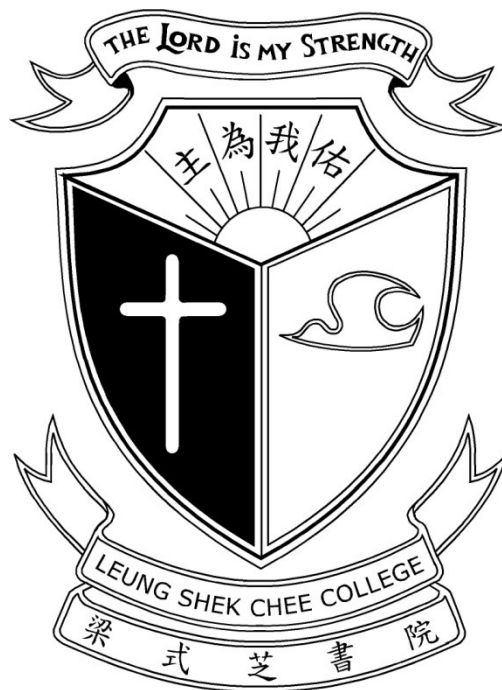


Leung Shek Chee College



Annual School Plan 2022-23

Leung Shek Chee College

School Mission Statement

In pursuit of the Catholic educational principles, we endeavour to provide an all-round and holistic education in accordance with the spirit of the Gospel by facilitating a balanced development of our students in the spiritual, moral, intellectual, physical, social, and aesthetical aspects.

We, therefore, seek to create an environment conducive to learning, to assist our students to acquire knowledge, to develop their potentials to the full, to foster good character, to cultivate a positive outlook on life and acquire virtues, and to motivate them to know their country and its culture. Guided by the School Motto ‘The LORD is My Strength’, our students are expected to strive to return their best to society and help to build a world full of love and justice.

Leung Shek Chee College

Annual School Plan

2022-23

Major Concerns (2021-2024):

1. To nurture reflective learners who can develop their potential to the highest to face future challenges.
培養同學在反思中學習，讓其能盡展潛能，以迎向未來挑戰。
2. To cultivate enterprising and innovative students who uphold Catholic Core Values and lead a positive life.
培養同學銳意進取，開拓的創新，持守天主教的核心價值及建立正向人生。
3. To formulate and implement measures to maintain a safe and orderly learning environment in school and nurture students to become good law-abiding citizens.
制定並落實推行措施，以維護安全有序的校園環境，並培育同學成為守法的良好公民。

Educational Theme (2022-23)

Living The Truth in Love 在主愛內活出真理

Major Concern 1: To nurture reflective learners who can develop their potential to the highest to face future challenges.

培養同學在反思中學習，讓其能盡展潛能，以迎向未來挑戰。

Targets	Strategies	Time Scale / Student Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
a. To strengthen language and learning competence via collaboration among subjects	<ul style="list-style-type: none"> Build students' ability and confidence in the use of English, Chinese, and PTH(across subjects), both inside and outside classroom, including English Week, ECA activities, dramas, script writing, movies, debates, speech competitions, loud speaking activities, writers' talks, documentaries, performances, book display, book promotion through Campus TV, book fairs, oral practices, newspaper and magazines subscriptions, online reading, reading schemes, presentations, modeling, creative writing, reading competitions, overseas tours, speech festival, EPIC and English builder, 文化研究活動，語文學習，field study reports and so on. Encourage students to attend inter-school activities / visits / competitions / exchange programs and university courses Split classes for brighter and weaker students at junior forms 	Whole year / S1-6	<ul style="list-style-type: none"> English, Chinese and other subject panels, Curriculum and Academic Affairs Committee, LAC Team, school library, ECA clubs 	<ul style="list-style-type: none"> Students improved in confidence and motivation in using English, Chinese, and in various circumstances 	<ul style="list-style-type: none"> Student self-evaluation and teacher observation, Exam results 	<ul style="list-style-type: none"> EDB and school funding
		Whole year / S1-S6 (Eng)	<ul style="list-style-type: none"> English panel 	<ul style="list-style-type: none"> Students show improvement in English 	<ul style="list-style-type: none"> Students' performance 	<ul style="list-style-type: none"> School funding
		Oct-May / All forms	<ul style="list-style-type: none"> English panel 	<ul style="list-style-type: none"> 80% attendance, 80% find it useful 	<ul style="list-style-type: none"> Attendance, student performance, teacher observation 	<ul style="list-style-type: none"> School funding

Targets	Strategies	Time Scale / Student Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
	<ul style="list-style-type: none"> Subject panels and school library collaborate to promote reading of subject-related books Promote e-reading through online resources, Summer Reading Scheme, book fairs, book display, book promotion through Campus TV, 推廣跨科閱讀計劃, Language Across Curriculum, Reading Across Curriculum, eBooks and so on. 	Whole year	<ul style="list-style-type: none"> Subject panels and library teachers 	<ul style="list-style-type: none"> Students show interest in reading 	<ul style="list-style-type: none"> Teacher observation and library records 	<ul style="list-style-type: none"> School funding
	<ul style="list-style-type: none"> Collaboration among subjects and committees to use English in learning, reference book reading in library, SLP, NGO talks, mock interviews, board display, life planning talks and so on. 	Whole year / S1-6	<ul style="list-style-type: none"> Language and other panels, IT teachers and library 	<ul style="list-style-type: none"> Students read books online and complete specific tasks 	<ul style="list-style-type: none"> Collect data from library records and panel reports 	<ul style="list-style-type: none"> School funding
	<ul style="list-style-type: none"> Subscribe to English newspaper and magazines 	Whole year / S1-6	<ul style="list-style-type: none"> Language subjects, EMI subjects, Careers Committee 	<ul style="list-style-type: none"> Students learn to present their ideas fluently in reading, writing, listening, and speaking 	<ul style="list-style-type: none"> Students' performance and teacher observation 	<ul style="list-style-type: none"> School funding
	<ul style="list-style-type: none"> Assist non-Chinese students in learning Chinese and Chinese culture by adopting suitable learning materials, language training, supplementary lessons, post-lesson support, exchange programs to introduce Chinese 	Whole year / S1-6	<ul style="list-style-type: none"> English and LS panel 	<ul style="list-style-type: none"> 90% students submit their reflection 	<ul style="list-style-type: none"> Teacher observation, student performance 	<ul style="list-style-type: none"> Subscription fee
		Whole year / S1-6	<ul style="list-style-type: none"> All CMI subjects and school library 	<ul style="list-style-type: none"> Non-Chinese students have better performance in CMI subjects 	<ul style="list-style-type: none"> Students' performance and teacher observation 	<ul style="list-style-type: none"> EDB and School funding, 加入支援非華語學生學習中文及建構共融校園計劃

