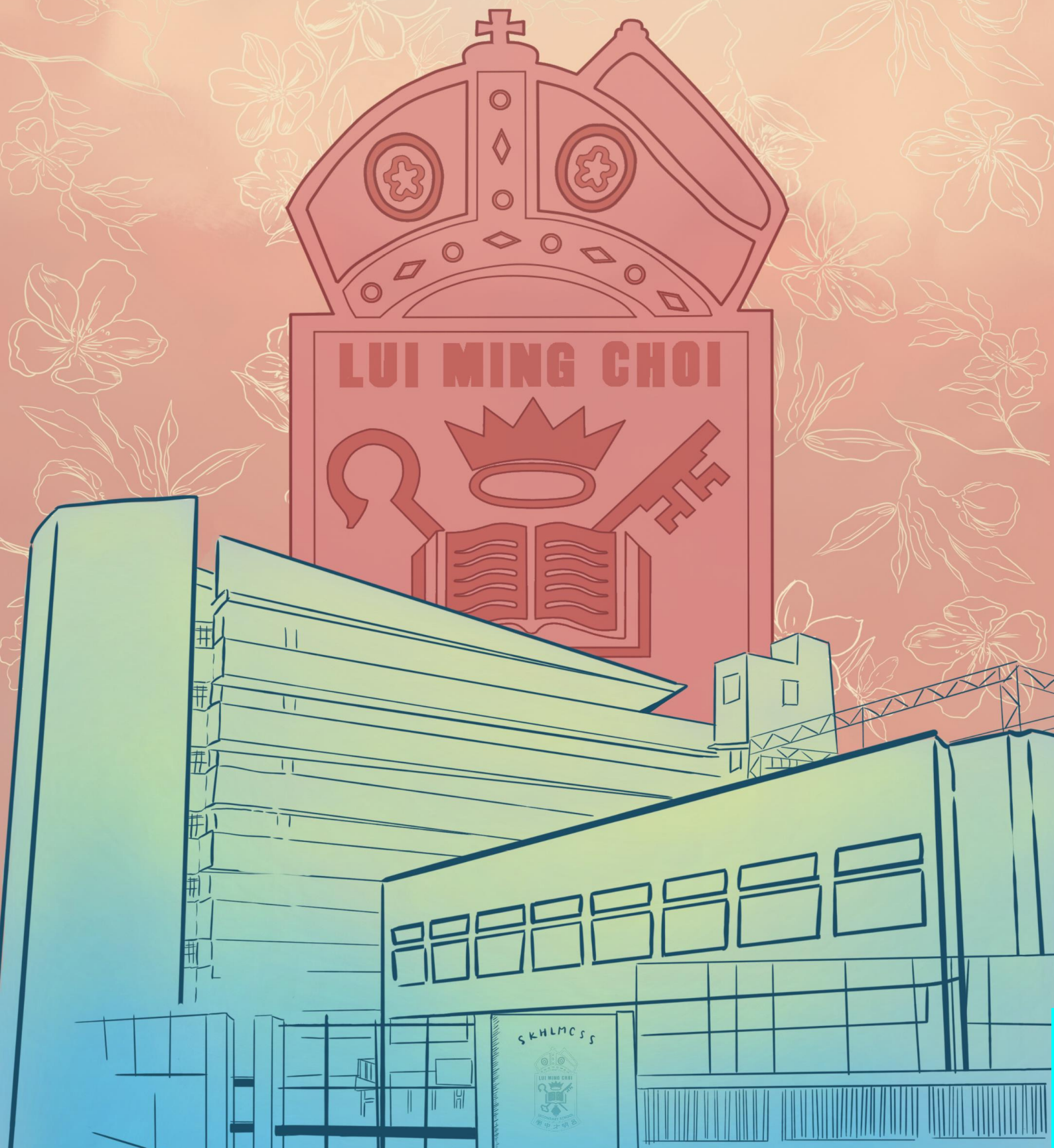




S.K.H. LUI MING CHOI SECONDARY SCHOOL

School Report 2020-2021





SKH Lui Ming Choi Secondary School

School Report 2020 - 2021

Key Elements of the School Report

(1) Our School.....	3
(2) Achievements and Reflection on Major Concerns and Special Concern.....	4
(3) Our Learning and Teaching.....	9
(4) Support for Student Development.....	12
(5) Student Performance.....	16
(6) Financial Summary.....	17
(7) S-W-O-T Analysis Based on Our Capacity under Existing and New Education Environment	18
(8) Feedback on Future Planning.....	20
(9) Appendix.....	21

Cover Designed by Poon Sin Yee Serene (Class 5S, 2020-2021)

(1) Our School

Founded in 1973, the School strives for excellence in education, and supports the overall purpose of helping students to achieve their potential as leaders, learners and carers. Our school motto is “**Leadership, Motivation and Caring**”.

The School respects diversity of talents and believes in the broad Christian values of caring and service, and in the sense of right and wrong. The School also aims to help students believe in contributing to the common good of society.

Through its academic programmes and extra-curricular activities, the School aims to help students develop their potential, and support the goals of education, which consist of helping each student to:

1. develop Leadership qualities through thinking clearly, communicating effectively, acquiring knowledge and skills to cope with external academic demands and getting prepared for future career development;
2. foster Motivation for success through developing a feeling of self-worth acquiring skills for self-reliance and self-discipline, developing physical fitness; and
3. nurture Caring attitudes through developing respect for the cultures of different social groups recognizing responsibilities at personal, family, social, national and global levels, and being a ward of the message of Christian faith.

More information is available on our School’s website at <http://www.skhlmc.edu.hk> or the Secondary School Profiles at <https://www.chsc.hk/> for public reference.

