

**Delia Memorial School
(Hip Wo No.2 College)**

School Year

2020/2021

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

Targets	Strategies	Success Criteria	Methods of Evaluation	Achieved / Not Achieved / Partly Achieved	Evaluation
<p>1.1</p> <ul style="list-style-type: none"> ● 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, self-learning skills and creativity ● To develop students' digital literacy and engage students more in e-learning 	<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 with pre-lesson learning arrangements among the same or different Key Learning Area (KLA) ● Assign Pre-tasks / Post-tasks of the projects (which will need to be done through Net) e.g. research on the Internet, group discussion through e-platforms, digital portfolio etc. to students ● Encourage teachers to use innovative and interesting apps to arouse students' interests in e-learning 	<ul style="list-style-type: none"> ● 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. ● More than 70% of the teachers show favourable evaluation comments of cross-curriculum activities. ● More than 70% of teachers show 	<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 ● Submission of project works 	<ul style="list-style-type: none"> ● Partly Achieved 	<ul style="list-style-type: none"> ● For Project WISER, 4 cross-curricular based projects are planned for S1-S3 students [Appendix 1] including: <ul style="list-style-type: none"> - A visit to the City Gallery (Geography, L&S, History & English) - Making anti-epidemic products (Science, Maths & Computer Literacy) - A visit to Kowloon Walled City (Chinese, Chinese History & Putonghua) / A visit to Tai Hang (NC Chinese & NC Chinese History) - Rouliqiu (PE, Music & VA). ● Project (Videos) on Rouliqiu has been done and anti-epidemic products are finished. Due to the class suspension and the closure of public amenities under COVID-19, the visits could not be carried out as scheduled. Instead, various cross-curriculum activities were held to replace the planned activities/outings. [Appendix 2]. <i>Note 1</i>

	<p>favourable comments on the quality and the submission rate of students' e-assignments and students' participation of e-lessons.</p> <ul style="list-style-type: none"> ● Pre-tasks / Post-tasks in e-format are shown in projects or reports. ● More than 70% of teachers get favourable comments on peer e-lesson observation 	<p>of different subjects and indication of pre-/post-task completion in e-format</p> <ul style="list-style-type: none"> ● Evaluation filled-in by teachers about the implementation of e-learning/teaching ● Peer e-lesson observation 		<ul style="list-style-type: none"> ● “Discover Chemistry on Halloween”, a science-based activity, was carried out in October. 100% of the teacher's evaluation of this activity showed favorable comments [Appendix 3]. ● More than 80% of teachers show favourable comments on the quality and the submission rate of students' e-assignments and students' participation of e-lessons [Appendix 4]. ● More than 80% of teachers assigned Pre-tasks / Post-tasks to students and used innovative and interesting apps in online teaching [Appendix 4]. ● More than 90% of teachers got favourable comments (getting Grade 3 or above) on peer (e-lesson) observation [Appendix 5B]
<ul style="list-style-type: none"> ● Organize STEM and MATHS activities for the students. ● Hold regular meetings between our teachers and the Curriculum Development Officer for curriculum development and professional teachers' development. 	<ul style="list-style-type: none"> ● Regular meetings will be held throughout the year with STEM team members / Maths Panel and School-based Support 	<ul style="list-style-type: none"> ● Minutes of STEM / MATHS meetings ● Records of the planning and result of the activities and 	<ul style="list-style-type: none"> ● Achieved 	<ul style="list-style-type: none"> ● 12 meetings for Maths & 9 meetings for STEM with the School-based Support Programme (EDB) members have been carried out. ● Inter-School Mathematics Competition was held in October. Over 85% of the teacher's evaluation showed favorable comments. [Appendix 6]

		<p>Programme (EDB) members.</p> <ul style="list-style-type: none"> ● 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. 	<p>competition conducted</p> <ul style="list-style-type: none"> ● Questionnaires filled in by students and teachers ● Evaluation filled-in by teachers after the implementation of the courses. 		<ul style="list-style-type: none"> ● More than 80% of favourable evaluation comments were received for the EDB <u>Mathematics</u> School-based Support Services Programme [Appendix 7A] ● 100% of favourable evaluation comments were received for the EDB <u>STEM</u> School-based Support Services Programme [Appendix 7B] ● Mathematics Week was held in May 2021. 100% of the teacher's evaluation of this activity showed favorable comments. [Appendix 8]
<p>1.2 To cultivate a reading habit</p>	<ul style="list-style-type: none"> ● Encourage students to read during the Morning Reading Period or online 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 	<ul style="list-style-type: none"> ● Files of morning reading materials will be collected by Class Teacher and checked by Academic committee every semester 	<ul style="list-style-type: none"> ● 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. Files of the morning reading materials were collected for checking before the end of the 2nd Term. Files are tidily kept and over 85% of the portfolio materials were finished by students. ● Frequency of visiting the school library:

	<ul style="list-style-type: none"> ● eRead Scheme will be launched in September 2020. A wide range of quality eBooks are provided to students to cultivate self-directed learning habit and enhance their reading interest. ● Modify and optimize Reading Scheme in language subjects (English and Chinese). ● Enhance the use of the Common Room for students to read and relax during recess, lunch or after-school hour. 	<p>reading portfolio will be finished by students</p> <ul style="list-style-type: none"> ● 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 / through eRead Scheme 	<ul style="list-style-type: none"> ● Teachers report and record in the minutes of English Language and Chinese language Panel Meetings ● Results will be announced each term ● Reading Scheme evaluation meeting at the end of semesters ● Competition records and 	<p>English Language: 1A (2 times) 2A (1 time) 3A (2 times) 3B (1 time) Chinese Language: 1A2A NC (1 time) 1A2A CS (1 time) 3A (2 times) 3B (1 time) <i>Note 2</i></p> <ul style="list-style-type: none"> ● The number of borrowing books from library in the 20-21 increased 210% comparing with 19-20. (128 books in 19-20 / 269 books in 20-21) <i>Note 2</i> ● A series of activities were held during “Pleasure Reading Month” such as Book Recommendations from Teachers & Students, Bookmark Design Competition, Slogun Writing Competition & Book Fair. ● More than 95% of S1-S3 students have read at least one book through the eRead Scheme. <i>Note 3</i> ● Inter-Class Games Competition (board games & Novuss) was held in May in the Common Room. <i>Note 4</i>
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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"> ● “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 ● At least one competition (chess games, board games) will be organized per term among students to students or students to teachers at lunch time or after school. ● Prizes will be given to the students who frequently use 	<p>evaluation meeting at the end of semesters</p> <ul style="list-style-type: none"> ● Sign-in records of the Common Room ● Evaluation meeting at the end of activities ● Questionnaires filled in by students and teachers 		
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		<p>this room.</p> <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. 			
<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) 	<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 	<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. 	<ul style="list-style-type: none"> ● Partly Achieved 	<ul style="list-style-type: none"> ● More than 85% of the students and teachers agreed that their learning and teaching are more relevant to the students' needs and abilities [Appendix 9]. ● All novice teachers have done peer observation once in the 1st Term [Appendix 5A]. Another peer (e-lesson) observation was carried out in the 2nd Term [Appendix 5B]. ● Comparing the percentage of students

