

Ying Wa Girls' School

Annual School Report (2024-2025)

Themes: Enlighten, Empower, Embrace, Engage

Major Concern 1: Enlighten – To explore new learning opportunities for students

Objectives	Strategies / Programmes	Evaluation
• To facilitate students' learning of STEAM knowledge	• Continue the promotion of STEAM Education • Enhance the AI curriculum through collaboration between STEM Department and Computer Department • Hold the STEAM Enrichment Programme consisting of diverse training workshops throughout the year • Participate in STEAM inter-school competitions in HK and trips outside HK	• The STEM curriculum was implemented smoothly and effectively, integrating innovative technologies such as AI and VR to enhance student learning across various subjects. Notably, S1 students engaged in cross-curricular projects using CoSpaces and Storytell apps, which significantly enriched their understanding of Geography and History. • Students displayed a strong interest and enjoyment in learning about AI. They actively utilized generative AI tools like POE.com for research, while many S2 groups incorporated Huskylens for image recognition in their Product Design prototypes, demonstrating the practical application of their acquired skills. • The Scientific Investigation module on Wind Energy successfully heightened students' awareness of renewable energy and strengthened their grasp of scientific methods and formulas, complementing their Integrated Science and Mathematics lessons. Student discussions were vibrant, and they proposed effective real-life solutions. This module remained a key component of the curriculum, with topics aligned to core subjects. • Approximately 30 students participated in STEM Enrichment courses such as Robotics and Aviation & Flight Simulation, competing in 12 STEM-related competitions including 3D printing, coding, AI, and robotics, where they earned various prizes. These enrichment programs provided invaluable opportunities for passionate students to develop skills, boost confidence, and excel through active participation in workshops and competitions.

• To create learning experiences for students	• Implement CES in S1 • Continue Tourism and Hospitality Studies • Organize S4 Learning Projects • Launch S1 RE initiatives • Stock check of OLE activities • Stock check of academic related activities	• The CES curriculum was implemented smoothly. Some S1 students found the vocabulary and concepts challenging, highlighting the need to streamline teaching notes to help them focus on core CES content, including Basic Law and national security values. • Tourism and Hospitality Studies continued effectively, with after-chapter exercises reinforcing learning. To enrich students' understanding, additional materials supplemented the textbook content. Students showed increased awareness of Mainland-Hong Kong policies and responded positively to technology-based summaries and varied question formats. Cross-form remedial sessions encouraged academic exchange and collaboration. • S4 learning projects offered diverse training programmes, with 85 students participating in personal development, 34 in leadership, and 17 in global education courses. Students engaged actively, applying knowledge in real-life contexts, reflecting on their experiences, and building a solid foundation for future growth. • S1 RE initiatives enhanced student engagement through interactive group sharing and open, non-judgmental discussion. The programme inspired 70 students to make faith commitments after the evangelistic event. Strong cooperation between teachers and church volunteers maximised meaningful spiritual connection. • Stock checks of OLE activities showed improved awareness of time management among teachers and students. Cross-curricular activities promoted learning and teamwork. Study tours were better coordinated to optimise scheduling and holiday use. • Academic activity reviews focused on core subjects and gifted education development. A more systematic approach was planned to incorporate values education and national security, aligning with Education Bureau guidance.
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• To develop cross-curricular mindset and activities	• Implement cross-curricular / co-curricular learning and teaching activities to cater for students' diverse interests, abilities and aspirations • Implement National Security Education, Basic Law education across various subjects, including collaborative efforts	• The History and English Departments organised two cross-curricular activities: a morning assembly featuring student presentations on Ying Wa's World War II history using drama and hot seating, and a comprehension and writing task exploring Hong Kong's popular culture and post-war developments, enriching students' understanding through interactive and literary approaches. • The Chinese, Chinese History, and Citizenship and Social Development Departments hosted "Chinese Culture Week" from 17 to 21 March. Students engaged in workshops creating traditional crafts and experienced a historical drama based on the Northern Song painting Qingming Shanghe Tu. Traditional games and cultural posters were displayed, providing immersive and enriching cultural learning beyond the classroom. • The weekly national flag hoisting ceremony was held from September to July, fostering students' national identity. Special ceremonies before National Day and HKSAR celebrations featured themed presentations. A trial run of sharing China's development followed the ceremonies, emphasising respect and responsibility. Various departments and committees organised programmes integrating national security and Basic Law education via study tours, quizzes, and cultural weeks.
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Major concern 2: Empower – To facilitate students, teachers and parents to excel

