

Delia Memorial School

(Hip Wo No.2 College)

School Year

2019/2020

School Report

Major Concerns

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

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

(Time Scale: September 2019 – June 2020)

Targets	Strategies	Success Criteria	Methods of Evaluation	Achieved / Not Achieved / Partly Achieved	Evaluation
<p>1.1 To engage students more in lessons and enrich their learning experiences, develop their multi-perspective thinking and generic skills such as communication skills, critical thinking skills and creativity.</p>	<ul style="list-style-type: none"> ● Modify and optimize Project WISER, a project-based learning experience to connect students' knowledge to the contexts of its application. ● Implement cross curricular project works / activities among the same or different Key Learning Area (KLA). 	<ul style="list-style-type: none"> ● Project works of different subjects or cross-curricular works of students have to be submitted. ● More than 70% of the teachers show favourable evaluation comments of Project WISER. ● More than 70% of the teachers show favourable evaluation comments of cross-curricular activities 	<ul style="list-style-type: none"> ● 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 	<p>Partly Achieved</p>	<ul style="list-style-type: none"> ● Project-based experiential learning targeted on S1 to S3 is implemented. 5 projects are cross-curricular based including a visit to The Mills (History, Chinese History, Geography, L&S), lunch musical (Music, English), Sports Day sharing (PE, English, CL) / (PE, PTH, CL) and production of model remote control boat (Maths, Science). Other activities include visits to Kowloon Walled City (S1-3 Chinese) and Kai Tak Runway Park (S1-3 NC Chinese). However, most of the projects were suspended halfway through [Appendix 1] due to the outbreak of COVID-19. It is suggested that the plans and proposals can be modified and carried out next year. Previous years' project works will still be provided for teachers who are not familiar with the Project as a reference. Introductions and sharings will also be arranged with junior form students during class. It is also recommended that the Pre-tasks / Post-tasks of the projects can be done through Internet e.g. research on the Internet, group discussion through e-platforms, digital portfolio etc.

					<ul style="list-style-type: none"> ● Project WISER evaluation was not able to be done in the Second Term, but opinions will be gathered from teachers in the new academic year. ● A Mid-Autumn Festival cross-curricular based activity”, which involved Chinese, NC Chinese, History, Chinese History, VA and Music, was carried out in September. Almost 100% of the teacher’s evaluation of this activity showed favorable comments. [Appendix 2] ● “Model Remote Control Boat Design Competition”, which involved ICT, C Lit. and Science, was conducted in December. More than 70% of the teacher’s evaluation of the competition showed favorable comments. [Appendix 3] ● There was no other cross curricular project work / activity being conducted in the 2nd term because of the outbreak of COVID-19.
<ul style="list-style-type: none"> ● Organize STEM activities for the students. ● Hold regular meetings between our teachers and the Curriculum Development Officer for 	<ul style="list-style-type: none"> ● A STEM team will be formed to organize STEM activities and competitions. ● Regular meetings will be held throughout the year with STEM team members and School-based Support 	<ul style="list-style-type: none"> ● Minutes of STEM meetings ● Records of the planning and result of the activities and competition conducted 	Partly Achieved	<ul style="list-style-type: none"> ● The STEM team was formed. It has joined the “EDB School-based Curriculum Development Support Services (Secondary) Section (SBCDS): STEM Learning Communities” for the year 2019-2020 to promote the STEM learning through curriculum development and integration, project-based learning, 	

	<p>curriculum development and professional teachers' development.</p>	<p>Programme (EDB) members.</p> <ul style="list-style-type: none"> ● 1 Inter-school and 1 external competitions, 2 school wide activities will be conducted. ● More than 70% of the students and teachers show favourable evaluation comments of the activities. ● More than 70% of the teachers show favourable evaluation comments of professional teachers' developments 	<ul style="list-style-type: none"> ● Questionnaires filled in by students and teachers ● Evaluation filled-in by teachers after the implementation of the courses. 	<p>extracurricular activities and competition.</p> <ul style="list-style-type: none"> ● Regular meetings with the SBCDS Section have been carried out once in 3 to 4 weeks [Appendix 4]. All meetings which were planned to be conducted in the 2nd term were cancelled because of the pandemic. Evaluation was not able to be conducted as well. Our school has applied and successfully joined this service again in 2020-2021. ● Three different projects and competitions have been conducted this semester including “Model Remote Control Boat Design Competition”, “Smart Shopping System” and “Intelligent Toilet System”. [Appendix 5] ● “Intelligent Toilet System” won the awards of Secondary Group- 1st Runner-Up and The Most Practical Product in iSTEM “InnoTech for the Future” scheme - STEM Starter Competition (「iSTEM科創·建構未來」培育計劃 – STEM Starter比賽) ● HW2 got 1st Runner up for Junior and Champion for Senior in the Inter-school Science Competition. ● Our school has joined the “全港中學聯校創科博覽暨研討會 2020” conducted by Chu Hai College. The
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					Expo was deferred due to the pandemic.
1.2 To cultivate a reading habit.	<ul style="list-style-type: none"> ● Encourage students to read during the Morning Reading Period by exposing them with different topics such as current affairs, global issues, self-management, technology and value education. ● Visit the school library frequently. 	<ul style="list-style-type: none"> ● Morning reading sections cover 4 learning areas, including Value Education, LS and L&S Education, Technology Education, Moral Education ● 80% morning reading portfolio will be finished by students. ● English Language and Chinese Language teachers will arrange school library lesson at least 10 times totally throughout the year, other subjects will depend on their needs. ● 10% increase in the number of borrowing books from library. 	<ul style="list-style-type: none"> ● Files of morning reading materials will be collected by Class Teacher and checked by Academic member every semester ● Teachers report and record in the minutes of English Language and Chinese language Panel Meetings ● Results will be announced monthly 	Partly Achieved	<ul style="list-style-type: none"> ● Morning reading sections have been doing well. Different topics and areas were covered. Materials including videos and articles were well-prepared. Regular monitoring (patrolling) was done during the First Class Teacher period. Files of the morning reading materials were supposed to be collected after class resumption, however, it was not done due to the tight schedule led by the social movement and COVID-19. ● Frequency of visiting the school library in the 1st term: English Language: 1A (2 times) 2A NC (2 times) 2A CS (3 times) 3A (3 times) 3B (1 time) Chinese Language: 1A2A NC (1 time) 1A2A CS (3 times) 3A (0 time) 3B (2 times) No library class was conducted in the 2nd term due to the tight schedule led by the pandemic. ● The number of borrowing books from library in the 1st term 19-20 increased 41% comparing with 18-19. (91 books