	<ul style="list-style-type: none"> ● Encourage peer (e-lesson) observation and exchange of professional dialogues of good teaching practices ● 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. 	<p>works shown in the Project works.</p> <ul style="list-style-type: none"> ● At least one peer observation should be done by each teacher in a year (before the 2nd term lesson observation) ● 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 	<ul style="list-style-type: none"> ● Peer Observation Record ● Students' learning outcomes such as exam results, assignments, project work, presentations ● HKDSE results ● S6 tutorial records ● Questionnaires filled in by students 	<p>who can pass in a subject between 2019-2020 Annual and 2020-2021 Annual, only a few subjects increased 10% or more. Most of the subjects cannot fulfill the requirement. [Appendix 10A&10B] <i>Note 5</i></p> <ul style="list-style-type: none"> ● Comparing the percentage of students who can pass in a subject between 2020-2021 Term 1 and Term 2, some subjects increased 10% or more. Some of the subjects cannot fulfill the requirement. [Appendix 10C] ● Comparing the number of students having an average mark of all subjects 50 or above between 2019-2020 Annual & 2020-2021 Annual, S1 & S3 have a 10% increased [Appendix 11]. <i>Note 5</i> ● 7 out of 8 HKDSE subjects have a 5% increase in the passing rate [Appendix 12]. ● The average attendance rate of S6 tutorial classes is 85% [Appendix 13] ● More than 70% of S6 students who take part in the study classes show favourable comments of the activities. They suggested that separate rooms can be arranged for different classes so they can
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	<ul style="list-style-type: none"> ● 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. 	<p>an average mark of all subjects 50 or above.</p> <ul style="list-style-type: none"> ● 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. 			<p>have more discussion without causing much disturbance. Teachers also commented that longer duration of the study class should be arranged because some students can stay in school longer and study more [Appendix 14].</p>
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Appendix 1: Summary of S1-S3 Project WISER Proposals

Subjects	1A Subject Teachers	Project	Works to show	Progress
ENGLISH LANGUAGE	Kumar Kevin Labaro	A visit to City Gallery	Writing booklet and presentation video	X
HISTORY	So Ching Tung	A visit to City Gallery	Booklet & presentation video	
GEOGRAPHY	Kumar Kevin Labaro	A visit to City Gallery	Poster & reflection board	
LIFE AND SOCIETY	So Ching Tung	A visit to City Gallery	Booklet & presentation video	
CHINESE LANGUAGE	Chiu Kam Mei	「寨城內外——九龍寨城 實地考察」	完成「寨城內外」報告及寫作文章《寨城的一天》	Replaced with other activities/ outings [Appendix X]
PUTONGHUA	Chiu Kam Mei	「寨城內外——九龍寨城 實地考察」	Presentation video	
CHINESE HISTORY	Yuen Tsz Ki	「寨城內外——九龍寨城 實地考察」	完成「寨城內外」報告及寫作文章《寨城的一天》	
CHINESE LANGUAGE (NC)	Yip Ka Ngai	大坑	Booklet	
CHINESE HISTORY (NC)	Yip Ka Ngai	大坑	Booklet	
MATHEMATICS	Mok Man To	Anti-epidemic Products	A prototype (smart spray) & mini presentation	75% done
SCIENCE	Cheung Tsz Chung	Anti-epidemic Products	A prototype (smart spray) & mini presentation	
COMPUTER LITERACY	Cheung Kam Cheong	Anti-epidemic Products	A prototype (smart spray) & mini presentation	
PHYSICAL EDUCATION	Ng Siu Ming Edward	Rouliqiu	Video	75% done
MUSIC	Cheung Tsz Chung	Rouliqiu	Video	
VISUAL ARTS	Pak Sau Ting	Rouliqiu	Photos and booklet	

Subjects	2A Subject Teachers	Project	Works to show	Progress
ENGLISH LANGUAGE	Wong Po Ki	A visit to City Gallery	Writing booklet and presentation video	X
HISTORY	So Ching Tung	A visit to City Gallery	Booklet & presentation video	
GEOGRAPHY	Chan Yim Kwai	A visit to City Gallery	Poster & reflection board	
LIFE AND SOCIETY	So Ching Tung	A visit to City Gallery	Booklet & presentation video	

CHINESE LANGUAGE	Chiu Kam Mei	「寨城內外——九龍寨城實地考察」	完成「寨城內外」報告及寫作文章《寨城的一天》	Replaced with other activities/outings [Appendix X]
PUTONGHUA	Chiu Kam Mei	「寨城內外——九龍寨城實地考察」	Presentation video	
CHINESE HISTORY	Chan Ho Yi	「寨城內外——九龍寨城實地考察」	完成「寨城內外」報告及寫作文章《寨城的一天》	
CHINESE LANGUAGE (NC)	Yip Ka Ngai	大坑	Booklet	
CHINESE HISTORY (NC)	Yip Ka Ngai	大坑	Booklet	
MATHEMATICS	Kumar Kevin Labaro	Anti-epidemic Products	A prototype (foam cutting) & booklet	75% done
SCIENCE	Ng Siu Ming Edward	Anti-epidemic Products	A prototype (foam cutting) & booklet	
COMPUTER LITERACY	Cheung Kam Cheong	Anti-epidemic Products	A prototype (foam cutting) & booklet	
PHYSICAL EDUCATION	Ng Siu Ming Edward	Rouliqiu	Video	75% done
MUSIC	Cheung Tsz Chung	Rouliqiu	Video	
VISUAL ARTS	Pak Sau Ting	Rouliqiu	Photos and booklet	

Subjects	3A Subject Teachers	Project	Works to show	Progress
ENGLISH LANGUAGE	Wong Po Ki	A visit to City Gallery	Writing booklet and presentation video	X
HISTORY	So Ching Tung	A visit to City Gallery	Booklet & presentation video	
GEOGRAPHY	Kumar Kevin Labaro	A visit to City Gallery	Poster & reflection board	
LIFE AND SOCIETY	So Ching Tung	A visit to City Gallery	Booklet & presentation video	
CHINESE LANGUAGE (NC)	Heung Chi Wai	大坑	Booklet	Replaced with other activities/outings [Appendix X]
CHINESE HISTORY (NC)	Heung Chi Wai	大坑	Booklet	

MATHEMATICS	Wong Cheuk Him Andrew	Anti-epidemic Products	A prototype (recycling bin) & booklet	75% done
SCIENCE	Chhetri Prem Bahadur	Anti-epidemic Products	A prototype (recycling bin) & booklet	
COMPUTER LITERACY	Cheung Kam Cheong	Anti-epidemic Products	A prototype (recycling bin) & booklet	
PHYSICAL EDUCATION	Ng Siu Ming Edward	Rouliqiu	Video	75% done
MUSIC	Cheung Tsz Chung	Rouliqiu	Video	
VISUAL ARTS	Pak Sau Ting	Rouliqiu	Photos and booklet	

Subjects	3B Subject Teachers	Project	Works to show	Progress
ENGLISH LANGUAGE	Zhang Ruixue	A visit to City Gallery	Writing booklet and presentation video	X
HISTORY	So Ching Tung	A visit to City Gallery	Booklet & presentation video	
GEOGRAPHY	Chan Yim Kwai	A visit to City Gallery	Poster & reflection board	
LIFE AND SOCIETY	Chan Yim Kwai	A visit to City Gallery	Booklet & presentation video	
CHINESE LANGUAGE	Chiu Kam Mei	「寨城內外——九龍寨城 實地考察」	完成「寨城內外」報告及寫作文章《寨城今昔》，最後分組製作簡報介紹九龍寨城	Replaced with other activities/ outings [Appendix 2]
CHINESE HISTORY	Yuen Tsz Ki	「寨城內外——九龍寨城 實地考察」	完成「寨城內外」報告及寫作文章《寨城今昔》，最後分組製作簡報介紹九龍寨城	
PUTONGHUA	Chiu Kam Mei	「寨城內外——九龍寨城 實地考察」	Presentation video	
MATHEMATICS	Wong Cheuk Him Andrew	Anti-epidemic Products	A prototype (recycling bin) & booklet	75% done
SCIENCE	Ng Siu Ming Edward	Anti-epidemic Products	A prototype (recycling bin) & booklet	
COMPUTER LITERACY	Cheung Kam Cheong	Anti-epidemic Products	A prototype (recycling bin) & booklet	
PHYSICAL EDUCATION	Ng Siu Ming Edward	Rouliqiu	Video	75% done
MUSIC	Cheung Tsz Chung	Rouliqiu	Video	
VISUAL ARTS	Pak Sau Ting	Rouliqiu	Photos and booklet	

Appendix 2: Cross-curriculum activities replace the planned visits/outings.