Targets	Strategies	Time Scale / Student Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
	<p>culture, understanding requirements of different exam boards, afterclass training, etc.</p> <ul style="list-style-type: none"> • 加入姊妹學校交流，與深中南山創新學校連結，安排學生就STEM和中國文化項目作交流 • Encourage teachers to attend professional training activities and serve as DSE markers to keep abreast of the latest advancement in pedagogy and exam requirements. 	<p>Whole year</p> <p>下學期/ 中二和中三</p>	<ul style="list-style-type: none"> ▪ All senior forms subject teachers ▪ 相關教師 	<ul style="list-style-type: none"> • High CPD hours and service record of teachers. • 學生能夠完成活動 	<ul style="list-style-type: none"> • Collect data from different committees • 學生回饋 	<ul style="list-style-type: none"> • 教育局資助
b. To guide students to apply the reflective learning mode in different learning activities	<ul style="list-style-type: none"> • Incorporate elements of reflective learning model, Learning and Management System (LMS) in teaching, assessment, and other learning activities • To plan and implement learning tasks in Science, Technology, Engineering and Mathematics (STEM), robotics, drones, AI, IoT, hackathon, coding, etc. for strengthening students' ability to integrate and apply knowledge and skills 	<p>Whole year / S1-6</p> <p>Whole year / S1-3</p>	<ul style="list-style-type: none"> • All subject panels, Values Formation Committee • STEM Team • S1, S2 and S3 Junior Science and STEM curricula • Science KLA • Technology KLA • Mathematics KLA 	<ul style="list-style-type: none"> • Students can evaluate their learning experience and take actions to improve learning • Completion of STEM projects by students • Students demonstrate interests in STEM learning • Students have good performance in STEM activities 	<ul style="list-style-type: none"> • APASO, SHS, student performance, teacher observation • Students' performance in S1, S2 and S3JS & STEM subject • Observations • Student and teacher questionnaires • Meeting minutes of subject panels • Results of project work 	<ul style="list-style-type: none"> • EDB funding • School funding

Targets	Strategies	Time Scale / Student Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
	<ul style="list-style-type: none"> Collecting and disseminating STEM-related information to teachers and students Organizing in-school STEM activities in lessons and ECA (during school days and long holidays) Use Content-gap-analysis and Performance Track Record System to provide quantitative information for students and teachers to improve their work Organizing pull-out STEM programs to nurture interest in junior and senior forms Guide SA, House, school teams, and club committees to plan, promote, implement, and evaluate activities Exhibit STEM learning outcomes & STEM daily life examples in STEM Expo Sourcing appropriate packages from companies and educational bodies to diversify STEM 	<p>Whole year / S1-5</p> <p>Whole year / all students</p> <p>Whole year / all forms</p> <p>Whole year / student organizations committees</p> <p>2-day activity in May / S1-5</p> <p>Whole year / S1-2</p>	<ul style="list-style-type: none"> STEM Team S1, S2 and S3JS and STEM curricula Science KLA Technology KLA Mathematics KLA PSHE KLA Subject panels and teachers Related subject teachers STEM Team, ECA Committee, teacher advisors 	<ul style="list-style-type: none"> Students participate in STEM activities both inside and outside schools Students produce STEM research results or models Students can evaluate their learning experience and take actions to improve Students have genuine interest in STEM activities Student can fulfil the duties as person-in-charge Student complete and present projects in STEM Expo Students actively participate in Expo Audiences have 	<ul style="list-style-type: none"> Students' performance and response Teacher observation, student performance and self-evaluation Teacher observation, student performance and self-evaluation APASO, ECA club documents Observation Responses of participants Popularity of STEM booths Students' performance and 	<ul style="list-style-type: none"> Exhibitions Courses Workshops Talks Experiencesharing sessions Competition EDB and school funding School hall Prizes for winners including Most Popular Project, Most Creative/Useful Invention, etc.

Targets	Strategies	Time Scale / Student Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
	<p>learning opportunities</p> <ul style="list-style-type: none"> • Students participate in eLearning lessons, including 3D models (Math), VR/AR images (Chin Hist, Geog, ICT), iOS apps (ICT), Google earth, Google Map (Geog), Google Classroom and ZOOM • Introduce new ECA activities, incl. Korean, ukulele, tea art, floral art, ceramic, coffee barista training, Japanese, dessert making, card making and photography • Subjects (C. Hist, Hist & Geog) and committee collaborate to hold academic-related programs, talks, workshops, field study, museum visits, alumni sharing and advice 	<p>Whole year / all students</p> <p>Whole year / S2-6</p>	<ul style="list-style-type: none"> ▪ Subject teachers ▪ ECA Committee, Club advisors • Subject panels, Careers and Life Planning Committee, Values Formation Committee 	<ul style="list-style-type: none"> • comprehensive understanding on items exhibited • Students actively participated in class activities • Students master skills and gain wider horizon • Improvement in academic results 	<p>teachers' observation</p> <ul style="list-style-type: none"> • Evaluation reports, student performance, questionnaire, teacher observation 	<ul style="list-style-type: none"> • School funding • Service charge • Tuition fee • School funding • School funding
	<ul style="list-style-type: none"> • Organize talks, workshops, personal guidance, sharing, Rainbow Scheme 勵進計劃, "Weave a Dream" 	<p>Whole year / S3-6</p>	<ul style="list-style-type: none"> • Careers Committee, Guidance Committee 	<ul style="list-style-type: none"> • Students' improvement 	<ul style="list-style-type: none"> • Students' and teachers' feedback 	<ul style="list-style-type: none"> • Alumni, Guest speakers, NGOs, and tertiary institutions • School funding