	<ul style="list-style-type: none"> ● Modify and optimize Reading Scheme in language subjects (English and Chinese). ● Set up a Common Room for students to read and relax during recess, lunch or after-school hour. 	<ul style="list-style-type: none"> ● “Read in Pleasure Hand Book” will be designed and launched to Junior Forms and Reading reports in Senior Forms as the requirements of SBA in Chinese and English Subjects ● Common Room is set up and Book Crossing encouraged 	<ul style="list-style-type: none"> ● Reading Scheme evaluation meeting at the end of semesters 		<p>in 18-19 / 128 books in 19-20)</p> <ul style="list-style-type: none"> ● Reading Scheme evaluation meeting was held in the 7th Subject panel meeting, aims and targets of the Reading Scheme have been achieved in different forms. Students worked well in the Reading Booklet Scheme and enough book reports were collected. [Appendix 6] ● Our school has joined the eRead Scheme in July 2020. A wide range of quality eBooks are provided to students to cultivate self-directed learning habit and enhance their reading interest. Students are encouraged to read at home under the current situation of COVID-19. ● Common Room was set up. Selected books have been put inside for “Book Crossing” purpose. Common Room was not often used by students since there was not enough promotion done under the situation of pandemic. ● To attract more students to participate, more promotion is needed, such as competitions (chess games, board games) among students to students or students to teachers at lunch time or after school. ● Prizes can be given to the students who frequently use this room.
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	<ul style="list-style-type: none"> ● Conduct a “Pleasure Reading Month” to cultivate reading atmosphere. Different activities will be organized such as book fair, Book Crossing and book sharing by teachers. 	<ul style="list-style-type: none"> ● Different activities are organized such as book fair, Book Crossing and book sharing by students or teachers. ● More than 70% of the students and teachers show favourable evaluation comments of the activities. 	<ul style="list-style-type: none"> ● Evaluation meeting at the end of activities ● Questionnaires filled in by students and teachers 		<ul style="list-style-type: none"> ● “Pleasure Reading Month” was planned to be arranged in the Second Term, however, it was cancelled because of the tight schedule. Thus, no questionnaires were sent out.
<p>1.3 To boost academic performance and show improvement in students’ academic results.</p>	<ul style="list-style-type: none"> ● Set more clear objectives of what Teachers and Students have to achieve. ● Promote the practice of lesson preparation by students (collaboration with Project WISER) ● Encourage peer observation and exchange of professional dialogues of good teaching practices 	<ul style="list-style-type: none"> ● More than 70% of the students and teachers agree that their learning and teaching are more relevant to the students’ needs and abilities ● Preparation works shown in the Project works. ● At least one peer observation should be done by each teacher in a year (before the 2nd term lesson observation) 	<ul style="list-style-type: none"> ● Questionnaires will be used to solicit the opinions of students and teachers. ● Evaluation filled-in by teachers of Project WISER ● Peer Observation Record 	Partly Achieved	<ul style="list-style-type: none"> ● The Stakeholder Survey was not conducted this academic year. However, the practice of lesson preparation by students could be reflected in 1st and 2nd Term Book Checking. ● Project WISER evaluation was not able to be done in the Second Term due to the pandemic, but opinions will be gathered from teachers in the new academic year. ● Peer Observations were done among teachers. [Appendix 7]

	<ul style="list-style-type: none"> ● Set test & exam papers at the right level to reflect students' learning effectiveness and match the curriculum content. ● Use of formative and summative assessment to provide timely and constructive feedback to students and parents for the reference of their continuous learning progress. ● 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 	<ul style="list-style-type: none"> ● Students show better academic performances in internal and external exams, project work, homework and presentation including: ● 10% increase in the number of students who can pass in a subject. ● 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 	<ul style="list-style-type: none"> ● Students' learning outcomes such as exam results, assignments, project work, presentations ● HKDSE results 		<ul style="list-style-type: none"> ● Comparing the percentage of students who can pass in a subject between 2018-2019 annual and 2019-2020 annual [Appendix 8], 13 out of 21 subjects increased 10% or more. Some of the subjects cannot fulfill the requirement. ● Comparing the number of students having a 50 or above average mark of all subjects between 2018-2019 annual and 2019-2020 annual [Appendix 9], all levels (S1-S5) had 10% increase. ● All Subject Teachers tried to review the First Term results and gave solutions to cater for the students' needs and weaknesses, for example, review the effectiveness of achieving the aims and objectives set in normal lessons and adjusting test & exam papers at the right level of students' abilities. The difficulties of students' learning and teaching methodologies of catering need were discussed in the subject panel meetings. [Appendix 10] ● 2 out of 8 subjects had 5% increase in
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	<p>to clear any students' misunderstanding of their learning content.</p> <ul style="list-style-type: none"> ● 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. 	<p>HKDSE subject.</p> <ul style="list-style-type: none"> ● At least 70% of S6 selected students' attendance. ● At least 70% of S6 students who take part in the study classes show favourable comments of the activities. 	<ul style="list-style-type: none"> ● S6 tutorial records ● Questionnaires filled in by students 	<p>the passing rate of HKDSE subject [Appendix 11]. Study leave remedial classes were not conducted because of the influence of COVID-19. More tutorial classes will be arranged in during summer, throughout the semester, and study leave after Mock, for S6 students in 2020-2021.</p> <ul style="list-style-type: none"> ● The attendance rate of S6 tutorial classes is 71% [Appendix 12]. The attendance rate of 6A tutorial classes in all subjects is 67%. The attendance rate of ICT is only 12%. The attendance rate of 6B tutorial class in all subjects is 74%. ● The survey was planned to be conducted after school resumption but there was no Mock Exam nor study leave remedial classes because of the outbreak of COVID-19.
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Note:

Due to the class suspension led by the pandemic, e-teaching/ learning and assignments were provided to students during February to mid-June 2020. It is suggested that more real-time teaching should be arranged so that students can fully utilize their time at home and would not lag too much of the learning/teaching schedule.

2. To help enhance the self-discipline of students, cultivate proper values education and develop a sense of belonging towards the School

Targets	Strategies	Success Criteria	Methods of Evaluation	Achieved / Partly Achieved / Not Achieved	Evaluation
2.1 To help students build self-discipline and positive self-esteem	<ul style="list-style-type: none"> • To implement a transparent conduct system at the school and meet students and parents regularly • To strengthen the use of “Good Deeds Scheme” • To implement “Positive 	<ul style="list-style-type: none"> • At least 10% decrease in the number of students who fail to meet the promotional / graduation requirements. (90% attendance & Conduct C) • All the teachers at school will award students through “Good Deeds Scheme” at least once. • At least 5% improvement in the scores of the 	<ul style="list-style-type: none"> • Students’ attendance records • Students’ punishment and award records • Data from APASO 	<p>Not Achieved</p> <p>Achieved</p> <p>Partly Achieved</p>	<p>In 2018/2019, 69 S1-S5 students cannot meet the promotional requirements. While in 2019/2020, 73 S1-S5 students cannot meet the promotional requirement. Some students have a low learning motivation and opt for taking up part-time jobs, which affects their attendance and punctuality. Also, social unrest issues and pandemic brought negative impacts on those low-motivated students.</p> <p>For the newly implemented graduation criteria, 35 S6 students cannot meet the graduation requirement. (Appendix 1)</p> <p>It is suggested that the school career and life-planning program should be facilitated. School will help students formulate their individual life plans and let them know the importance of attending school.</p> <p>For the implementation of “Good Deeds Scheme”, all the teachers at school have awarded students at least once. (Appendix 2)</p> <p>The ‘Positive Education’ is launched in this year. (Appendix 3) For the result of</p>

	<p>Education” co-operated with the Hong Kong Christian Service and the University of Hong Kong</p> <ul style="list-style-type: none"> • To set-up Volunteer Services Team this year • To provide job shadowing opportunities for S3-S6 students 	<p>relevant sections of APASO done by our students compared with last year</p> <ul style="list-style-type: none"> • At least 40% of all S1-S5 students’ participate in voluntary services • At least 90% attendance of the job shadowing activities • At least 70% of the students feel that the programme is useful to them. 	<ul style="list-style-type: none"> • Volunteer Services Team records 	<p>Not achieved</p> <p>Not achieved</p>	<p>APASO, the comparison with last year regarding the related aspects are as follows: Negative Affect (2.14→2.04) 4.67% increase, Expectation on Career (2.92→3.16) 8.22% increase, Goal Setting (2.86→2.99) 4.55% increase and Goals of Life (2.87→3.11) 8.36% increase. (Appendix 4)</p> <p>The ‘Positive Education’ program will be continued. A more structured Career and Life-planning program should be implemented to provide more support in career guidance service and life planning education for students</p> <p>The Volunteer Services Team has been set up this year. 27.86% of all S1-S5 students participate in voluntary services. Due to social unrest and pandemic, many volunteer services activities cannot be carried out in this school year. (Appendix 5)</p> <p>Due to social unrest and pandemic, the scheduled summer job shadowing activities are cancelled.</p>
<p>2.2 To help students develop a habit of</p>	<ul style="list-style-type: none"> • Meet students and parents regularly 	<ul style="list-style-type: none"> • At least 70% of the students who get punishment record have 	<ul style="list-style-type: none"> • Students’ discipline records 	<p>Not Achieved</p>	<p>228 students received punishment records. They are asked to go through “reflection scheme” and sign a letter of undertaking.</p>

