

# 校務報告

## PRINCIPAL'S REPORT 2021-2022

### 1. THE INCORPORATED MANAGEMENT COMMITTEE

- 1.1 Under the leadership of our Supervisor, Ms. Wong Lai Fun Paulina, the IMC, which is comprised of different school stakeholders, held three meetings in 2021-22, in which important school policies were formulated.
- 1.2 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.
- 1.3 Ms. Phoebe Lam, our Independent Manager completed her tenure at the end of August 2021. Dr. Martin Kwong, Mr. Tackson Tsun and The Revd. Hubert Che will leave the IMC at the end of August 2022. On behalf of the school, I would like to express our deepest gratitude to all of them. Ms. Lam was our School Council/ IMC member for twenty-one years. Dr. Kwong has been serving the School Council/ IMC since 2003, Mr. Tsun has been our council/ IMC member for fifteen years and The Revd. Che has been our IMC member since 2019. Their full commitment and unfailing support have been crucial for the effective management and sustainable development of the school. Mr. Chan Ka Yun took up the post as Independent Manager of the IMC.

### 2. STAFF

- 2.1 There were 93 staff members: The Principal, 54 full-time and 1 part-time teacher, 4 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 56 teachers (including the Principal) in 2021-22 whose qualifications are as follows:

Qualifications	Number	%
Possessing a first degree	56	100
With teacher training	56	100
Plus a higher degree	26	46

2.3 Their teaching experience is listed below:

Teaching experience	Number	%
0-5 years	10	17.9
6-10 years	4	7.1
More than 10 years	42	75

Number of staff attaining long term service:

Year of service	Number of staff members
10 years of service	2
15 years of service	1
20 years of service	0
25 years of service	1
30 years of service	4
35 years of service	1

### 3. CLASS STRUCTURE

3.1 There were 25 classes with 330 boys and 376 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	5	4	4	4	4	25
No. of Boys	56	74	50	51	54	45	330
No. of Girls	60	72	66	56	57	65	376
Total	116	146	116	107	111	110	706

## 4. CURRICULUM

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

4.2 The 2021-22 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	*	*	*	*	*	*
Citizenship and Social Development				*		
Liberal Studies					*	*
Thinking Skills and Civic Education	*	*				
<i>Technology Education</i>						
Computer Literacy	*	*	*			
ICT				*	*	*
BAFS				*	*	*
Economics, Accounting and Personal Finance			*			
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 school theme 2021-2022, “We grow with faith and hope, we soar with love and effort”, was adopted to promote Christian values of faith, hope and love and moral education. We instilled the virtues into students through interactive religious activities, fellowship, assemblies, morning prayer sessions and Class Time Programmes. In spite of the class suspension due to the pandemic, some of the activities above were conducted online.
- 5.2 This academic year, the School Open Day and F.1 Admission Talk could not be conducted according to the guidelines from the EDB and the Centre for Health Protection. To let primary students and their parents understand our school more, a new video about school life and school culture was produced and uploaded on the school’s website. We also collected questions from them and answered their queries remotely, in order to give them a better understanding of our school.
- 5.3 Though quite a number of sport teams’ practices and competitions were suspended for some time, we were able to join the Jockey Club “Flying High” sports programme this academic year. This is aimed to let students explore and unveil their athletic potential. Our shuttlecock school team has achieved successful results through this programme and has won some prizes in a number of competitions.

Indoor rowing was introduced to the school this academic year and it was welcomed by students. Quite a number of them took part in the training. A few of them formed a team with a PE teacher and won the third prize in the competition organized by the Hong Kong Institute of Construction. On top of that, all the students would have a chance to participate in the inter-class indoor rowing competition organized on the S-miles Day in August.

## 6. IMPACTS OF COVID-19 PANDEMIC ON SCHOOL LIFE

- 6.1 With the fifth wave of the COVID-19 pandemic, the school had a special holiday in March and April. In accordance with the EDB guidelines, we were allowed to have half-day face-to-face lessons starting from early May. Afternoon online classes were arranged three days a week. Those who had received two or three doses of vaccine for more than 14 days could take part in co-curricular activities on school campus in the afternoon. The school attached importance to these activities as they helped maintain students’ social-emotional health besides enhancing their aesthetic, physical and social development. It was not until the end of June that the requirement for the whole-day face-to-face class resumption was fulfilled. Teachers could arrange afternoon tutorial classes to catch up on their teaching progress if necessary.

