

# 校務報告

## PRINCIPAL'S REPORT 2019–2020

### 1. THE INCORPORATED MANAGEMENT COMMITTEE

- 1.1 Under the leadership of our new Supervisor, Ms. Wong Lai Fun Paulina, the IMC, which is comprised of different school stakeholders, held three meetings in 2019–20 in which important school policies were formulated. Besides attending IMC meetings, school managers participated in various school activities and provided their expertise in school planning, finance management, legal matters and tender selection.
- 1.2 Ms. Lee Sung Yee Joyce, one of our honorable School Council members/ IMC Managers, resigned due to personal reasons. On behalf of the school, I would like to express my gratitude due to her full commitment and unfailing support over the past years. Ms. Lam Chun Ming Pearl took up her post as the School Sponsoring Body Manager and Mr. Kong Wai On Ronnie was nominated as the Alternate School Sponsoring Body Manager.

### 2. STAFF

- 2.1 There were 89 staff members: the Principal, 53 full-time and 1 part-time teacher, 2 assistant teachers, 2 school social workers, 1 part-time educational psychologist, 1 part-time school chaplain, 3 laboratory technicians, 2 teaching assistants, 8 office staff members, 2 technical service support technicians and 9 full-time and 5 part-time janitors.
- 2.2 There were 54 teachers (including the Principal) in 2019–20 whose qualifications are as follows:

Qualifications	Number	%
Possessing a first degree	54	100
With teacher training	53	98
Plus a higher degree	23	43

- 2.3 Their teaching experience is listed below:

Teaching experience	Number	%
0–5 years	5	9
6–10 years	2	4
More than 10 years	47	87

Number of staff attaining long term service:

Year of service	Number of staff members
10 years of service	4
15 years of service	3
20 years of service	0
25 years of service	4
30 years of service	0
35 years of service	3

### 3. CLASS STRUCTURE

3.1 There were 24 classes with 328 boys and 399 girls.

3.2 Our class structure is shown below:

Forms	F.1	F.2	F.3	F.4	F.5	F.6	Total
No. of Classes	4	4	4	4	4	4	24
No. of Boys	57	60	54	50	55	52	328
No. of Girls	72	66	69	69	60	63	399
Total	129	126	123	119	115	115	727

## 4. CURRICULUM

4.1 English is the medium of instruction, except for the following subjects: Chinese Language, Chinese History, Putonghua, Liberal Studies, Ethics and Physical Education.

4.2 The 2019–20 curriculum is listed below:

Subjects	F.1	F.2	F.3	F.4	F.5	F.6
<i>Language Education</i>						
English Language	*	*	*	*	*	*
Chinese Language	*	*	*	*	*	*
Putonghua	*	*	*			
<i>Mathematics Education</i>						
Mathematics	*	*	*	*	*	*
Mathematics Extended Modules 1 & 2				*	*	*
<i>Science Education</i>						
Science	*	*	*			
Physics				*	*	*
Chemistry				*	*	*
Biology				*	*	*
<i>Personal, Social and Humanities Education</i>						
History	*	*	*	*	*	*
Geography	*	*	*	*	*	*
Chinese History	*	*	*	*	*	*
Economics				*	*	*
Ethics	*	*	*	*	*	*
Liberal Studies	*	*	*	*	*	*
<i>Technology Education</i>						
Computer Literacy	*	*	*			
ICT				*	*	*
BAFS				*	*	*
Design & Technology	*	*	*			
Home Economics	*	*	*			
<i>Arts Education</i>						
Visual Arts	*	*	*	*	*	*
Music # <i>provided by Institute of Hong Kong Senior Secondary School Music Education</i>	*	*	*	#	#	#
<i>Physical Education</i>						
	*	*	*	*	*	*