self-reflections and rectify their own misbehavior	<ul style="list-style-type: none"> Strengthen the use of “Reflection Scheme” for students to reflect & improve 	gone through “reflection scheme”	<ul style="list-style-type: none"> Students’ reflection records 		<p>142 letters had been expected, 62.88% of the total, to be collected in this academic year. (Appendix 6)</p> <p>Due to social unrest and pandemic, school was suspended for few months. Thus, some students do not have sufficient time to join the scheme.</p>
<p>2.3</p> <p>To provide more opportunities and increase students’ participation in improving the learning atmosphere of School</p>	<ul style="list-style-type: none"> To provide more school activities & competitions during lunch time and after school for students to organize and participate To disseminate students’ participation and their achievements in school and on our school website (social media) 	<ul style="list-style-type: none"> At least 90% of all students participate in school’s lunch time or after-school sports or extra-curricular activities organized by the School Update of the school website and social media pages should be done within 2 weeks of the completion of the activities 	<ul style="list-style-type: none"> Schedules of activities at school ECA records School website information Questionnaires filled-in by students 	<p>Achieved</p> <p>Partly Achieved</p>	<p>More than 91% of students joined at least one school’s lunch time or after-school sports or extra-curricular activities organized by the School.</p> <p>To encourage and commend students’ participation, more than half of the activities’ videos or photos were posted on the school website and social media platforms no later than 2 weeks after the activity.</p> <p>It is suggested that the liaison between the teachers-in-charge of activities and the IT team should be improved.</p>
<p>2.4</p> <p>To develop a sense of unity and cohesion among</p>	<ul style="list-style-type: none"> To encourage students to join inter-class competitions and 	<ul style="list-style-type: none"> At least 90% of all students participate in inter-class competition. 	<ul style="list-style-type: none"> Schedules of activities at school 	Achieved	<p>More than 98% students participated in the inter-class competition.</p> <p>Inter-class dodgeball competition, board</p>

<p>students in class and hence enhancing their sense of belonging towards the School</p>	<p>more external competitions</p> <ul style="list-style-type: none"> To encourage students & teachers in managing and decorating their classrooms and the school campus 	<ul style="list-style-type: none"> At least 50% of all students participate in external competitions. At least 5% improvement in the scores of the relevant sections of APASO done by our students compared with last year 	<ul style="list-style-type: none"> Records of the External competitions Data from APASO 	<p>Not Achieved</p> <p>Partly Achieved</p>	<p>decoration competition and attendance competition were held in the 1st Term. Many scheduled sport competitions in November were cancelled due to social unrest. Due to the pandemic, no inter-class competition is held in the 2nd Term. (Appendix 7)</p> <p>Many external competitions were postponed or cancelled due to social unrest and pandemic. Therefore, only 36.5% students participated in external competitions. (Appendix 8)</p> <p>For the result of APASO, the comparison with last year regarding the related aspects are as follows: Achievement (2.93→2.91) 0.68% decrease, Experience“ (2.89→2.79) 3.46% decrease, General Satisfaction“ (2.82→2.8) 0.71% decrease, Opportunity (2.9→2.91) 0.34% increase, Social Integration (2.93→2.96) 1.02% increase, Teacher-Student Relationship (2.97→3.21) 8.08% increase and Negative Affect (2.14→2.04) 4.67% increase.</p> <p>It is suggested that the school career and life-planning program should be facilitated. The school will help students formulate and implement their individual life plans.</p>
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[Major Concern 1]:

Appendix 1: Summary of S1-S3 Project WISER Proposal and Progress

Subjects	1A Subject Teachers	Project	Works to show	Done?
ENGLISH LANGUAGE	WONG PO KI	A mini-research on a sport event	presentation videos and the written reports	½
ENGLISH LANGUAGE (NC)				
CHINESE LANGUAGE	TAM CHUN MAN	九龍寨城實地考察	報告及作文《寨城今昔》	X
CHINESE LANGUAGE (NC)	YIP KA NGAI	啟德跑道公園參觀	日記寫作作品	X
CHINESE HISTORY	YICK CHEUK TUNG	A visit to The Mills	project work booklet	½
CHINESE HISTORY (NC)	HEUNG CHI WAI	A visit to The Mills	project work booklet	½
MATHEMATICS	NG SIU MING	Model Remote Control Boat Design	presentation and booklet	½
SCIENCE	CHHETRI PREM BAHADUR	Model Remote Control Boat Design	presentation and booklet	½
COMPUTER LITERACY	CHEUNG KAM CHEONG	A mini-research on a sport event	presentation videos and the written reports	½
HISTORY	YICK CHEUK TUNG	A visit to The Mills	project work booklet	½
GEOGRAPHY	YICK CHEUK TUNG			
LIFE AND SOCIETY	LIU KA YAN	A visit to The Mills	project work booklet	½
PUTONGHUA	YICK CHEUK TUNG	Sports Day sharing	Powerpoint and presentation video	½
PHYSICAL EDUCATION	NG SIU MING	A mini-research on a sport event	presentation videos and the written reports	½
MUSIC	KWONG WAI HAN	Lunch musical	Portfolio (included: Photos, Concert review (decorated), Music worksheet), Mini presentation	X
VISUAL ARTS	PAK SAU TING	Chinese Opera Mask Making	Art work and Booklet	√

Subjects	2A Subject Teachers	Project	Works to show	
ENGLISH LANGUAGE	KAUR NAVDIPAK	lunch musical	Portfolio (included: Photos, Concert review (decorated), Music worksheet), Mini presentation	X
ENGLISH LANGUAGE (NC)	WONG PO KI	A mini-research on a sport event	presentation videos and the written reports	½

CHINESE LANGUAGE	TAM CHUN MAN	九龍寨城實地考察	報告及作文《寨城今昔》	X
CHINESE LANGUAGE (NC)	YIP KA NGAI	啟德跑道公園參觀	日記寫作作品	X
CHINESE HISTORY	YICK CHEUK TUNG	A visit to The Mills	project work booklet	½
CHINESE HISTORY (NC)	HEUNG CHI WAI	A visit to The Mills	project work booklet	½
MATHEMATICS	HEUNG CHI WAI	Model Remote Control Boat Design	presentation and booklet	½
SCIENCE	CHHETRI PREM BAHADUR	Model Remote Control Boat Design	presentation and booklet	½
COMPUTER LITERACY	CHEUNG KAM CHEONG	A mini-research on a sport event	presentation videos and the written reports	½
HISTORY	HEUNG CHI WAI	A visit to The Mills	project work booklet	½
GEOGRAPHY	NG SIU MING			
LIFE AND SOCIETY	YICK CHEUK TUNG	A visit to The Mills	project work booklet	½
PUTONGHUA	YICK CHEUK TUNG	Sports Day sharing	Powerpoint and presentation video	½
PHYSICAL EDUCATION	NG SIU MING	A mini-research on a sport event	presentation videos and the written reports	½
MUSIC	KWONG WAI HAN	Lunch musical	Portfolio (included: Photos, Concert review (decorated), Music worksheet), Mini presentation	X
VISUAL ARTS	PAK SAU TING	Chinese Opera Mask Making	Art work and Booklet	√

Subjects	3AB Subject Teachers	Project	Works to show	
ENGLISH LANGUAGE	LIU KA YAN	lunch musical	Portfolio (included: Photos, Concert review (decorated), Music worksheet), Mini presentation	X
ENGLISH LANGUAGE (NC)	KAUR NAVDIPAK	lunch musical	Portfolio (included: Photos, Concert review (decorated), Music worksheet), Mini presentation	X
CHINESE LANGUAGE	CHAN HO YI	九龍寨城實地考察	報告及作文《寨城今昔》	X
CHINESE LANGUAGE (NC)	YIP KA NGAI	啟德跑道公園參觀	日記寫作作品	X
CHINESE HISTORY	WU MING TAI	A visit to The Mills	project work booklet	½
CHINESE HISTORY (NC)	HEUNG CHI WAI	A visit to The Mills	project work booklet	½