- 6.2 During the special holiday, the class teachers met their classes online in small groups to show care for them and let them share their feelings with their fellow schoolmates. The class teachers also kept in touch with their parents by giving them sunshine calls to enhance home-school partnership in looking after their children.
- 6.3 Due to the vaccination requirements of the EDB and class suspension caused by the fifth wave of the COVID-19 pandemic, many co-curricular activities could only take place in small scale. Social contacts among students were hindered and their social-emotional development was affected. Their mental wellness was also what the school concerned about.

Similar to the last academic year, all large-scale speech and music competitions, including those hosted by the Hong Kong Schools Music and Speech Association, have adopted video-submission mode. Our students have achieved good results, especially in Public Speaking Solo events (English Speech and Chinese Speech). Some important school events, such as School Open Days and Sports Days were cancelled. Their social, aesthetic and physical development was impaired to a certain extent. The expected results of unleashing students' potential in different aspects could not be completely achieved. To address this problem, some strategies would be worked out and included in the Annual School Plan in the coming academic year.

## 7. LEARNING AND TEACHING

7.1 Schools started implementing some of the plans related to National Security Education in the 2021-2022 school year. It is expected that the plans would be implemented in full swing in 2022-2023. To prepare teachers for the implementation of National Security Education, some teachers' professional development activities were held in October 2021 as listed below.

- (1) A seminar about National Security to enrich teachers' knowledge about that.
- (2) A teacher workshop entitled "Implementation of National Security Education" to discuss how to infuse the element of National Security Education in the formal curriculum.

7.2 Other professional development activities:

- (1) A seminar entitled "HK Laws Concerning Teachers-Corruption and Bribery" to raise teachers' awareness of the risk of committing corruption and bribery at school.
- (2) A School Development Day held in May 2022 to discuss the strategies for the three-year School Development Plan.

- (3) Peer collaboration among subject teachers to enhance teaching effectiveness. This school year, teachers worked in pairs to plan a lesson with activities involving student cooperation or collaboration followed by lesson observation and discussion.
- 7.3 In response to the new EDB guidelines in refining the senior form curriculum for optimizing core subjects to create space for students, the F.4 curriculum was revised so that every F.4 student can take three electives. The new policy was well received by the students and parents concerned.
- 7.4 To enhance F.5A students' learning exposure, a variety of activities were arranged for them including a photography course, a dancing course, voluntary work, school visits and sharing from some alumni about their careers. Students enjoyed the lessons and had a deeper self-understanding.
- 7.5 National Security Education was infused in the formal curriculum. Each department included the element of national security in the related topics. There will be meetings to review the effectiveness.
- 7.6 Regarding the suspension of face-to-face lessons, the Learning and Teaching Committee came up with various plans for lesson and assessment arrangements, including those for cross-border students.
- 7.7 To cater for learners' diversity, the Learning and Teaching Committee and the subject coordinators worked out various strategies to enhance learning effectiveness:
- (1) A whole-school approach about gifted education was adopted and teachers were encouraged to take the related on-line courses. 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. Subsidies were provided for students joining courses about gifted education.
  - (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.
- 7.8 Apart from setting up of the Innovation Nurturing Ground (ING), the following strategies were adopted to strengthen and support STEAM Education:
- (1) The curricula of Computer Literacy and D&T were restructured to include more programming skills and new elements needed for STEAM education.
  - (2) All Staff joined the training workshops for STEAM education.

- (3) The school had a partnership with the Vocational Training Council on training courses about the application of Virtual Reality (VR) and Augmented Reality (AR) for talented students.
- (4) The students with greater interest and potential were encouraged to join open competitions and training courses like 3DsMax, Unity (animation), Reality Composer (AR), python and Dobot (robotic program) to further enhance their capacity in innovation and new technologies.
- (5) A funding application for “IT Innovation Laboratory in Secondary Schools programme” was approved. They include “Augmented Reality Mobile App Design”, “Designing Robotic Arm Application” and “STEM X Fin Tech Certification Program”. The relevant experiential sessions, training courses and competitions were organized this academic year.

7.9 The Physical Education Department implemented the “Flying High” Sports Programme sponsored by the Jockey Club for three consecutive years. There were sports experience sessions and athlete sharing in an assembly, the promotion of new sports through specific sports training, Olympic mini games, fitness training and competitions. They were all well received.