Targets	Strategies	Time Scale / Student Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
	<ul style="list-style-type: none"> • Conduct news analysis, discussion, topic analysis and role play during lessons • Conduct Life Planning programme.g., Life Buddies Scheme 	Whole year / whole school	<ul style="list-style-type: none"> • Value Education Team, Guidance Committee, and all subjects • Guidance Committee (SENCO) 	<ul style="list-style-type: none"> • Students can analyse questions, understand different perspectives of all stakeholders, view issues from macro and micro angle, reflect with a historical view. Actively pursue answers, make objective judgement and communicate clearly. 	<ul style="list-style-type: none"> • Teacher observation and student performance, progress report 	<ul style="list-style-type: none"> • School resources and funding
c. To enhance learning and teaching efficacy through the use of eLearning in curricula	<ul style="list-style-type: none"> • Collaboration of subject panels and IT Committee to provide guidance in using technology to aid learning 	Whole year / S1-6	<ul style="list-style-type: none"> • Subject panels • Curriculum and Academic Affairs Committee 	<ul style="list-style-type: none"> • Students can learn with the help from technology 	<ul style="list-style-type: none"> • Students' performance and teachers' observation 	<ul style="list-style-type: none"> • School funding, and student own finance
	<ul style="list-style-type: none"> • Special programs organized to fulfil high- and low-achievers' learning needs 	Whole year / S1-6	<ul style="list-style-type: none"> • Subject panels • Curriculum and Academic Affairs Committee 	<ul style="list-style-type: none"> • High- and low-achievers are motivated to achieve their personal highest in studies • Acquisition of academic skills 	<ul style="list-style-type: none"> • Students' performance and teachers' observation 	<ul style="list-style-type: none"> • EDB and school funding

Targets	Strategies	Time Scale / Student Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
	<ul style="list-style-type: none"> Organize online platforms and real time online teaching to provide additional support to students beyond classroom Organize Rainbow Scheme and recruit alumni to provide academic support and tailor-made support and achieve integrated education Subject teachers adopt more IT in learning and teaching. Regular training is provided to students and teachers. e.g. AR, VR, Google Drive, Microsoft Teams, Google Classroom, Apple TV, YouTube, eClass, Kahoot!, Pic Collage, Class Click, Adobe Spark, Flip Grid, Padlet and so on. Recruit student helpers to assist teachers to conduct eLearning activities 	<p>Whole year / S1-6</p> <p>Whole year / S1 to S6 SEN students</p> <p>Whole year / S1-6 (individual subjects)</p>	<ul style="list-style-type: none"> IT Committee, eLearning Development Team, STEM Team, subject panels Guidance Committee (SENCO) eLearning Development Committee, ITCommittee, Subject panels, and teachers 	<ul style="list-style-type: none"> Students use the facilities Attendance rate 80% Students' academic performance shows improvement Teachers and students becoming more confident and competent in using IT to facilitate learning. 	<ul style="list-style-type: none"> Student participation, performance, teacher evaluation Tutors' and teachers' feedback, academic performance Teachers' and students' feedback 	<ul style="list-style-type: none"> EBD and school funding School funding EDB and school funding
d. To create a better learning environment with upgraded school facilities to facilitate effective learning	<ul style="list-style-type: none"> Use online platforms for assessment 	Whole year / S1-6	<ul style="list-style-type: none"> eLearning committee and subject panels 	<ul style="list-style-type: none"> Provide analysis data to students and teachers, understand strengths and weaknesses, and increase learning effectiveness 	<ul style="list-style-type: none"> Students' performance and teachers' feedback 	

Targets	Strategies	Time Scale / Student Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
	<ul style="list-style-type: none"> Upgrade IT facilities, relocation of STEM/ICT materials, set up an audio and visual system. Maintenance of virtual desktops for teachers 	Whole year / all teachers	<ul style="list-style-type: none"> IT committee 	<ul style="list-style-type: none"> Teachers use virtual desktops for teaching and administrative tasks 	<ul style="list-style-type: none"> Teachers' feedback 	<ul style="list-style-type: none"> School funding
	<ul style="list-style-type: none"> Provide training for teachers to promote ideas and approaches in eLearning and to help adopting effective practises in the lessons Collect hardware and software requests from different panels Aid on setting up ITinfrastructures and Apps installation Purchase and maintain iPads, interactive whiteboard, and Apple TV 	<p>Whole year / all teachers</p> <p>Whole year / all teachers</p> <p>Whole year / all rooms</p>	<ul style="list-style-type: none"> eLearning Development Committee, ITCommittee, Staff Capacity Enhancement Committee IT Committee, eLearning Development Committee, ITtechnicians, School Environment Enhancement Committee School Environment Enhancement Committee & IT Committee 	<ul style="list-style-type: none"> Teachers becoming confident in using eLearning approaches in their teaching Teachers receivetimely and appropriate assistance Students and teachers can use IT in learning activities 	<ul style="list-style-type: none"> Teachers' feedback Teachers' feedback Students' and teachers' feedback 	<ul style="list-style-type: none"> School funding School funding EDB and school funding

Targets	Strategies	Time Scale / Student Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
	<ul style="list-style-type: none"> • Identify teachers' training and development needs, provide staff development programmes that facilitate students' learning, personal growth, formation of moral values and character development • Various measures to introduce and promote school characters to the community by different channels, including leaflet, yearbook, S1 Info Day, visits, Learning Experience Day and so on • A series of teacher professional training and enhancement courses aim at upgrading teachers' capacity, including iPad, drone, pastoral care, first aid, Catholic education, National Security 	<p>Whole year / all teachers</p> <p>Whole year / Public, students, and parents of primary schools</p> <p>Whole year / all teachers</p>	<ul style="list-style-type: none"> • Staff Capacity Enhancement Committee • External Relations Committee • Staff Capacity Enhancement Committee 	<ul style="list-style-type: none"> • Teachers achieve professional growth and acquire solid and practical skills • Number of visitors, distribution, participants' feedback • Post-activity evaluation questionnaire at 3 or above 	<ul style="list-style-type: none"> • Post-activity teacher survey • Teacher observation • Questionnaires results 	<ul style="list-style-type: none"> • Speakers, trainers, school funding • School funding • School funding

Major Concern 2: To cultivate enterprising and innovative students who uphold Catholic Core Values and lead a positive life.