MATHEMATICS	LO CHI NAM	Model Remote Control Boat Design	presentation and booklet	½
SCIENCE	LO CHI NAM	Model Remote Control Boat Design	presentation and booklet	½
COMPUTER LITERACY	CHEUNG KAM CHEONG	Sports Day sharing	Powerpoint and presentation video	½
HISTORY	HEUNG CHI WAI			
GEOGRAPHY	YICK CHEUK TUNG	A visit to The Mills	project work booklet	½
LIFE AND SOCIETY	LIU KA YAN	A visit to The Mills	project work booklet	½
PUTONGHUA	YICK CHEUK TUNG	Sports Day sharing	Powerpoint and presentation video	½
PHYSICAL EDUCATION	NG SIU MING	Sports Day sharing	Powerpoint and presentation video	½
MUSIC	KWONG WAI HAN	Lunch musical	Portfolio (included: Photos, Concert review (decorated), Music worksheet), Mini presentation	X
VISUAL ARTS	PAK SAU TING	Lion dance head	Art work and Booklet	½

Appendix 2: Evaluation of the Mid-Autumn Festival cross-curricular based activity

2019-2020 中秋午間活動評價表(老師)

	非常 同意	同意	無意見	不同意	非常 不同意
1. 舉行活動的時間和地點合適。	29%	57%	14%	0%	0%
2. 各個攤位的統籌及準備工作充足。	29%	71%	0%	0%	0%
3. 活動的整體流程安排完善。	29%	71%	0%	0%	0%
4. 這活動對學生有意義。	71%	29%	0%	0%	0%
5. 學生在活動過程中有所獲益。	57%	43%	0%	0%	0%
6. 學生享受參與的過程。	86%	14%	0%	0%	0%
7. 活動能達到預期目標。	29%	71%	0%	0%	0%

值得欣賞的地方：

- 有不同的活動去針對不同年紀和文化背景的學生
- 氣氛好好
- 能配合學生需要 e.g.唱歌
- 又能讓學生感受中秋氣氛 e.g.吊飾/裝飾
- Art 活動有選擇，適合不同學生
- 可以提供不同類型的活動給學生
- 攤位種類比往年多，吸引力亦因而增加
- 老師積極參與，帶動更多學生投入

有待改善的地方：

- 可以讓活動再久一些，或者分兩天進行，令中秋氣氛更濃厚
- 可以邀請更多學生參與
- 未能於放學時段舉行，有點可惜
- 會否有不同類型的月餅？因為某些 NC 學生不可以吃傳統的月餅
- 可加強活動設計的學習元素，可入更多科本內容，讓學生應用所學來參與或取之於本活動，用之於科本的學習
- 可加強跨科之間的連繫，讓學生多運用共通能力

Appendix 3: Evaluation of the “Model Remote Control Boat Design Competition”

本報告利用檢討表的平均點子(即 1「非常同意」至 5「非常不同意」)來反映活動的各項安排與成效的量化評估。本報告亦記述了老師的文字回饋，如提出值得欣賞的地方，有待改善的地方，及改善建議等等，作質性評估。

	非常同意	同意	無意見	不同意	非常不同意
1. 舉行活動的時間和地點合適。	2(25%)	4(50%)	1(12.5%)	1(12.5%)	
2. 主辦單位的統籌及準備工作充足。	3(37.5%)	4(50%)	1(12.5%)		
3. 大會評判能表現專業的水平。	6(75%)	1(12.5%)	1(12.5%)		
4. 對參與學生而言，活動困難程度合適。	2(25%)	3(37.5%)		3(37.5%)	
5. 參加學生享受參與的過程。	4(50%)	4(50%)			
6. 參加學生能在活動過程中有得著。	3(37.5%)	3(37.5%)	2(25%)		
	平均點子				
1. 舉行活動的時間和地點合適					2.125
2. 主辦單位的統籌及準備工作充足					1.75
3. 大會評判能表現專業的水平					1.375
4. 對參與學生而言，活動困難程度合適					2.5
5. 參加學生享受參與的過程					1.5
6. 參加學生能在活動過程中有得著					1.875
	總平均:				1.854

- 平均點子為 1.854，顯示大部份老師對以上問題的回應都落在「非常同意」與「同意」之間。
- 老師對問題 2 (主辦單位的統籌及準備工作充足)、3 (大會評判能表現專業的水平)、5 (參加學生享受參與的過程)及 6 (參加學生能在活動過程中有得著) 都表示同意。
- 對於 1 (舉行活動的時間和地點合適) 和 4 (對參與學生而言，活動困難程度合適)，則只獲得中等評價。
- 總括來說，評價是正面的。

值得欣賞的地方

綜合各參與老師的意見，覺得大會預備工作充足，指示清晰，比賽前的簡報會十分清楚明確；比賽的物流、設計流程、時間管理都很好；比賽計時及顯示方法準確無誤，評審老師表現出色。主辦分校事前提供大量的材料，給予清晰的指示，讓分校學習造船和編程。比賽設計包含不同的科學概念的運用，也加入了科技(technology)、工程(engineering)的元素。比賽前給予測試環節，有實際作用；學生十分享受過程預備過程及比賽氣氛。

有待改善的地方

可加入規定，在學生製作時讓老師與學生分隔；參與組別眾多，如比賽場地更寬廣則更好，讓學生在造船期間不致被經過通道的人所騷擾到，也建議學生不於此時打籃球，但也明白外面是籃球場，進行籃球活動也是無可避免。提議電源掣在計時開始前預先開著。大會給予的材料若增多更好。

建議改善的方法/其他建議

希望大會提供電池及將電池圖樣放入章程中，大會提供的發泡材料跟比賽日使用的顏色不同。如果電路板能各分校自行選材會更多自由度。

Appendix 4: Summary of minutes of “EDB School-based Curriculum Development Support Services (Secondary) Section (SBCDS): STEM Learning Communities 2019/20”

會議紀錄 一

日期：2019年7月9日

時間：2:00-3:30pm

地點：106

- 事項：
1. 匯報本校上一年度 STEM 學習活動
 2. 介紹上一年度參與 STEM 教育支援服務的學校 STEM 學習活動
 3. 課程檢視 – STEM 學習活動
 4. 介紹 STEM 教育學習社群

會議紀錄 二

日期：2019年8月19日

時間：4:30-5:30pm

地點：接見室

- 事項：
1. 課程檢視 – STEM 學習活動，匯報本校未來一學年的 STEM 學習活動計劃
 2. 就本校未來一學年的 STEM 學習活動計劃的回應

會議紀錄 三

日期：2019年9月18日

時間：4:00-5:00pm

地點：接見室

- 事項：
1. 課程檢視 – STEM 學習活動，匯報更新版的本校未來一學年的 STEM 學習活動計劃
 2. 深入討論科學科學習活動：校內科學比賽—遙控模型船創作比賽
 3. 下一次會議內容：科學習活動觀課計劃

會議紀錄 四

日期：2019年10月30日

時間：3:00-4:00pm

地點：106

- 事項：商討科學科學習活動觀課計劃
- 日期：11月22日
- 老師：Mr Prem
- 內容：公平測試(探究不同船底形狀對船隻行駛速度的影響)

會議紀錄 五

日期：2019年12月18日

時間：4:00-5:00pm

地點：105

- 事項：
1. 檢討科學科學習活動觀課：公平測試
 2. 討論科技教育學習活動：智能馬桶
 3. STEM 教育學習社群分享會：「從規劃到實踐」

會議紀錄 六

日期：2019年1月20日

時間：4:00-5:00pm

地點：105

- 事項：
1. 討論科技教育學習活動觀課計劃
- 日期：3月25日
- 老師：張錦昌老師
- 內容：智能馬桶 Micro:bit 編程(透過設計及製作智能抗菌馬桶原型，培養創造力)
2. STEM 教育學習社群課研觀課活動
- 主題：推展 STEM 教育的學與教策略：培養解決問題能力
- 日期：2020年2月20日

Appendix 5: Records of STEM Activities

Model Remote Control Boat Design Competition

Objectives:

- To cultivate students' creativity and interest in science.
- To provide students an opportunity to put theories into practice and learn the ways of conducting scientific research.
- To develop students' problem-solving skills and a sense of engagement in collaborative work.
- To give students from different branches a chance to share their experiences and learn from each other.