(2) Achievements and Reflection on Major Concerns and Special Concern

Major Concern 1: To motivate students to self-learning and improve academic performance



Achievement

Personal Best (PB) goal setting, Growth Mindset and self-directed learning were still adopted to motivate students to self-learn and improve academic performance in the third year of implementation of the School Development Plan (2018-2021).

Affected by the class suspension due to the outbreak of COVID-19 pandemic, we were falling short of contact hours between students and teachers. In response to this challenge, all teachers began to look into the possibility of learning and teaching online and began to acquire respective IT skills. Home-based Learning (HBL) was incorporated into the curriculum. Students and teachers meet online whenever necessary. Both students and teachers became more used to and more confident in HBL.

According to the results of the Stakeholders' Survey in April to July, a large majority (90%) of teachers agreed that they often adjust the teaching contents and strategies according to students' progress in lessons. Besides, majority of teachers agreed that the subject panels were able to monitor curriculum implementation of their own subjects, e.g. through systematic use of data on Student Learning and Teaching and evaluation data to inform curriculum implementation (3.6/5.0) and to adapt the performance assessment methods to assess students' performance effectively (3.6/5.0).

To facilitate deep learning, teachers have worked to encourage peer and group discussion. Nearly 70% of the interviewed students agreed that teachers often make students inquire into/investigate different issues in lessons (3.8/5.0). Also, teachers often tell students about their progress and problems in learning (3.8/5.0). Students' readiness to learn independently has improved. Over 62% of interviewed students thought that the amount of homework was adequate (3.7/5.0) and they were able to apply learning strategies, such as doing pre-lesson preparation, using concept maps, tool books and on-line resources, etc. (3.6/5.0)

From the results of the APASO survey on the Independent Learning Capacity, the rating of our students on all subscales items were higher than the mean value of the Territory Norm.

Little Makers Class (STEM workshops) was introduced as a co-curricular activity. Further review and design will be conducted based on the latest 'Ongoing Renewal of the School Curriculum' and students' ability and needs.

Reflection

From the results of the APASO survey on the Motivation, the rating of our students on most of subscales items were higher than the mean value of the Territory Norm. However, the rating of our senior form students on Social Concern (2.81/4.00) was slightly lower than the mean value of the Territory Norm (2.95/4.00). There is still room for improvement in this aspect.

The overall rating of stakeholders' perception of teaching (KPM 09) as viewed by teachers and students were 4.1 and 3.6 respectively and that of stakeholders' perception of student learning (KPM 10) as viewed by teachers, students and parents were 3.0, 3.5 and 3.4 respectively. All stakeholders appeared to agree that there is room for improvement in the area of student learning.

No new strategies of self-directed learning were introduced to students due to the limitation of time. However, strategies introduced and adopted in the past years were used by class teachers (general strategies) and subject teachers (subject related strategies) whenever appropriate to sustain students' continued application.

The idea of equipping students with study skills and learning strategies to empower them as Responsible Learners was explored. Study skills such as note processing skills, memory skills and study skills for senior level will be introduced to junior form students more systematically in the next school year.

With the improvement in school IT hardware and IT skills and knowledge of teachers, this is an opportunity to further incorporate IT into learning and teaching. Students can be more self-directed in arranging their learning time and learning pace with the help of teachers and online platforms, like Google Classroom. Learning can happen both inside and outside classroom.

Teachers were encouraged to apply the concept of Blended Learning so that the benefits of both online and off-line learning can be enjoyed.

Effective self-learning strategies could be introduced to students more systematically. Subject Departments could continue to develop coursework materials with eLearning resources to facilitate self-directed learning.

Major Concern 2: To raise students' sense of responsibility and cultivate appreciation in the School



Achievement

Some Extra-Curricular Activities (ECA) such as the Leadership Training Programme were held to raise students' sense of responsibility and enhance the leadership skills of the student leaders. However, due to the COVID-19 pandemic and lack of face-to-face learning, most of the plans and activities for students' ECA were cancelled or changed to online mode. In order to enrich students' learning experiences and cultivate appreciation in school, life-wide learning (LWL) activities have been organized by various subjects and committees, with the use of the LWL Grant. The Student Enhancement Fund (SEF) was promoted to all teaching staff and students at the beginning of the school year. With the latest successful application from the Mathematics Circle, a Form 1 talented student would be subsidized to participate in the Mathematics Advanced Course.

In order to raise students' sense of responsibility, online events were held on specific days to promote National day, National Constitution Day and National Security Education Day to deliver values education, with focuses on responsibility of oneself to the society, National Identity, Law-abiding and respect for others. Students also learnt about inclusiveness of different cultures in our society through an online talk on "An Indian made in Hong Kong" given by an Indian artist, Mr. Vivek Mahbubani, who was born and raised in Hong Kong.

For cultivation of appreciation at school, religious events were held which included online Assemblies to celebrate Christmas and Easter with students' involvements in preparation of the contents to deliver messages of appreciation. Such events also served to provide students with platforms for interaction and build leadership skills through Fellowship (online) groups and Alpha (online) Gathering.

From the results of the Stakeholders' Survey, nearly 60% students agreed that the school actively fosters their virtues and teachers have high expectation for students. Nearly 70% students agreed that they get along well with their schoolmates and they like the School.

Students also expressed that teachers are able to help them solve problems they encounter in their growing process, such as in their physical and mental development, making friends and academic performance (3.7/5.0) and the School actively fosters students' virtues (3.7/5.0). The mean value of

views on support for student development by our students is similar as the mean value of the Territory Norm (3.6/4.00).

Reflection

Though some of the plans and activities were postponed or cancelled due to COVID-19 pandemic and lack of face-to-face learning, our new ways of learning such as Home-based Learning (HBL) and online lessons enhance students' self-directed learning, self-management and the sense of responsibility, which also closely relate to our Major Concerns.