培養同學銳意進取，開拓創新，持守天主教的核心價值及建立正向人生。

Targets	Strategies	Time Scale / Student Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
a. To train students into highly effective teens	<ul style="list-style-type: none"> Broaden students' exposure and horizons by participating in competitions, exchange programs, visits, field study tours, ambassador programs and so on Regular Activity Periods for whole school as other learning experience activities to widen students' exposure Organize and participate in house activities and competitions, sports and music training, interschool, and territory-wide competitions Organize local and overseas cross-subjects learning activities 	Wholeyear / whole school	<ul style="list-style-type: none"> Value Education Committee and various subjects Subject panels including Chin Hist, Hist, RE, Geog, JS, Bio, BASF 	<ul style="list-style-type: none"> Students develop soft skills, interests in local and global issues, concern global topics, including poverty, conservation, human rights and so on 	<ul style="list-style-type: none"> Teacher observation, student performance APASO 	<ul style="list-style-type: none"> Funding from external organizations, school resources
	<ul style="list-style-type: none"> Provide opportunities for students to cooperate and collaborate with fellow students and teachers in school activities, including Big Sisters, Prefects, SA, IT prefects, ECA committees, librarians and so on 	Whole year / S1-6	<ul style="list-style-type: none"> All teachers 	<ul style="list-style-type: none"> Harmonious relationship among teachers and students 	<ul style="list-style-type: none"> Teachers and students' feedback ECA evaluation reports 	<ul style="list-style-type: none"> School funding
	<ul style="list-style-type: none"> Organize social skills training workshop 	Whole year / all students	<ul style="list-style-type: none"> Value Education Committee, Careers Committee 	<ul style="list-style-type: none"> Students acquire social skills and improve interpersonal relationship 	<ul style="list-style-type: none"> 80% students willing to participate 	<ul style="list-style-type: none"> School funding

Targets	Strategies	Time Scale / Student Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
	<ul style="list-style-type: none"> Organize interclass and whole school activities, including 自我提升計劃、禮貌約章、禮貌大使選舉、班規設計、班際學行比賽、班際天才表演、記功名單及獎狀、守時及勤到獎等 Arrange field activities to nurture problem solving and teamwork. E.g., camp at Cheung Chau Encourage students to join outside activities, competitions, exchange programs, and university courses. Conduct values education and Life Planning programs for senior forms, e.g., life education, respect of intellectual property, legal knowledge, anti-bullying, anti-corruption, job tasting program, university, field visits and company visits Set up service duties, including monitress, class club, prefect, SA, Big Sister, librarian, lunch monitress, key monitress, IT prefect, house committee and subject prefect to promote spirit of serving others 	<p>Whole year / whole school</p> <p>2nd term / S5</p> <p>Whole year / S1-6</p> <p>Whole year / whole school</p>	<ul style="list-style-type: none"> All teachers / various panels & Discipline Committee Geography, Biology, History, 中史, RE panels & various committees Careers Committee, ECA Committee, Guidance Committee, subject panels All teachers 	<ul style="list-style-type: none"> Good manner of students. mutual respect, unison, and compassionate campus. Active participation in class and eager to serve others Complete assigned tasks successfully and safely Students become more confident and better informed of the outside world Students understand their duties, meaning of their work, developing talents, work execution, leadership training, nurture sense of responsibility, serving others 	<ul style="list-style-type: none"> Teacher observation and student performance Teacher observation and student questionnaire Teachers' observation, students' attendance, and self-evaluation Students' performance Teacher observation and student feedback 	<ul style="list-style-type: none"> School funding for prizes Camp fee paid by students and school EDB and school funding School funding

Targets	Strategies	Time Scale / Student Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
	<ul style="list-style-type: none"> Promote Positive Education, arts therapy workshop to develop students' Character Strengths Implement “一體、一藝、一服務” development program 	<p>Whole year / all students</p> <p>Whole year / S1-2</p>	<ul style="list-style-type: none"> Guidance, Discipline, Values Formation, Careers Committee, School Social Worker ECA Committee 	<ul style="list-style-type: none"> Students understand and appreciate individual strengths Nurture will power and ability to conquer life difficulties S1-2 students will join one sports/arts/service activity 	<ul style="list-style-type: none"> Teacher observation, students' performance, and feedback APASO Eclass record, club advisors' evaluation APASO 	<ul style="list-style-type: none"> Learning packages from Positive Education and Character Strengths development School funding
b. To help students improve their self-image and resilience, turning weaknesses to strengths	<ul style="list-style-type: none"> Organize social skills training workshop 舉行升旗儀式，唱國歌及國情認識活動 Refine school curricula to promote self-appreciation Collaboration among teachers and committees to host interview skills 	<p>Whole school / all students</p> <p>Whole school / all students</p> <p>Whole school / S3-6</p>	<ul style="list-style-type: none"> Civic Education Committee, Values Education Committee, Form Teachers, Guidance Committee Careers Committee 	<ul style="list-style-type: none"> Students develop self-confidence and self-realization They cooperate with fellow schoolmates, acquire solid communication skills, soft skills, and interpersonal skills 80% attendance, students willing to participate Students understanding and appreciation of the ceremonies and activities Improvement in students' self-image 	<ul style="list-style-type: none"> Attendance, teacher observation and student feedback Teacher observation Questionnaires, Teachers' observation, 	<ul style="list-style-type: none"> School funding

Targets	Strategies	Time Scale / Student Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
	<p>talks, workshops, job tasting, and individual guidance</p> <ul style="list-style-type: none"> Elderly Volunteer Service 你是你本身的傳奇 	Dec – May / S3-S5	<ul style="list-style-type: none"> Ms. Cheung (SSW) 	<ul style="list-style-type: none"> 80% attendance. Academic performance 	<p>students' performance</p> <ul style="list-style-type: none"> Teachers' observation, student feedback 	<ul style="list-style-type: none"> School funding
	<ul style="list-style-type: none"> Organize QET Workshops (Love Express, Positive Education Program) Facilitate Applied Learning Courses (ATEC) DSE Visual Arts and Music (ABCHK) DSE other languages courses. To develop students' talents beyond academic learning 	<p>Whole year / S2</p> <p>Whole year / S4-6</p>	<ul style="list-style-type: none"> Guidance Committee, social workers Academic Affairs Committee, subject panels, 	<ul style="list-style-type: none"> Completion of the tasks of the program Student attains higher sense of success 	<ul style="list-style-type: none"> Questionnaire, attendance, APASO Teacher observation, student participation and performance 	<ul style="list-style-type: none"> School funding School funding
	<ul style="list-style-type: none"> Various subjects adopt student-centered learning approaches by involving students in interactive learning activities like group discussion, set group targets, peer teaching, peer mediation, group cooperation in classroom and outdoor activities Encourage students to form study groups in various subjects Individual or group guidance and counselling 	Whole year / all students	<ul style="list-style-type: none"> Subject panels, Guidance Committee, social workers, Education Psychologist, Form Teachers 	<ul style="list-style-type: none"> Students form mutual respect, trust, and team spirit. Enable peer teaching. They acquire soft skills, persuasion and communication skills, cooperation, etc. Students show improvement 	<ul style="list-style-type: none"> Teacher observation, student feedback and performance APASO, parents' and students' feedbacks, teacher observation 	<ul style="list-style-type: none"> School funding Professional assistance and school funding