Aim and Principle

A boat is a watercraft designed to float, plane, work or travel on water. It makes use of water buoyancy, human power, wind power, motor power, etc. This competition requires students to make an air propeller-driven boat by applying scientific knowledge such as electric power, buoyancy, fluid mechanics and coding.

SMART SHOPPING SYSTEM

香港有“購物天堂”之美譽，吸引了世界各地的旅客到訪，但旅客的不平均分配卻令部分商場變得過分擁擠，帶來不便。

我們以“紅外線感應”為原理，利用 **Arduino** 電路板製作一個人流計算器，計算進入商場的人數。當人流到達高峰，便提醒旅客改選人流較少的商場，達致分流控制的效果。在商場門口一側的裝置，會發出兩道紅外線，當旅客由外到內經過兩道紅外線後，資料庫內將記錄一個單位(商場內人數加一)；若人從內到外，資料庫將清除一個單位(商場內人數減一)。資料庫顯示的總人數，將通過互聯網呈現在網站或 APP 上。當旅客要選擇目的地時，就可以用手機進入該網站或 APP，瞭解商場的即時人流量，從而選擇更加舒適稱心的購物地點。



短片

醫院廁所裡有「沖廁前請蓋上馬桶蓋」的標籤，是什麼原因呢？原來蓋上馬桶蓋才沖廁，會大大減少噴出來的細菌量，從而避免我們受病原體感染。

我們決定研發一個自動蓋上馬桶蓋的智能馬桶：當我們去完廁所後，只要用手靠近紅外線感應器，Micro:bit 就會發出指令，控制伺服馬達全程自動地令到馬桶蓋蓋上、沖水、再次打開，其後紫外線燈自動亮起對馬桶進行消毒。

我們也發現大部分馬桶都不能調節沖水量，以致浪費水資源。於是，我們也加入了自動調節沖水量的功能。大便時，紅外線感應器感應到使用時間較長(多於 2 分鐘)，Micro:bit 就會發出指令，沖廁時釋放較多水量。當小便時，同樣原理，Micro:bit 發出釋放較少水量的沖廁指令。這樣，我們就能珍惜水資源。



Micro:bit

紅外線感應器



短片

Appendix 6: Evaluations of Reading Scheme in 7th Subject Panel Meeting

傳統中文閱讀計劃及成效：中一至中三的閱讀手冊完成情況、中四至中六的閱讀報告/SBA 完成情況。

1A2A	3-5 次閱讀報告
3B	5-6 次閱讀報告
4B	2 次高中閱讀報告
4C	1 次高中閱讀報告 上學期對完成閱讀手冊及上圖書堂的意識不足，進度未如理想，復課後將加緊進度。
5B	2 次閱讀報告

NC 中文閱讀計劃及成效：中一至中三的閱讀手冊完成情況、中四至中六的閱讀報告/SBA 完成情況。

1A2A	2 次閱讀報告 上學期對完成閱讀手冊及上圖書堂的意識不足，進度未如理想，復課後將加緊進度。
3A	1 次閱讀報告 上學期對完成閱讀手冊及上圖書堂的意識不足，進度未如理想，復課後將加緊進度。
S4-S6	沒有進行閱讀計劃。

Evaluation of Reading Scheme

Students are doing fine regarding the Reading Scheme in the first term. The frequency of visiting the school library is as follow. Our target is to visit the school library 10 times in total a year so this practice will be carried on in the 2nd term. Students found no problem in doing the Reading Scheme booklet but more guidance and assistance e.g. translation app are needed for the Chinese students.

1A (2 times)

2A NC (2 times)

2A CS (3 times)

3A (3 times)

3B (1 time)

Appendix 7: Observation Record (First & Second Term)

Subject Teachers	Date	Class & Subject	Teacher(s) concerned
CHEUNG KAM CHEONG	Done on 3 Oct	6A Maths	Observed by Mr Kwok LC
KWONG WAI HAN	Done on 14 Oct	4A English	Observed by Ms Wong PK
LIU KA YAN	Done on 14 Oct	3A English	Observed by Ms Wong PK
NG SIU MING	Will do it in the second term		
WONG CHEUK HIM ANDREW	Done on 10 Oct	6B BAFS	Observed Ms Lam KY's
WONG HO CHEONG ARTHUR	Done on 15 Oct	4C LS	Observed Ms Yuen TK's
YICK CHEUK TUNG CHERRY	Done on 24 Sep	3A Geography	Observed by Mr Heung CW
YIP KA NGAI	Done on 20 Sep	6B Chinese	Observed Mr Tam CM's
	Done on 26 Sep	4C Chinese	Observed by Mr Tam CM
YUEN TSZ KI	Done on 15 Oct	4C LS	Observed by Mr Heung CW & Mr Wong HC

Subject Teachers	Date	Class & Subject	Teacher(s) concerned
CHAN HO YI	Done on 19 Jun	3B Chinese	Observed by Mr Tam CM
CHEUNG KAM CHEONG	Done on 22 Jun	4A ICT	Observed by Ms Tse CY & Ms Wong PK
CHHETRI PREM BAHADUR	Done on 18 Jun	1A Science	Observed by Ms Chiu KM
HEUNG CHI WAI	Done on 28 May	3A History	Observed by Mr Yip KN
KWOK LUNG CHIU	Done on 17 Jun	5B Mathematics	Observed by Mr Lo CN
KWONG WAI HAN	Done on 7 Jul	5B English	Observed by Ms Liu KY
LAM KA YAN	Done on 18 Jun	5A BAFS	Observed by Mr Wong CH
LIU KA YAN	Done on 16 Jun	3B English	Observed by Ms Tse CY & Ms Wong PK
LO CHI NAM	Done on 17 Jun	3B Science	Observed by Mr Kwok LC
NG SIU MING	Done on 11 Jun	1A Mathematics	Observed by Mr Yip KN
PAK SAU TING	Done on 16 Jun	S4 VA	Observed by Mr Heung CW
TAM CHUN MAN	Done on 19 Jun	4B Chinese	Observed by Ms Chan HY
WONG CHEUK HIM ANDREW	Done on 20 Jun	5B LS	Observed by Ms Kwong WH
WONG HO CHEONG ARTHUR	Done on 17 Jun	4B LS	Observed by Ms Yick CT

WONG PO KI	Done on 12 Jun	2A English	Observed by Mr Mok MT
	Done on 12 Jun	1A English	Observed by Ms Zhang RX
WU MING TAI	Done on 17 Jun	3B Chinese History	Observed by Mr Heung CW
YICK CHEUK TUNG CHERRY	Done on 18 Jun	1A Geography	Observed by Mr Wong HC
YIP KA NGAI	Done on 17 Jun	1A2A NC Chinese	Observed by Ms Yuen TK
YUEN TSZ KI	Done on 16 Jun	5A LS	Observed by Mr Heung CW
CHIU KAM MEI	Done on 18 Jun	3A Mathematics	Observed by Mr Wu MT
	Done on 15 Jun	2A Science	Observed by Mr Lo CN
ZHANG RUIXUE	Done on 18 Jun	2A L&S	Observed by Ms Chiu KM

Appendix 8: Comparisons of percentage of students who can pass in a subject between 2018-2019 Annual and 2019-2020 Annual

S1	英文	中文	NC 中文	數學	科初	中史	NC 中史	歷史	地理	生社	普腦	普話	音樂	視藝	體育
1819 Annual	80	33	43	70	60	33	86	60	69	50	90	33	80	80	90
1920 Annual	75	67	78	83	83	67	89	75	83	83	50	67	83	83	83
10% increase	N	Y	Y	Y	Y	Y	N	Y	Y	Y	N	Y	N	N	N

S2	英文	中文	NC 中文	數學	科初	中史	NC 中史	歷史	地理	生社	普腦	普話	音樂	視藝	體育
1819 Annual	36	63	67	36	43	63	67	36	47	43	50	63	79	64	93
1920 Annual	59	81	69	62	86	56	69	31	86	76	24	75	97	62	83
10% increase	Y	Y	N	Y	Y	N	N	N	Y	Y	N	Y	Y	N	N