Objectives	Strategies / Programmes	Evaluation
To enhance the emotional, mental and physical health of students and teachers	- Participate in the EDB Mental Health - Peer Power Student Gatekeeper Training Programme - Organize a workshop to build knowledge about mental health issues common among adolescents and students with special educational needs (SEN), including conditions such as autism, dyslexia, and ADHD - Organize a Wellness Week to promote messages of positivity and strategies for managing one's emotions - Join the Student Mental Health Support Scheme - Join the <i>Power T.A.G. – Boosting Inner Strength Project</i> by HKFWS - Hold a programme on healthy lifestyle and safety awareness via peer education model with School Health Ambassadors - Conduct Healthy Mind-Body-Spirit programmes through special OLE programmes - Offer counseling services to teachers provided by Dr. Leung Tin Ming Timothy	- Our school participated in the Peer Power Student Gatekeeper Training Programme organized by the Education Bureau. An enthusiastic cohort of 26 Student Gatekeepers from S3 to S5, alongside dedicated Guidance Assistants, orchestrated a highly engaging Wellness Week centered around the theme of "Seven Good Habits." Through a variety of interactive activities—including booth games, informative displays, sports experiences, food preparation sessions, and insightful lectures—they successfully promoted the importance of fostering healthy habits and heightened awareness of mental health. This initiative equipped both students and teachers with essential techniques and coping strategies to effectively manage stress and bolster resilience. - A total of 35 Guidance Assistants received training on mental health issues prevalent among adolescents, including those affecting students with Special Educational Needs (SEN). This training proved invaluable, enhancing their ability to interact effectively with S1 students who require special support. - Students experiencing mental stress benefit from the dedicated support provided by professional mental health practitioners, ensuring they receive the assistance they need. - Nine proactive Student Health Ambassadors shared essential precautions and treatments for conditions such as heat stroke and cramps ahead of events like the sponsored walk and sports days. Additionally, a regular health check station was established to enhance health awareness among both teachers and students. Both groups found these activities useful and greatly benefited from the increased focus on well-being and preventive care. - With a remarkable turnout of 2,635 participants, the Power T.A.G. activities were designed to foster personal growth and empowerment. Participants found these programs not only imparted valuable skills and knowledge but also significantly empowered their inner strength. - School prefects creatively produced a series of one-minute skits, screened during morning assembly sessions. These skits effectively promoted positive values such as "resilience," "respect for others," and "sense of responsibility." Students noted that these reminders positively influenced their school lives and personal growth. - Throughout the year, students participated in a range of special Other Learning Experiences (OLE) programs, including volunteer training workshops and

		sessions led by alumnae, local church representatives, and guest speakers. Focusing on the theme of embracing failure, these programs had a profoundly positive impact, offering essential insights and skills while fostering a supportive community. This environment motivated students to transform setbacks into learning opportunities, enhancing both their personal and academic development. • Dr. Leung Tin Ming Timothy continued to offer counseling services to teachers throughout this school year, providing valuable support for their well-being.
• To unleash the potential and creativity of students and parents	• Continue to provide a tailored Chinese Language curriculum for NCS students in S1 and S2 • Continue the Parent Academy, supported by the Parent-Teacher Association (PTA), offering both core and elective programmes • Join the Pilot Scheme of the Asian Academy of Family Therapy (AAFT) • Support the Learning Diversity Committee in training senior form SEN students to become mentors for their junior SEN schoolmates	• Non-Chinese Speaking (NCS) students in S1 and S2 benefited from a customized Chinese curriculum and pull-out classes, which both students and teachers found to be effective for enhancing their Chinese language skills. • The Ying Wa Parent Academy (YWPA) collaborated with Mr. Liu Ren Jou from Tainan, who brought over 30 years of experience in life companionship and care to a series of informative talks and workshops. These sessions emphasized personal growth and self-care for parents, aiming to improve their physical, mental, and spiritual well-being. • Under the AAFT pilot scheme, 22 Parent Ambassadors and 13 teachers were trained to assist and serve as companions for other parents in need. Participants found the course helpful for reflecting on their roles within the family, gaining insights that contributed to more effective family dynamics. They will participate in various school events in the coming school year to share their experiences in raising teenagers. • To address the diverse needs of parents, activities such as prayer meetings, yoga workshops, volunteer opportunities with animals, and Chinese festive food-making sessions were organized. PTA members also conducted heritage tours this year, offering parents and visitors an introduction to the school building and the 1926 Heritage Block. Many parents noted that these activities fostered a supportive community. By focusing on their mental and physical health, they felt better equipped to nurture their children's development, leading to a more harmonious family environment. • Six students who previously faced challenges in social skills took a bold step outside their comfort zones by teaching their schoolmates how to create 'Gu cards' during Wellness Week. Their efforts contributed to an inclusive and engaging atmosphere, highlighting the transformative power of stepping forward and sharing knowledge with peers.