Targets	Strategies	Time Scale / Student Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
	<ul style="list-style-type: none"> Students have ample opportunities in organizing student activities, including inside and outside school, house, and class activities. Foster students' cooperation and rapport 	Whole year / all students	<ul style="list-style-type: none"> Student leaders and teacher advisors 	<ul style="list-style-type: none"> Students are confident in interpersonal relationship. Students have mutual support. 	<ul style="list-style-type: none"> Teacher observation and student feedback 	<ul style="list-style-type: none"> EDB and school funding
c. To promote among students a spirit of serving others and doing small things in great way	<ul style="list-style-type: none"> Promote development of non-academic abilities via subject learning (e.g., through renowned musicians, artists, scientists, historic figures, use of media and IT in AV production, stage performance and management and so on) and extra-curricular activities 	Whole year / all students	<ul style="list-style-type: none"> ECA committees, teacher advisors and subject panels 	<ul style="list-style-type: none"> Students develop all round abilities 	<ul style="list-style-type: none"> Teacher observation and student confidence 	<ul style="list-style-type: none"> EDB and school funding
	<ul style="list-style-type: none"> Set up service duties, including monitress, class club, prefect, SA, Big Sister, librarian, lunch monitress, key monitress, IT prefect, house committee and subject prefect to promote spirit of serving others 	Whole year / whole school	<ul style="list-style-type: none"> All teachers 	<ul style="list-style-type: none"> Students understand their duties, meaning of their work, developing talents, work execution, leadership training, nurture sense of responsibility, serving students and teachers 	<ul style="list-style-type: none"> Teacher observation and student feedback 	<ul style="list-style-type: none"> School funding
	<ul style="list-style-type: none"> Promote development of academic abilities via subject learning, using interactive approaches, and group learning activities 	Whole year / all students	<ul style="list-style-type: none"> Subject teachers 	<ul style="list-style-type: none"> Good student performance in tests, exams, TSA, and public exams 	<ul style="list-style-type: none"> Results of tests, exams, TSA, and public exams 	<ul style="list-style-type: none"> School funding

Targets	Strategies	Time Scale / Student Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
	<ul style="list-style-type: none"> Organize Caritas Bazaar and Love Express to provide opportunities of service to community 	Whole year / various forms	<ul style="list-style-type: none"> Guidance Committee, Religious Education Committee, social workers 	<ul style="list-style-type: none"> Students complete the tasks 	<ul style="list-style-type: none"> APASO, attendance, questionnaire 	<ul style="list-style-type: none"> School funding
	<ul style="list-style-type: none"> Set up service duties, including monitress, class club, prefect, SA, Big Sister, librarian, lunch monitress, key monitress, IT prefect, house committee and subject prefect 	Whole year / all students	<ul style="list-style-type: none"> All teachers 	<ul style="list-style-type: none"> Students understand the meaning of their duties, develop their talents, effective execution of their offices, nurture leadership and responsibility, willing to serve others 	<ul style="list-style-type: none"> Teacher observation and student feedback 	<ul style="list-style-type: none"> School funding
	<ul style="list-style-type: none"> Establish clear conduct guidelines and punishment routine, well explained criteria and standards 	Whole year / all students	<ul style="list-style-type: none"> All teachers 	<ul style="list-style-type: none"> Students exercise self-discipline in their deeds, understand their strengths and weaknesses, establish self-esteem, and build confidence 	<ul style="list-style-type: none"> Attendance record and sharing Teacher observation and student feedback 	<ul style="list-style-type: none"> School funding School funding
	<ul style="list-style-type: none"> Organize S1 Adventure Camp 	Sept / S1 students and Big Sisters	<ul style="list-style-type: none"> Guidance Committee (SENCO) 	<ul style="list-style-type: none"> 80% attendance, S1 students start transition to secondary school student's identity smoothly 	<ul style="list-style-type: none"> Teachers' observation and students' feedback 	<ul style="list-style-type: none"> Meeting venues, school funding

Targets	Strategies	Time Scale / Student Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
d. To guide students in establishing personal goals and formulate strategies in pursuing their goals	<ul style="list-style-type: none"> Provide structured music & arts education and Physical education curricula with pull-out programs for elite students to form school choir, instrument classes, musical teams and bands, and sports teams Arrange in-school and outside competitions, visits, performances, and overseas coaching tours for students 	Whole year / all students	<ul style="list-style-type: none"> Music, Visual Arts, PE panels 	<ul style="list-style-type: none"> Students develop abilities and talents in non-academic areas. Provide variety in learning. Students realize their talents and abilities in different areas and have proper ways to explore further 	<ul style="list-style-type: none"> Teacher observation, students' performance, feedbacks, and attendance 	<ul style="list-style-type: none"> School funding and tuition fees
	<ul style="list-style-type: none"> To plan and implement learning tasks in Science, Technology, Engineering and Mathematics (STEM) for strengthening students' ability to integrate and apply knowledge and skills. Practice "Innovation with a purpose" and "STEM for the needy" Regular activity periods for whole school as other learning experience activities to widen students' exposure 	Whole year / S1-3	<ul style="list-style-type: none"> STEM Team S1 and S2 IS and STEM curricula Science KLA Technology KLA Mathematics KLA 	<ul style="list-style-type: none"> Completion of STEM projects by students Students demonstrate interests in STEM learning Students have good performance in STEM activities 	<ul style="list-style-type: none"> Students' performance in S1 and S2 IS & STEM subject Observation Self-evaluation by students Meeting minutes of subject panels Results of project work 	<ul style="list-style-type: none"> EDB funding School funding
	<ul style="list-style-type: none"> Conduct values education and Life Planning programs for senior forms, e.g., life education, anti-bullying, job tasting program, university, field visits and company visits 	Whole year / S1-6	<ul style="list-style-type: none"> Careers Committee, ECA Committee, Guidance Committee, subject panels 	<ul style="list-style-type: none"> Students become more confident and better informed of the outside world 	<ul style="list-style-type: none"> Teachers' observation, students' attendance, and self-evaluation Students' performance 	<ul style="list-style-type: none"> EDB and school funding