Date	Activities	Class
29/3	Making Compass (Done)	1A, 2A(NC), 3A
29/3	Lego: Tsim Sha Tsui Clock Tower	3B
14/4	臉譜彩繪	1A(NC), 2A(NC), 3A
14/4	皮影戲	1A(C), 2A(C)
14/4	彩繪陶瓷	3B
10/5	紫禁城積木模型	2A(C)
3/5	「小足跡·大腳印」網上導賞團 — 屏山	1A(C), 2A(C)
3/5	「小足跡·大腳印」網上導賞團 — 西營盤	3B
3/5	「小足跡·大腳印」網上導賞團 — 屏山	1A(NC), 2A(NC)
5/5	「小足跡·大腳印」網上導賞團 — 西營盤	3A
5/7	中國歷史及文化互動表演 — 織布機	1A(C), 2A(C)
5/7	中國歷史及文化互動表演 — 木牛流馬	1A(NC), 2A(NC), 3A, 3B
6/7	中史本地導賞團 (鯉魚門)	1A(C), 2A(C), 3B
8/7	中史本地導賞團 (大嶼山)	1A(NC), 2A(NC), 3A

Appendix 3: Evaluation on “Discover Chemistry on Halloween”

地利亞修女紀念學校(協和二中)
2020-2021 『哈佬化學家』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。	66.7%	22.2%	11.1%	0%	0%
2. 各個攤位的統籌及準備工作充足。	66.7%	33.3%	0%	0%	0%
3. 活動的整體流程安排完善。	44.4%	55.6%	0%	0%	0%
4. 這活動對學生有意義。	100%	0%	0%	0%	0%
5. 學生在活動過程中有所獲益。	66.7%	33.3%	0%	0%	0%
6. 學生享受參與的過程。	88.9%	11.1%	0%	0%	0%
7. 活動能達到預期目標。	44.4%	55.6%	0%	0%	0%

值得欣賞的地方：

- 學生工作人員積極參與籌備工作和活動期間表現積極
- 學生工作人員能從一個嶄新的角度學習
- 準備充足，裝飾有氣氛
- 令學生樂在其中，以玩的方式做實驗
- 現場非常有萬聖節的氛圍
- 活動十分有趣，能讓學生從活動中學習到科學知識
- 活動互動性很高，讓學生印象深刻
- 老師積極參與，也在活動中學習到不少

有待改善的地方：

- 開始的鬼片不夠恐怖
- 活動時間太短，能更加豐富一些
- 某些學生工作人員不夠積極
- 可讓學生工作人員更詳細解釋化學原理

Appendix 4: Evaluation on the implementation of e-learning/teaching

Teachers' views on students' learning:

	Excellent	Very good	Satisfactory	Fair	Poor
	Percentage (%)				
1. Quality of students' online assignments	0%	5%	35%	50%	10%
2. Submission rate of students' online assignments	0%	5%	15%	65%	15%
3. Students' participation of online lessons	0%	10%	20%	55%	15%

Teachers' views on lesson preparation & app used:

	SA	A	D	SD
	Percentage (%)			
1. I assigned pre-tasks to students e.g. research on the Internet, group discussions through e-platform etc.	10%	75%	10%	5%
2. I assigned post-tasks to students e.g. digital portfolio, group discussions through e-platform etc.	5%	90%	0%	5%
3. I used innovative and interesting apps to arouse students' interests in e-learning	10%	70%	15%	5%

SA – Strongly Agree

A – Agree

D – Disagree

SD – Strongly Disagree

Innovative and interesting apps teachers used to arouse students' interests in e-learning:

- Google Form (short tasks)
- Voscreen
- Kahoot
- website games for students to try
- Quizizz
- Youtube,
- Quizlet

The suggested ways to improve e-lessons:

- Bringing all students into discussions, make better use of chat room, activities-based (voting by zoom)
- Assigned projects presentation for preparation
- more interactive exercises, less lecture
- More interactive tools such as google apps (google slides, word)
- Cooperate with parents and approach students individually.
- By preparing students before lessons; Introduce more group discussions; Online Quiz

Appendix 5A: First Term Peer Observation Record (Novice teachers)

	Subject Teacher	Panel Head/Observer	Date & Time	Class	Subject
1	CHAN YIM KWAI	WONG PO KI	7 Oct Period 5 (10:45-11:15)	6B	English
2	CHEUNG KAM CHEONG	WONG PO KI	16 Oct Period 3 (9:25-9:55)	4A	ICT
3	CHEUNG TSZ CHUNG	LO CHI NAM	9 Oct Period 5 (10:45-11:15)	5B	Maths
4	CHIU KAM MEI	CHAN HO YI	15 Oct Period 1 (8:20-8:50)	1A2A	Chinese
5	KUMAR KEVIN LABARO	WONG PO KI	7 Oct Period 6 (11:15-11:45)	1A	English
6	LEE TSZ CHING	LO CHI NAM	6 Oct Period 1 (8:20-8:50)	5BC	Bio
7	MOK MAN TO	LO CHI NAM	6 Nov Period 3 (9:25-9:55)	1A	Maths
8	SO CHING TUNG	WONG PO KI	7 Oct Period 7 (11:50-12:20)	5A	English
9	SO KIN FUNG	HEUNG CHI WAI	16 Oct Period 3 (9:25-9:55)	5B	LS
10	ZHANG RUIXUE	WONG PO KI	14 Oct Period 3 (8:20-8:50)	4B	English

Appendix 5B: Second Term Peer Observation Record (All teachers)

	Subject Teacher	Panel Head/Observer	Date & Time	Class	Subject	Grade for Learning	Grade for Teaching
1	CHAN HO YI	CHIU KAM MEI	8 Dec	4B	Chinese	3	3
2	CHAN YIM KWAI	SO CHING TUNG	18 Jan	4A	English	3	3
3	CHEUNG KAM CHEONG	CHHETRI PREM BAHADUR	5 Feb	4A	ICT	1	2
4	CHEUNG TSZ CHUNG	SO KIN FUNG	10 Jun	4B	Maths	3	3
5	CHHETRI PREM BAHADUR	CHEUNG KAM CHEONG	7 Jun	3A	Science	3	4
6	CHIU KAM MEI	ZHANG RUI XUE	25 Feb	3B	Chinese	3	3
7	HEUNG CHI WAI	NG SIU MING EDWARD	7 Jun	4A	LS	3	3
8	FAN KIN FAI	LO CHI NAM	31 Mar	2A	Science	3	3
9	KUMAR KEVIN LABARO	PAK SAU TING	4 Feb	4A	THS	3	3.5
10	LAM KA YAN	WONG CHEUK HIM ANDREW	3 Dec	5A	BAFS	4	3
11	LEE TSZ CHING	MOK MAN TO	23 Feb	S5	Bio	3	4
12	LO CHI NAM	MOK MAN TO	25 Jan	S5	Chem	3	4

