

校務報告

PRINCIPAL'S REPORT 2020–2021

1. THE INCORPORATED MANAGEMENT COMMITTEE & SUPPORT FROM LAM FAMILY

- 1.1 Under the leadership of our Supervisor, Ms. Wong Lai Fun Paulina, the IMC, which is comprised of different school stakeholders, held four meetings in 2020–21 in which important school policies were formulated.
- 1.2 The School Supervisor, together with three IMC members, were appointed by the School Sponsoring Body as members of the Principal Selection Committee. Under the leadership of Chairman Timothy Ha Wing Ho, the Principal Selection Committee successfully identified the ideal candidate, Mr. Chan Chung Leung, as my successor.
- 1.3 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.
- 1.4 The Lam family is generous in their continuous support of the school. With their donation and funding from QEF, the D&T room was renovated and redesigned as Innovative Nurturing Ground (ING) for promoting STEAM Education. A school development fund was created with their donation to support school's sustainable development. To appreciate the kindness and support of the donor, the ING was named after Mrs. Monica Lam Huang.
- 1.5 In memory of Dr. Paul K. Lam, who was a physician and Mr. Lam Kau Mow's grandson, Mr. Lam Kau Mow's descendants established a new scholarship for our graduates who will enter an undergraduate course in Medicine or related fields, such as Chinese Medicine, Nursing, Pharmacy and Public Health.

2. STAFF

- 2.1 There were 93 staff members: the Principal, 53 full-time and 2 part-time teachers, 3 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 10 full-time and 5 part-time janitors.
- 2.2 There were 56 teachers (including the Principal) in 2020–21 whose qualifications are as follows:

Qualifications	Number	%
Possessing a first degree	56	100
With teacher training	54	96
Plus a higher degree	23	41

2.3 Their teaching experience is listed below:

Teaching experience	Number	%
0–5 years	8	14.3
6–10 years	1	1.8
More than 10 years	47	83.9

Number of staff attaining long term service:

Year of service	Number of staff members
10 years of service	3
15 years of service	2
20 years of service	1
25 years of service	3
30 years of service	2

3. CLASS STRUCTURE

3.1 There were 25 classes with 341 boys and 403 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	5	4	4	4	4	4	25
No. of Boys	75	55	55	54	49	53	341
No. of Girls	79	69	63	63	69	60	403
Total	154	124	118	117	118	113	744

4. CURRICULUM

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

4.2 The 2020–21 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				*	*	*
Thinking Skills and Civic Education	*	*	*			
<i>Technology Education</i>						
Computer Literacy	*	*	*			
ICT				*	*	*
BAFS				*	*	*
Design & Technology	*	*	*			
Home Economics	*	*	*			
<i>Arts Education</i>						
Visual Arts	*	*	*	*	*	*
Music # provided by Institute of Hong Kong Senior Secondary School Music Education	*	*	*	#	#	#
<i>Physical Education</i>	*	*	*	*	*	*

5. ANNUAL SCHOOL THEME AND NEW ENDEAVORS

- 5.1 The theme, “Act with Discipline, Strive for Improvement”, was adopted for the second year to echo the school’s core moral values of Self–discipline and Perseverance. To align with the theme, students were introduced to stories about some iconic sportsmen, outstanding alumni and even their fellow students who worked with perseverance towards their goals. Students were also encouraged to become more self–disciplined and self–directed learners while facing the COVID–19 pandemic and when they could not be in school for face–to–face lessons.
- 5.2 Normal school life was greatly affected as the Athletic Meet, S–miles Day, School Picnic and OLE Day could not be conducted as usual this year. In order to add fun to school days, F.5 students were given opportunities to taste some new sports such as baseball, sepak takraw and Thai boxing at school. The PE Department also arranged personal fitness tests and inter–class fitness competitions for the other students to enhance their awareness of the importance of regular exercises for their physical and mental health. Moreover, class fun time was organized by the Life Education Committee to help boost class spirit and a sense of belonging. These new endeavors successfully brought back more smiling faces and laughter on campus.
- 5.3 This year, the School Open Days and F.1 Admission Talk could not be conducted according to guidelines from EDB and the Centre for Health Protection. In order to let more primary students and their parents know more about our school, a new video about school life and school culture was produced and uploaded on the school’s website. The admission talks had to be conducted online as an alternative.
- 5.4 It was indeed a challenge to school when the F.1 interviews for Discretionary Place Allocation could not be conducted in face–to–face mode. The School Administrative Committee worked unceasingly on handling interviews through ZOOM hoping that technical problems would not arise and hamper the fairness of the selection work. Thanks to their hard work and coordination, the online F.1 interviews were smoothly implemented.
- 5.5 With concerted efforts of all teachers in learning how to use Google Meet and Google Classroom during class suspension, e–learning became much more popular even when students were allowed to be back to school for face–to–face lessons. This new endeavor could be explored further to enhance learning effectiveness in the future.
- 5.6 Though quite a number of sport teams had to suspend their activities for some time this year, our shuttlecock school team was formed when the school joined the Jockey Club “Flying High” sports programme this year. This green school team indeed joined a number of competitions after the second term examination and began to grow in size.