An online platform for delivering whole school messages could be used. In light of the change of the form of the medium, we have seriously took students' contribution and their participation into account when planning for each event. It was hoped that the values education events in the future could be more interactive in nature. More authentic resources (English) could be selected for use to facilitate effective participation, interaction and learning.

Special Concern: To strengthen students' adversity quotient (AQ) (including resilience and positive values); to help students settle their emotions and achieve inner peace

Achievement

In response to the COVID-19 pandemic that affected the normal teaching schedules and activities, closer attention and strategic support for students were provided to students with the collaboration of the Guidance and Learning Support Committee (GLSC), School Social Workers (SSW), the Discipline Committee (DC), as well as Class Teachers, to re-engage students and give them pastoral care. Activity Framework and Extra-Curricular Activities (ECA) have been rearranged especially in the Afternoon Session of the 9-day Cycle Timetable. Some student leaders and teachers-in-charge organized the scheduled activities for students through on-line mode.

The SKHLMC Alumni Association, together with the Principal, Vice Principals and Assistant Principal (PVPAP), Form 6 classes, as well as Subject Teachers, have made a video for Form 6 students to encourage and send wishes to them in the HKDSE Examination.

Moreover, our School was invited to participate in the "Basic Law Quiz Competition", during the preparation and the competition, the team of students learnt to face pressure positively. Whenever possible, face-to-face Assemblies with regular prayers were arranged for various form levels (if not the whole school). This habit of religious gathering, together with the messages delivered through the Gospel Week Assembly, provides support and guidance for students to achieve inner peace.

Reflection

In order to enhance the support for students to settle emotions and achieve inner peace, the GLSC and SSW provide timely guidance and follow-up for individual students, to care and educate students with positive values. Through alignment with our school-based Discipline policy, by means of immediate and appropriate follow-up for students in need, students learn to understand more on self-discipline and comply with school rules. The Principal, Vice-Principals, and Assistant Principal help to coordinate the plans on follow-up.

Besides a timetable for classroom learning, regular gatherings (Assemblies) involving prayer and religious liturgy are essential experiences to balance with the pressure faced by all in light of the demanding (but unavoidable) ad-hoc nature of school life.

From the results of the APASO Survey on the attitudes to School (KPM15), the rating of our students on most of subscales items were higher than the mean value of the Territory Norm. However, the rating of our students on negative effect (2.01/4.00) was slightly higher than the mean value of the Territory Norm (1.94/4.00). There is still room for improvement for students to build a positive attitude to the School. Whole-School Approach would continue to facilitate the positive growth of our students.

From the results of the APASO Survey on the Interpersonal Relationships, the rating of our students on most of subscales items were higher than the mean value of the Territory Norm. However, the rating of our junior form students on Interpersonal Competence (2.73/4.00) and Social Skills (2.92/4.00) were slightly lower than the mean value of the Territory Norm (2.84/4.00) and (2.97/4.00) respectively. Home-School partnership and involvement in ECA could give support to bring about improvement.

(3) Our Learning and Teaching

English is the medium of instruction. Amid the COVID-19 pandemic, some of the English activities were conducted online. For instance, alumni with excellent results in the HKDSE conducted a sharing virtually, where English learning strategies, exam skills and English learning habits were shared with Form 5 and Form 6 students. We are thankful to have our alumni to share their stories and be students' inspirational role models.

Besides, a Virtual Cultural Talk for Form 4 and Form 5 levels was co-organized with ICE Inter Cultural Education. Speakers from Singapore, Norway, Russia, Kazakhstan, Pakistan, Thailand and Chile shared with the students about places to visit in their home countries and their way of life. Students were given opportunities to interact in the Q&A session. The event did not only provide students with exposure to foreign cultures, it also enabled them to enjoy communication with the speakers in English in an authentic context in a relaxed manner.

The NET teacher initiated the use of a myriad of e-learning tools in Form 1 level to strengthen self-directed learning. These interactive tools allowed teachers to monitor students' progress and stimulated students' interests to learn English in a fun and meaningful way.

Some of the senior form materials were revamped to help students better prepare for the HKDSE. For instance, the Learning English through Sports Communication materials were revised for Form 4 students covering topics like benefits of sports, sports science, e-sports and sports sponsorship. It aims to introduce up-to-date issues related to sports, enrich students' vocabulary related to sports and cater for students' interests. Exam skills-based reading was added as one of the components of the Continuous Assessment (CA). It aims to sharpen students reading skills and increase their exposure to current issues in order to tackle the reading paper more effectively.

To facilitate Form 1 students to learn in English, the Language Across Curriculum (LAC) team continued the collaboration with Subject Departments on enhancing learning effectiveness through using English as the classroom language. For instance, 'Learning in English' covering the concept of prefix and suffix, syllabification and classroom language was organized in Form 1 Orientation Program.

To address Major Concern 1, to motivate students to self-learn and improve academic performance, Blended Learning approach has been implemented in Mathematics. The online teaching materials and videos have been uploaded to Google Classroom and YouTube, so that students could learn and revise without the constraints of time and place. They could also prepare in advance before the face-to-face teaching lessons, which is the main idea of flipped learning, one of the examples of Blended Learning. While students could learn according to their learning pace, teachers could monitor the students' learning progress and give individual feedback to them. Hence, students could adjust their

learning plan and it is one of the useful ways to nurture them as responsible learners. Some e-learning teaching tools were used in both online lesson and face-to-face lessons. For instance, Google Form enables teachers to give instant feedback to students; QUIZLET enabled students to learn vocabulary in the form of flash cards; KAHOOT for online Multiple-Choice Quiz, and DESMOS to show mathematical graphing. The tools helped students grasp abstract mathematical concepts more easily and increase their interest in learning Mathematics.

