

# Ying Wa Girls' School

## Annual Report (2020-2021)

It has been a tough school year amid the global pandemic, lockdowns, and social unrest. Inevitably, one might just feel lost at times. Instead of being reactive, we could however choose to be proactive to unexpected changes, and take it as a way to equip ourselves to become a better person, and in turn, a better school.

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

Objectives	Strategies / Programmes	Evaluation
To review and design school-based curriculum	Refinement of STEM Curriculum <ul style="list-style-type: none"> <li>• Implement co-teaching in STEM lessons so as to give better care for individual students</li> <li>• Encourage and train students to join STEM related activities and competitions</li> <li>• Refine the STEM curriculum based on the experience in the past few years</li> <li>• Observe STEM lessons and by SMT</li> </ul> Lesson observation by SMT <ul style="list-style-type: none"> <li>• Engage in professional dialogue with fellow teachers</li> </ul> Continuation of the 3-year cycle to implement Basic Law Education	<ul style="list-style-type: none"> <li>• Co-teaching in S1 and S2 STEM lessons was carried out</li> <li>• QEF was applied for STEM Room Renovation and STEM programmes. In the coming year, our new STEM Maker's Room will be open to facilitate learning</li> <li>• Students were encouraged to join various STEM competitions, including the Code2App Challenge 2021 and the STEM+E 2021 Programme. Pleasing results were attained.</li> <li>• Besides peer lesson observation and lesson observation by Panel Heads, lessons of all teachers were observed by SMT in the 4-year cycle and post-lesson discussion held</li> <li>• The three-year cycled Basic Law Education syllabus for junior forms entered its final year of implementation with satisfactory completion. During the year, national flag hoisting ceremonies were held twice, respectively in September 2020 and June 2021.</li> </ul>

Objectives	Strategies / Programmes	Evaluation
<p>To continue efforts in helping students with diverse abilities and needs</p>	<ul style="list-style-type: none"> <li>• Continue to conduct tutorial classes and remedial classes in 3 core subjects</li> <li>• Provide a holistic support for SEN, NCS and academically weak students.</li> <li>• Get an early diagnosis and intervention to students in need</li> <li>• Provide note processing workshops to S1 students</li> <li>• Set up Task Group on the evaluation of eLearning</li> <li>• Provide support to students' online learning</li> </ul>	<ul style="list-style-type: none"> <li>• A SENCO was appointed to help in the Learner Diversity Team and assisted in planning, coordinating and implementing the Whole School Approach to help SEN and NCS students</li> <li>• A workshop for all S1 students were conducted to help them understand their own learning styles so as to prepare them for more effective learning</li> <li>• A Task Group on eLearning was formed to evaluate the effective of eTeaching and eLearning. Good practices were shared among staff.</li> <li>• The Chinese Department has maintained the Chinese enhancement classes and speaking practice tutorials for senior form students</li> <li>• Graduates continued to support their S6 juniors by sharing their study skills and tips on examination. This year, they did so by putting their good advice in videos.</li> <li>• Junior secondary students participated in a writing programme run by the Literature and Culture Faculty of the Education University of Hong Kong. Participating students had the chance to be coached by writer Ms Leung Lee Chi on novel writing.</li> <li>• The English Department has run a number of events to create a language-rich environment to facilitate students' language learning.</li> <li>• The Toastmaster International Youth Leadership Programme enjoyed another year of success. Students gradually built up confidence and developed public speaking skills through the weekly meetings. This year, the contest was conducted online with undiminished enthusiasm.</li> <li>• Mathematics Team training and tutorial classes were conducted after school</li> </ul>

Objectives	Strategies / Programmes	Evaluation
To unleash the learning capability of student with the help of new technology	<ul style="list-style-type: none"> <li>• Use of new teaching strategies, technologies and other e-resources to motivate and nurture self-motivated learners</li> <li>• School to purchase and lend iPads for individual teacher's use in preparing lesson materials so as to promote e-teaching and e-learning</li> <li>• To lend hardware to needed students for online learning at home</li> </ul>	<ul style="list-style-type: none"> <li>• More interactive strategies used in lessons</li> <li>• New technologies explored and used, such as 3D-printing, VR technology and different eLearning platforms</li> <li>• iPads were purchased in a 2-year cycle (2019-2021) for all teachers to conduct eTeaching and interactive T&amp;L</li> <li>• Students with financial difficulties were supported with necessary hardware by the Government and also by School Fund</li> </ul>
To foster on-going professional development for teachers	<ul style="list-style-type: none"> <li>• Collaboration among teachers and among departments/committees to share good practices on teaching pedagogies, assessment tools and policies</li> <li>• Provide training workshops to teachers on the use of different eLearning platforms</li> </ul>	<ul style="list-style-type: none"> <li>• Sharing sessions were held in Staff Development Days to share good practices on eT&amp;L</li> <li>• The Discipline Committee shared tips to teachers on monitoring online assessments</li> <li>• Stakeholders' surveys were conducted in April and May 2021 to help teachers reflect on areas that we have excelled and those that still need improvement</li> <li>• Teachers proactively enrolled in various Staff Development courses conducted by the EDB</li> </ul>

