

2023-2024 Hon Wah College (Secondary Section) Annual School Plan

Nurturing Commitment , Diligence and Empathy Enhancing Cross-curricular Language Development and Creativity

Major Concern 1 : Enhancing student’s language proficiency across the curriculum

Target	Implementation Strategy	Time Scale	Responsible person	Resource Required	Success Criterion	Method of Evaluation
Enhancing students’ ability in reading across the curriculum	<ul style="list-style-type: none"> • Promote reading across the curriculum. An interdisciplinary integrated approach is adopted while the subject panels jointly determine common learning themes, select relevant reading materials, design learning activities related to the themes, and allow students to integrate knowledge and skills from different learning areas through project learning, etc. • Diversified reading materials. Various subject panels arrange readings of different types of materials, including classics from ancient to modern times, translated works, popular science texts, practical texts, audio-visual information, etc. so as to broaden students’ reading area. • Reading strategy development. Students learn to use reading strategies such as finding links, making inferences, synthesizing, summarizing, analyzing and consolidating to enhance their reading skills and the ability to complete school work. • Library Cooperation. Various subject panels work closely with the library to pre-plan book exhibitions and reading activities. Subject panels arrange for students to borrow books from the library during subject-based book exhibitions to complete relevant school work. The library also set up a “Student Recommended Booklist” to encourage self-directed reading and provide a cozy reading environment. • Dual-track reading. The library purchases physical and e-books of various types and in both Chinese and English versions. It advocates the pursue of print and digital reading 	Whole School Year	Subject Panels Reading Promotion Committee	<ul style="list-style-type: none"> • Questionnaire • Event Materials and Prizes • Speakers’ Fees • Publisher’s Resources • External Resources • School Funding • Education Bureau Grants 	<ul style="list-style-type: none"> • 90% of subject panels have arranged reading assignments and activities • 90% of forms have visited book fairs and read e-books • 70% of teachers agreed that students’ interest and ability in reading had been enhanced • 70% of students agreed that reading activities can enhance their interest and ability in reading • 70% of students participated in relevant activities or competitions 	<ul style="list-style-type: none"> • Student questionnaire survey • Teacher questionnaire survey • Student works • Teacher observation • Minutes of meeting

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	<p>simultaneously, to nurture students' comprehensive literacy as well as promote the development of reading curriculum.</p> <ul style="list-style-type: none"> Utilization of EDB funding. Leverage funding from the Education Bureau to promote the use of electronic books, e-readers and e-reading platforms that are purchased to foster a reading culture on campus. Promotion of reading platform. Various subject panels make good use of reading platforms to encourage students to do more reading with provision of the corresponding learning resources and guidance. The English Panel enhances vocabulary building for junior form students, and optimizes the school-based reading programme for the DSE and TSA examinations. 					
Improving students' cross-curricular language and writing proficiency	<ul style="list-style-type: none"> Cross-curricular writing activities. All subject panels actively promote cross-curricular writing activities so that students can practise writing under cross-curricular themes. For example, integrating the learning themes of Chinese Language and Chinese History, enabling students to make use of the knowledge and skills of each subject in writing. English Language Panel works with Citizenship and Social Development, Geography and History Panels for a cross-curricular English collaborative projects to enhance the proficiency of using English in different subjects. Creation of writing opportunities. The Chinese Language Panel makes good use of the books in the bookcase of the classroom to encourage students to read a certain number of books and provide them with the opportunities for showcase, such as producing video clips for book sharing and presentations of cross-curricular language writing, so as to stimulate students' interest and ability in writing. 	Whole School Year	Subject Panels LAC Team	<ul style="list-style-type: none"> Subsidies Teaching Materials Questionnaires Publisher's Resources External Resources Co-Planning Time English Booklets School Funding 	<ul style="list-style-type: none"> 90% of S1 & S2 Chinese Language teachers agreed that group teaching helped to improve teaching effectiveness. 70% of students who participated in cross-curricular language activities agreed that the activities had improved their writing skills and confidence 70% of teachers agreed that cross-curricular language activities can improve students' writing skills 	<ul style="list-style-type: none"> Student questionnaire survey Teacher questionnaire survey Student works Teacher observation records and lesson observation feedback Minutes of meetings