7.10 The Chinese Department successfully got the school support service again from the EDB and continued to further optimize their curriculum and better their teaching strategies and lesson designs.

## 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.

8.2 Due to the fifth wave of the COVID-19 epidemic, the school had to restrict most of the activities to reduce the risk of infection. In addition, the summer vacation was brought forward to March/April. Students missed quite a number of learning opportunities through school assemblies, co-curricular activities and competitions. The school tried to re-schedule the activities as far as possible, such as S-miles Day, during the post-examination period, so that students could still enjoy their school life through non-academic activities.

8.3 The Religious Education Committee continued to collaborate with U-Fire this year to provide innovative religious programmes at school. During the Summer Bridge

Programme, for example, a Treasure Hunt game was designed specifically for F.1 freshmen to help them build resilience and learn more about God. Christian Fellowship members created message cards to convey their support for F.6 students who were going to sit for the HKDSE Examination, and F.3 students before they made subject choices. They also gave Thanksgiving gifts to the Principal and teachers to express their gratitude. All of these activities successfully created a caring school environment.

- 8.4 Apart from keeping face-to-face Morning Prayer Sessions, Bible study groups, and Christian fellowship activities, the Religious Education Committee also held a training workshop for Fellowship Committee members to build up their team spirit and a closer relationship with God.
- 8.5 The school volunteer group continued to work with Hong Kong PHAB Association Jockey Club Shatin Integrated Service Centre for Children & Youth this academic year. The volunteer group members were given training by them. Due to the COVID-19 pandemic, the focus of our service was shifted from the local community to our schoolmates. F.5 students were working under stress due to the pressure from the public exam. In order to support and encourage them, the volunteer group organized a "pour painting" workshop for all F.1 students with the purpose of making gifts - paintings for their seniors, F.5 students. This activity echoed the major concern of the school plan of building a caring, positive and supportive school community.
- 8.6 The S-miles Day is one of our school traditions. Again due to the pandemic, the inter-class long run race could not be conducted this school year on the S-miles Day. An inter-class indoor-rowing competition will be held instead during the post-exam period to boost class spirit and foster students a sense of belonging to the school.
- 8.7 School-based life-planning education began in junior forms. Students learned more about their strengths, aptitudes, and varied working contexts through activities organised during form periods. Careers guidance was provided for F.3, F.5 and F.6 students. A talk with information on tertiary education in Hong Kong was organized for F.5 parents. During the post-examination period, F.5 students will also participate in a workshop on writing JUPAS *personal statements* organized by our Careers Guidance Team.
- 8.8 To reinforce good behavior and to build up an appreciative school culture, the "Recognition Scheme" was carried out for its sixth year. Teachers could commend students whom they appreciated by posting an appreciation note on a notice board. This academic year till the end of June, 45 students were awarded a merit and 38 students got a "praise".



8.9 Students were getting more concerned about their learning efficacy after the extended suspension of face-to-face lessons. Parents were also concerned about that besides their children's personal development. During the special holiday in March and April, class teachers arranged small group online class periods to meet with their classes in order to show care for them and let them share their feelings. The class teachers also communicated with each parent of their classes to have a deeper understanding of their children's situation at home.

The SEN coordinator worked with the Guidance Team, the social workers, the language therapist and the educational psychologist to enhance the learning effectiveness and personal growth of the students with special needs.

8.10 This school year, the Summer Bridge Program for F.1 students was held on schedule with meticulous planning. The program's goals were to let new school members have a taste of secondary school life, connect with the school's social network, and gain a general understanding of the school's history and culture. Over 95% of the participants regarded that the aforementioned objectives were met.

8.11 At the beginning of this school year, all F.2 students participated in the "Iron Man" programme. Students' positive attitude and self-discipline were improved through teamwork and challenging tasks. Students and teachers gave positive feedback.

8.12 The "All-Round Development Scheme," is aimed at recognizing students' achievements in conduct, academic work, co-curricular activities, religious activities and community service, and encouraging students to strive hard to better themselves and boosting their strength of perseverance. The criteria of the scheme were changed as a result of the protracted school suspension and the cancellation of many activities, allowing more students to be awarded and ready to move on to a higher level.

