	0%	100%
The Beat Drug with Sports Leaders Training fosters the team spirit.	0%	0%	0%	0%	100%
The Beat Drug with Sports Leaders Training enhances my communication and problem-solving skills	0%	0%	0%	17%	83%

Appendix 22: Record of participation of External Competitions

Class	Total no. of Students	No. of students participated in external competition	Participation Rate
1A	19	7	36.84%
1B	18	15	83.33%
2A	32	16	50.00%
3A	27	14	51.85%
3B	19	13	68.42%
4A	20	10	50.00%
4B	29	24	82.76%
5A	29	15	51.72%
5B	21	18	85.71%
5C	20	18	90.00%
6A	34	7	20.59%
6B	16	4	25.00%
6C	23	2	8.70%
Total	**307**	**163**	**53.09%**