S3	英文	中文	NC 中文	數學	科初	中史	NC 中史	歷史	地理	生社	普腦	普話	音樂	視藝	體育
1819 Annual	37	83	57	49	63	71	88	65	60	69	100	88	91	94	100
1920 Annual	62	81	48	41	62	81	52	76	44	70	48	81	81	54	84
10% increase	Y	N	N	N	N	Y	N	Y	N	N	N	N	N	N	N

S4	英文	中文	NC 中文	數必	通識	VA	化學	生物	資通	旅待	企財	體育
1819 Annual	23	55	42	28	61	/	/	54	/	47	50	100
1920 Annual	52	71	83	59	71	90	86	70	52	58	61	86
10% increase	Y	Y	Y	Y	Y	NA	NA	Y	NA	Y	Y	N

S5	英文	中文	NC 中文	數必	通識	經濟	物理	生物	旅待	企財	體育
1819 Annual	48	71	67	33	62	/	50	46	19	54	100
1920 Annual	35	59	92	48	66	57	60	80	39	68	90
10% increase	N	Y	Y	Y	N	NA	Y	Y	Y	Y	N

S1-S5	英文	中文	NC 中文	數學	科初	通識	中史	歷史	地理	生社	普腦	普話	音樂	視藝	化學	生物	物理	資通	旅待	經濟	企財	體育
2018-2019 Annual	39	64	51	42	54	61	65	64	50	54	74	51	75	72	/	48	47	18	31	61	46	92
2019-2020 Annual	51	70	75	54	74	68	66	59	66	74	39	77	87	65	86	77	60	52	45	57	64	86
10% increase	Y	N	Y	Y	Y	N	N	N	Y	Y	N	Y	Y	N	NA	Y	Y	Y	Y	N	Y	N

Appendix 9: Comparison of the number of students having an average mark of all subjects 50 or above between 2018-2019 Annual and 2019-2020 Annual

	S1	S2	S3	S4	S5
1819 Annual	7	7	18	20	22
1920 Annual	10	21	27	39	39
10% increase	Y	Y	Y	Y	Y

Appendix 10: Remedial Measures of Different Subjects

BAFS

S4 Passing rate: 30% 10% increase: N

S5 Passing rate: 38% 10% increase: N

- Make use of e-learning platform to provide learning materials and also guiding instructions for self-learning.
- Make use of copying book to enforce them memorizing at least some important basic terms.
- Pop quizzes will be given from time to time to test pupils' grasp of materials covered without the aid of textbooks and notes as opposed to home assignments, and be contributed to the calculation of general performance marks.

Biology

S4 Passing rate: 32% 10% increase: N

S5 Passing rate: 47% 10% increase: N

- A more interactive learning strategy and exercises may be developed to enable the students to grasp the fundamental knowledge of the subject.
- Weak foundation hindered the learning effectiveness and motivation of the students. More adjustments can be made to suit the ability of the weak students. More encouragement should be given to the students especially for the students of weak foundations.

Chemistry

S4 Passing rate: 27% 10% increase: NA

- 將題目難度降低：80%為較易部分，20%較難部分，以提升基礎較弱學生的信心。
- 基礎較好的學生在 20%較難部分獲得挑戰和拉開分數的機會。

Chinese

S1 Passing rate: 67% 10% increase: Y

S2 Passing rate: 54% 10% increase: Y

S3 Passing rate: 53% 10% increase: N

S4 Passing rate: 51% 10% increase: N

S5 Passing rate: 56% 10% increase: N

閱讀能力

- 學生在溫習指定篇章的部分失分，可於平日課堂增加小測，讓學生分段溫習。學生文言文普遍表現較差，針對文言文作文言閱讀訓練（主旨），增加其閱讀廣度。
- 學生轉化能力較弱，題目形式轉換後，部分學生不懂理解題目。針對學生表現，應多作不同類型的題目轉換，訓練學生於日常練習中解讀轉化

之題目。

寫作能力

- 增強描寫部分及抒情可作訓練。
- 針對學生內容平淡的問題，加強寫作創意之訓練。針對寫作內容問題，加強學生寫作訓練，助其摘錄一些較佳的文章，加強文章內容。

綜合能力

- 於補課中加強拓展部分鍛煉。

說話能力

- 學生個人短講表現較好，下學期需加強小組討論訓練，宜在課堂上多作訓練。
- 加入多些思考訓練，訓練學生思考能力。

Economics

S4 Passing rate: 32% 10% increase: NA

- Improvements were shown when compared to their performance in 1st term test. This is, however, largely due to the adjustment of the level of paper.
- Try to arouse their interests on the subject by giving out less worksheets, focusing less on theories, and engaging them with more videos and topics that are less far-fetched. This is to hope that students would perform better in exams after they grow fonder of Economics.

English

S1 Passing rate: 58% 10% increase: N

S2 Passing rate: 30% 10% increase: Y

S3 Passing rate: 33% 10% increase: N

S4 Passing rate: 8% 10% increase: N

S5 Passing rate: 19% 10% increase: N

GE:

- More dictation and exercise for them to memorize the spelling of vocabulary is needed.
- Technique: highlighting the keywords should be taught in class to enhance the comprehension skills of the students.
- They need to train the skill in several type of questions such as T,F,NG and fill in the blanks questions. Also, more reading task will be given to them to enlarge their vocabulary bank.

Writing:

- Need more sentence making exercise.
- The skill of elaboration should be strengthened in class.
- Short passage writing will be needed to encourage students to express their own ideas.
- More set phrases would be taught in order to improve students' performances.

Listening:

- Introduce more English songs or movie for them to learn English.
- Students were not familiarized with the paper. Some of them simply copy all the information in the data file, without selecting if the pieces of information are relevant to the task. Also, they forgot to use the templates and frameworks. More practices should be given in class. Part B will be mainly trained in the future.
- Practice will be provided to help them to first gain some confidence on this part instead of giving up trying.

Speaking:

- A wide range of topic should be discussed during lesson time in order to equip students with all the essential vocabulary to express their own views.

Generally:

- Small study group will be formed and individual tutorial will be conducted to cater learning differences and enhance learning especially for senior students.

Geography

S3 Passing rate: 41% 10% increase: N

- Chinese students have a higher learning motivation and a higher ability in terms of memorizing study materials. Most students in 3A are lazy while some have very low language proficiency. The level of question is moderate for the students.
- The level of questions fits the student's level. Questions include map reading, filling in the blanks (provided by words) and short questions.

History

S1 Passing rate: 67% 10% increase: Y

S2 Passing rate: 19% 10% increase: N

Chinese History

S1 Passing rate: 67% 10% increase: Y

S2 Passing rate: 15% 10% increase: N

S3 Passing rate: 47% 10% increase: N

NC Chinese History

S1 Passing rate: 89% 10% increase: N

S2 Passing rate: 29% 10% increase: N

S3 Passing rate: 19% 10% increase: N

- Make use the e-learning platform to raise the learning interest and develop self-learning habit, to provide learning materials and explore different topics

that they are interested

- Make use of copying book to enforce them memorizing at least some important historical fact and events.
- Allow them to explore their interested topics about Chinese history
- Prepare more practice more map reading and matching.

ICT

S4 Passing rate: 9% 10% increase: NA

- More revision exercise needed during the long holiday.
- Highlighting the keywords should be taught in class.
- Skill of answering should be strengthened in class.
- More similar exercise should be given in class.
- Equip students with all the essential vocabulary.

LS

S4 Passing rate: 48% 10% increase: N

S5 Passing rate: 49% 10% increase: N

- Pupils with learning difficulties are less competent in understanding and finishing questions, therefore, more fundamental practices are needed.
- Stakeholder Analysis Worksheet.
- Students showed a solid improvement as compared to their first term test result. However, this was mostly due to the adjustment of the level of the exam paper. They scored fairly well in the MCQs session, showing that they had a basic understanding on the module, but unsatisfactory in the SAQs, which illustrates the need to do more practices on this type of question.
- Most of them have good performances in Part A and B so more practices of part C, Data Response questions are needed.
- Instructional scaffolding should be strengthened in teaching this class. Students need from teacher throughout the learning process.
- More practices of paper 2 are needed.
- Brainstorming sessions and group discussions among students to aid their formulation of points and ideas.
- Provision of news clips on prevailing social issues and controversies to enrich pupils' general background knowledge.