8.13 Early in November, a Leadership Training Day Camp was held. The Day Camp provided a variety of training programmes for our students to help them reach their full potential. The Day Camp boosted students' organising abilities, collaboration skills, and self-confidence. Throughout the school year, they displayed their leadership abilities in a variety of student-led activities.

8.14 Photon, the Student Union, has joined the Beat Drug Fund's "Beat Drugs with Sports" programme to promote a healthy lifestyle and an anti-drug culture. Despite the fact that the Student Union was unable to complete its study tour as planned due to the pandemic, its committees made every effort to serve their fellow schoolmates. The Student Union hosted a Mixed Dodgebee Competition, Flyball Fun Day, Football Skill Challenge

Competition, the singing contest, house quizzes, and fund-raising activities. Photon also published the school periodicals "Trend" and "Rendezvous."

8.15 Students were offered a variety of co-curricular activities. There were 11 academic societies, 20 interest groups, 9 service groups, 13 sports teams, and 6 musical instrument classes in 2021-22. However, due to the social distancing requirements, some of the activities and training were suspended.

8.16 The Visual Arts Department took part in the Jockey Club Augmented Reality Educational Project and the Jockey Club Innovative Heritage Education Program, which integrated art, culture, technology, and history to give students a rewarding learning experience. The Department also held the Annual Art Alumni Sharing Day, which gave students a contextual and inspiring sharing upon the study and career path related to art and creative industry.

8.17 The Visual Arts Department organized art and photography exhibitions in the school and in the community, which received positive feedback from the public. In the inter-class Christmas Classroom Decoration, students also demonstrated their artistic ability.

## 9. STUDENTS' PERFORMANCE

### 9.1 HKDSE 2021

One hundred and thirteen students took the tenth Hong Kong Diploma of Secondary Education in 2021. In all subjects on average, the percentage of students attaining level 5 or above is 24.4%, that of level 4 or above is 61.7%, and that of level 2 or above is 98.5%. 95.6% of our students met the general entrance requirements of UGC-funded institutions. A total of 105 students received JUPAS offers.

### 9.2 Prizes, Scholarships and Awards 2021-2022

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 The lift project was completed in late July 2021. The rules about using the lift were laid down for students. It has brought more convenience for the staff, especially during the change of lessons.

10.2 The demolition of unauthorized building works was completed by mid-August.

10.3 The new kiosk of authorized building works at the main gate was completed in January 2022.

- 10.4 Two new running tracks were built for developing the skills and techniques of track-and-field athletes.
- 10.5 The LED wall was installed on the stage of the school hall for facilitating presentations and performances.
- 10.6 An exemplary classroom in terms of IT facilities was completed in April in Room 406.
- 10.7 To boost safety, handrails over the wall of the corridor on the fourth floor were installed.

## 11. PARENTS AND ALUMNI AS PARTNERS

- 11.1 The 17th Parent Teacher Association Committee was set up in November with quite a number of newly-joined parents acting as committee members. Contributing with their time and effort, I am grateful that some experienced and honorable members volunteered by joining our meetings and providing us with assistance whenever necessary.
- 11.2 The Alumni Association was involved in many school activities and big events. They continued to provide our senior-form students with careers guidance. Aimed at recognizing students' achievements in every aspect, the Beyond Limits Award Scheme was held for the ninth consecutive year, thanks to the Alumni Association's sponsorship. Sadly, the Alumni Day was cancelled due to the fifth wave of the pandemic. We are looking forward to meeting them on the Alumni Day in the coming school year, so they can gather and enjoy a blissful day.

## 12. MY FIRST YEAR AT LKM

A new environment, a new working team, a new office... a new academic year full of challenges. Almost one year's time working at LKM, I am impressed with the teachers' dedication and commitment to their work, and students' positive attitude towards learning. In spite of the fact that many activities came to a halt due to the fifth wave of the pandemic, the teaching and non-teaching staff had pulled their weight to mitigate students' *learning loss* in different aspects. With the full support of parents, alumni and the trust of the IMC, we were able to get over the obstacles all the way till now.

I believe that creating a loving and caring learning environment is important for developing LKM's students to become self-directed life-long learners with Christian or positive values. To have a balanced whole-person development, they need more learning opportunities in different aspects both inside and outside the classroom. Most importantly, they can explore, develop and manifest their interests and potential through a variety of activities provided by the school.