**Major concern 2: To enable students to be better connected to themselves & their community, be true and be strong**

Objectives	Strategies / programmes	Success Criteria
<p><b>To create SPACE for student development</b> at committee / school level</p> <ol style="list-style-type: none"> <li>1. Less for more</li> <li>2. Better understanding</li> <li>3. More collaboration</li> </ol>	<ol style="list-style-type: none"> <li>1. More secured class teacher period (CTP) during the OLE periods.</li> <li>2. In-built Collaboration Lesson Preparation (CLP) periods for colleagues who serve under the dual-class teacher scheme</li> <li>3. Extending the dual class teachers scheme from S1 to S3.</li> </ol>	<ul style="list-style-type: none"> <li>• CTP and OLE periods were kept even in online lessons to provide support and other learning experiences to students</li> <li>• The dual class teachers scheme in S1 and S3 proved to be successful and crucial, especially in the COVID-19 period when students and parents needed support and encouragement from teachers</li> </ul>
<p><b>To cultivate values/qualities in students:</b> Sense of trustworthiness:</p> <ol style="list-style-type: none"> <li>1. I seek for common good</li> <li>2. I don't just do it, I do it well</li> </ol>	<ol style="list-style-type: none"> <li>1. Happy Cleaning days (3 times a year)</li> <li>2. Preservation of furniture at S6 classrooms</li> <li>3. Handing in quality assignments by students on time</li> </ol>	<ul style="list-style-type: none"> <li>• Students participated in the 'Happy Cleaning' campaign on 4 Nov, while the other two days were cancelled due to a change in lesson arrangement under COVID.</li> <li>• The wooden furnitures were kept under good condition. The 'painting of protection oil' would be deferred to the next academic year.</li> <li>• Case sharing sessions were held in each class by subject teachers. Students having difficulty in handling in assignment were requested to return school for follow up by class/subject teachers.</li> </ul>
<p><b>Managing emotions</b></p> <ol style="list-style-type: none"> <li>1. Be aware of how we express our emotions</li> <li>2. Seek help from others</li> </ol>	<ol style="list-style-type: none"> <li>1. Getting early diagnosis and intervention for S1-2 students who might have resilience issues</li> <li>2. Mobilizing professional resources in handling cases e.g. educational psychologist, clinical psychologist &amp; psychiatrist in handling difficult cases and training of teachers. The school has applied to join the Student Mental Health Support Scheme.</li> <li>3. Joining hands with Hop Yat Church and professionals in Parents' education</li> </ol>	<ul style="list-style-type: none"> <li>• Apart from providing individual care for students in need, this year's focused concern was to nurture personal resilience in students. Programmes were organised to help students develop bonding with significant persons such as family members, learn how to manage emotions and cultivate positivism.</li> <li>• Our buddy programme for S1 students was carried out online. Some students also participated in a programme of our neighbour, Hop Yat Church, in which social workers helped them reflect on their relationship with family and understand parents' behaviours.</li> <li>• During the Mental Health Week, 21 junior form students were recruited to the Small Angels Project in which they had the mission to promote "5 Wells" in daily lives through various activities. Guest speakers from Rare Disease Hong Kong and TWGHs Lok Ching Community Mental Health Education and Promotion Service Centre were invited to come and share their inspiring stories of their recovery. The central message brought home was loud and clear: "stay positive and perseverant is crucial in face of adversities in lives".</li> <li>• The objective set by the Discipline Committee for this year was "strive for excellence". Activities were collaborated with the Life Education Committee to cultivate two attributes in students' school life, "respect" and "responsibility".</li> </ul>

Objectives	Strategies / programmes	Success Criteria
<p><b>To nurture students' sense of identity</b></p> <ol style="list-style-type: none"> <li>1. To cultivate a sense of citizenship</li> <li>2. To foster a sense of global identity</li> </ol>	<ol style="list-style-type: none"> <li>1. Implementation of the Basic Law Education</li> <li>2. Actions to address the global warming crisis</li> </ol>	<ul style="list-style-type: none"> <li>• We continued to hold adjustment programmes for S1 newcomers to raise their sense of responsibility and understanding of individual's role in building a caring school community. For students in S1 to S4, educational programmes themed on anti-corruption and the harm of smoking were jointly held with ICAC and LEAP. Leadership training days in November and July were organised to equip the prefects for their mission of upholding the school ethos.</li> <li>• The Green Warriors Programme was set up to help drive a campus-go-green campaign</li> <li>• This year our partnership with CEDAR continued. Eye-opening activities were organised for students to sharpen their social and global awareness. Speakers from the Muslim community were invited to speak to S6 students on cultural traits and gender equality. Students also had the opportunity to listen to the story of hope and resilience by an asylum seeker from Zimbabwe. On another occasion, a Chinese speaker delivered an engaging talk about her school life on the mainland.</li> <li>• 3 S5 History students won the champion of the Innovation and Technology Award in the 2021 "My Interfaces with the Belt and Road Initiative" Integrated Abilities Competition (Inter-school Senior Secondary Students Division). Not only did the students enjoy participating in competition, they also learnt more about global trade, investment and finance landscape of the Greater Bay Area.</li> <li>• A working group in charge of national security education was set up to liaise the work in the coming future.</li> <li>• As Covid-19 remains a pandemic alert worldwide, all overseas study tours had to be suspended or cancelled. However, we were able to organise global exposure programmes locally using the government's Life-wide Learning Fund.</li> <li>• Some S3 students joined the courses offered by the EtonX from Eton College of the UK. Students around the world signed up the courses to learn from Eton's expertise in developing well-rounded, high-achieving students. Participants could also benefit from peer-learning experiences. The courses nurtured students' soft skills in communication, collaboration and decision-making.</li> </ul>