L&S

S1 Passing rate: 42% 10% increase: N

S2 Passing rate: 41% 10% increase: Y

S3 Passing rate: 31% 10% increase: N

- The question standard is a bit complicated to our students. The students were weak at the Data Response Questions mostly because of language barrier or because they are lazy and did not revise.
- Extra data-based exercise will be given to train up their exam techniques and problem-solving skills.
- NC students are weak mostly because of their English standard, it was suggested that dictation or vocabulary quiz should be given to NC classes.
- Adjust the level and put some easier questions in each part to build up their confidence.

Math

S1	Passing rate: 58%	10% increase: N
S2	Passing rate: 19%	10% increase: N
S3	Passing rate: 28%	10% increase: N
S4	Passing rate: 26%	10% increase: N
S5	Passing rate: 21%	10% increase: N

- 中一級：過半數學生能取得及格的成績。下學期會因應學生的進度，把教學的程度提升。
- 中二級：學生曾反映雙語學習使他們學習上更添困難，在下學期可分班上課的情況下，可多照顧程度較弱的學生，給他們多點練習作操練。
- 中三級：T1A3 總體上有明顯的進步。試卷的難易程度以及考核模式是更加適合 3A 的學生的。此外，選擇 A 卷的學生大部分成績有顯著的提高，說明分 A.B 卷後改善了學生作答。為要維持學生對數學的興趣，可加入多些互動的元素，例播放一些相關教學的短片、讓學生自動答問題的 APPS。程度亦可作商量的調整。
 下次擬卷不建議分卷，因為學生普遍能力較低，選答難卷對學生不利。建議只設一份卷，但可以將較易部分的比例增加至 40%，中等程度部份比例為 40%，較難部份比例為 20%。
 下學期會因應學生的進度，把教學的程度調整。可令學生處理一些他們能力範圍內的問題，令他們對做數學習題的信心有所增加。
- 中四級：4A 雖然已經過調適，但學生的能力始終較低，所以未能取得令人滿意的成績。建議下次擬卷時加入一些直接的題目。因應學生的程度，可下調教學內容的深淺度。目的是增加學生主動學習的動機。
 4B 對於肯學習的學生是適合程度。但亦須顧及能力較弱的學生。下次擬卷應增加較易部分的比例。因應學生的程度，在課堂上加入多些較淺易的習題，增加學生的自信心。
 4C 試卷難度較高，下次擬卷應增加較易部分的比例至 40%，中等程度部份比例為 40%，較難部份比例為 20%。在下學期的課堂中加入多些鞏固性的練習，讓學生鞏固基礎。對做一些較深題目時把握能力增加。
- 中五級：5A 建議下次擬卷時加入多些直接的題目，令學生較易取得合格的成績。因應學生的程度，可下調教學內容的深淺度。目的是增加學生主動學習的動機。
 5B: 學生能力差距大，大部分學生的能力較低。建議下次擬卷時加入一些調整，令學生較易取得分數。在下學期的課堂中，可能要進一步細分習題的程度，好讓程度稍遜的學生都能做到一些題目。對於能力高的學生，會給予多些額外練習，令他們的解難能力有所提升。

NC Chinese

S1	Passing rate: 44%	10% increase: N
S2	Passing rate: 29%	10% increase: N
S3	Passing rate: 24%	10% increase: N
S4	Passing rate: 52%	10% increase: Y
S5	Passing rate: 63%	10% increase: Y

- 說話卷：
部份學生對考試的模式欠了解，準備不足。部份學生有作準備，努力完成準備的內容。表現比統測稍為進步。課堂氣氛亦相對積極，下學期能繼續以原本模式教學。
- 寫作卷：
表現未算出色，大多是靠造句、翻譯得分，而非寫作長文。針對閱讀以外的分卷訓練不足，下學期可加強比重。本卷仿照 IGCSE 模式的試卷，大多同學亦放棄寫作長文，日後必須令學生習慣寫作從而克服此部分，更針對寫作訓練。
- 聆聽卷：
同學有反映錄音語速太快，可稍作修正。部份學生的表現比預期中好。課堂學習將會多用聆聽、觀看中文的短片，以聆聽入手帶動識字學習，同時提升學習動機。
- 閱讀卷：
本卷仿照 IGCSE 模式的試卷，同學在閱讀的部分表現尚算可以接受，亦可見與書本所教字詞接近的題目得分不錯。學生溫習不足，將再多作鞏固練習。

Physics

S5	Passing rate: 40%	10% increase: N
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- 考試卷比文憑試程度稍低，內容較少，比統測成績少許上升，顯示學生有是有進步。
- 因應學生的表現，在下學期的課堂會加入多些操練習題的時段，令學生加深記憶。

PTH

S1	Passing rate: 0%	10% increase: N
S2	Passing rate: 31%	10% increase: N
S3	Passing rate: 67%	10% increase: N

- 學生對拼音的基礎認識較為薄弱，因此在未來的課堂可以給予他們一些基礎的拼音練習，鞏固對拼音的認識。
- 學生專注力較弱卻也肯完成課堂作業，因此第二學期可以只要針對拼音的基礎知識。
- 學生有基礎的拼音知識卻因家鄉的口音而在某些聲母韻母的項目上會較為薄弱。因此，需要針對性的練習，以及口語練習去矯正發音，從而改

善普通話的綜合能力。

- 按學生的能力及特性出卷。
- 學生能力不俗，考試範疇可更多樣化。下學期的試卷會做出調整，例如 1A 的試卷應更加偏向拼音的基礎，而 2A 和 3B 的試卷則可以於現在的基礎上再加上一些他們常犯的錯誤。

Science

S1 Passing rate: 83% 10% increase: Y

S2 Passing rate: 48% 10% increase: N

S3 Passing rate: 23% 10% increase: N

- Because more than half of the students pass in most of the classes in the first term test, except 3A, and over all the results are acceptable, we decide to set the level of 2nd term test paper as the same level as this paper.
- 80% of the questions are easy and 20% are difficult. Words are given for the fill in the blanks questions, matching questions and short questions include drawing to help the weak students to get some marks. There are about 10 marks of challenge questions to let the outstanding students get higher result.
- We will have a short test every week about 5 minutes to keep the students to do the revision every lesson.

THS

S4 Passing rate: 42% 10% increase: N

S5 Passing rate: 28% 10% increase: Y

- Subject teacher should quote more relevant daily example in the lesson to improve the learning motivation of the students.
- Do more practice on the data response questions (Paper 1 Part B).
- Most of the students data response questions (Paper 1 Part B) is still their weakness.
- Provide newspaper cutting assignments to let them more familiar about the currently issues in HK tourism industry.
- Some students seem no motivation on learning. For students with high ability and learning motivation, subject teachers can provide advance level of learning materials such as past paper practice and question base learning.

VA

S1 Passing rate: 83% 10% increase: N

S2 Passing rate: 81% 10% increase: Y

S3 Passing rate: 63% 10% increase: N

S4 Passing rate: 100% 10% increase: NA

- There was an exam project for junior form students, but due to the suspended school day, the time was not enough for them to finish the exam project, so the exam project will be continued in second term.
- S4 VA student's performance is not good as what their ability is. It is because it was the first time S4 students taking 3 hours painting.

- Teacher is suggested that to give more practice to the students. In the exam, most of them were well prepared for the research but not the art materials, and almost 2-3 students did not bring their own materials so it affected their performance.