Targets	Strategies	Time Scale / Student Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
	<ul style="list-style-type: none"> Nurture students' abilities to handle life problems through organization of various ECA activities and assumption of various student leadership roles 	Whole year / all students	<ul style="list-style-type: none"> All teachers 	<ul style="list-style-type: none"> Students develop good character and have high ability to deal with pressure and life adversity 	<ul style="list-style-type: none"> Teacher observation Students' feedback in APASO, SHS 	<ul style="list-style-type: none"> EDB and school funding Student training
	<ul style="list-style-type: none"> Organize alumni sharing, join Life Buddies Scheme, personal guidance and organize job tasting programs 	Whole year / all students	<ul style="list-style-type: none"> Alumni Association, Careers Committee 	<ul style="list-style-type: none"> Students have better understanding of the environment outside school and future challenges 	<ul style="list-style-type: none"> Teacher observation Students' feedback APASO, SHS 	<ul style="list-style-type: none"> School funding
	<ul style="list-style-type: none"> Facilitates Student Mental Health Support Scheme (SMHSS) 	Whole year / S1-5	<ul style="list-style-type: none"> Guidance Committee (SENCO) and social workers 	<ul style="list-style-type: none"> Students' willingness to participate 	<ul style="list-style-type: none"> Teachers' observation and students' feedback APASO 	
	<ul style="list-style-type: none"> Refinement of school curricula to strengthen career education and personal growth of students Conduct life planning programs Career talks and seminars Broaden students' horizons and exposure by participating in competitions, exchange programs, visits and so on 	Whole year / all students	<ul style="list-style-type: none"> Guidance Committee, subject panels, Careers Committee, ECA Committee 	<ul style="list-style-type: none"> Students become more confident of their future development and better informed of the outside world 		
	<ul style="list-style-type: none"> Host interview skills talks and writing workshops, job tasting program, and offer individual guidance Join Life Buddies Scheme to help underprivileged students 	Whole year / S3-6 students		<ul style="list-style-type: none"> Students can establish personal goals and formulate strategies in pursuing their goals 	<ul style="list-style-type: none"> Teachers' observation and students' feedback APASO 	<ul style="list-style-type: none"> Reference from EDB, HKACMGM, school funding

Targets	Strategies	Time Scale / Student Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
	<ul style="list-style-type: none"> Organize Student Mental Health Support Scheme SMHSS 醫教社同心計劃 to show concern to mental health Provide speech therapy assessment and training to students on speaking and hearing Organize 正向週 activities and workshops (Positive Education Week) Nominate prefects to join overseas tour and leadership training programs Implement 「仁德正向教育校本計劃」 program 	<p>S2 students and referrals</p> <p>Whole year / S1-6 students with ASD, SLI, HI</p> <p>Whole school</p> <p>Whole year / prefects</p> <p>Whole year / S1 to S3 students</p>	<ul style="list-style-type: none"> Guidance committee Guidance committee (SENCO) Guidance committee and social workers Discipline committee Value Education Team 	<ul style="list-style-type: none"> Medical professionals assess students' progress 80% attendance Students can elevate self-image to self-actualization level Widen students' horizons Nurture positive values and beliefs, establish self-esteem, respect and caring for others 	<ul style="list-style-type: none"> Meetings with professionals to evaluate students' performance Students' progress reports Reflection on program results, APASO Student feedback Teacher observation and student performance APASO 	<ul style="list-style-type: none"> Activity funding School funding QEF School subsidy and student self-finance partly 「仁德正向教育校本計劃」 package, small gifts, AV equipment
e. To instill in students Catholic Core Values, virtues, mutual support, and positive life attitudes	<ul style="list-style-type: none"> Various talks on moral values and character formation, e.g., self-understanding program, Equal Opportunity, Respect of Intellectual Property, UNICEF talk, World Vision, anti-corruption, 新超凡學生閱讀計劃 	Whole year / all students	<ul style="list-style-type: none"> Values Education Committee, Guidance Committee 	<ul style="list-style-type: none"> Students understand their talents and develop desirable characters, strive for excellence, handle hardships and challenges in study and work with positive attitudes Instill Catholic 	<ul style="list-style-type: none"> Teachers' and students' feedback APASO 	<ul style="list-style-type: none"> School funding, program costs