In order to strengthen students' STEM knowledge and foster their problem-solving skills, different STEM activities were launched in the academic year 2020 - 2021. The Rocket Car STEM Programme has been introduced to Form 1 students. They could be able to learn the mechanism of how a rocket car moves and to design their own cars and hence their creativity could be nurtured. They could also experience the engineering design process, one of the core mindsets in STEM education, through building, testing, evaluating and modifying model rocket cars. Forensics Science Workshop was introduced to Form 2 students. The programme could enhance students' analysis and synthesis through different activities related to Forensics investigation. Students develop their problem-solving skills, increase learning satisfaction and enjoy a sense of accomplishment with forensic science and STEM-related knowledge. In addition, Hovercraft STEM Training Workshop has been launched to Form 3 students. In this workshop, students learnt how to select and use appropriate tools to build model hovercrafts, learnt the programme micro:bit to control the electronic hardware and used micro:bit radio communication to implement remote control function. Also, they could experience the engineering design process, like the Rocket Car STEM Programme in Form 1 level.

To promote STEM education in junior forms, the Quality Education Fund (QEF) has been used to penetrate the various school-based STEM-related curriculum in junior form. The 'Little Maker Class', which students could regularly spend time on the STEM-related knowledge and create an interesting invention to solve the daily life problems, were successfully held in year 2020 - 2021 and will be extended to both Form 1 and Form 2 levels in the academic year 2021 - 2022.

For general and subject content knowledge consolidation, the Library & Reading Activities Committee has worked to enhance co-curricular reading through collaboration with some Subject Panels. Students benefited from a wider selection of books from classics to contemporary works, building up positive values and habits, enhancing their language development and broadening their knowledge base. The Committee made use of online platforms for the promotion of reading in the new normal period with e-books, e-book fair, online reading talk or sharing, online reading record. To stimulate reading atmosphere among students, reading competitions were launched such as Brilliant Reader Award Competition, Reading KOL. Reading celebration was held with Aesthetic Experience Committee to run a bookmark workshop for Form 2 level.

The School and staff continue to equip our own selves to face the challenge of catering for Home-

based Learning (HBL). Students' self-directed learning across Subject Departments were carried out with the aid of Learning Management System (LMS) platforms including eClass and "Google Classroom". I.T. Development Team provided in-house IT training to equip teachers and students to be ready for Home-based Learning (HBL). A website has been established to pool the latest teaching and learning resources on how to make teaching videos, using Zoom and Google Meet to conduct online lessons, online marking, using learning platforms, etc. With the functional features on electronic assignments, teachers could assess students' learning outcome and make necessary adjustment in the teaching to increase the effectiveness of learning. Teachers continued to develop professionally in the area of e-learning and they try new strategies so as to facilitate student learning. In the second Staff Development Day on March 3 2021, 3 colleagues were invited to share their experiences in using IT to meet students' learning needs. They adopted effective strategies with the aid of eLearning tools and were able to identify the pros and cons of subject based on teaching and learning strategies. Their professional sharing was very well-received by fellow colleagues.

Furthermore, students are encouraged to use Gmail and Google Classroom as communication channel to access eLearning resources. Over 95% of students checked School Gmail and Google Classroom at least once per week. The number of active classrooms on average was 240. They are in operations and work to complement face-to-face sessions in the School.

The e-learning environment and culture were continuously enhanced. More e-tablets and electronic learning materials were purchased to support e-Learning during school suspension. Arrangements were made for some needy students with the borrowing of mobile tablets. Moreover, the School joined the "Community Care Fund Assistance Programme – Provision of Subsidy to Needy Secondary Students for Purchasing Mobile Computer Devices to Facilitate the Practice of e-Learning". 137 students benefited from the programme.

Much effort was made to ensure that students became prudent, skillful and ethical users of technology through school-based curriculum. The School also worked to ensure that technology helped support the school mission, to enhance the quality of teaching and learning, and to reduce the workload of teachers in the long run.

(4) Support for Student Development

Students were engaged in a variety of learning opportunities to foster their whole person development apart from their academic learning. The following are highlights of some of the domains and activities that students had learnt and grown a lot during the year.

The Aesthetic Experiences Committee aims to gain delight, enjoyment and satisfaction through participating in arts activities; and to pursue a lifelong interest in the arts. The Committee organized various Visual Arts activities for students. Some Form 4 students visited CUHK Fine Arts Department Exhibition to appreciate artworks outside the campus. The visit could widen students' horizons. Students also participated in "Handmade Wellbeing Youth Craft Education Programme" organized by CUHK Fine Arts Department. They were deeply interested in the face-to-face ceramic and woodwork workshops and enjoyed the process of creation. Although the COVID-19 pandemic affected most of our plans, students could still be able to participate activities online. In this academic year, students participated in Craft Education Talk via Zoom meetings. The effect was better than our expectation as students were happily inspired. The Committee also aims to nurture students' aesthetic sensitivity and cultural awareness. A Chinese Calligraphy Workshop was co-organized for Form 2 students by the Committee, different artists and the Library & Reading Activities Committee. Students could learn Chinese Culture through creating scripts. Thus, apart from enriching students' aesthetics experiences, art activities contributed to whole-person education for students.

Apart from art, the Aesthetic Experiences Committee organized a dance performance and a drama performance to all Form 4 students in collaboration with Young Friends of Hong Kong Arts Festival in October and December 2020 respectively. The dance performance gave students an opportunity to appreciate how dancers expressed themselves vividly with their body language. Besides, students watched the drama performance named "When the Sun Rises" online via Zoom. They were inspired and motivated by the plot that encouraged them to treasure one's individual uniqueness.