13	MOK MAN TO	LO CHI NAM	26 Jan	4B	Chem	3	4
14	NG SIU MING EDWARD	HEUNG CHI WAI	9 Jun	3A	PE	3	3
15	PAK SAU TING	KUMAR KEVIN LABARO	3 Dec	S5	VA	3	3
16	SO CHING TUNG	KUMAR KEVIN LABARO	9 Jun	5A	English	3	3
17	SO KIN FUNG	CHAN YIM KWAI	2 Jun	5B	LS	3	3
18	WONG CHEUK HIM ANDREW	LEE TSZ CHING	19 Jan	3B	Maths	3	3
19	WONG PO KI	HEUNG CHI WAI	22 Jan	3A	English	3	4
20	WU MING TAI	NG SIU MING EDWARD	7 Dec	S5	THS	3	3
21	YIP KA NGAI	YUEN TSZ KI	5 Feb	1A2A	NC Chi	3	3
22	YUEN TSZ KI	YIP KA NGAI	27 Apr	5C	LS	3	3
23	ZHANG RUIXUE	CHAN HO YI	25 Feb	4B	English	3	3

Appendix 6: Evaluation on Inter-school Mathematics Competition

Delia Group of Schools Inter-School Mathematics Competition 2020-2021

Overall results:

<i>I. General</i>	SA	A	N	D	SD
	Percentage (%)				
1. The time of the school year for running the Competition and the venue was suitable.	62.5%	25%	12.5%	0%	0%
2. The arrangement of the Competition was good.	25%	62.5%	12.5%	0%	0%
3. The adjudicators showed their professionalism.	62.5%	37.5%	0%	0%	0%
4. The level of difficulty of the Competition was suitable for the standard of the students.	62.5%	25%	0%	12.5%	0%
5. Students enjoyed themselves throughout the Competition.	75%	25%	0%	0%	0%
6. Students learnt a lot from the Competition.	87.5%	12.5%	0%	0%	0%

SA – Strongly Agree
D – Disagree

A – Agree
SD – Strongly Disagree

NC – No Comment

The table shows that the responses were generally positive. All respondents agreed that students enjoyed themselves throughout the Competition (100%) and students learnt a lot from the Competition (100%). It was also in complete agreement (100%) that the adjudicators had shown their professionalism throughout the Competition. Moreover, most of the respondents agreed that the time of the school year for running the Competition and the venue was suitable (87.5%), the arrangement of the Competition was good (87.5%) and the level of difficulty of the Competition was suitable for the standard of the students (87.5%)

II. Strengths

The adjudicators concurred that the competition was well-organised and conducted in a smooth and orderly manner. It was believed that the adequate level of difficulty of questions set had provided pupils with a taste of challenge without impairing their abilities to attempt.

III. Weaknesses

Questions had been raised at the ambiguity posed by the choices of words in one of the questions in the Individual Event, and towards the possibility of causing confusion among students, which resulted in the voiding of that specific question. Misunderstanding on the eligibility of contestants participating in multiple events had also led to unfortunate outcomes, as some teams fielded untrained participants in order to comply with such requirement. In addition, a few students were found to have touched their product after the allocated time, after due investigation, it was believed that such actions had not in any way affected the results and ranking of the particular division, and students involved were dealt with internal disciplinary procedures.

IV. Suggestions for improvement

Firstly, roles of adjudicators. Making all possible allowances for adjudicators from other branches in a less familiar environment, operations in the venue must be agreed, overseen and endorsed by both, to which they are fully accountable, in form of signatures. Also, queries and doubts should be attended to instantly than being addressed later to avoid possible conflicts in the absence of evidence.

Secondly, instructions to participants. Adjudicators are to give instructions before each task commences and before that only. Any communications between adjudicators and participants, even for the purest and best motive, could be interpreted as a hint of unfairness and bias.

Appendix 7A: Evaluation on School-based Support Services (Mathematics)

	SA	A	N	D	SD
	Percentage (%)				
1. Enhanced teachers' professional knowledge related to the support focus/area.	50%	50%	0%	0%	0%
2. Improved learning, teaching and assessment strategies related to the support focus/area.	66.7%	33.3%	0%	0%	0%
3. Enhanced teachers' competence in catering for learner diversity.	50%	50%	0%	0%	0%
4. Made good use of student learning evidence for reviewing the effectiveness of learning and teaching.	33.3%	66.7%	0%	0%	0%
5. Enhanced teachers' competence in planning the school-based subject/ Key Learning Area curriculum.	66.7%	0%	33.3%	0%	0%
6. Enhanced students' learning motivation and participation in lessons.	33.3%	16.7%	33.3%	16.7%	0%
7. Enriched students' learning experiences.	33.3%	33.3%	33.3%	0%	0%
8. Improved students' learning strategies.	33.3%	33.3%	33.3%	0%	0%
9. Enhanced students' learning effectiveness.	0%	66.7%	33.3%	0%	0%
10. Enhanced the capabilities of curriculum leadership of the participating teachers.	33.3%	33.3%	33.3%	0%	0%
11. Facilitated professional exchange, reflection and sharing among teachers to promote a collaborative culture within the school.	50%	50%	0%	0%	0%
12. Promoted a sharing and collaborative culture across schools.	33.3%	50%	16.7%	0%	0%
13. Overall, are you satisfied with the support service provided by the support officer/ team during the period?	50%	50%	0%	0%	0%

SA – Strongly Agree

A – Agree

NC – No Comment

D – Disagree

SD – Strongly Disagree

14. What were the most significant gains of your school through participating in the support service?

- The different activities / learning strategies for students to learn using different platforms.
- 透過和支援計劃成員定期會議，初步建立科組的協作文化。我們的教師在重點發展的章節分享教學策略，共同籌劃教學活動，例如蛇棋（解簡易一元一次方程）、氣球原理（有向數），並在課後檢討教學方法。在這過程中，慢慢建立了分享、協作文化。

Appendix 7B: Evaluation on School-based Support Services (STEM)

	SA	A	N	D	SD
	Percentage (%)				
1. Enhanced teachers' professional knowledge related to the support focus/area.	42.9%	57.1%	0%	0%	0%
2. Improved learning, teaching and assessment strategies related to the support focus/area.	28.6%	71.4%	0%	0%	0%
3. Enhanced teachers' competence in catering for learner diversity.	28.6%	42.9%	28.6%	0%	0%
4. Made good use of student learning evidence for reviewing the effectiveness of learning and teaching.	28.6%	71.4%	0%	0%	0%
5. Enhanced teachers' competence in planning the school-based subject/ Key Learning Area curriculum.	28.6%	71.4%	0%	0%	0%
6. Enhanced students' learning motivation and participation in lessons.	28.6%	71.4%	0%	0%	0%
7. Enriched students' learning experiences.	57.1%	42.9%	0%	0%	0%
8. Improved students' learning strategies.	28.6%	71.4%	0%	0%	0%
9. Enhanced students' learning effectiveness.	28.6%	71.4%	0%	0%	0%
10. Enhanced students' generic skills.	28.6%	71.4%	0%	0%	0%
11. Enhanced the capabilities of curriculum leadership of the participating teachers.	28.6%	71.4%	0%	0%	0%
12. Facilitated professional exchange, reflection and sharing among teachers to promote a collaborative culture within the school.	57.1%	42.9%	0%	0%	0%
13. Promoted a sharing and collaborative culture across schools.	57.1%	42.9%	0%	0%	0%
14. Overall, are you satisfied with the support service provided by the support officer/ team during the period?	57.1%	42.9%	0%	0%	0%