6. IMPACTS OF COVID–19 PANDEMIC ON SCHOOL LIFE

- 6.1 With the third and fourth waves of the COVID–19 pandemic, the school could only operate in morning session. In accordance with EDB guidelines, a portion of students were allowed to be back for face–to–face lessons at school while most of the others needed to take online lessons through Google Meet. The first term examination was made as “Home Assignments” and students were reminded to attempt them seriously so that teachers could have a better understanding of their learning progress. It was not until 24th May that all students could come back to school.
- 6.2 Most of the co–curricular activities, especially those related to Sports, could only be carried out in small scales irregularly. Outings, visits, leadership training camps and study tours, if not cancelled, were conducted remotely. Quite a large number of inter–school sports and music competitions were cancelled, while the Association conducting the Speech Festival only assessed individual students’ performance using uploaded videos. No Choral Speaking competitions were held. Some important school events, such as School Open Days were cancelled. So far, F.1 and F.2 students have not experienced the very exciting and joyful atmosphere of our Sports Day, House Day and the School Open Days. All these social distancing measures, though keeping students safe, drastically reduced students’ opportunities to unleash their potential in these two years.
- 6.3 To enhance cooperation with parents, teachers gave sunshine calls to parents regularly when students could not come back for face–to–face lessons. Though not able to meet parents at school, teachers conducted online meetings with parents to facilitate parent–teacher cooperation.

7. RESPONSES TO NEW EDB POLICIES

- 7.1 Optimizing the Four Secondary Core Subjects:
 - 7.1.1 The Learning and Teaching Committee helped fine–tune the senior form curriculum, with a new subject (Citizenship and Social Development) replacing Liberal Studies and all students in F.4 would take three electives, starting from 2021–2022.
 - 7.1.2 Thinking Skills and Civic Education (previously named Junior Liberal Studies) would only be provided to F.1 and F.2, starting from 2021–2022.
 - 7.1.3 A new subject named Economics, Accounting and Personal Finance would be provided to F.3 students in the coming year. It aims to be a taster course for students to know more about the senior form electives, Economics and BAFS.
- 7.2 Implementation of National Security Education in the School Curriculum:
 - 7.2.1 A review about measures on safeguarding National Security in the current situation was done.

- 7.2.2 A preparation task force was set up for drafting a work plan for implementation of National Security Education in the School Curriculum and specific measures for its implementation.
 - 7.2.3 Subject Coordinators would refer to EDB's Guidelines on Implementation of National Security Education in Key Learning Areas in fine-tuning curriculum of various subjects.
 - 7.2.4 Teachers were informed about the framework of National Security Education and were encouraged to attend related talks and training courses.
- 7.3 On upholding Teachers' Professional Ethics and Conduct:
- 7.3.1 Teachers were briefed in detail about the importance of upholding teachers' professional ethics and conduct. They were reminded that learning materials given to students could not disseminate messages threatening National Security.
 - 7.3.2 The school-based guidelines on handling complaints on teachers would be reviewed with reference to the enhanced guidelines provided by the EDB and in consultation with various stakeholders.

8. LEARNING AND TEACHING

- 8.1 Teachers need to be life-long learners. To facilitate teachers to get to know their professional needs under the ever-changing educational landscape, "T-standard" of the COTAP was introduced as an assessment tool. The following school-based Teachers' professional development activities were held:
- 8.1.1 A teacher workshop on "Twice exceptional students" was conducted in October 2020 to deepen teachers' understanding on teaching students with special needs.
 - 8.1.2 Teachers were introduced about Virtual Reality and its application in education through a talk and demonstration.
 - 8.1.3 To orientate teachers' mindset in across curriculum cooperation, a "Design Thinking Skill" workshop was provided to teachers. Demonstration on how to lead students to be more creative in learning activities was done.
 - 8.1.4 A "Positive Thinking" workshop was organized for teachers, aiming at relieving their work pressure.
 - 8.1.5 Peer learning among subject teachers was regularly carried out to enhance teaching effectiveness. This year, teachers focused on sharing how teaching could be more effectively carried out during online lessons.