For aesthetic development in music, students showed their interest in learning musical instruments. Classes of Flute, Violin, Clarinet, Saxophone and Harmonica were arranged for the students. To gain aesthetic performing experience and strengthen the self-confidence, some members of the Choir and Handchime Team actively involved in the 44th Speech Day and the Assembly for End of Year Service. Our students are always keen on joining different competitions and performances to take up challenges and stretch their potential. However, due to COVID-19 pandemic, most of the competitions were held in online mode. Our students experienced a lack of opportunities to practice in group or perform on stage in 2020-2021.

Emphasis has been put on Whole Person Development or all-rounded development of students during their study in School. LMC students engaged in a variety of activities such as Leadership

Training Programme, Career Workshop, Dance Live Show, Debating Competition etc. They could gain opportunities to become competent leaders who serve the schoolmates, and explore their potentials by taking part in the face-to-face and online programmes, as well as different levels of competitions.

From the results of the Stakeholders' Survey, all stakeholders agreed that those extra-curricular activities offered by the school could help students gain other learning opportunities and life skills (teachers: 3.5/5.0; students: 3.7/5.0; parents: 3.8/5.0). The priority of agreement given by teachers, students and parents were recorded at the high ranks (rank 2 or 3). Consensus is strong among teachers, students and parents on ECAs as learning opportunities to develop life skills and WPD.

Last year, the Guidance and Learning Support Committee arranged different programs, aimed at equipping students with the necessary skills and knowledge for growth, helping students develop a healthy attitude towards life as well as exploring the potential of every student systematically and strategically. In response to recent social happenings, our committee arranged some programmes to enhance the students' Adversity Quotient (AQ) and instill positive values among students.

At the beginning of the year, Form 1 orientation programs and "F.1 SmarTeens" were arranged, with the help of our Guidance Prefects. These aimed at taking care of Form 1 students, in both academic and personal growth, and helping them adapt to secondary school life. Though some of the programmes were arranged online or cancelled, they achieved their goals. Guidance Prefect Training was arranged throughout the year to enhance the leadership of our guidance prefects. To enhance students' self-confidence and self-understanding, we arranged "F.2 Joyful Teens" and "Boardgame Group". To strengthen students' interpersonal skills with the opposite sex, we planned to arrange various sex education programmes for Form 1 to Form 6 students. However, due to the COVID-19 pandemic, all the planned programmes were cancelled but are planned to be arranged in the coming year. To enhance students' awareness of mental health and strengthen students' adversity quotient (AQ), Zentangle Drawing for Form 4 and 5 were arranged. Positive feedback was received and students generally found that it could help relieve stress. A drama about anti-drug abuse was arranged during the home-based learning period. It was received very well by the students, and succeeded in conveying its message of anti-drug abuse. Individual counselling sessions were given to students during both normal school days and school suspension periods to help resolve their emotional difficulties.

To cater for students with different learning abilities, various pull-out programs and training sessions were given to the high-achievers, such as "Maths Circle" and nominations for students to join Science Programmes organized by tertiary institutes. Besides, internal and external special assessment arrangement as well as individual educational programmes for students with SEN were planned, discussed and implemented with the reference from professionals.

The Guidance and Learning Support Committee supported students by building a culture of inclusiveness and providing appropriate and diversified support services. Various courses and training for students were introduced continuously under COVID-19 pandemic in both online and face-to-face modes. Such trainings include academic enrichment programmes for students of both junior and senior forms, workshop on social harmony for all new Form 1 students, drama workshop, social-training groups (board games and switch games), emotional and behavioral training workshop, dyslexia training programme, oral and communication reinforcement programme, speech therapy programmes, and services from Educational Psychologist and Student Counsellor.

The Committee also supported students by providing individual and group expressive arts therapies, and experiential workshops. The therapies were held in face-to-face mode after Easter break in School with all SEN students form by form in groups. The creation process of visual art, movement, music, drama and creative writing promoted positive experiences for students after a long period of Home-based Learning (HBL). These gave opportunities for students to express their feelings on the readiness of the changing mode of learning, release their academic stress and offer those who were exploring questions of self a chance to have self-exploration, group bounding and special memory under the pandemic via multiple art forms in a safe contained space.

Moreover, since close communication with parents is valuable, a newly introduced Parent Talk was organized to share how to take care of children with SEN and relax under the pandemic. Online Parents' Days to meet the parents of students with SEN were held in the beginning of the school year, before and after the first formal Assessment in School. A face-to-face Parents' Day was held after the end-of-year Assessment.

The awareness of teachers towards students with special Educational Needs (SEN) was developed with sharing in staff meetings, professional development talks and seminars. 24% of teachers received structural professional courses on catering of students with SEN, offered by the EDB.

To sum up, many different arrangements, of both developmental and preventive nature, were made for our students, aiming at providing a good school environment for enhancing the Whole Person Development of our students and to nurture their growth.

For life planning and career education to prepare students for their future, the Career Education Committee has adopted different strategies to guide students in self-understanding, study pathway, career exploration and management.

To provide study and career information to help students make an informed study choice, various programmes were organized for Form 6 students such as talks on choice strategies for JUPAS programmes, JUPAS Interview workshops and individual career counselling. Information on study

pathways and overseas study were provided to students. Elective subject choice workshop and online aptitude test (Probe) were conducted to help Form 3 students identify their personality types and interests, so that they can make a rational elective subjects choice. Online elective subject talks were held for Form 3 students and their parents.