Target	Implementation Strategy	Time Scale	Responsible person	Resource Required	Success Criterion	Method of Evaluation
	<ul style="list-style-type: none"> • Language writing guidance. Each subject panel sets up a writing guidance group to provide students with individual or group guidance to help them improve their writing skills and expression ability. The scope of guidance covers structural planning, word choice and sentence making, rhetorical techniques, etc. • Writing strategies of various panels. Panel may set own specific writing strategies, for example, Chinese Language Panel may include outline writing, paragraph structure, and collection of writing materials, etc. • English Panel enriches the sample gallery for school-based writing and integrated listening tasks. • Each subject panel develops corresponding writing strategies based on its own characteristics and objectives for enhancing students' proficiency in cross-curricular language writing. • Assessment and feedback. The school has established an effective assessment and feedback mechanism to evaluate and guide students' cross-curricular language writing. Through the assessment results, students can learn about their strengths and weaknesses and further improve their writing skills. The English Panel provides marking scheme after reviewing the writing assignments and arranges assignment reflection to enhance students' assessment literacy. • Each subject panel makes related arrangements and facilitation on cross-curricular writing according to its own characteristics and subject contents. For example, the Chinese Language Panel combines the learning themes of other subjects, selects relevant reading materials, designs corresponding learning activities, and provides associated support in writing guidance; other subject panels combine the cultivation of language proficiency with the promotion of cross-curricular reading and writing. 				<ul style="list-style-type: none"> • Self-developed teaching materials are completed by the relevant subject panels 	<ul style="list-style-type: none"> • Analysis of test/exam results

Target	Implementation Strategy	Time Scale	Responsible person	Resource Required	Success Criterion	Method of Evaluation
	<ul style="list-style-type: none"> S4 Service learning cooperates with the English Language Panel, whereby English Language teachers will train up students to become a little teacher through daily classroom teaching, to teach English in Mainland primary schools, and create an appropriate language environment for students. 	2 nd Term	Extra-curricular Activities Team	<ul style="list-style-type: none"> Activity Budget & Related Information Booklet 	<ul style="list-style-type: none"> Each participating S4 student is required to submit a reflective essay, and no less than 80% of the participating students use English to communicate with primary students. 	<ul style="list-style-type: none"> Students from all four English classes are arranged to receive training and deliver volunteer teaching. No less than 90% of S4 students participates in the activities.
	<ul style="list-style-type: none"> English learning and cultural exchange tour Enhance students' English proficiency, as well as broaden their global perspective and provide more valuable experience in learning English. 	July/ August	Extra-curricular Activities Team	<ul style="list-style-type: none"> Activity Budget & Related Information Booklet 	<ul style="list-style-type: none"> Each participating student is required to submit a reflective essay, no less than 80% of the students perform well and communicate with the locals in English. 	<ul style="list-style-type: none"> Interview teacher escorts and S1 to S5 students participating in the study tour. Questionnaire survey to collect feedback from teacher escorts and the students interviewed.

Major Concern 2 : Nurturing in students values of commitment, empathy and diligence

Target	Implementation Strategy	Time Scale	Responsible person	Resource Required	Success Criterion	Target
Strengthening value of commitment	<ul style="list-style-type: none"> • The subject panels, with reference to the “Curriculum Framework of National Security Education”, incorporate relevant learning elements into the topics deemed appropriate, and organize corresponding learning and teaching activities, so that students will be able to gain an in-depth understanding on the importance of national security as well as develop a sense of commitment to the country. • Emphasis will be placed on topic discussions, to explore the application of values education in different subjects and encourage students to engage in discussions and sharing, so as to nurture their empathy towards others' experiences. • Students will be guided to understand and care about the feelings and needs of others from different perspectives by means of the teaching materials such as literary works, historical events, moral stories, etc. Meanwhile, students will also be encouraged to engage in discussions and sharing for boosting their resonance on others' experiences. • Mainland exchange programs and field trips will be arranged for senior form students, enabling them to gain a deeper understanding of Chinese culture and national development through experiential learning, thus enhancing their sense of identity, and commitment as a national. 	Whole School Year	Subject Panels & Functional Teams	<ul style="list-style-type: none"> • Subsidies • Questionnaires • Activity materials and prizes • Teaching materials • External resources • School funding • Curriculum papers 	<ul style="list-style-type: none"> • At least five school-wide national education activities are held. • 90% of subject panels designed activities according to the “Curriculum Framework of National Security Education”. • 80% of students are able to complete the related tasks. • 70% of students agreed that the activities are able to enhance the value of commitment. • 70% of the students liked the activities that strengthened the value of commitment. • S5 students completed a field trip and exchange activity to the Mainland. 	<ul style="list-style-type: none"> • Student questionnaire survey • Student works • Teacher observation • Minutes of meetings
	<ul style="list-style-type: none"> • To promote patriotic education through National Day celebrations, school-wide or grade-level assembly talks, and educational theme talks in weekly form meetings, etc., allowing students to learn about the important events, people and deeds of the country, as well as the national development and social culture, so as to deepen their understanding of the motherland, to build up a sense of identity for the country, 	Whole School Year	Guidance and Counselling Team, Class Teachers	<ul style="list-style-type: none"> • Relevant Teaching Materials and Teachers 	<ul style="list-style-type: none"> • 70% of the students considered that the activities helped them to deepen students' understanding of the motherland and build up their sense of identity with 	<ul style="list-style-type: none"> • Affective Questionnaire Survey and Growth Log