SA – Strongly Agree

A – Agree

NC – No Comment

D – Disagree

SD – Strongly Disagree

15. What were the most significant gains of your school through participating in the support service?

- Acquire the latest information for modifying or custom-made the project for students with various ability and background.
-
- 受到支援服務的啟發，我們計劃設立校本初中 STEM 課程。透過支援計劃成員的協助和參加專業網絡活動，我們累積了不少成功的活動個案和經驗，幫助我們建構了初中校本 STEM 課程。

Appendix 8: Evaluation on Mathematics Week

	SA	A	N	D	SD
	Percentage (%)				
16. The time for running the Activity and the venue was suitable.	80%	20%	0%	0%	0%
17. The arrangement of the Activity was good.	70%	20%	10%	0%	0%
18. The level of difficulty of the Questions was suitable for the standard of the students.	50%	40%	10%	0%	0%
19. Students enjoyed themselves throughout the Activity.	60%	30%	10%	0%	0%
20. Students learnt a lot from the Activity.	50%	40%	10%	0%	0%

SA – Strongly Agree

A – Agree

NC – No Comment

D – Disagree

SD – Strongly Disagree

Appendix 9: Students' and Teachers' views on learning and teaching

Survey Aspect	Item		Percentage					Don't know/N.A.
			Comment					
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
Students' views on learning	8	I take the initiative to learn.	34.2%	24.2%	36.0%	4.3%	1.2%	3.0%
	9	I am confident in learning.	34.6%	22.8%	36.4%	3.7%	2.5%	2.4%
	10	I often do my assignments seriously.	33.7%	25.8%	35.0%	2.5%	3.1%	1.8%
	11	I often read materials such as leisure reading materials and newspapers outside class.	32.3%	23.0%	37.3%	5.0%	2.5%	3.0%
	12	I know how to set learning goals for myself.	34.0%	24.1%	37.0%	3.1%	1.9%	2.4%
	13	I am able to apply learning strategies, such as doing pre-lesson preparation, using concept maps, tool books and on-line resources, etc.	36.9%	23.1%	35.6%	3.1%	1.3%	3.6%
	14	I often review my learning based on my test/exam results and teachers' comments on my performance in assignments and in class.	34.2%	26.6%	35.4%	2.5%	1.3%	4.8%
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.	26.1%	60.9%	8.7%	4.3%	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.	26.1%	65.2%	8.7%	0.0%	0.0%	0.0%
	35	I often ask my students questions of different levels in lessons.	26.1%	69.6%	0.0%	4.3%	0.0%	0.0%
	36	I often engage my students in active inquiry and construction of knowledge in lessons.	21.7%	60.9%	17.4%	0.0%	0.0%	0.0%
	37	I often adjust the teaching contents and strategies according to students' learning progress in lessons.	30.4%	65.2%	4.3%	0.0%	0.0%	0.0%
	38	I often arrange various learning activities such as group discussion and oral presentation in lessons.	17.4%	60.9%	8.7%	13.0%	0.0%	0.0%
	39	The learning atmosphere in lessons is good.	17.4%	65.2%	13.0%	4.3%	0.0%	0.0%

Appendix 10A: Comparisons of percentage of Students who passed in a subject between 2019-2020 Annual and 2020-2021 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
19-20 Annual	66.67	77.78	75	83.33	83.33	75	83.33	83.33	66.67	88.89	66.67	83.33
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
10% increase	N	N	N	N	N	N	N	N	N	N	N	N

S2	Chi-C	Chi-NC	Eng	Maths	Sci	Hist	Geog	L&S	C. Hist-C	C. Hist-NC	PTH	GRAND
19-20 Annual	92.31	69.23	61.54	65.38	92.31	33.33	92.31	80.77	69.23	69.23	84.62	76.92
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
10% increase	N	Y	N	N	N	Y	N	N	N	Y	N	N

S3	Chi-C	Chi-NC	Eng-C	Eng-NC	Maths-C	Maths-NC	Sci-C	Sci-NC	Geog-C	Geog-NC	Hist-C	Hist-NC	L&S-C	L&S-NC	C. Hist-C	C. Hist-NC	PTH	GRAND
19-20 Annual	85.71	47.37	42.86	78.95	64.29	21.05	78.57	52.63	46.15	42.11	85.71	73.86	85.71	63.16	85.71	52.63	85.71	75.76
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
10% increase	N	Y	N	Y	N	Y	N	Y	N	N	N	N	N	N	N	Y	N	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	PE(DSE)	Chem	Bio	VA-C	VA-NC	GRAND
19-20 Annual	82.76	86.36	41.38	72.73	65.52	59.09	89.66	54.55	53.85	66.67	65.22	\	50	\	100	77.78	85.71	100	72.55
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	50	33.33	37.5	\	\	36.54
10% increase	N	N	N	N	N	N	N	Y	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	THS-NC	VA-C	VA-NC	ICT	Chem	Bio	Econ	Phy	GRAND
19-20 Annual	62.86	92	11.11	72	51.43	48	60	80	\	68	54.17	28	\	\	\	\	85.71	60	60	63.93
20-21 Annual	51.52	50	12.12	40.63	48.48	25	54.55	43.75	54.55	29.03	34.62	\	71.43	100	25	57.14	35.71	\	\	40
10% increase	N	N	N	N	N	N	N	N	\	N	N	\	\	\	\	\	N	\	\	N

Appendix 10B: Comparisons of percentage of Students who passed in a subject between 2019-2020 Annual and 2020-2021 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
-	-	-	-	-	-	-	-	-	-	-	-	-
20-21 S1 Annual	42.86	46.67	45.45	45.45	40.91	50	54.55	40.91	57.14	20	57.14	63.64
10% increase	-	-	-	-	-	-	-	-	-	-	-	-

S2	Chi-C	Chi-NC	Eng	Maths	Sci	Hist	Geog	L&S	C. Hist-C	C. Hist-NC	PTH	GRAND
19-20 S1 Annual	66.67	77.78	75	83.33	83.33	75	83.33	83.33	66.67	88.89	66.67	83.33
20-21 S2 Annual	66.67	81.25	63.64	50	77.27	63.16	68.18	63.64	50	81.25	66.67	68.18
10% increase	-	N	N	N	N	N	N	N	N	N	N	N

S3	Chi-C	Chi-NC	Eng-C	Eng-NC	Maths-C	Maths-NC	Sci-C	Sci-NC	Geog-C	Geog-NC	Hist-C	Hist-NC	L&S-C	L&S-NC	C. Hist-C	C. Hist-NC	PTH	GRAND
19-20 S2 Annual	92.31	69.23	61.54		65.38		92.31		92.31		33.33		80.77		69.23	69.23	84.62	76.92
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
10% increase	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	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	PE(DSE)	Chem	Bio	GRAND
19-20 S3 Annual	85.71	47.37	42.86	78.95	64.29	21.05	85.71	63.16	-	-	-	-	-	-	-	-	75.76
20-21 S4 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	50	33.33	37.5	36.54
10% increase	N	Y	N	N	N	N	N	N	-	-	-	-	-	-	-	-	N

	Chi-C	Chi-NC	Eng-C	Eng-NC	Maths-C	Maths-NC	LS-C	LS-NC	BAFS-C	BAFS-NC	THS	VA-C	VA-NC	ICT	Chem	Bio	GRAND
19-20 S4 Annual	82.76	86.36	41.38	72.73	65.52	59.09	89.66	54.55	53.85	66.67	65.22	85.71	100	50	100	77.78	72.55
20-21 S5 Annual	51.52	50	12.12	40.63	48.48	25	54.55	43.75	54.55	29.03	34.62	71.43	100	25	57.14	35.71	40
10% increase	N	N	N	N	N	N	N	N	N	N	N	N	-	N	N	N	N