Career-related programme helped widen students' horizons by exposing them to authentic career setting. Some senior forms students joined the Work Experience Programme with an online fashion shop and an online talk of JA Career Dimensions 4.0 to know more about the Accounting industry. Our students were keen to participate in the career service and exhibitions organized by Po Leung Kuk Life Planning and Finance Education Centre as well as St. James' Settlement. Career advice was shared to them.

To help junior form students understand themselves and equip with career skills, the Career Education Committee organized workshops, "My Path" and "My Interest", to guide students to understand themselves in relation to their strengths, interest and motivation for goal setting for junior form students.

From the results of the Stakeholders' Survey, the rating of stakeholders' perception of support for student development (KPM 11), and that of stakeholders' perception of school climate (KPM 12), were both found to be on average of around 3.7 (out of 5). Our support for student development in the school is found to be adequate.

For the planning of the next three-year plan, twin pillars, named Student Development (Academic and Activities Engagement) and School Development (Culture and Structure Enhancement), were emphasized under the direction and goals for School Development in 2021-2024. To review the three-year School Development Plan (SDP) (2018-2021) and prepare for the next SDP (2021-2024), staff facilitated ideas and plans on the Whole-person Development (WPD) on the Staff Development Day on May 14 2021. A new framework for students' WPD was planned and would be implemented in the next SDP to build up students' *Body-Mind-Spirit Wellness, Life Literacy, Growing Relationships and Global Awareness*. It was agreed among teachers and staff that professional collaboration across subject departments and committees (e.g. ECA, Guidance, Discipline, Values Education, Aesthetics Experience, Career Education etc.) is essential to help students widen their horizons and achieve their goals.

(5) Student Performance

(i) Academic Performance in Public Examinations

Among the Form 6 students who took the HKDSE Examination in 2021, 82.2 % of the students met the minimum requirement for admission to sub-degree programmes, while 46.7 % of the students met the minimum requirement for admission to degree programmes. For English Language, 62.6 % of the students acquired Level 3 or above while in Chinese Language, 63.6 % of the students acquired Level 3 or above.

6 subjects (Chinese Language, Mathematics, BAFS, Chemistry, Geography and Visual Arts) had the percentage of Level 4 or above higher than that attained by all HK Day School Candidates. For Chemistry, Chinese History, Geography and Visual Arts, the percentage of students attaining Level 5 or above was higher than that attained by all Hong Kong Day School Candidates. Compared to last year, there is an increase in the percentage of students attaining Level 4 or above in BAFS, Geography and ICT.

Overall, 96.3 % of the Form 6 students received offers of degree and sub-degree programmes from government-funded & self-funded tertiary institutions (including local and overseas) programmes. The JUPAS offer rate in 2021 is 57.0 % (including main round & clearing round).

Destination of Exit Students in 2020-21

F.6 Graduates	Percentage of F.6 Students
Local Tertiary / University Programmes	87.9%
F.6 course	2.8%
Overseas Studies	6.5%
Other Training Courses	0%
Full-time Employment	2.8%
Total	100%

Most of the students who pursue degree programmes study at Polytechnic University and City University. They are admitted to programmes such as Nursing and Chinese Medicine.

(ii) Non-Academic Performance

As in the past years, our students actively participated in an array of Extra-Curricular Activities (ECA) which enriched their holistic development. They managed to seize opportunities to develop their potential and widen their horizon. Their achievements in various aspects are detailed in the Appendix.

(6) Financial Summary (Unaudited Account)

A Summary of the income and expenditure for the year 2020 - 2021 is shown in the table below.

2020-2021	Income (\$)	Expenditure (\$)
Balance B/F (Government Funds and School Funds)		
I. Government Funds		
(1) EOEBG Grant		
<i>Total surplus for the school year: \$427,265</i>	7,658,445	7,231,180
(2) Other Grants		
<i>Total surplus for the school year: \$570,774</i>	51,082,943	50,512,169
Accumulated Surplus as at the end of school year	\$11,004,090	
<i>(1) EOEBG Grant</i>	<i>\$7,682,478</i>	
<i>(2) Other Grants</i>	<i>\$3,321,612</i>	
II. School Funds (General Funds)	624,906	3,000,096
<i>Total deficit for the school year \$2,375,190</i>		
Accumulated surplus as at the end of school year	\$167,454	

(7) S-W-O-T Analysis Based On Our Capacity Under Existing and New Education Environment