Major concern 3: Embrace – To understand one self, the school, the surroundings, the society, the nation and the globe

Objectives	Strategies / Programmes	Evaluation
Dare to catch your dream and embrace failure	A series of talks on <i>Dream catching</i> and <i>students' empowerment</i> in morning assemblies	Based on the observed behavior, students have demonstrated significant effort and determination in making decisions to pursue their objectives while taking responsibility and embracing risks. Students have become increasingly active in raising questions during Q&A sessions with guest speakers, as evidenced by the following observations: - An increasing number of questions have been raised. - Participation occurred even without incentives, such as small gifts from guest speakers, during events like the SA AGM (mid-year) and the farewell for the principal. - There was notably more engagement from junior forms, particularly those seated in the gallery. - A wider range of opinions was expressed, encompassing questions, concerns, and expressions of appreciation. Other indirect evidence includes: - Students competing for opportunities to join the Antarctica tour and GA, demonstrating their readiness to raise funds from alumnae, parents, and teachers. - More than 250 students enrolled in the 125th Musical, with over 100 of them actively participating in acting, dancing, and singing on stage in the theater, captivating an audience of over 900. Their initiative and courage to embrace challenges reflect their commitment to pursuing their dreams and their willingness to accept the possibility of failure in their endeavors.

• Out of comfort zone and connecting to others	• Re-running of S1 High Events • S2 – Social Service • S3 Adventure Day (whole day) • S4 Learning Project (5 days) • S5 –Leadership Training	Based on feedback from S3 and S4 students, the arranged programs have successfully achieved the objectives of encouraging students to venture out of their comfort zones and fostering positive experiences in connecting with others. • In S3, 82.7% of the responses acknowledged that the workshop helped them explore their potential, while 93% agreed that it facilitated their communication and collaboration skills. • S3 students are taking a more proactive role in leading morning assemblies. While only one S3 class took up the challenge to host a whole-school morning assembly in 2023-24, this year, all five classes embraced the opportunity. They contacted and received external guests, served as hosts (MCs), introduced speakers, and led the Q&A sessions. Their efforts were well received by fellow schoolmates and teachers, exemplifying the value of ‘Responsibility’ as they served both the school and their peers. • In the S4 Learning Project, 84% of responses agreed that the course fulfilled its objective of exploring personal growth, and 85% felt encouraged to be more ‘reflective.’ Thus, the goal of better self-understanding was achieved. • Additionally, 87% of responses indicated that they learned to collaborate effectively with teammates. In their sharing booklets, students reflected on personal breakthroughs, inter-personal communication, and expressed immense enjoyment and gratitude for their interactions with teammates. The value of ‘Perseverance’ was clearly evident in their reflections.
• To promote diversity and inclusive culture	• Global Week 19-23 Feb (A double lesson in S1-3 classes) • Course on Global Education in the S4 Learning Project • Guests sharing in CSD lessons (throughout the years) • Invite NCS to host a whole-school assembly	Judging from the feedback collected from students during the survey conducted for Global Week (with 627 responses out of 738, representing an 85% participation rate), over 50% of respondents agreed that they learned to appreciate the diversity of cultures represented in the arranged programs. • On a 5-point scale, responses ranged from 3.8 to 4.3, indicating agreement that they learned the value of APPRECIATION through Global Week. • Similarly, responses ranged from 3.7 to 4.2 on the same scale, reflecting agreement that they understood the importance of INCLUSIVENESS during the week. • Furthermore, scores between 4.0 and 4.4 indicated agreement on the value of RESPECT FOR DIVERSITY as a result of their experiences in Global Week.

