

Ying Wa Girls' School
Annual School Goal (2019-2020)

Major Concern 1: **To nurture self-motivated learners**

Objectives

1. To review and design school-based curriculum
2. To continue efforts in helping students with diverse abilities and needs
3. To unleash the learning capability of student with the help of new technology
4. To foster on-going professional development for teachers

Evaluation

1. In August 2019, two professional experts, pastor and counselor Mr Yu Tak Chun, and clinical psychologist Dr Michelle Chan Wing Yee, were invited to come and share with us effective ways to handle personal pressure and emotional stress. Their talks have given us timely support to prepare for the new school term following months of social events that have given rise to many challenges.
2. The STEM curriculum for junior forms has run well in its second year. The co-teaching approach has proven to be beneficial to students of diverse learning capacity. Team teaching enables teachers to give better guidance to students' group work and project assignments. Hopefully, the STEM Makerspace will be ready for use in the coming future.
3. Since this academic year Mathematics Extension has become available for S4 students who have the aptitude and interest to build a more solid foundation for the subject. This will open up wider opportunity for their future studies and career pursuits. The new measure was well received by students and parents.
4. The Learning Ambassadors scheme has proven to be especially useful in face of the extended school suspension. To help students to be better prepared for their return to the classrooms, two special initiatives, Add-oil Class and Back-to-School Fighters were launched. Dedicated teachers and young graduates were enlisted to help some weaker junior form students to catch up with their study just before lessons resumed in school.
5. The unfortunate outbreak of COVID-19 resulted in an unprecedented lengthy suspension of local schools. This has, however, given us the expedience to level up our teaching and learning (T&L). Thanks to all teachers, who have adapted to new modes of teaching, not merely by transferring the classroom online but by initiating new ways as well to engage students in the virtual learning environment. The experiences gained were generously shared among colleagues, and they have already laid valuable ground for further exploration for better future T&L planning.
6. The Chinese Department continues to consolidate students' language foundation. The home-return to the new campus has provided interesting ideas for writing as students encountered excitements and new discoveries in adapting to the new learning environment. Furthermore, the new design feature in each classroom from S1 to S5 – a "library corner" was set up to promote reading-related activities.
7. A major concern for junior form students this year was to harness their reading skills. Higher importance is placed on the quality of their selection of reading. Some of them had the opportunity to take part in a creative writing project run by the Literature Research Centre of the Chinese University, with their works published in the institute's project publication.

8. Despite a much disrupted second term, the English Department has run a number of events to create a language-rich environment to facilitate students' language learning. The Toastmaster International Youth Leadership Programme enjoyed another year of success. Supported by members of the toastmasters clubs across Hong Kong, participating students gradually built up confidence and developed public speaking skills through conducting weekly meetings in which they took part with great enthusiasm.
 9. In October, the first book sharing event was held during the OFA to promote reading. Students spent some time talking about their favourite books. Students in S5 attended an event organised by the Hong Kong Literary Festival and learned about the art of storytelling from renowned writer Markus Zusak, author of *The Book Thief*. Literature students attended a talk on Shakespeare's *The Taming of the Shrew*, where they interacted with the speaker to explore fresh angles of understanding the play. We invited Mr Paul McKenzie, a member of the Royal Geographical Society and multi award-winning photographer, to speak on his "Wild Encounters Around the Globe". Students in S4 were mesmerized by his fascinating travel accounts and the awe-inspiring pictures he took.
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Major concern 2: **To enable students to be better connected to themselves & their community, be true and be strong**

Objectives

1. To revisit and revise the Holistic & School-based Values Education
2. To cultivate values/qualities in students:
 - Sense of trustworthiness:
 - Positivism when making mistakes
 - Ability to manage emotions
3. To nurture students' sense of identity
 - sense of citizenship
 - sense of global identity

Evaluation

1. A new measure put in place was a dual-class teacher system for S1. Riding on the pleasing results for all stakeholder parties (students, parents and teachers), the practice will be extended to S3 students in the coming school year.
2. On the front of student support, the centre theme was cultivating love for ourselves and for our surroundings. Programmes were organised to encourage students to treasure the new campus and to be responsible for making it sustainable and environmentally friendly. In this regard, we plan to recruit Green Warriors to help drive a campus-go-green campaign.
3. Students at different levels attended programmes organised to help them build personal resilience. For instance, all S1 students took part in the High Event Challenge, a programme that has been co-run with the Hong Kong Police Rope Course Club for 12 years.
4. The Guidance Committee held activities to enable student to be true and be strong. They included workshops and talks on such topics as stress management, mental illness, the importance of altruism and positive thinking, and the sex education and family life education activities.