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	the nation and the society, and become patriotic and committed young people.				the country, nationality and the society.	
	<ul style="list-style-type: none"> The Noticeboard Design Competition carrying the theme “Looking to the Future” is organized with the aim of enhancing students’ love for the country, Hong Kong, and the school, strengthening their self-confidence and pride as a Chinese and Hon Wah people, and enabling them to make positive contributions to the building of the country and our school by learning from the past and looking to the future. The theme of the noticeboard is “Looking to the Future”, junior form will focus on the future development of the school, calling on students to work for the future of the school and create a better tomorrow together. The senior form will focus on the future development direction and goals of Hong Kong, calling on young people to make every effort to achieve these goals and shape a better future hand in hand. 	Sept - Nov	Guidance and Counselling Team / Visual Arts Panel	<ul style="list-style-type: none"> Related Funding 	<ul style="list-style-type: none"> 70% of class teachers agreed that design competitions can help enhance students’ spirit of commitment. 	<ul style="list-style-type: none"> Observation, Interview Data
Strengthening value of empathy	<ul style="list-style-type: none"> Fully utilize the platform of sister school to exchange and strengthen the cooperation with other schools, promote students’ recognition of their national identity and cultivate their spirit of commitment as nationals. For the subject of Chinese Language, to deepen national and Chinese culture education on the cultivation of students’ affection for country and spirit of taking the world business as one’s own duty. Different learning focuses on cultural values will be set for different levels, for example, S1 is loyalty and filial piety, S2 is noble character, S3 the four moral sprouts and ethics, S4 affection for country, scholar spirit and the way of learning, S5 Confucian ethics and 	Whole School Year	Subject Panels and Functional Teams	<ul style="list-style-type: none"> Subsidies Questionnaires Activity materials and prizes Teaching materials External resources School funding 	<ul style="list-style-type: none"> At least one sister school exchange activity is held. At least one empathy-related activity is organized by each subject panel. 90% of subject panels designed activities according to the “Curriculum Framework of National Security Education”. 80% of students are able to complete the related tasks. 	<ul style="list-style-type: none"> Student questionnaire survey Student works Teacher observation Minutes of meetings