Targets	Strategies	Time Scale / Student Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
				Education Core Values		
	<ul style="list-style-type: none"> Provide teacher training programmes to explain the meaning of the school theme and Catholic Education Core Values 	Whole year / all students	<ul style="list-style-type: none"> Staff Capacity Enhancement Committee, Religious Affairs Committee 	<ul style="list-style-type: none"> Teachers understand the meaning and apply the values in their work 	<ul style="list-style-type: none"> Teachers' teaching 	<ul style="list-style-type: none"> CEO
	<ul style="list-style-type: none"> Incorporate Catholic Education Values into school curricula 	Whole year / all students	<ul style="list-style-type: none"> Subject panels 	<ul style="list-style-type: none"> Students internalize the values 	<ul style="list-style-type: none"> Teacher observation, students' feedbacks, APASO 	<ul style="list-style-type: none"> School funding
	<ul style="list-style-type: none"> 選取合適教材，例如：古訓格言、名人故事、勵志編章，以追求卓越，建立正確人生觀；同時思考人生價值 	全年 / 中一至六	<ul style="list-style-type: none"> 中文及中國文學老師 	<ul style="list-style-type: none"> 學生能反思人生價值，仿效名人事跡 	<ul style="list-style-type: none"> 老師觀察，同學表現，APASO 	<ul style="list-style-type: none"> 教育局及學校文資源
	<ul style="list-style-type: none"> Arrange thematic activities, including "Zero tolerance to school bullying", Punctuality Award, Inter-class good performance competition, Self-enhancement Scheme, Courtesy ambassadors, class rules contracts 	Whole year / all students	<ul style="list-style-type: none"> Discipline Committee, school prefects 	<ul style="list-style-type: none"> Students understand and acquire the virtues 	<ul style="list-style-type: none"> School records, questionnaires, APASO, SHS 	<ul style="list-style-type: none"> School funding
	<ul style="list-style-type: none"> Collaboration between committees to provide individual guidance 	Whole year / all students	<ul style="list-style-type: none"> Values Education Committee, Careers Committee, Guidance Committee 	<ul style="list-style-type: none"> Students can internalize Catholic Core Values and virtues to develop positive life attitudes 	<ul style="list-style-type: none"> Teacher observation, students' response, APASO, SHS 	<ul style="list-style-type: none"> School funding
	<ul style="list-style-type: none"> Various talks on character formation, e.g., self-understanding program, participation in ECA 	Whole year / S1-5	<ul style="list-style-type: none"> Careers Committee, Guidance Committee and ECA 	<ul style="list-style-type: none"> Students understand their talents and develop desirable 	<ul style="list-style-type: none"> Teachers' and students' feedback APASO 	<ul style="list-style-type: none"> School funding

Targets	Strategies	Time Scale / Student Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
	<ul style="list-style-type: none"> ▪ Catholic week 	2 nd term / all students	<ul style="list-style-type: none"> • Religious Affairs Committee & Ms W Ng 	<ul style="list-style-type: none"> • Students receive religious information and develop interest in religion 	<ul style="list-style-type: none"> • Teacher observation and student feedback 	<ul style="list-style-type: none"> • Gifts, religious information, game cards
	<ul style="list-style-type: none"> • Various activities for P6 and S1 students, including subject introduction, student sharing 	1 st & 2 nd term / P6 and S1 students	<ul style="list-style-type: none"> • External Relation Committee 	<ul style="list-style-type: none"> • Maintain good relationships with primary schools in the district 	<ul style="list-style-type: none"> • Parents and primary school feedback 	<ul style="list-style-type: none"> • School funding
	<ul style="list-style-type: none"> • S1 orientation 	Aug / S1 Catholic students and parents	<ul style="list-style-type: none"> • Religious Affairs Committee and Ms W Ng 	<ul style="list-style-type: none"> • Students know about Faith Garden activities 	<ul style="list-style-type: none"> • Teacher observation, student response 	<ul style="list-style-type: none"> • Computers
	<ul style="list-style-type: none"> • Faith Garden activity 及 Committee training of Faith Garden and Catholic Society (LSCC 羊棧) 	Whole year / all Catholic students	<ul style="list-style-type: none"> • Religious Affairs Committee & Ms W Ng 	<ul style="list-style-type: none"> • Growth of spiritual life, mutual understanding, team building and nurture friendship. 	<ul style="list-style-type: none"> • Teacher observation and student feedback 	<ul style="list-style-type: none"> • Activity room, game tools, venue, gifts
	<ul style="list-style-type: none"> • Caritas Bazaar and joint school visiting activities 	1 st term / Big Sister, Social Service Group, Faith Garden committee	<ul style="list-style-type: none"> • Catholic teachers, Ms W Ng, Guidance Committee 	<ul style="list-style-type: none"> • Doing charity, serve the needy, respecting others, develop talents, cultivate caring spirit 	<ul style="list-style-type: none"> • Teacher observation and student performance and feedback 	<ul style="list-style-type: none"> • Gifts, games, and transportation
	<ul style="list-style-type: none"> • Prayer gathering and Mass 		<ul style="list-style-type: none"> • Catholic teachers and Ms W Ng 	<ul style="list-style-type: none"> • Students take part in prayer gathering and mass, understand the meaning of these ceremonies 	<ul style="list-style-type: none"> • Teacher observation and student questionnaire 	<ul style="list-style-type: none"> • Hall, computer and VA equipment

Targets	Strategies	Time Scale / Student Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
	<ul style="list-style-type: none"> • Morning prayer and life sharing 	Whole year / Catholic students	<ul style="list-style-type: none"> • All teachers 	<ul style="list-style-type: none"> • Students are positively influenced by religious and life sharing 	<ul style="list-style-type: none"> • Teacher questionnaire 	<ul style="list-style-type: none"> • Religious books, VA equipment
	<ul style="list-style-type: none"> • Catholic student retreat 	2 nd term / Catholic students	<ul style="list-style-type: none"> • Religious Affairs Committee and Ms W Ng 	<ul style="list-style-type: none"> • Students receive religious formation and reflect on their relationships with God 	<ul style="list-style-type: none"> • Teacher observation and student feedback 	<ul style="list-style-type: none"> • Spiritual director, church
	<ul style="list-style-type: none"> • Confession 	Whole year / Catholic students	<ul style="list-style-type: none"> • Religious Affairs Committee and Ms W Ng 	<ul style="list-style-type: none"> • Students reflect on their lives and improve the relationships with their neighbors 	<ul style="list-style-type: none"> • Teacher observation and student feedback 	<ul style="list-style-type: none"> • Liturgy, VA equipment and computer
	<ul style="list-style-type: none"> • Passover feast 	2 nd term / Catholic students	<ul style="list-style-type: none"> • Religious Affairs Committee and Ms W Ng 	<ul style="list-style-type: none"> • Students understand the meaning of Passover rituals 	<ul style="list-style-type: none"> • Teacher observation and student feedback 	<ul style="list-style-type: none"> • Food, questionnaire, VA equipment
	<ul style="list-style-type: none"> • Teacher retreat 	2 nd term / Catholic teachers	<ul style="list-style-type: none"> • Religious Affairs committee and Ms W Ng 	<ul style="list-style-type: none"> • Teachers receive religious formation and reflect on their relationships with God 	<ul style="list-style-type: none"> • Teacher feedback 	<ul style="list-style-type: none"> • Spiritual director, suitable venue
	<ul style="list-style-type: none"> • The Way of the Cross, Ash Wednesday 	2 nd term / Catholic students and teachers	<ul style="list-style-type: none"> • Religious Affairs committee and Ms W Ng 	<ul style="list-style-type: none"> • Students understand the meaning of the Way of the Cross and Ash Wednesday 	<ul style="list-style-type: none"> • Teacher observation, teacher, and student feedback 	<ul style="list-style-type: none"> • Liturgy, questionnaire, VA equipment
	<ul style="list-style-type: none"> • Community service e.g., Caritas Bazaar, visit elderly home and so on 	2 nd term / Catholic students	<ul style="list-style-type: none"> • Religious Affairs committee and Ms W Ng 	<ul style="list-style-type: none"> • Students are willing to join service activities 	<ul style="list-style-type: none"> • Teacher observation and student feedback 	<ul style="list-style-type: none"> • School funding