## 5. SCHOOL DEVELOPMENT PLANS (2019–2022), SCHOOL THEME AND NEW ENDEAVORS

- 5.1 After thorough consultation with different stakeholders, the school came up with two major concerns for the 3–year Development Plans (2019–2022). They were
- 5.1.1 Further enhance students to be self–directed learners and problem solvers with effective learning habits and problem–solving skills.
- 5.1.2 Build up students’ self–esteem and resilience.
- 5.2 The theme, “Act with Discipline, Strive for Improvement”, was adopted for the first year to echo the school’s core moral values of Self–discipline and Perseverance. To align with the theme, assemblies and form periods focused mainly on how to enhance self–discipline and time management skills. Students were encouraged to keep themselves self–motivated for reaching higher goals.
- 5.3 The S–miles Day, Smart Teens Programmes and F.5 Breathing Exercises were new programmes. They aimed at taking care of both students’ physical and mental wellness, building their resilience and increasing their sense of belonging to school. All these programmes received positive feedback and succeeded in building up students’ confidence and motivation to strive for improvement.
- 5.4 With concerted efforts of all teachers in focusing on works of major concerns, the overall school performance, as reflected by the stakeholders’ survey and the APASO, was positive. There was significant improvement in students’ satisfaction towards school life and a drop in the index of Negative Affect.

## 6. SOCIAL INCIDENTS AND COVID–19 PANDEMIC

- 6.1 Starting from June 2019, the tense social climate had been influencing the school. The EDB even announced school suspension for a week in November due to traffic disruption and chaos on streets. This posed great challenges to school and teachers. Contingency plans were made in response to these social incidents which adversely affected students’ emotion as well as their learning progress. Teachers worked hard to give timely counselling services to both students and parents.
- 6.2 With the spread of COVID–19 pandemic, the school was suspended from 3<sup>rd</sup> February 2020 to 26<sup>th</sup> May 2020. The impacts were great and far–reaching.
- 6.2.1 Major school functions disrupted:
- The F.6 Mock Examination was cancelled and examination papers were released online. Marking schemes and online debriefing sessions were conducted.
  - The F.1 Discretionary Places Interview was cancelled and the selection criteria were adjusted.

- The F.5 Parents' Night needed to be postponed.
- The Athletics Meet was cancelled.
- Parents' Day was cancelled and parents were contacted through direct call from form teachers and assistant form teachers.
- The Study Tour to Taiwan in April 2020 was cancelled.
- Staff Development Day was cancelled.
- The Speech Day was postponed to 11th July 2020.
- The Study Tour to China (sponsored by the Promotion of Chinese Culture Grant) in July 2020 was cancelled.
- The Study Tour for joining a Music Competition in Taiwan was cancelled.
- All co-curricular activities and competitions during the school suspension period were either cancelled or postponed.

#### 6.2.2 Impacts on teaching and learning during school suspension:

- As the school suspension extended over a long period, learning and assessment through on-line platforms were the only possible means to sustain learning at home. E-learning, though not new to teachers, was implemented at a much faster pace to achieve the objective of "suspending classes without suspending learning".
- Apart from real-time on-line teaching, teachers also provided students with tailor-made learning materials and assignments by using the learning management systems that they were familiar with, as well as emails and the school website. The school also reviewed, from time to time, the effectiveness of these new teaching and learning modes throughout the school suspension period. It was believed the effectiveness positively correlated with students' mastery of self-directed learning skills which the school had advocated over the past few years.

6.2.3 The senior form students were warmly welcomed back on 27th May while the junior form students on 8th June. Most students were happy to resume their studies at school, though they were still being restricted to enjoy their school life fully. Most of the activity-based learning and co-curricular activities had to be suspended in order to guard against possible spread of virus.