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	<p>political view, Taoist outlook on life, Mohist (universal love, no war) and Legalist political views.</p> <ul style="list-style-type: none"> • The Chinese Panel organizes cultural talks and post-exam activities, such as traditional cultural experience workshops and cultural performances, to enrich students' cultural experience and deepen their understanding of Chinese culture. • The English Panel introduces diverse perspectives and stories in newspaper reviews and reading comprehension activities to help students understand and empathize with the feelings and needs of others, thereby developing empathy. 			<ul style="list-style-type: none"> • Curriculum papers 	<ul style="list-style-type: none"> • 70% of students agreed that the activities are able to enhance the value of empathy. • 70% of students liked the activities that strengthened the value of empathy. 	
	<ul style="list-style-type: none"> • Big Brothers and Big Sisters Guidance Scheme • The Scheme aims to foster a caring culture and develop positive student relationships with a spirit of commitment and empathy. Big brothers and big sisters in senior form provide peer support, guidance and care to needy Secondary 1 entrants, Secondary 2 students and newly arrived students to adapt to school life, build friendships and enhance their sense of belonging and empathy. Through this Scheme, big brothers and sisters are able to build up a good character of commitment and empathy, and care for their little brothers and sisters in junior form on a regular basis. A communication platform is created through reflection reports and interactions between big/little brothers and sisters. • Little brothers and sisters can receive peer support in learning and living through this Scheme. 	Whole School Year	Guidance and Counselling Team	<ul style="list-style-type: none"> • Relevant Teaching Materials and Teachers 	<ul style="list-style-type: none"> • Through the Scheme, big brothers and sisters are able to build good character of commitment and empathy, and to care for the newly arrived students and little brothers and sisters regularly. Through the reflection reports and interaction between big/little brothers and sisters, a communication platform is created. • Newly arrived students and little brothers and sisters are able to receive peer support for their studies and living through the Scheme. 70% of the big brothers and sisters considered that the 	<ul style="list-style-type: none"> • Regular meetings, observation and questionnaire survey

Target	Implementation Strategy	Time Scale	Responsible person	Resource Required	Success Criterion	Target
					Scheme can enhance personal responsibility and develop own empathy.	
Strengthening value of diligence	<ul style="list-style-type: none"> • Various subject panels design challenging learning tasks and projects to encourage active participation and demonstration of enthusiastic and progressive attitude of students. These tasks and projects will stimulate students' interest and motivation in learning and nurture their spirit of diligence. • The subject panels provide individual guidance and support to help students overcome learning difficulties and challenges, and develop effective learning strategies. This will strengthen students' self-confidence and make them believe that they can succeed with hard work and perseverance. • The subject panels organize learning by sharing and display activities to provide students with opportunities to demonstrate their achievements and efforts in learning. This will effectively encourage students to actively engage in learning and experience the sense of achievement resulted from diligence. • The subject panels establish a close partnership with parents to focus on students' learning progress and growth. With the home-school cooperation, we shall provide learning support and guidance to help students develop good learning habits and the value of diligence. 	Whole School Year	Subject Panels and Functional Teams	<ul style="list-style-type: none"> • Subsidies • Questionnaires • Activity materials and prizes • Teaching materials • External resources • School funding • Curriculum papers 	<ul style="list-style-type: none"> • At least one diligence-related activity is organized by each panel. • 90% of panels have designed activities in accordance with the Curriculum Framework of National Security Education. • 80% of students are able to complete the related tasks. • 70% of students agreed that the activities are able to enhance the value of diligence. • 70% of students liked the activities that strengthened the value of diligence. 	<ul style="list-style-type: none"> • Student questionnaire survey • Student works • Teacher observation • Minutes of meetings
	<ul style="list-style-type: none"> • Three separate sessions of "Words from Teachers" are organized, in which teacher with outstanding results in public examinations is invited to give talks on "Diligence" for senior secondary form, while "Empathy" for junior secondary form from teacher winning the Outstanding Class Teacher Award in the year 22-23, and "The Importance of 	Whole School Year	Guidance and Counselling Team	Relevant teachers	<ul style="list-style-type: none"> • Students actively participated in the activities, 70% of students considered that the activities let them understand the importance of diligence, as well as 	<ul style="list-style-type: none"> • Observation, interview, questionnaire survey