Targets	Strategies	Time Scale / Student Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
	<ul style="list-style-type: none"> Broadcast Catholic faith and activities clips on Canteen TV Promote school Core Values and Motto in teaching, ECA, and other school activities 部份相關科目包含時事及社會課題，鼓勵同學反省 	<p>Whole year / all students</p> <p>Whole year / whole school</p> <p>全校/ 全部學生</p>	<ul style="list-style-type: none"> Religious Affairs committee and Ms W Ng, IT Committee All staff 中史、通識、公民與社會、中文、History, JS, Biology, Economics, Geography, RE, Mathematics, English panels 	<ul style="list-style-type: none"> Exposure to Catholic religion related information Students understand school Core Values and Motto 同學能深入認識及體會社會不同階層觀點，中國及世界公民身份的權利和義務 	<ul style="list-style-type: none"> Student response, teacher observation Teacher observation, students' performance, APASO, SHS 同學功課及評核表現 	<ul style="list-style-type: none"> AV equipment School funding 學校資源

Major Concern 3: To formulate and implement measures to maintain a safe and orderly learning environment in school and nurture students to become good law-abiding citizens.

制定並落實推行措施，以維護安全有序的校園環境，並培育同學成為守法的良好公民。

Targets	Strategies	Time Scale / Student Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
a. To formulate and implement measures to maintain a safe and orderly learning environment in school and nurture students to become law-abiding citizens	<ul style="list-style-type: none"> Evaluate previous efforts and formulate plans to implement National Security Education in school curricula 	Whole year / all students	<ul style="list-style-type: none"> All teachers and staff 	<ul style="list-style-type: none"> Students have better understanding of National Security 	<ul style="list-style-type: none"> Teacher observation, student performance APASO 	<ul style="list-style-type: none"> School funding
	<ul style="list-style-type: none"> 從中文及文學作品、通識、公民及社會、課外活動等，認識中國的優秀文化，加強國民身份認同，培養國家觀念 	全年/ 全校	<ul style="list-style-type: none"> 全體老師 	<ul style="list-style-type: none"> 同學對中國文化加深了解和欣賞，認同國民身份 	<ul style="list-style-type: none"> 學生課堂表現及態度 	<ul style="list-style-type: none"> 學校自訂教材、網上資源、課外書、課外活動
	<ul style="list-style-type: none"> Introduce One Country Two Systems concept in various subjects e.g., mathematics, economics (different tax regulations) 	Whole year / all related parties	<ul style="list-style-type: none"> Related subject teachers 	<ul style="list-style-type: none"> Student understanding 	<ul style="list-style-type: none"> Student performance, Teacher observation, APASO, SHS 	<ul style="list-style-type: none"> School-based materials
	<ul style="list-style-type: none"> Arrange road safety talks and police talks 	1 st term / junior forms 2 nd term / senior forms	<ul style="list-style-type: none"> Discipline Committee 	<ul style="list-style-type: none"> Development of law-abiding behavior 	<ul style="list-style-type: none"> Teacher observation and student performance 	<ul style="list-style-type: none"> Various Government Departments
	<ul style="list-style-type: none"> Upgrading and improvement of Student Activity Rom with added STEM equipment 	Whole year / all students	<ul style="list-style-type: none"> STEM, IT and other subject teachers, School Environment Enhancement Committee 	<ul style="list-style-type: none"> Arrange various activities successfully 	<ul style="list-style-type: none"> Student participation and performance, questionnaire 	<ul style="list-style-type: none"> QEF and School funding
<ul style="list-style-type: none"> Arrange opportunities of exposure to justice system (including Civic 	Whole year / respective club		<ul style="list-style-type: none"> APASO, SHS, number of 	<ul style="list-style-type: none"> Teacher observation and student 	<ul style="list-style-type: none"> Respective organizations,sch 	

Targets	Strategies	Time Scale / Student Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
	<p>Education Group, visiting law courts, Court of Final Appeal and Legislative Council)</p> <ul style="list-style-type: none"> Collect data on school efficacy Arrange teacher training programs, including use of interactive whiteboard, mental health, Catholic Core Values, mediation, school motto, Catholic School Teachers' Day, and National Security. Target to equip teachers with knowledge and skills to cater students' needs 配合最新公民，基本法及國安法教育，安排相關活動給同學和老師。同時在課堂中加入認識中國的課題及問答比賽 	<p>members and committees</p> <p>Whole year / all students, teachers, and parents</p> <p>Whole year / all teachers</p> <p>全年/ 全體學生</p>	<ul style="list-style-type: none"> Club advisors CSD panel, Values Education Committee School Development and Accountability Committee Staff Capacity Enhancement Committee, Values Education Committee 公民教育組，價值教育組及相關科目教師 	<p>participants, student reflection</p> <ul style="list-style-type: none"> Complete the processes of data collection and analysis, compile reports through various platforms Complete the programmes 同學能認識及關心中國，建立國民身份認同 	<p>questionnaire</p> <ul style="list-style-type: none"> KPM, SHS and various reports Questionnaires, APASO, SHS 同學表現 	<p>ool funding</p> <ul style="list-style-type: none"> School IT support, technical support Guest speakers, school funding 學校資源
	<ul style="list-style-type: none"> 舉行升旗儀式，唱國歌及國情認識活動 	<p>逢星期五及在特定日子</p>	<ul style="list-style-type: none"> 公民教育組，價值教育組及相關科目教師 	<ul style="list-style-type: none"> 同學能建立國民身份，認識及關心中國 	<ul style="list-style-type: none"> 老師觀察和同學表現 	<ul style="list-style-type: none"> 學校資源