Figure 1. Percentage of Respondents Who Agree that Secondary Curriculum Should Improve Students’ Transversal and Transformative Competencies

- Act autonomously and take responsibility: 89.5%
- Interact in heterogeneous groups and reconcile tensions and dilemmas: 85.4%
- Solve problems and improve the current situation by making use of multiple literacies: 84.0%

Figure 2. Percentage of Respondents Who Agree that Secondary Curriculum Should Strengthen Students’ Development of Generic Skills

- Improve humanistic qualities, respect and inclusiveness for diverse views and cultures: 91.1%
- Improve critical thinking: 86.0%
- Improve creativity: 83.5%
Figure 3. Percentage of Respondents Who Agree that Secondary Curriculum Should Strengthen Life Education and Values Education Curriculum

- Strengthen values education: 81.7%
- Strengthen life education: 81.0%

Figure 4. Percentage of Respondents Who Agree that Secondary Curriculum Should Enhance Support Measures

- Increase manpower for professional support: 89.8%
- Raise the teacher-to-class ratio: 89.4%
- Enhance professional development of teachers: 77.1%
Figure 5. Respondents’ Opinions on the Flexibility of New Senior Secondary Curriculum

The new senior secondary school curriculum is still highly oriented towards academic pursuits and further studies, and cannot benefit the low-banding students, especially the bottom-ten ones. 82.2%

The new senior secondary school curriculum is still mainly driven by the admission to the university and cannot implement the provision of multi-pathway to students. 75.8%

Figure 6. Percentage of Respondents Who Agree that the New Senior Secondary Curriculum Has Shortcomings in Catering for Learner Diversities

Insufficient support for gifted students 65.7%

Insufficient support for SEN students 50.3%
Figure 7: Effects of Strategies Used to Cater for Learner Differences Perceived by Responding Teachers

Note: Effect is measured by a 5-point scale (1 represents no effect. 5 represents a very good effect.)