S-W-O-T Analysis – Strengths & Weaknesses

Strengths		Weaknesses	
Normal	New Normal	Normal	New Normal
<ol style="list-style-type: none"> 1. A well-established (EMI) School with history and tradition. 2. The only Subsidized Co-ed School in the district. 3. Resources are abundant. (Human resources, Government Grants, Guidance, Learning Support, TAs...) 4. Strong Guidance and Learning Support for students. 5. Teachers and staff are dedicated and most are experienced. 6. Students are disciplined, willing to learn and co-operate. 7. Transparency in school decision-making and policy formulation is evident (LMC Communication). 8. Culture of appreciation and communication is emerging. More communication channels and better communication on the whole with the new Principal. 9. Harmonious. 10. Clearer division of work. 11. Stronger administration and Office support with more VPAPs. 12. Autonomy and collaboration evident at the Subject Department and Committee level. 13. Team readiness to work with a hybrid mode. 	<ol style="list-style-type: none"> 1. Enhanced professional leadership, planning and crisis management with timely communication and transparency by means of School Gmail (LMC Communication) or other interactive channels. 2. Strong IT support for teachers. 3. Teachers' and staff's ability, agility and flexibility to respond to critical incidents, ad hoc needs and challenges. 4. Teachers' e-teaching readiness have developed with speed. 5. Teachers are professional and proactive in arranging for extra learning sessions when necessary. 6. Students trust the School, teachers and staff. 7. Students and their parents/guardians are willing and ready to approach school personnel (e.g. Social Workers, Counsellor, Teachers) when they have problems. 8. Students are more ready to help and support each other. 9. Students are keen to keep abreast with current social affairs. 10. Some students are truly resilient. 11. Increased communication between teachers and parents. 	<ol style="list-style-type: none"> 1. The School Timetable does not support after-school ECA or learning activities as lessons do not finish at the same time every day for different levels. 2. Time spent at meetings to collect ideas or opinions could be reduced if more advice and direction could be given by the School. 3. Need more innovative ideas from the VPAPs. 4. Teaching in the senior forms is exam-oriented. 5. More could be done to cater for students' learning diversities. 6. Very challenging (but necessary) to guide or facilitate students with little confidence, low motivation, lacking family support, lacking in self-discipline, lacking a sense of responsibility, lacking goals or career life planning mindset or a sense of belonging to the School. 7. Students' English ability is diverse. Weak in presentation. Tend to see grammar learning as separate from other English skills (e.g. writing or listening). 8. Significant improvement in HKDSE results and Value-added results are still wanting. 	<ol style="list-style-type: none"> 1. The School could give more guidelines for Staff WhatsApp communication (affects work-life balance). 2. It is difficult to achieve interactive learning and teaching or engaged learning in the zoom or google classroom. 3. Students do not always use the camera despite the School HBL guidelines. 4. Students lack IT support or IT literacy – typing, take quality photos, scan copies of homework. 5. Students lack speaking practices. 6. Students lack home / parent support – self-directedness or initiatives have regressed / not been able to develop. 7. Some families / parents did not (manage to) provide a quiet, supportive environment for on-line lessons for HBL. 8. Students lack the opportunity to organize activities or events and peer learning experiences. 9. Students lack ECA and Career Ed experiences. Activities or events are lacking in variety or new angles. Rather repetitive and limiting. 10.

S-W-O-T Analysis – Opportunities & Threats

Opportunities		Threats	
Normal	New Normal	Normal	New Normal
<ol style="list-style-type: none"> LMC Communication provides opportunity for all teachers and staff to understand rationale and reasons behind decisions or policies or operational changes. Teachers and Class Teachers are invited to participate even more in discussion or evaluation – to enhance our care and support for students.. The new School Organization Structure. Study tours (World Classroom). More workshops from Tertiary or Universities for the gifted students. Wah Fu Estate redevelopment should give students the opportunity to learn more about history of the district, the community. May increase their sense of belonging to the school. Students' confidence increases when level of difficulty in the assessments is adjusted. Teachers could break up the topics into smaller units and such small units could be tested – designing quizzes, tests or other modes of assessments to engage students to manage a small unit at a time would boost confidence in students. More mini-projects (digital). More options for students for assignment submission modes (forms) (contents) Whole-Person Development. New Language Art tasks and activities in the English Room. 50th Anniversary – more future looking (in addition to pride in the past). Transportation enhancement in the district. 	<ol style="list-style-type: none"> E-learning and teaching has extended and expanded the scope – teachers and students could explore and attempt more on-line resources for enhance learning (dance, music, languages, art). Greater collaboration between Teachers and Service Providers. More convenient for teachers to participate in professional development activities by on-line means. More teaching time (with less time allocated to assessment). More ready for e-teach (with making videos, use of google classroom and resources such as YouTube – to include in the Scheme of Work?) Parents need more reminders and guidelines to support HBL. New learning habits and learning style. Great opportunity for teachers to facilitate students to set their self-learning goals and practice self-directed learning. 	<ol style="list-style-type: none"> The School should make clear the professional leadership responsibilities of the VPAPs in specific events. Student in-take is not as good as before (losing good students to other districts or other countries). Students' standards have dropped. Students' needs are more diverse (with SENs). (Some) students' learning attitude is poor. Students' academic performance is not as good as before (many years ago). Students lack world knowledge or world view. Teachers may feel less comfortable or autonomous to speak and share, given the social atmosphere in Hong Kong these recent years. Teachers feel lacking sufficient time (and resources) to prepare for the new syllabus (Citizenship and Social Development) or adjusted HKDSE requirement in individual subjects (e.g. English writing). 	<ol style="list-style-type: none"> Immigration of teachers and students. Retirement or early retirement of teachers. Too many EDB new policies and we lack time to digest and get prepared. Any monitoring or Quality Assurance of teachers' work during HBL? Lacking in face-to-face contact hours or communication time. Students need great support and guidance in self-discipline, self-management, self-learning, social communication and maintaining inner peace and well-being. Teachers and Class Teachers could be more proactive to show care to students. Teachers and the School need to do more preventive preparation for students' guidance and counselling. Students lack the opportunity to organize activities to learn social skills or to do leadership succession planning in ECA. Students need to improve their typing and handwriting.

(8) Feedback on Future Planning

The school year 2020 – 2021 is the final year in the three-year School Development Plan. Teachers and staff have aligned their professional work with the direction and foci expressed in the Major Concerns. Students have been guided to reach and beat their Personal Best (PB) through goal-setting and engagement in studies and activities despite the reduction of face-to-face lesson opportunities and the constraints posed on all in the new normal. Understanding Students' Fluctuating Motivation and endeavored to boost students' self-discipline, self-management skills and self-directedness, teachers have shown patience, co-operation and readiness to sustain motivation, solve problems, boost efforts and embrace challenges through guidance programs, a variety of pedagogical practices and creative ways to encourage, ensure and support learning from home and/or on-line to complement physical lessons.