Appendix 10C: Comparisons of percentage of Students who passed in a subject between 2020-2021 T1 and 2020-2021 T2

S1	Chi-C	Chi-NC	Eng	Maths	Sci	Hist	Geog	L&S	C. Hist-C	C. Hist-NC	PTH	GRAND
20-21 T1	75	50	50	62.5	62.5	50	/	43.75	50	25	100	68.75
20-21 T2	42.86	40	40.91	45.45	31.82	/	54.55	31.82	42.86	20	57.14	59.09
10% increase	N	N	N	N	N	/	/	N	N	N	N	N

S2	Chi-C	Chi-NC	Eng	Maths	Sci	Hist	Geog	L&S	C. Hist-C	C. Hist-NC	PTH	GRAND
20-21 T1	60	78.57	73.68	47.37	84.21	63.16	/	73.68	40	78.57	80	68.42
20-21 T2	66.67	81.25	63.64	54.55	72.73	/	68.18	63.64	50	81.25	66.67	72.73
10% increase	Y	N	N	Y	N	/	/	/	Y	N	N	N

S3	Chi-C	Chi-NC	Eng-C	Eng-NC	Maths-C	Maths-NC	Sci-C	Sci-NC	Geog-C	Geog-NC	Hist-C	Hist-NC	L&S-C	L&S-NC	C. Hist-C	C. Hist-NC	PTH	GRAND
20-21 T1	42.11	53.33	10.53	86.67	47.37	46.67	52.63	66.67	31.58	33.33	/	/	52.63	60	63.16	53.33	52.63	52.94
20-21 T2	62.07	70.59	20.69	88.24	55.17	47.06	72.41	58.82	/	/	65.52	76.47	51.72	58.82	68.97	70.59	72.41	63.04
10% increase	Y	Y	Y	N	Y	N	Y	N	/	/	/	/	N	N	Y	Y	Y	Y

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	PE(DSE)	Chem	Bio	GRAND
20-21 T1	42.31	66.67	3.85	42.86	23.08	9.52	76.92	52.38	50	46.67	33.33	11.76	50	50	50	35.71	38.3
20-21 T2	61.29	61.9	6.45	42.86	25.81	4.76	67.74	66.67	60	40	36.36	17.65	50	66.67	33.33	31.25	40.38
10% increase	Y	N	N	-	N	N	N	Y	Y	N	N	Y	-	Y	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	VA-C	VA-NC	ICT	Chem	Bio	GRAND
20-21 T1	51.61	44.83	12.9	27.59	48.39	17.24	70.97	48.28	36.36	32.14	33.33	71.43	100	13.79	42.86	33.33	41.67
20-21 T2	51.52	43.75	18.18	43.75	51.52	34.38	39.39	43.75	72.73	32.26	34.62	85.71	0	34.38	66.67	35.71	41.54
10% increase	N	N	Y	Y	N	Y	N	N	Y	N	N	Y	N	Y	Y	N	N

Appendix 11: Comparison of the number of students having an average mark of all subjects 50 or above between 2019-2020 Annual & 2020-2021 Annual

	S1	S2	S3	S4	S5
1920 Annual	10	20	25	37	39
2021 Annual	14	15	29	19	26
10% increase	Y	N	Y	N	N

Appendix 12: Comparisons of the DSE subjects' passing rates (%) between 2020 and 2021

	Biology	BAFS	Chem	Chinese	Econ	English	Geog	History	ICT	LS	Maths	PE	Physics	THS	VA
2020	33.3%	22.7%	/	43.3%	0% (1)	50%	/	/	13.6%	29.1%	14.9%	/	50%	10.5%	/
2021	53.3%	0%	50% (2)	51.4%	23.5%	55.4%	0% (1)	100% (1)	0% (1)	39.3%	30.6%	0% (1)	66.7%	25.6%	0% (1)
5% increase in passing rate	Y	N	/	Y	/	Y	/	/	/	Y	Y	/	Y	Y	/

Appendix 13: Attendance rate of S6 tutorial classes

Class	Subject	No. of student	No. Of lesson	Total no.	Present	Abs (Absent)	Abs (Applied/Activity)	Abs (Without Reasons)	Present Rate
6A	CHI	11	5	55	50	3	0	2	96.15384615
	ENG	10	15	150	110	9	3	28	78.0141844
	MATHS	14	15	210	149	11	10	40	74.87437186
	LS	12	16	192	146	6	17	23	78.49462366
	THS	12	11	132	93	2	0	37	71.53846154
	BAFS	10	16	160	123	4	7	26	78.84615385
6B	CHI	24	15	360	291	6	7	56	82.20338983
	ENG	13	15	195	181	6	1	7	95.76719577
	MATHS	20	12	240	220	2	6	12	92.43697479
	LS	21	12	252	220	2	3	27	88
	BIO	13	15	195	158	6	0	31	83.5978836
	PHY	8	15	120	106	3	1	10	90.5982906
	ECON	16	15	240	204	3	10	23	86.07594937
	THS	12	15	180	164	3	3	10	92.65536723

Average Attendance Rate 84.95%

Appendix 14: Evaluation on S6 Study-Leave Revision Class

Evaluation from Teachers:

	SA	A	D	SD
	Percentage (%)			
21. The time (8:10am - 1:20pm / 5th - 31st March, 12th -23rd April) for S6 Study-Leave Revision Class was appropriate.	46.2%	38.5%	15.4%	0%
22. The venue (Room 206) for S6 Study-Leave Revision Class was appropriate.	30.8%	69.2%	0%	0%
23. I (teachers) prepared well for the revision class and my teaching satisfied students' needs.	38.5%	61.5%	10%	0%
24. The revision class motivated students and allowed them to better equip themselves for the 2021 HKDSE.	46.2%	53.8%	10%	0%

SA – Strongly Agree

A – Agree

D – Disagree

SD – Strongly Disagree

Comments from teachers:

- longer duration of the study class should be arranged because some students can stay in school longer and study more

Evaluation from Students:

	SA	A	D	SD
	Percentage (%)			
1. The time (8:10am - 1:20pm / 5th - 31st March, 12th -23rd April) for S6 Study-Leave Revision Class was appropriate.	34.8%	43.5%	8.7%	13%
2. The venue (Room 206) for S6 Study-Leave Revision Class was appropriate.	26.1%	39.1%	34.8%	0%
3. Teachers prepared well for the revision class and the teaching satisfied my needs.	39.1%	43.5%	4.3%	13%
4. The revision class allowed me to better equip myself and made me more confident in the 2021 HKDSE.	30.4%	52.2%	17.4%	0%

SA – Strongly Agree

A – Agree

D – Disagree

SD – Strongly Disagree

Comments from students:

- separate rooms can be arranged for different classes so students can have more discussion without causing much disturbance

Note 1 : Project WISER

Project WISER evaluation was not able to be done since the planned activities were either not finished or replaced with other outings/activities (see Appendix 2) due to the tight schedule after class suspension, the closure of public amenities or the restriction of COVID-19 Prohibition on Group Gathering under the pandemic situation. However, opinions were gathered from teachers before the end of the Second Term.

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 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.

Note 2: Visiting School Library & Borrowing Books

Frequency of visiting the School Library is far fewer than what was planned (10 times). One of the reasons is that a new class library cabinet was placed inside each of the junior classrooms so students could borrow books from there without visiting the library. This also led to the increase in the number of borrowing books this year from 128 in 19-20 to 269 in 20-21 (increased by 210%). It is recommended that the class library cabinet should be maintained for junior students and new books could be purchased in new academic year.