## 7. LEARNING AND TEACHING

- 7.1 Aligned with the aims of education and the school mission of nurturing a holistic development, the school offers a broad curriculum and a wide range of co-curricular activities and programmes to enrich learning experiences at both junior and senior secondary levels.
- 7.2 The School Policies Unit of the Learning and Teaching Committee collected opinions from different stakeholders about issues on learning and teaching. A survey was conducted to investigate if the present subject combinations for senior forms could satisfy students' needs. After a thorough review, a new combination of elective subjects in F.4 would be introduced in September 2020 to fit in students' needs and choice preference.
- 7.3 The Learning and Teaching Committee and the Subject Coordinators' Committee together outlined plans and worked out measures on improving teaching and learning effectiveness.
- 7.3.1 A teacher workshop on self-regulated learning was conducted in October to deepen teachers' understanding on teaching strategies facilitating self-regulated learning. Form period materials were then developed to further strengthen students' awareness in corresponding learning skills. However, these form periods were not conducted due to school suspension.
- 7.3.2 This year, peer lesson observations could only be carried out in a very small scale and the survey based on the "Learning and Teaching Effectiveness Questionnaire" was suspended. However, evaluation on learning teaching effectiveness of on-line lessons during school suspension period would be made. More thorough discussion on practicable measures to enhance students' academic performance would be made at a later stage.
- 7.3.3 With the use of the Diversity Learning Grant and resources from alumni, extra tutorial classes were arranged. Students participating in these programmes generally benefited from these enrichment classes and showed improvement in the related subjects.
- 7.3.4 Revision class after school was held twice a week for those who failed in the supplementary examination. Alumni tutors were recruited to help F.1 students with their homework. The school social workers also gave support to students in the revision class. The feedback was positive.
- 7.3.5 A whole-school approach about gifted education was adopted and teachers were also encouraged to take on-line courses on gifted education. Teachers were reminded to note, not only students' giftedness in specific areas, but also to explore students' thinking and creativity abilities and social skills. Twenty-one students were enrolled in gifted education programmes provided by tertiary institutes and the Education Bureau.

7.4 STEAM education was a key focus this year:

7.4.1 To strengthen STEAM education, teachers were encouraged to equip themselves with skills through joining training courses and sharing sessions on STEAM education. The D&T and Science curricula were fine-tuned to include more elements of STEAM education. Teachers also made use of the Life-wide Learning Grant to enrich teaching resources and organise related training courses and activities for students.

7.4.2 Elements of STEAM education were integrated in curricula of different subjects, especially in Science, Computer Studies, Mathematics, D&T and Visual Arts. The D&T curriculum was revised to include new technologies necessary to promote STEAM education.

7.4.3 A QEF application for renovation of the D&T Room into a STEAM Laboratory/ Maker Space was made. Renovation work would soon start upon formal approval. This STEAM Laboratory would provide a very decent place for nurturing students' innovativeness and problem-solving skills.

7.5 In order to provide an extended D&T/ HE curriculum in F.3, students would be streamed according to their preference for the two subjects starting from September 2020. Students who opted to take D&T could be more exposed to STEAM education.

7.6 The school joined the Jockey Club "Flying High" Sports Programme this year. However, only part of the programme could be completed due to school suspension. The programme would be extended to the next academic year.

7.7 The Chinese Department successfully got the school support service from the Education Bureau for curriculum support.

## 8. STUDENT SUPPORT AND SCHOOL ETHOS

8.1 The school adopted a whole-school approach in supporting student development. A range of support programmes were co-planned by different functional groups in accordance with the major concern of building a caring, positive and supportive school community. With the provision of the second social worker to school, more timely counselling services could be provided to students in need.

8.2 With the school suspension and implementation of various precautions measures against COVID-19 infection, students missed quite a number of learning opportunities through school assemblies and joining co-curricular activities and competitions. Despite the school's effort to fit in some programmes such as sex education session and learning skills workshops during the post-examination period, students still lost their chances to unleash their potentials in some open competitions and to broaden their horizons in study tours.