Onwards in the next three-year cycle, Middle Managers will be further coached and supported to engage teachers at the Subject Departmental level to use data and feedback from assignments, internal assessments, HK Attainment Test Results, HKDSE Results and Value-added Reports as reference for future lesson designs and subject development planning. To make up for loss of physical learning time, consolidate learning and improve students' readiness for public examinations, more Intensive Preparation Sessions would be designed for students to help them focus, revise wisely and work seriously and effectively. More in-school sessions could also be designed to enable students to form effective study habits, acquire skills and practice more to tackle time-on tasks and to engage in mock assessment situations. From Stakeholders' Survey, students and parents are satisfied with school provision, school climate and learning atmosphere. With the good basis of Home-school Partnership, parents could be further tapped so that students would be appropriately guided, listened to, encouraged and assisted to move forward. Students' emotional and mental well-being are always our priorities. Parents' presence, care and support will be pivotal for the enhancement of Whole-Person Development for students.

As we renew our hearts and recharge our minds in the new education environment, the School is confident that teachers and staff could roll out new plans and strategies to enhance student learning and support school development despite the limitations of the new normal. As per discussion in Staff Meetings held in August 2021 and October 2021, Blended Learning will be further explored and pursued more systematically as an approach to maximize learning effectiveness for content coverage, to cater for learning diversities (as needs of the higher achievers, the average learners and students with low motivation and/or ability do vary a lot), and, most importantly, to groom Responsible Learners. Teacher Story Time (TST) could be integrated with Staff Meetings to empower teachers to present their curriculum designs, lesson studies, achievements or difficulties in the forms of success stories, failure stories or personal growth stories on a regular basis.

Resources and opportunities would be sought to foster the values of Respect, Appreciation, Law-abiding and Empathy and develop students' National Identity and Global Vision so that they will be able to understand more about the needs and challenges in the changing local society and the changing world, their place and role in it and how they could contribute in the future development of our country and the world. Efforts will also be pooled to strengthen School Spirit and a Sense of Community among students, teachers, staff, parents and the alumni to anticipate the celebration of the School's 50th Anniversary in the school year 2022 – 2023.

(9) Appendix

Scholarships

Item	Award	No. of Awards
Sir Edward Youde Memorial Prize	Scholarship	6M 羅絲祺 6M 余嘉軒
Harvard Book Prize 2021	Scholarship	5K 譚汶彬 5M 陳朗逸 5M 梁天揚

Awards of Core Subjects

Chinese

Item		Award	No. of Awards
第 72 屆香港校際朗誦節	二人朗誦	優良	3L 戚心懿 3L 謝舒晴
		良好	3S 郭子欣 3L 吳子瑩
	詩詞獨誦	良好	4M 謝慶暉 1H 郭煦榮
	散文獨誦	良好	1H 郭煦榮

English

Item	Award	No. of Awards
Speak Up – Act Out! On Air! 1-day Improvised Drama Competition 2020/2021 (Term 2)	2nd Prize & Audience Prize	1L 郭曉晴 3L 莊家麟 3L 何思倬 4M 謝慶暉 4M 黃晉業
The Hong Kong Federation of Youth Groups English Public Speaking Contest 2021	Certificate of Good Performance	3L 何思倬

Mathematics

Item	Award	No. of Awards
「華夏盃」全國數學奧林匹克邀請賽 2021 (香港賽區) - 晉級賽	二等獎	3H 梁國浩
	三等獎	1H 簡尚仁 1L 蔡璟妍
WMI 世界數學邀請賽 2021 香港賽區初賽賽事	金獎	1L 張家穎
	銀獎	1H 郭煦榮 5M 陳朗逸
	銅獎	1L 梁家銘 2H 鍾尚樺 3L 楊雲錦
粵港澳大灣區數學競賽選拔賽 2021 (香港賽區)	一等獎	2H 鍾尚樺
	二等獎	1H 羅洪彬 2L 張海藍 4L 林子涵 5M 陳朗逸
	三等獎	11 students were awarded.
CEMC Competition	Cayley (Medal)	4M 陳柏堅
	Fermat (Certificate)	5M 陳朗逸
	Fermat (Medal)	1L 張家穎
	Pascal (Medal)	3L 羅銘賢

Others

Civic Education

Item	Award	No. of Awards
第五屆全國學生"學憲法 講憲法"活動全國總決賽 - 演講比賽初中組	三等獎	3L 邱思煒
健康資訊學生大使計劃	平面圖像設計比賽冠軍	5L 柯衍廷
	平面圖像設計比賽優異獎	5H 鄧俊恩
	標誌設計比賽亞軍	5S 盧安琳
第六屆《基本法》全港校際問答比賽	冠軍	3L 李家樂 3L 謝舒晴 4L 萬曉琳 4M 車家騫 4M 王絲桐

Debate

Item	Award	No. of Awards
香港辯論超級聯賽 2020 (第一回合網上友誼賽)	最佳辯論員	3L 謝明娟
香港辯論超級聯賽 2021 (第四回合)	最佳辯論員	4M 林卓軒
香港辯論超級聯賽 2021 (第五回合)	最佳辯論員	3L 邱思煒

Improvement

Item	Award	No. of Awards
青苗學界進步獎	青苗十大進步獎	5K 蘇芷怡

Leadership

Item	Award	No. of Awards
Arts Ambassadors-in-School Scheme	Arts Ambassador	4M 謝慶暉
2020 南區勇闖高峰學生領袖培育計劃	傑出學生獎 2020	4M 陳秋菀 4M 鍾卓桐 4M 王絲桐 5K 黃慕琳 5L 賴詠欣 5M 安子康
		5L 賴詠欣 5M 安子康
		5K 黃慕琳 5L 賴詠欣
南區優秀青年嘉許計劃	南區優秀少年	3L 何斯倬 4M 陳秋菀 4M 鍾卓桐 5K 黃雪怡 6L 張芷瑤 6M 余嘉軒