5. Due to the emergence of COVID-19 in early 2020, our original plan to make use of the Open Day opportunity to train up students' leadership and organising ability had come to a halt as the big event had to be postponed. Instead, During the suspension, we shifted focused our efforts to on taking care of students' wellbeing during the extended period of class suspension. A survey was specially conducted to find out more about their state of mind and needs. As part of the follow-up, the Guidance Committee joined hands with other student support teams to launch an online platform, "yw_withyou", to stay connected with the students. We found it encouraging that they responded well to our daily positive messages.
 6. The Life Education Committee launched a school-wide campaign called Happy Cleaning aiming to build up students' cleaning habit and keep the campus clean after the Christmas party. The programme was in line with the school goal to arouse students' awareness to treasure the new campus and to shoulder the responsibility of taking care of it.
 7. The Global Exposure Committee saw both challenges and opportunities in this past academic year. As one of the showcases originally planned for the Open Day to celebrate the School's 120th Anniversary, an idea of a "Global Classroom" was initiated to encourage our non-Chinese speaking students from local ethnic communities (Pakistan, India and the Philippines) to share their cultures with the visiting guests. Sadly the outbreak of COVID-19 and the resulting school suspension made it not possible this year. Yet, our goal of cultivating respect and understanding of other cultures and diversities remains intact. When the opportunities come, the idea will surely be materialized.
 8. This year our partnership with CEDAR continued. We organised in the first term eye-opening activities for our students to help sharpen their social awareness and critical eyes on social and global issues. Speakers from the Muslim community were invited to come and dialogue with our S6 students on such thought-provoking topics as cultural traits, extremism, gender equality and sense of identity.
 9. The Mrs Li Chong Yuet Ming Student Development Fund, alongside other government funding, continued to subsidise students' overseas study tours. While most of the planned tours had to be cancelled (such as the Art and STEM tour to Paris and the sports training to Taiwan and Thailand), A STEM study group was organized in January 2020 in which participants travelled to Tokyo to visit museums and hi-tech companies and had exchanges on science topics with local high school students.
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Major Concern 3: To celebrate the School's 120th Anniversary

Objectives

1. To promote a sense of belonging of students, parents and alumnae through the celebration programmes
2. To turn the celebration programmes into learning opportunities for students

Evaluation

1. At the beginning of the school year, we returned with anticipation to start our first full academic year in the new campus – a bigger and more comfortable home that we were still trying to get familiar with. We were also well set then to host a number of celebrations to commemorate the School's 120th Anniversary that included a first-of-its-kind Campus Open Day and another fund-raising original musical A Stargazer's Fantasy. But things did not go as planned, as in life. Instead, we have been taken on a most unexpected journey. Looking back, we could probably smile at these challenges and recognise them as "blessings in disguise".

2. In order to safeguard the health of participants and minimize the risk of spreading coronavirus in the community –
 - a. the 120th Anniversary Thanksgiving Service originally to be held in March 2020 is postponed to November 2020;
 - b. the Campus Open Days originally scheduled for March 2020 was cancelled, and the school is now planning to jointly hold a smaller scale Homecoming Day in March 2021 with the Alumnae Association;
 - c. the Fund-raising musical performance ‘A Stargazer’s Fantasy’ originally to be staged on 4 & 5 July 2020 at the Lyric Theatre of APA has been shelved;
 - d. the souvenir sales and the release of School Magazine have been progressing as scheduled.
3. The school redevelopment has travelled a decade-long journey, full of twists and turns, ups and downs. The essence of this unusual journey is now captured in an album entitled “Space for Transformation – The Redevelopment Years”. While this album records the redevelopment process and introduces the architectural concepts behind the exceptional campus design, it also delves into the Christian background and mission of Ying Wa and how this history will serve as a compass for future development of the school.