Note 3: eRead Scheme

The EDB launched a six-month pilot scheme for public sector schools' and DSS schools' free use of Hong Kong Education City's (EdCity) 'eRead Scheme' (<https://www.hkreadingcity.net/en/ereadscheme>) in July 2020. Our School planned to make use of it to promote extensive reading at home. However, school resumed in September 2020 so the eRead platform was not as popular as it was expected. Later on, when school suspended again in Dec 2020, the EDB decided to extend the free use period of the Scheme to 31 August 2021 but students were busy preparing their term test and exam at that time so they did not use the eRead platform very often either.

According to the statistics report from eRead account, more than 95% of S1-S3 students have read at least one book through the eRead Scheme. It is suggested to join the scheme next year if it is free of charge.

Note 4: Common Room

The use of Common Room was enhanced after class resumption. Common Room was usually occupied by students during the only recess (20 minutes) every day for playing chess games, card games and Novuss. Inter-class Games Competition was organized in May 2020 in the Common Room and it received favourable comments from students and teachers.

Note 5: Students' Learning Outcomes

In the academic year 2019-2020, the Second Term Test and Final Exam was cancelled due to COVID-19 and all the second term assessment was conducted online during school suspension. In other words, part of their annual marks came from their general performance in online class.

Therefore, when the percentage of students who can pass in a subject between 2019-2020 Annual and 2020-2021 Annual were compared, only a few subjects increased 10% or more [Appendix 10A&10B]. It is because the annual marks were relatively higher in 2019-2020 under the special assessment arrangements so most of the subjects cannot fulfill the requirement in 2020-2021. It also applied to the number of students having an average mark of all subjects 50 or above between 2019-2020 Annual & 2020-2021 [Appendix 11].

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

Targets	Strategies	Success Criteria	Methods of Evaluation	Achieved / Partly Achieved / Not Achieved	Evaluation
<ul style="list-style-type: none"> To help students build self-discipline and positive self-esteem 	<ul style="list-style-type: none"> To retain a transparent conduct system at the school and communicate students and parents regularly. To proceed with the “Positive Education” programme co-operated with the Hong Kong Christian Service and the University of Hong Kong To make further development of Volunteer Services Team To provide job-related workshops or job shadowing opportunities for 	<ul style="list-style-type: none"> At least 10% decrease in the percentage of students who fail to meet the promotional / graduation requirements. (Attendance & Conduct) All the relevant sections of APASO done by our students have a better score than the average in Hong Kong 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 	<ul style="list-style-type: none"> Students’ Attendance Records Students’ Punishment and Award Records Data from APASO Volunteer Services Team Records Students’ Attendance Records in job shadowing activities Questionnaires filled-in by students 	<p>Achieved</p>	<p>In 2019/2020, 41.06% of students could not meet the promotional / graduation requirement. And in 2020/2021, 16.55% of students could not meet the promotional / graduation requirement.</p> <p>It is suggested that the school can continue to collaborate with social workers and external organizations to help students formulate their life plans and lift their motivation in learning.</p> <p>The ‘Positive Education’ was launched in April. A training workshop to all teachers was held in March and 4 weeks of Value education during class teacher periods was held. (Appendix 2) It is suggested to retain the programme.</p> <p>For the result of APASO, all the relevant sections had a better score than the average in Hong Kong (Appendix 8)</p> <p>41.78% of all S1-S5 students participated in voluntary services. (Appendix 3)</p> <p>2 Job shadowing activities were held this year and the attendance rate was 100%. All participants agreed that the programmes were useful to them. (Appendix 9)</p>

	S3-S6 students	students feel that the programme is useful to them			
<ul style="list-style-type: none"> To help students develop a habit of self-reflections and rectify their own misbehavior 	<ul style="list-style-type: none"> To communicate with students and parents regularly To strengthen the communication among students, parents, class teachers and school To strengthen the use of “Reflection Scheme” for students to reflect & improve 	<ul style="list-style-type: none"> At least 70% of the students who get punishment record have gone through “Reflection Scheme” 	<ul style="list-style-type: none"> Students’ Attendance Records Students’ Punishment and Award Records Students’ Reflection Records 	Achieved	<p>Regarding the performance of students, class teachers maintained a close communication with parents. Parents were notified immediately for students' lateness, absence, misbehaviour or good behaviour.</p> <p>The Parent Meeting cum PTA AGM was successfully held on 27th November, 2020. 135 parents attended the meeting.</p> <p>Also, the PTI day was held on 31st March, 2021. 135 parents attended on that day.</p> <p>220 students received punishment records. They were asked to go through “reflection scheme” and signed a letter of undertaking. 166 students joined the reflection scheme which is 75.45% of the total. (Appendix 4)</p> <p>It is suggested that the above measures and arrangements will be retained as the routine work of coming years.</p>
<ul style="list-style-type: none"> To provide more opportunities and increase students’ participation in improving the learning atmosphere of School 	<ul style="list-style-type: none"> To provide more school activities & competitions during lunch time and after school for students to organize and participate To disseminate students’ participation and 	<ul style="list-style-type: none"> At least 95% of all students participate in school’s lunch time or after-school activities organized by the School Update of the school website and social media pages should 	<ul style="list-style-type: none"> Participation record of school activities School website information Questionnaire s filled-in by 	Partly Achieved	<p>More than 95% of students joined at least one school’s lunch time and after-school sports and extra-curricular activities organized by the School.</p> <p>To encourage and commend students’ participation, most of the activities’ videos or photos were posted on the school website and social media platforms no later than 2 weeks after the activity. It is suggested that the procedure of updating the school website and</p>

	<p>their achievements in school and on our school website (social media)</p> <ul style="list-style-type: none"> To design a more structured Career and Life-planning program for all students To update and disseminate information on further education, vocational training and jobs requirements through the school website 	<p>be done within 2 weeks of the completion of the activities</p> <ul style="list-style-type: none"> At least 90% of all students participate in Career and Life-planning activities All the relevant sections of APASO done by our students have a better score than the average in Hong Kong At least 8 pieces career and life-planning related information are posted on the school website per term. 	<p>students</p> <ul style="list-style-type: none"> Students' Attendance Records in Career and Life-planning activities Data from APASO 		<p>social media pages will be revised and facilitated.</p> <p>Over 93% of all students participated in Career and Life-planning activities (Appendix 7) It is suggested that the life-planning program should be revised to provide more support and guidance to the junior form students.</p> <p>For the result of APASO, all the relevant sections had a better score than the average in Hong Kong (Appendix 8)</p> <p>More than 20 pieces career and life-planning related information were posted on the school website this year.</p>
<ul style="list-style-type: none"> To develop a sense of unity and cohesion among students in class and hence to enhance their sense of belonging towards the School 	<ul style="list-style-type: none"> To encourage students to join inter-class competitions and external competitions To encourage students & teachers in managing and decorating their classrooms and the school campus 	<ul style="list-style-type: none"> At least 95% of all students participate in inter-class competitions At least 50% of all students participate in external competitions All the relevant sections of APASO done by our students 	<ul style="list-style-type: none"> Schedules of activities at school Records of the External competitions Data from APASO 	Achieved	<p>More than 98% students participated in the inter-class competitions. Various Inter-Class competitions were held this year. Due to the pandemic, only 2 sport competitions were held this year. (Appendix 5)</p> <p>As all external sport competitions were postponed or cancelled due to the pandemic. Therefore, only 51.76% of all students participated in external competitions. (Appendix 6)</p> <p>For the result of APASO, all the relevant sections</p>

		have a better score than the average in Hong Kong			had a better score than the average in Hong Kong (Appendix 8)
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Appendix 1.1: Students' performance regarding promotion criteria