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	Commitment” given by discipline teacher in the whole-school Weekly Form Meeting. In addition, talks and workshops on caring and inclusion, and bullying prevention are organized in collaboration with external organizations and school-based psychologists.				enhance personal responsibility and care for the people around.	
	<ul style="list-style-type: none"> • “Star of Diligence Commendation Scheme” in various forms has been set up to commend students who have pursued their studies with advancement and given services with seriousness. 	Whole School Year	Head of Guidance and Counselling, and Class Teachers	<ul style="list-style-type: none"> • Relevant activity team funding 	<ul style="list-style-type: none"> • 70% of students considered that the activities helped commending the students who strove for academic advancement and served with hearts. 	<ul style="list-style-type: none"> • Observation, interview, data and growth log
	<ul style="list-style-type: none"> • Cooperate with Campus TV to produce films on promoting empathy and care for people around us, so as to promote the spirit of caring and inclusion. 	2 nd Term	Guidance and Counselling Team, and Campus TV	<ul style="list-style-type: none"> • Relevant teachers and facilities 	<ul style="list-style-type: none"> • 70% of students recognized the importance of empathy, and would try to put themselves in someone’s shoes to deal with problems. 	<ul style="list-style-type: none"> • Observation, interview, data and growth log
	<ul style="list-style-type: none"> • Through school team training, students are cultivated with the value of diligence, and the winning qualities in competitions. 	Whole School Year	Extra-curricular Activities Team	<ul style="list-style-type: none"> • Relevant activity team funding and teachers 	<ul style="list-style-type: none"> • 60% of school teams achieved better results than last year. 	<ul style="list-style-type: none"> • Data statistics and interview with relevant teachers
	<ul style="list-style-type: none"> • Through the Singing Contest to cultivate empathy, spirit of diligence and commitment in students. 	2 nd Term	Extra-curricular Activities Team	<ul style="list-style-type: none"> • Relevant activity team funding and teachers 	<ul style="list-style-type: none"> • 70% of songs have relevant values, and students have the spirit of commitment and empathy. 	<ul style="list-style-type: none"> • Song analysis and on-spot observation by teachers
	<ul style="list-style-type: none"> • Through the Sports Day to cultivate empathy, spirit of diligence and commitment in students. 	1 st Term	Extra-curricular Activities Team	<ul style="list-style-type: none"> • Relevant activity team funding and teachers 	<ul style="list-style-type: none"> • 50% of events achieved better results than last year, 70% of cheerleading teams among all classes have empathy and a spirit of commitment. 	<ul style="list-style-type: none"> • Song analysis and on-spot observation by teachers

Major Concern 3 : Strengthening STEAM education and creative thinking education

Target	Implementation Strategy	Time Scale	Responsible person	Resource Required	Success Criterion	Method of Evaluation
Enhancing students' IT and STEAM skills	<ul style="list-style-type: none"> • Implement the “Bring Your Own Device” (BYOD) policy to allow students to conveniently use their own mobile computing devices for self-directed learning. This helps facilitate peer interactive learning both inside and outside the classroom to nurture generic skills including collaborative STEAM learning. • Students can install suitable e-resources on their own devices according to their interests, abilities, learning pace and styles to boost their learning motivation. They can also install apps that meet their learning needs and utilize them more effectively to promote STEAM curriculum development. • Students are encouraged to use different e-learning tools and functions of various e-resources to develop learning strategies for different subjects. This helps them understand some abstract concepts and complex ideas. • Develop students' information literacy and guide them to think critically and evaluate data or information online in order to help them use information effectively and ethically. • Allowing students to use e-learning tools and resources to direct their own learning can help develop their skills in knowledge management. • Promote more collaboration between subject panels and design cross-curricular school work to train students with convergent thinking to generate novel and unique ideas. • Specific strategies of various subject panels are as follows : <ul style="list-style-type: none"> - The Chinese Panel develops students' information literacy by teaching them how to find reliable information on the Internet and by designing learning activities for students to use their imagination to create modern poems. - The English Panel applies the design thinking mode to 	Whole School Year	Subject Panels, STEAM Team, Learning and Teaching Committee on Information Technology	<ul style="list-style-type: none"> • Lesson planning records and teaching resources • Questionnaire • Activities materials and prizes • Teaching materials • External resources • Co-planning time • School funding 	<ul style="list-style-type: none"> • 70% of students agreed that the learning programmes are able to enhance STEAM skills. • 70% of students were actively engaged in the activities • At least 5 STEAM teaching topics were included in S2 Science subject. • 70% of subject panels actively used apps on electronic devices 	<ul style="list-style-type: none"> • Student questionnaire survey • Teacher questionnaire survey • Student works • Teacher observation • Lesson planning records and lesson observation feedback • Minutes of meetings • Analysis of test/exam results