- 8.3 In collaboration with the Holy Spirit Church, the “Passing On Torch” programme during the summer vacation gave students from Christian fellowship a chance to inspire F.1 students and let them experience love and care of big brothers and sisters.
- 8.4 The Holy Spirit Church provided great support in promoting a religious atmosphere in school. A Gospel Day Camp was jointly organised with the church.
- 8.5 Our F.1 students also attended a service in the Holy Spirit Church, in which they experienced its holy and solemn atmosphere. A service was specially arranged for all F.6 students in the Church before their last school day so that they could feel the care and support from the church.
- 8.6 Apart from conducting routine Bible study groups and Christian fellowship activities, the RE Committee also led a morning prayer through PA system thrice a cycle. During the school suspension period, the Christian Fellowship Committee also sent their encouragement messages through Instagram. Bible verses were also sent to F.6 students to cheer them up.
- 8.7 Our Christian Fellowship participated in the “Bond of Love Scheme” which was jointly organised by the Hong Kong Sheng Kung Hui Welfare Council Limited and the Chinese Permanent Cemeteries. Members first learned how to be more caring and empathetic towards the people they were going to serve. They then outreached to the grassroots in To Kwa Wan. This experience had deep impact on the students.
- 8.8 A life education drama was staged in one of the school assemblies to promote positive life attitude and how young people could be less affected by social media. Students also learned to be grateful.
- 8.9 The volunteer group cooperated with the Hong Kong PHAB Association Jockey Club Shatin Integrated Service Centre for Children & Youth to provide training programmes for 30 members. Four services were organised to serve the local community. The volunteer group also joined a “Meal delivery service to the elderly living alone” at Shui Chuen O Estate, through which students had a deeper understanding about problems faced by the elderly living alone in Hong Kong.
- 8.10 The S–miles Day, a new school endeavor this year, was successfully held on 13th December 2019. It was a running event in which students could challenge themselves by reaching a distance which they had not attempted before. The event was also a team–building programme. Students wore their class T–shirts designed by themselves. Students finished the run with smiles and 81% of them could run 4km, the longest distance.
- 8.11 The school joined a 5–day “Smart Teens Challenge Camp” organised by the Education Bureau in November 2019 to enhance students’ perseverance. 25 of the students from F.2 and F.3 participated and the feedback was positive.

- 8.12 Life planning education in the school started in junior forms as well. Through activities organised in form periods, students acquired skills in knowing more about their strengths, aptitudes and different working environments. Career counselling was conducted with F.3, F.5 and F.6 students. A talk was also provided to F.5 parents about information on tertiary education in Hong Kong.
- 8.13 A total of 30 F.5 students joined the “Life Buddies” Mentoring Scheme. 11 civil servants from Leisure and Cultural Services Department helped running the programme for our students.
- 8.14 Reinforce good behavior and to build up an appreciative school culture, the “Recognition Scheme” was launched for the fifth year. Teachers could commend students whom they appreciated by posting an appreciation note on a notice board. This year, 30 students were awarded a merit.
- 8.15 The counselling team worked seamlessly with our school social workers and educational psychologist for supporting students in need of their service. This year, social incidents and political issues had great impact on students’ emotion and behavior. Such situations adversely affected their studies as well as their relationships with peers and family. These posed great challenges to all teachers, especially counselling teachers and social workers as they were on the front line to support students and to seek parents’ cooperation over such a difficult time.
- 8.16 To promote healthy lifestyles and an anti–drug culture, the Student Union, Ignite, joined the “Participate in Sports, Stay Away from Drugs” Programme. Only part of the programme was completed and most of it was cancelled due to the school suspension.
- 8.17 The “Hand–in–hand” Peer Counselling Scheme helped F.1 students to adapt more smoothly to school life and the “Iron Man” programme for F.2 fulfilled the purposes of enhancing students’ self–discipline and class management. Drawing nearly full participation from F.1 and F.2 students, these two schemes were well–received.
- 8.18 The “All Round Development Scheme” which recognised achievements of students in terms of their conduct, academic work, co–curricular activities and religious/ community service also motivated students to take initiatives to grow. Given the long school suspension period, students were allowed more time to complete all the tasks. Awards would be given in December 2020.
- 8.19 Leadership training programmes were organised for both senior and junior form students. Students joining these programmes were mostly student leaders of various student organisations, interest clubs as well as class clubs. They were given ample chances to unleash their potentials in organising activities, enhance their skills in teamwork and boost their confidence. Their leadership skills were well demonstrated in numerous student–led activities organised by the Student Union. Inter–house Competitions, House Games Day and Singing Contest were held.