- 8.2 The Learning and Teaching Committee worked with the subject coordinators to respond quickly to the new EDB guidelines in refining the senior form curriculum for optimizing core subjects to create space for students and the implementation of National Security Education.
- 8.3 Responding to the EDB measures regarding the suspension of face-to-face lessons, the Learning and Teaching Committee had to come up with various plans for lesson and assessment arrangements, including those for cross-border students.
- 8.4 To cater for learners' diversity, the Learning and Teaching Committee and the subject coordinators worked out various measures to enhance learning effectiveness:
- 8.4.1 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. Fifteen students were enrolled in gifted education programmes provided by the Hong Kong Academy for Gifted Education.
- 8.4.2 With the use of the Diversity Learning Grant and resources from alumni, extra (online) tutorial classes were arranged. Students participating in these programmes generally benefited from these enrichment classes and showed improvement in the related subjects.
- 8.4.3 Revision classes after school were held twice a week for those who under-performed in the first term examination. Alumni tutors were recruited to help F.1 students with their homework. The school social workers also gave support to students in such classes. The feedback was positive.
- 8.5 Apart from setting up of the Innovation Nurturing Ground (ING), the following measures were implemented to strengthen and support STEAM Education:
- 8.5.1 The curricula of Computer Literacy and D&T were restructured to include more programming skills and new elements needed for STEAM education.
- 8.5.2 Staff were encouraged to join relevant training workshops for STEAM education.
- 8.5.3 A partnership with the Hong Kong Polytechnic University on an upcycling project was created so that students and teachers could have access to better resources and training for the implementation of STEAM Education.
- 8.5.4 Talented students were nominated to join open competitions and training courses to further enhance their capacity in innovation and new technologies.
- 8.5.5 Application of Funding to "IT Innovation Laboratory in Secondary Schools programme" was made and it was pending approval.

- 8.6 This year, “Promotion of Chinese Culture” was set as a main theme when organizing post-examination activities. With careful planning and cooperation of Co-curricular Activities Committee and various subject departments, students could try various Chinese handicrafts and learned more about Chinese tradition and culture.
- 8.7 The Physical Education Department helped organize the “Flying High” Sports Programme sponsored by the Jockey Club for the second year. The promotion of new sports through assembly talks, fitness tests and competitions were well-received.
- 8.8 The Chinese Department successfully got the school support service from EDB for curriculum support.

9. STUDENT SUPPORT AND SCHOOL ETHOS

- 9.1 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.
- 9.2 With the school suspension and implementation of various social distancing measures against COVID-19, students missed quite a number of learning opportunities through school assemblies and co-curricular activities and competitions. During the post-examination period when all students could be back to school, more activities were organized so that students could experience a more complete and joyful school life.
- 9.3 This year, the Religious Education Committee worked with U-fire to provide innovative religious programmes in school. For example, an online Treasure Hunt activity was tailor-made for F.1 students who were affected by the suspension of face-to-face lessons. A special video on Christian Faith was produced when assembly could not be conducted at school hall before the Easter. In order to show their support for fellow students facing DSE, the junior members of Christian Fellowship sent handwritten cards and small gifts to all F.6 students. All these activities effectively created a caring atmosphere in school.
- 9.4 Apart from conducting face-to-face Morning Prayer, Bible study groups and Christian fellowship activities were held whenever possible, the RE Committee also led online gatherings and designed beautiful Bible verse cards and posted them on Instagram. All these activities were fruitful as 100 students prayed to receive Christ and another 80 students had reassurance of salvation this year.
- 9.5 The volunteer group kept cooperating with the Hong Kong PHAB Association Jockey Club Shatin Integrated Service Centre for Children & Youth. Training programmes were conducted but the scheduled services were pitifully cancelled due to the social distancing measures against COVID-19.

- 9.6 The S–miles Day, with programmes adjusted, was still well received and was successful in boosting team and class spirits. The work of the S–miles Day Committee was appreciated by all teachers.
- 9.7 Life–planning education in the school started in junior forms as well. Through activities organized 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 through Google Meet about information on tertiary education in Hong Kong. F.5 students also attended a workshop on writing JUPAS OEA essays in the post–examination period.
- 9.8 To reinforce good behavior and to build up an appreciative school culture, the “Recognition Scheme” was carried out for the fifth year. Teachers could commend students whom they appreciated by posting an appreciation note on a notice board. This year, 11 students were awarded a merit and 44 students got a “praise”.
- 9.9 With prolonged suspension of face–to–face lessons, students were found to be more anxious about their learning effectiveness. A negative social atmosphere and limited social interaction during the pandemic might also be causes for more reported cases of emotional problems. These cases were urgently addressed by our counselling team, social workers and educational psychologist.
- 9.10 The Bridge Programme and the “Hand–in–hand” Peer Counselling Scheme helped F.1 students to adapt more smoothly to school life. This year, F.1 students were also trained to be more familiar with using Google Meet and Google Classroom in the Bridge Programme.
- 9.11 The F.2 “Iron Man” programme, though postponed to post–examination period, fulfilled the purposes of enhancing students’ self–discipline and class management.
- 9.12 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, the requirements of the scheme were adjusted, which allowed more students to be awarded and ready to move on to the next level.
- 9.13 Leadership training programmes had to be scaled down, if not cancelled, too. Day camps were organized instead of overnight camps. These training programmes could still help unleash students’ potentials in organising activities, enhance their skills in teamwork and boost their confidence. Their leadership skills were well demonstrated in numerous student–led activities during the post–examination period.
- 9.14 To promote healthy lifestyles and an anti–drug culture, the Student Union, Freesia, joined the “Participate in Sports, Stay Away from Drugs” programme. Though the Student Union could not carry out its study tour as scheduled, its committees tried to serve the

students whenever possible. Leadership training day camps, singing contests, house–quiz and fund–raising activities were held. The annual school magazine, “Rendezvous” was publicized.