Class	No. of Students	Cannot meet the Conduct requirement	Cannot meet the Attendance requirement	Failed to meet the promotional requirement
1A	22	1	2	2 (9.09%)
2A	25	0	4	4 (16%)
3A	17	0	0	0 (0%)
3B	29	2	5	5 (17.24%)
4A	21	2	6	5 (23.81%)
4B	31	1	5	5 (16.13%)
5A	32	4	8	11 (34.38%)
5B	13	1	2	2 (15.38%)
5C	20	4	6	6 (30%)
Total	210	15	38	35(16.67%)

Appendix 1.2: Students' performance regarding graduation criteria

Class	No. of Students	Cannot meet the Conduct requirement	Cannot meet the Attendance requirement	Failed to meet the graduation requirement
6A	33	2	3	4 (12.12%)
6B	41	4	5	8 (19.51%)
Total	74	6	8	12 (16.22%)

Appendix 2: Schedule of ‘Positive Education’

Date	Content	People-in-charge
24 th March, 2021	Teacher’s Training Session	Education Psychologist (HKU), All Ts & Social Workers
12 nd April, 2021 – 15 th April, 2021	Pre-test	Mr. Heung CW, CTs & Social Workers
14 th April, 2021	Briefing of 1 st Session of Value Education	
21 st April, 2021	1 st Session of Value Education	
21 st April, 2021	Briefing of 2 nd Session of Value Education	
5 th May, 2021	2 nd Session of Value Education	
5 th May, 2021	Briefing of 3 rd Session of Value Education	
12 th May, 2021	3 rd Session of Value Education	
12 th May, 2021	Briefing of 4 th Session of Value Education	
26 th May, 2021	4 th Session of Value Education	
27 th May, 2021 – 2 nd June, 2021	Post-Test	

Appendix 3: Participation summary of Volunteer Service (S1 – S5 students)

Date	Activities	No. of Participants
24 th October, 2020	Inter-School Mathematics Competition Helpers	7
14 th November, 2020	Community Chest Flag Selling Day	29
27 th November, 2020	Parents' Meeting Helpers	39
17 th December, 2020	Making Hand Sanitizer for the Elderly Home	3
22 nd January, 2021	Blessings to the Elderly	5
31 st March, 2021	Parent Teacher Interview Day Helpers	39
May, 2021	Chair Dance Performance for the Elderly Home	10
14 th July, 2021	Graduation Ceremony Helpers	6
	Total:	89 (41.78%)

Appendix 4: Participation summary of reflection scheme

Class	No. of students with punishment record	No. of students join Reflection Scheme	Participation Rate
1A	18	11	61.11%
2A	17	12	70.59%
3A	12	8	66.67%
3B	24	15	62.50%
4A	18	15	83.33%
4B	20	11	55.00%
5A	30	23	76.67%
5B	11	10	90.91%
5C	13	8	61.54%
6A	28	28	100.00%
6B	29	25	86.21%
Total	220	166	75.45%

Appendix 5: Inter-class Competitions

Period	Month	Competition
1st Term	Sep-Oct	Logo Design Competition
	Sep-Oct	Attendance Competition I
	Oct	Board Decoration Competition
	Nov-Dec	Cleanliness Competition
	Jan	Slogan Design Competition
2nd Term	Mar	Board Decoration II
	Mar	Cleanliness Competition
	Mar	Basic Law and Constitution Quiz Competition
	Apr	Games Competition
	Apr	Anti-drug Badminton Games Competition
	May	Badminton Competition
	May	Recycling Box Design Competition
	May-Jun	Recycling Competition

Appendix 6: Record of participation of External Competition

Class	Total no. of Students	No. of students participated in external competition	Participation Rate
1A	22	14	63.64%
2A	25	17	68.00%
3A	17	10	58.82%
3B	29	23	79.31%
4A	21	9	42.86%
4B	31	27	87.10%
5A	32	8	25.00%
5B	13	9	69.23%
5C	20	16	80.00%
6A	33	5	15.15%
6B	41	9	21.95%
Total	284	147	51.76%

Appendix 7: Life-planning Activities

Month	Activity(s)	Target Students
Oct	BGCA-CLAP Session 1-VASK (Self-Understanding and Development)	S6 students
	Group Consultation for Life-planning	S6 students
Nov	BGCA-CLAP Session 2-VASK (Self-Understanding and Development)	S6 students
	VTC-Admission Talk	S5 and S6 students
	VIA Character Strengths Test	All students
Dec	JA-Multiple Career Pathways Talk	S4 and S5 NC students
	Expressive Art Workshop	S4 and S5 students
	HKU Space-Admission Talk	S5 students
	Zhuhai College-Admission Talk	S6 students
	Jinan University-Admission Talk	S6 C students
	S4 Elective Subjects Introduction	S3 students
Jan	BGCA-CLAP Session 3-CV 360	S6 students
	BUCIE-Admission Talk	S4 and S5 students
Mar	BGCA-CLAP Session 4-Career Exposure	S6 students
	Individual Consultation of Life-planning	All students
Apr	Unison-Further Studies Talk	S4 and S5 NC students
	Further Studies Talk (Mainland Universities)	S4 and S5 C students
May	Correctional Service Department-Recruitment Talk	S4 and S5 NC students
	JA-Financial Planning Workshop	S4 and S5 C students

	Customs College- Recruitment Talk	S4 and S5 NC students
	VEPT workshop	S4 and S5 C students
	JA-Future Skill Workshop and Mock Interview	S4 and S5 NC students
Jun	Unison-Meet different people from different career	S4 and S5 NC students
	Introduction of Navigation Scheme for Young Persons in Care Services	S4 and S5 C students

Appendix 8: Result of APASO

	2018-2019	2019-2020#	2020-2021	2020-2021	
Subscale	Our School	Our School	Our School	All HK	Compared to All HK Schools
i. Achievement	2.93	2.91	3.15	2.47	Better
ii. Experience	2.89	2.79	3.17	2.47	Better
iii. General Satisfaction	2.82	2.80	3.15	2.52	Better
iv. Negative Affect	2.14	2.04	1.83	1.89	Better
v. Opportunity	2.9	2.91	3.15	2.84	Better
vi. Social Integration	2.93	2.96	3.28	2.93	Better
vii. Teacher-Student Relationship	2.97	3.21	3.35	2.93	Better
viii. Expectation on Career	2.92	3.16	3.36	3.05	Better
ix. Goal Setting	2.86	2.99	3.28	2.82	Better
x. Goals of Life	2.87	3.11	3.31	2.83	Better

Appendix 9: Result of Survey (Job shadowing Activity)

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I enjoy this activity.	100%	0%	0%	0%	0%
I have learned something that I had never tried.	100%	0%	0%	0%	0%
New insights from this event raise my interest in learning.	100%	0%	0%	0%	0%
I want to explore the outside world more.	75%	25%	0%	0%	0%
I see more possibilities in life.	100%	0%	0%	0%	0%
I am more competent than I thought I was.	100%	0%	0%	0%	0%
The event allows me to understand more thoroughly about industries / workplace settings.	100%	0%	0%	0%	0%
My career options have been widened.	100%	0%	0%	0%	0%
The event improved my practical skills that could help my future life and career pursuit.	75%	25%	0%	0%	0%
I feel more inspired to pursue my career and life goals.	100%	0%	0%	0%	0%
I understand better how school knowledge and skills developed could be applied to everyday life.	100%	0%	0%	0%	0%