Appendix 11: Comparisons of the DSE subjects' passing rate (%) between 2019 and 2020

	英文	中文	數學	通識	生物	資通	旅待	企財	化學	經濟	物理
2019	37	43	29	54	40	25	42	17	80	/	/
2020	50	43	15	29	33	14	11	23	/	/	50
5% increase	Y	N	N	N	N	N	N	Y	NA	NA	NA

Appendix 12: Attendance rate of S6 tutorial classes

	No. of student	No. Of lesson	Total no.	Present	Abs (Absent)	Abs (Applied/Activity)	Abs (Without Reasons)	Present Rate
6AB-CHI	16	9	144	101	18	11	14	80.15873016
6A-ENG	3	10	30	30	0	0	0	100
6A-LS	13	9	117	67	32	0	18	78.82352941
6A-MATHS	10	10	96	44	19	19	14	57.14285714
6A-THS	11	10	110	88	8	0	14	86.2745098
6A-BAFS	5	9	45	23	12	5	5	69.6969697
6A-ICT	3	9	27	2	10	3	12	11.76470588
6B-ENG	11	9	99	40	25	25	9	54.05405405
6B-MATHS	9	10	90	58	12	20	0	74.35897436
6B-LS	12	10	120	68	34	7	11	79.06976744
6B-ICT	6	9	54	29	9	11	5	64.44444444
6B-PHY	3	9	27	15	8	2	2	78.94736842
6B-BAFS	4	10	40	30	7	1	2	90.90909091
6B-BIO	8	9	72	43	9	13	7	68.25396825

Average Attendance Rate 71%

[Major Concern 2]:

Appendix 1.1: Students' performance regarding promotion criteria

Class	No. of students failed to meet the school promotional criteria	Special Cases
1A	2	2
2A	10	0
3A	9	0
3B	4	2
4A	10	1
4B	7	0
4C	5	0
5A	12	0
5B	14	5
Total	73	10

Appendix 1.2: Students' performance regarding graduation criteria

Class	No. of students failed to meet the school promotional criteria	Special Case
6A	20	0
6B	5	3
Total	35	3

Appendix 2: Good Deeds

#	Principal and Teachers	Distributed Good Deeds?	#		Distributed Good Deeds?
1	Ms. TSE CHUN YIN	Yes	14	Mr. WU MING TAI	Yes
2	Ms. CHAN HO YI	Yes	15	Ms. YICK CHEUK TUNG CHERRY	Yes
3	Mr. CHEUNG KAM CHEONG	Yes	16	Mr. YIP KA NGAI	Yes
4	Mr. CHHETRI PREM BAHADUR	Yes	17	Ms. YUEN TSZ KI	Yes
5	Mr. KWOK LUNG CHIU	Yes	18	Mr. CHAN PAK HEI* / Ms. CHIU KAM MEI	Yes
6	Ms. KWONG WAI HAN	Yes	19	Mr. KHAN MUHAMMAD	Yes
7	Ms. LAM KA YAN	Yes	20	Ms. KAUR NAVDIPAK* / Ms. ZHANG RUIXUE	Yes
8	Ms. LIU KA YAN	Yes	21	Mr. CHAN TAK PUN	Yes
9	Mr. LO CHI NAM	Yes	22	Mr. HEUNG CHI WAI	Yes
10	Mr. NG SIU MING EDWARD	Yes	23	Mr. TAM CHUN MAN	Yes
11	Ms. PAK SAU TING	Yes	24	Mr. WONG WAI LUN	Yes
12	Mr. WONG CHEUK HIM ANDREW	Yes	25	Ms. WONG PO KI	Yes
13	Mr. WONG HO CHEONG ARTHUR	Yes			

*Resigned in December

Appendix 3: Schedule of ‘Positive Education’

Date	Contents	People-in-charge
4 th October, 2019 - 17 th October, 2019	Pre-test	Mr. Heung CW, CTs & Social Workers
16 th October, 2019	Teacher’s Training Session	Education Psychologist (HKU), All Ts & Social Workers
21 st October, 2019 - 25 th October, 2019	1 st Week of Value Education	Mr. Heung CW, CTs & Social Workers
25 th November, 2019 – 29 th November, 2019	2 nd Week of Value Education	Mr. Heung CW, CTs & Social Workers
2 nd December, 2019 – 6 th December, 2019	3 rd Week of Value Education	Mr. Heung CW, CTs & Social Workers
Cancelled	4 th Week of Value Education	Mr. Heung CW, CTs & Social Workers
Cancelled	5 th Week of Value Education	Mr. Heung CW, CTs & Social Workers
Cancelled	6 th Week of Value Education	Mr. Heung CW, CTs & Social Workers
Cancelled	Post-Test	Mr. Heung CW, CTs & Social Workers

Appendix 4: Result of APASO survey

	2018-2019	2019-2020	2019-2020		
	*	#			
Subscale	Our School	Our School	All HK	Compared to 2018/2019	Compared to All HK Schools
i. Achievement	2.93	2.91	2.5	-0.68%	Better
ii. Experience	2.89	2.79	2.49	-3.46%	Better
iii. General Satisfaction	2.82	2.8	2.56	-0.71%	Better
iv. Negative Affect	2.14	2.04	1.86	+4.67%	Worse
v. Opportunity	2.9	2.91	2.9	+0.34%	Better
vi. Social Integration	2.93	2.96	2.93	+1.02%	Better
vii. Teacher-Student Relationship	2.97	3.21	2.94	+8.08%	Better
viii. Expectation on Career	2.92	3.16	3.04	+8.22%	Better
ix. Goal Setting	2.86	2.99	2.82	+4.55%	Better
x. Goals of Life	2.87	3.11	2.83	+8.36%	Better

***The data used here included S1-S6 students and the data used for last year's school report included S3 to S6 students only.**

#The data used here included S1-S5 students. S6 students did not do the APASO survey due to the school suspension (outbreak of pandemic).

Appendix 5: Participation summary of Volunteer Services

Date	Activities	No. of Participants	Remarks
27 th September, 2019	全港賣旗日	8	Participated
17 th October, 2019	「2019-2020 年度有機大使培訓計劃」－ 校園組	8	Participated
25 th October, 2019	Sports Day Helpers	15	Participated
16 th November, 2019	公益金賣旗日	40	Cancelled
7 th December, 2019	1920 聯校科學比賽活動工作人員	10	Participated
14 th December, 2019	觀塘長者清潔工探訪	10	Cancelled
14 th December, 2019	SWA Singing Contest	15	Participated
21 st December, 2019	Rotary Club X mas voluntary work	10	Participated
20 th January, 2020	協和二中義贈年糕顯愛心	9	Cancelled
	Total:	27.86%	

Appendix 6: Participation summary of reflection scheme

Class	No. of students with punishment record	No. of students join Reflection Scheme	Participation Rate
1A	6	4	66.67%
2A	29	8	24.14%
3A	21	20	95.24%
3B	13	3	23.08%
4A	23	18	78.26%
4B	13	11	84.62%
4C	12	9	75.00%
5A	23	20	86.96%
5B	33	27	81.82%
6A	29	22	75.86%
6B	26	0	0.00%
Total	228	142	62.88%

Appendix 7: Inter-class Competitions

Time	Competitions	Results		
Sep-Oct	Inter-class Dodgeball Competition	Champion: 3A	1 st runner-up: 6A	
Oct	Inter-class Board Decoration Competition	Champion: 6A	1 st runner-up: 5A	2 nd runner-up: 1A
Nov	Sports Day	Champion: 4B	1 st runner-up: 2A	2 nd runner-up: 1A
Dec	Inter-class Attendance Competition I	Champion: 1A	1 st runner-up: 4C	2 nd runner-up: 2A
Jan	Inter-class Attendance Competition II	Champion: 1A	1 st runner-up: 2A	2 nd runner-up: 3A
Cancelled	Inter-class Basketball Competition	/	/	/
Cancelled	Inter-class Football Competition	/	/	/
Cancelled	Inter-class Table-tennis Competition	/	/	/
Cancelled	Inter-class Volleyball Competition	/	/	/

Appendix 8: Record of participation of External Competitions

Class	Participation Rate
1A	75.00%
2A	31.03%
3A	57.14%
3B	22.22%
4A	48%
4B	46.67%
4C	38.88%
5A	40.00%
5B	26.32%
6A	41.94%
6B	6.45%
Total	36.50%