		The evidence suggests that junior forms responded positively to Global Week, likely influenced by the participation of guests who engaged with classes from S1 to S4. Additionally, NCS students hosted a whole-school morning assembly on April 9, 2025, where they confidently shared insights about their own culture and perspectives. The positive feedback received from colleagues highlighted how this sharing contributed to fostering RESPECT FOR DIVERSITY among students.
• To treasure YW history and heritage	• Heritage tour by heritage ambassadors for parents in the Parent Academy and alumnae in the Homecoming Day • Invite the Heritage Ambassador to host a whole-school assembly • Visiting 1926 Heritage Block all students and staff	Judging from the attendance rate and feedback from participants, the Heritage Programme has successfully fostered a culture of treasuring YW history and heritage. • Survey from Parents & Alumnae: ○ Attendance rate: 172 out of 183 participants, resulting in a commendable 94%. ○ Feedback indicated an average score of 9.25 out of 10 on the survey, reflecting that respondents felt the tour enriched their understanding of YW. • Survey from Students: ○ Response rate: 627 out of 738, equating to an 85% participation rate. ○ Students rated the activity an impressive 4.51 out of 5, agreeing that it allowed them to understand the history, core values, and culture of the school. Additionally, the evidence suggests that the activities stimulated curiosity, fostered a sense of belonging to the school, and cultivated respect for commitment, passion, and perseverance (refer to Table 3).

Major concern 4: Engage – To engage stakeholders and friends to transform our students into better facilitators and learners

Objectives	Strategies / Programmes	Evaluation
To celebrate School's 125th Anniversary	- Thanksgiving Service - Founder's Day Dinner - Musical - Making and Selling of Souvenirs	In celebration of the school's 125th anniversary, this meaningful occasion allowed us to honor the invaluable contributions of our founders and former principals, whose unwavering vision and dedication have shaped our institution's legacy. - The Gala Dinner, held on March 29, 2025, was a splendid occasion that brought together nearly 1,500 parents and alumnae. Attendees spanned multiple generations, from their 20s to their 90s, showcasing the strong community ties forged over the years. - We successfully staged "A Stargazer's Fantasy" to commemorate the school's 125th anniversary. This musical production, featuring an original script and lyrics crafted with great dedication by the musical team, provided students with a valuable learning experience. Through acting, orchestral performance, and singing, students developed their creativity, teamwork, and confidence. The performances, held on July 18 and 19, 2025, at the Lyric Theatre, Hong Kong Academy for Performing Arts, were a meaningful highlight of the anniversary celebrations. - Throughout the diverse celebrations, a profound sense of belonging among stakeholders was fostered, enriching their connections to one another and to the community as a whole. - Alumnae played a significant role in the design and production of anniversary souvenirs, which saw high demand and enthusiastic sales.
To engage students in Sustainable Education	- Trip to Antarctica - Promotion of Energy Conservation and Waste Recycling via the promotion of ECO AMIGO	- Four S4 students embarked on an unforgettable adventure organized by the Partners Education Foundation, traveling to Antarctica from November 26 to December 8, 2024. After several rounds of rigorous screening interviews, they had the privilege of meeting distinguished scientists who shared invaluable insights into the continent's unique geographical and biological features. - During the morning assembly on May 14, Eco Amigos, a group of student ambassadors dedicated to environmental action, addressed the harmful effects of plastic waste and microplastics on both animals and humans. - Recycling Education Outreach: - Over 90% of Eco Amigos members actively planned and implemented a recycling education project in collaboration with the Caritas Community Centre, engaging more than 400 residents of Sai Ying Pun.

		- Beach Cleanups and School-Wide Education: 80% of our members participated in beach cleanups aimed at reducing coastal pollution. - All members conducted a whole-school assembly on microplastics, educating their peers about the ecological impact of microplastics in daily life. - A stock-checking exercise conducted in September 2024 revealed fewer recyclables in rubbish bins compared to the previous year. To reinforce recycling habits, three green tips and reminders were shared during morning assemblies to all schoolmates this year. - Recycling bins have been placed on every floor for student use, and Eco Amigos members are responsible for transferring these recyclables to the central recycling bins located on the 6th floor. - In July 2025, energy audits and reduction measures were discussed with the Campus Management Team and external consultants. While no concrete solutions were implemented during this academic year, further measures are anticipated for the 2025-26 school year.
To engage students in learning with the help of new technology	- Use of new teaching strategies, technologies and other e-resources to motivate and nurture self-motivated learners - Implementation of BYOD in S3 to S5 (extended to 1 more form)	- The BYOD (Bring Your Own Device) program was successfully implemented for students in S.3 to S.6. - The direct benefits to students were confirmed through surveys, where 91.3% of students expressed satisfaction with the arrangement of the BYOD program, while 92.5% agreed that the program has significantly improved their learning experience. - Students actively utilized iPads for their learning, and both students and teachers provided positive feedback regarding enhanced engagement and improved access to digital resources.
To widen students' exposure	- Trips outside HK - Global Citizenship Scheme (GCS) - Sister Schools Scheme	- Under the Sister School Scheme, three exchange programs with Mainland schools were held this year. Our Beijing sister school, the Affiliated High School of Peking University, visited Hong Kong in mid-January, and we had the pleasure of hosting them alongside Ying Wa College. During the two-day exchange program, our students participated in the Disney Youth Program with 20 Beijing students, embracing different cultures and sharing their views on globalization. Additionally, our students guided their Beijing counterparts around our campus, providing insights into the rich heritage of Ying Wa. - A group of 18 S3 to S5 students participated in a joint school exchange tour with Ying Wa College, visiting the No.2 High School of East China Normal University and Shanghai Kong Jiang Senior High School during Easter. Throughout the week-long exchange, students engaged in enlightening discussions on various topics with their counterparts from the sister schools, offering them valuable opportunities to enhance their language skills and cultural appreciation. - On May 14, we hosted a visit for 22 Mainland students and teachers from Shanghai Kong Jiang Junior High. During this visit, 27 S2 and S6 students engaged in enriching discussions on various topics, particularly in STEM, with their counterparts. - Attached below is a table detailing the overseas trips held this year.