Target	Implementation Strategy	Time Scale	Responsible person	Resource Required	Success Criterion	Method of Evaluation
	<p>implement project-based learning pedagogical approach in the language curriculum of junior form.</p> <ul style="list-style-type: none"> - The Mathematics Panel conducts statistics on the times students using BYOD devices for learning, and designs STEM mathematics activities for junior form. - The Citizenship and Social Development Panel incorporates at least one assignment that allows students to apply their self-directed ability and creativity in the curriculum of each form level. - The Science Panel collaborates with other subject panels to promote STEAM activities related to the curriculum, such as using Cyanotype to record plants, designing counting device by micro:bit, etc. - The Physics Panel optimizes the “Survival in a Cold Night” project learning to encourage students to use IT technology and participate in a video-making competition. - The Chemistry Panel makes use of electronic resources to help students understand abstract concepts, and collaborates with the Biology Panel for a STEM experimental project on sunscreen. - The Biology Panel enhances students’ creative thinking by means of cross-curricular STEAM activities. - The Chinese History Panel incorporates e-learning, creativity and problem-solving in assignment design, e.g. production of historical drama. - The History Panel introduces creative teaching, and collaborates with other subject panels to organize activities including Historic Buildings Photography Competition. - The Geography Panel makes good use of the new generation ARGEO Sandbox to develop diversified teaching and learning activities, and participate in creative design competitions. - The Economics and BAFS Panels make extensive use of 					

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	<p>IT in teaching and learning to enhance students' integration and application skills.</p> <ul style="list-style-type: none"> - The Tourism and Hospitality Studies Panel uses graphic software to train students' IT skills. - The Computer Panel incorporates Artificial Intelligence (AI) course to continuously enhance the AI application and STEAM quality, also integrates with STEAM resources to explore students' potential. - The Computer Panel together with the Learning and Teaching Committee on Information Technology formulates systematic training and sharing programmes for teachers and students, and prepare for the introduction to the overall curriculum. - The Music Panel uploads curriculum resources to the e-Platform and designs cross-curricular STEAM activity projects. - The Visual Arts Panel invites professionals to give trainings to enhance teachers' STEAM teaching skills, and organizes more cross-curricular collaborative projects. - The Physical Education Panel uses IT to design classroom activities to enhance the fun of learning 					
Enhancing students' creative thinking and other generic skills	<ul style="list-style-type: none"> • For language subjects, language activities to encourage creativity are designed, such as allowing students to rewrite the ending of a story. Learning activities like continuing stories, adapting fables, etc. will enable students to dare breakthrough conventional thinking, learn to use imagination, think from multiple perspectives, and conceive surprising endings, making language expression more creative and learning more interesting. • Various subject panels design thought-provoking activities to encourage students to explore and attempt creative use of 	Whole School Year	Subject Panels, STEAM Team, Learning and Teaching Committee on Information Technology	<ul style="list-style-type: none"> • Lesson planning records and teaching resources • Questionnaire • Activities materials and prizes 	<ul style="list-style-type: none"> • 70% of students agreed that the learning programmes are able to enhance students' generic skills such as creative thinking. • 50% of classes applied the strategies that can enhance the effectiveness of students' creative thinking. 	<ul style="list-style-type: none"> • Student questionnaire survey • Teacher questionnaire survey • Student works • Teacher observation

Target	Implementation Strategy	Time Scale	Responsible person	Resource Required	Success Criterion	Method of Evaluation
	<p>language as well as train them to use their imagination. Through storytelling, students can exercise creativity by supplementing plots or expanding descriptions of psychology, language, actions, etc. to improve artistic effects of expression.</p> <ul style="list-style-type: none"> • To increase the number of knowledge-acquiring learning activities, to enhance knowledge-acquiring skills, including listening, reading, searching for information, observing, questioning, verifying, and inferential capability, and to foster exploratory spirit. • Cross-curricular cooperation in the design of assignments allows students to apply knowledge of different fields for innovation and problem-solving. • Students are encouraged to conduct artistic creation in the subjects such as Music and Visual Arts. • Adopt design thinking pedagogy to enhance students' creativity. • Subject panel heads conduct lesson observations and teaching exchange on a regular basis, and discuss the approach of promoting creative education. 			<ul style="list-style-type: none"> • Teaching materials • External resources • Co-planning time • School funding 	<ul style="list-style-type: none"> • 70% of students agreed that the learning activities are able to enhance creative thinking skills. • 70% of students were actively engaged in the activities. • 70% of teachers agreed that students are able to master the creative thinking skills. 	<ul style="list-style-type: none"> • Lesson planning records and lesson observation feedback • Minutes of meetings • Analysis of test/exam results