- 8.20 Our students were also given numerous chances to serve others. Through serving in authentic contexts and experiences, students learnt to be more caring and empathetic. Apart from programmes of service groups such as Scouts, Girl Guides and St. John Cadets, regular service programmes were organised by the Life Education Committee, Parent–Teacher Association and our school social workers. The Student Union also organised Dress Special Day and Flag–selling service for local charities.
- 8.21 The co–curricular activities provided to students were diversified. In 2019–2020, there were 9 academic societies, 18 interest groups, 5 service groups, 10 sports teams and 7 musical instrument classes. However, these activities and training were suspended during the second term of the school year.
- 8.22 Activities for promoting Arts Education were especially diversified. The Visual Arts Department organised numerous in–school training workshops, visits, seminars and competition–based activities. This year, a traditional craft workshop was held for all F.3 students. The F.5 VA students also joined a photography workshop hosted by an artist in school. An exhibition was held when the school resumed. This exhibition and the VA Graduation Show are very good pieces of evidence proving that learning did not stop during school suspension.

## **9. STUDENTS' PERFORMANCE**

### **9.1 HKDSE 2019**

One hundred and fifteen students took the seventh Hong Kong Diploma of Secondary Education in 2019. In all subjects on average, the percentage of students attaining level 5 or above is 23.7%, that of level 4 or above is 66%, and that of level 2 or above is 98.1%. 88.7% of our students met the general entrance requirements of UGC–funded institutions. A total of 102 students received JUPAS offers.

### **9.2 Prizes, Scholarships and Awards 2019–2020**

For scholarships for F.6 graduates, please refer to the Speech Day Pamphlet. For others, please refer to the next section.

## **10. SCHOOL CAMPUS IMPROVEMENT WORKS**

- 10.1 A school building inspection was carried out in July 2019, the 40–year–old building was still in fair conditions, although some repairs and maintenance were needed.
- 10.2 The underground construction of the lift installation work was completed in January 2020. The superstructure (lift tower) construction work was in good progress. It is expected to be completed in December 2020.
- 10.3 New book storage cabinets were purchased. All students can have their own storage cabinets. More comfortable plastic chairs also replaced some old wooden ones in F.5 and F.6 classrooms.

10.4 The Basketball Court was repaved. The fence next to the pedestrian area was made higher to protect pedestrians' safety.

10.5 Under the Time-limited Minor Conversion Works Programme 2020–21, the following installations and renovations were approved by the Education Bureau:

- Two social worker rooms and a meeting room in Room 103;
- New cabinets at the corridor outside the D&T Room;
- New cabinets at the Hall stage;
- Two large storage rooms on the ground floor of the school New Annex to store PE equipment;
- A Band Room at the School Hall to replace the Changing Room.

## **11. PARENTS AND ALUMNI AS PARTNERS**

11.1 Talks were regularly held to strengthen communication between parents and the school. On the F.1 Orientation Day and in Parenting Workshops, teachers and social workers shared with parents the keys of family guidance. Both formal and informal meetings between parents and form teachers were also arranged to discuss students' progress and all-round development.

11.2 Our parents served the school in many ways. They helped exam invigilation and acted as adjudicators for the Christmas board decoration competition. They also helped receive guests and visitors during school functions. To acknowledge their efforts, they were presented certificates for good service and were invited to join a barbecue. This helped build a supportive culture among parents and the school.

11.3 The Alumni Association was involved in many facets of our school life. They came back for career sharing sessions and provided their expertise in school improvement works. The Beyond Limits Award Scheme, sponsored by the Alumni Association, was organised for the seventh year to commend students who excelled in open competitions.

11.4 Due to the spread of COVID–19 pandemic, most of the planned activities of the PTA and Alumni Association were suspended.

## 12. ACKNOWLEDGEMENTS

I wish to thank each and every member of the Incorporated Management Committee for their wise counsel and their dedicated services. In this special year, I need to salute to all teachers and supporting staff for their unfailing effort in overcoming all sorts of challenges the school has never come across.

Last but not least, I wish to offer my heartfelt thanks to all leaving staff members. Your work in LKM is highly appreciated and we all wish you good health and success in the new chapter of your life.