Overseas Trips held in 2024-2025

	Organizer	Duration	Location (Region / Country	Level of student participants	Total no. of student participants	Aim(s) of the programme / tour
1	Hist & Geog Department	11 Oct - 12 Oct 2024 (2D1N)	Shenzhen, China	S2-3	38	• To develop students' knowledge over the development of preserving cultural heritage of different ethnic groups in Mainland China
2	Aerial Photography & Technology Team	11 Oct 2024 (1D)	Shenzhen, China	S1-S4	30	• To broaden students' horizons in high technology development in Greater Bay Area • To arouse students' interests in STEAM • To widen students' views in drone and low-altitude economy development in Mainland China
3	Citizenship & Social Development Department	9 Apr – 10 Apr 2025 (2D1N)	Shenzhen, China	S5	123 (whole form)	• To learn about the contributions of Shenzhen in enhancing China's economic and cultural power.
4	Careers Committee	16 Apr 2025 (1D)	Shenzhen, China	S4-5	24	• To explore the careers opportunities in the Greater Bay Area
5	Sister School Scheme	16 Apr - 22 Apr 2025 (7D6N)	Shanghai, China	S3-S5	18	• To exchange with Shanghai students and YWC boys • To understand the culture in Shanghai

6	Historical and Heritage Tour in Jingdezhen	17 Apr - 21 Apr 2025 (5D4N)	Jingdezhen, China	S2-5	27	• To understand the history and cultural background of handmade porcelain craftsmanship
7	Basketball Team	3 May - 5 May 2025 (3D2N)	Shenzhen, China	S1-S12	12	• To improve basketball skills
8	Zhuhai Aerospace Study Tour	25 Jun 2025 (1D)	Zhuhai, China	S5	34	• To Enhance students' understanding and interest in physics and aerospace applications • Provide in-depth knowledge of China's latest advancements in space technology, including rocket technology and the BeiDou Navigation Satellite System • Highlight the importance of China's independent navigation system for national security
9	Aerial Photography & Technology Team	21 Jul - 29 Jul 2025 (9D8N)	Munich, Germany and Dubai, UAE	S1-S5	20	• To broaden students' horizons in high technology development in Germany • To arouse students' interests in STEAM • To deepen students' knowledge in smart city development in UAE
10	Parent Teacher Association	27 Jul - 9 Aug 2025 (14D13N)	Cambridge, UK	S1-S5	15	• To inspire, stimulate the mind and open new horizons of thought • To deepen the understanding of the British Culture
11	Geog & THS Department	28 Jul - 2 Aug 2025 (6D5N)	Inner Mongolia, China	S3-S5	38	• To explore the geographical landscapes and culture in Inner Mongolia with the principles of sustainable tourism

12	Basketball Team	2 Aug - 8 Aug 2025 (7D6N)	Taipei, Taiwan	S1-S5	26	• To improve basketball skills • To broaden the horizons of school basketball players
13	Volleyball Team	11 Aug - 16 Aug 2025 (6D5N)	Tainan, Taiwan	S1-5	36	• To improve volleyball skill • To broaden the horizons of school volleyball players
14	Table Tennis Team	5 Aug - 7 Aug 2025 (3D2N)	Shenzhen, China	S1-S5	10	• To improve table tennis skill • To broaden the horizons of school table tennis players

End of Annual School Report (2024-2025)