9.15 The co–curricular activities provided to students were diversified. In 2020–21, there were 11 academic societies, 18 interest groups, 5 service groups, 11 sports teams and 7 musical instrument classes. However, some of the activities and training were suspended due to the social distancing measures.

9.16 Activities for promoting Arts Education were especially diversified. The Visual Arts Department organized numerous in–school training workshops and activities online. Two exhibitions were held when the school resumed. They were very good pieces of evidence proving that learning did not stop during school suspensions.

10. STUDENTS’ PERFORMANCE

10.1 HKDSE 2020

One hundred and fifteen students took the ninth Hong Kong Diploma of Secondary Education in 2020. In all subjects on average, the percentage of students attaining level 5 or above is 17.9%, that of level 4 or above is 58.8%, and that of level 2 or above is 97.9%. 91.8% of our students met the general entrance requirements of UGC–funded institutions. A total of 101 students received JUPAS offers.

10.2 Prizes, Scholarships and Awards 2020–2021

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

11. SCHOOL CAMPUS IMPROVEMENT WORKS

11.1 For meeting educational needs, the computer equipment was updated. All teachers were provided with iPads to ensure online lessons could be conducted. Computers in MMLC and MM rooms were replaced. New software and anti–virus software were installed.

11.2 To ensure safety, new security cameras were installed in Staircase 3, school entrance and inside Band Room.

11.3 The superstructure (lift tower) construction work was completed in March, though the lift itself is not in operation yet.

11.4 The previous D&T Room was renovated into the Innovative Nurturing Ground.

11.5 With volunteers’ service from the Social Service Department, the mini basketball court was repainted and the Grandma Dorcas Garden was repaved. The volunteers also helped with repair work on campus.

11.6 Under the Time-limited Minor Conversion Works Programme 2020-21, the following installations and renovations were completed.

- Two social worker rooms in Room 103;
- New cabinets in the corridor on the Ground Floor;
- New cabinets on the Hall stage;
- Two large PE Store rooms on the ground floor of the school New Annex; and
- A Band Room in the School Hall.

12. PARENTS AND ALUMNI AS PARTNERS

12.1 Founded in 2000, the Parent-Teacher Association planned to celebrate its 20th Anniversary this year. The COVID-19 pandemic did pose great challenges to its year plan and two of the annual signature events were cancelled. With effort from its Executive Committee, the PTA held a Folder Design Competition and the winning design was printed for making souvenirs for all students and teachers. A journal celebrating its 20th Anniversary was produced. Last but not least, a small scale 20th Anniversary Dinner was successfully held with the presence of former Chairpersons and present Executive members.

12.2 The Alumni Association was involved in many facets of our school life. It is pitiful that the Alumni Day in March could not be held as usual. The Beyond Limits Award Scheme, sponsored by the Alumni Association, was held for the eighth year to commend students.

13. RELOCATION OF SUNDAY SERVICE OF SHATIN ANGLICAN CHURCH

With God's blessing, Shatin Anglican Church eventually relocated its Sunday Service to our school starting from 13th June 2021. More collaboration between Church and School would be envisaged. Its donation of 500 new chairs and the partial payment of the new projector to be used in the school hall, was very much appreciated.

14. ACKNOWLEDGEMENTS

After staying in this school for my whole career, I am going to write another chapter of my life. My tenure as Principal of the School has given me opportunities to learn and grow as a school leader and to serve in community affairs. The rapid changes in social and political environment, Curriculum reforms and fluctuations in student population are great challenges for all educators. So far, I am blessed and honored to be able to work together with a dedicated team of colleagues in LKM, with the complete trust of the School Council and full support of parents and alumni.

On this occasion, I wish to thank each and every member of the Lam family whose care and support never fail. I need to express my gratitude to all IMC managers who are ready to support and give wise counsels. My salutes also go to all teachers and staff for their dedicated effort and passion in teaching our beloved students in such challenging times.

Last but not least, I need to thank parents for your support and partnership in educating your kids, who are also our beloved students. May the dreams of our graduates come true in the future. And in the immediate future, I wish all graduates the best in the coming DSE.