

Leung Shek Chee College



School Annual Report 2021-22

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A. Our School Mission

School Mission Statement

- In pursuit of the Catholic education principles, we endeavor 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 aesthetic aspects.
- We, therefore, seek to create an environment conducive to learning, to assist our students to acquire knowledge, to develop their potential 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 give their best to society and help to build a world full of love and justice.

School Goals

- I. To provide opportunities for students to develop their abilities in organizing, analyzing, independent-thinking and problem-solving. *(Major Concern 1 2021-24)*
- II. To nurture in students a love for learning and understanding that learning is a life-long process. *(Major Concern 1 2021-24)*
- III. To tailor the curriculum to meet various needs of students and to cater for the development of society. *(Major Concern 1 2021-24)*
- IV. To enhance students' proficiency in languages to comply the 'biliterate and trilingual' policy and to meet future needs in their studies and their career. *(Major Concern 1 2021-24)*
- V. To develop students' physical capacity, sporting skills, creativity, and aesthetic sense. *(Major Concern 1 2021-24)*
- VI. To provide a variety of activities for students to broaden their horizons, to enrich their learning experiences and to develop their confidence, leadership, and interpersonal skills. *(Major Concern 1 2021-24)*
- VII. To develop students' ability to utilize information technology to keep abreast of the global trends. *(Major Concern 1 2021-24)*
- VIII. To develop in the School a culture pertaining to Catholic schools, to help students to nurture a Christian spirit and actualize it in their daily life. *(Major Concern 2 & 3 2021-24)*
- IX. To inculcate in students a strong sense of responsibility, self-esteem, self-discipline, and perseverance. *(Major Concern 2 & 3 2021-24)*
- X. To develop students' civic and cultural awareness to foster a caring and loving attitude toward their families and the community. *(Major Concern 2 & 3 2021-24)*
- XI. To make appropriate use of resources to promote quality education. *(Major Concern 1 2021-24)*
- XII. To strengthen the communication with parents, alumni, students, and the community to provide collaboratively an ideal learning environment. *(Major Concern 3 2021-24)*

Educational Theme (2021-22)

The LORD is My Strength 主為我佑

B. Our School

Brief Introduction

- Leung Shek Chee College commenced operation in 1977 as a government aided Catholic girls' school under the Missionary Sister of St. Columban. In September 1996, the Hong Kong Catholic Diocese took over sponsorship of our School and the Incorporated Management Committee was established on 2 May 2014.
- With clear guidelines on good behavior, virtues of good character have been fostered.
- In 2021-22, there were 27 classes; 4 each from S1 to S3, and 5 classes each from S4 to S6. To facilitate learning and teaching by reducing the student-teacher ratio, there are 5 groups in S4 to S6. Arts and science-related subjects were offered in all forms and commercial-related subjects were offered from S3 to S6.
- Tri-lingualism and bi-literacy were promoted in our School. Our School has adopted English as the medium of instruction for all students since 2010. An English-rich learning environment was sought. Activities in English across the curriculum were held throughout the year. Assemblies and announcements were mainly conducted in English. All bulletin boards on campus and school notices were bi-lingual.
- Smaller classes were arranged in English Language, Chinese Language and Mathematics in junior forms.
- Enhancement classes were arranged for English Language, Chinese Language and Mathematics to help remedial students to catch up. Enrichment classes were also provided to S1 to S3 high achievers in English Language.
- There were 29 standard classrooms and 18 special rooms, including a Lecture Theatre, an Information Technology Learning Centre, a Multi-media Learning Centre, 2 Computer Rooms, a Language Centre, a Student Activity Room cum STEM Room, 4 Laboratories, a Career Room, and a Guidance Room.
- Air-conditioners and networking were installed to provide a favorable learning environment for students.
- WiFi 900 system is installed on the school campus for internet access. Apple TVs were installed in all S1-3 classrooms and special rooms including all 4 laboratories for more effective learning and teaching purposes.

School Management

- Starting from 2 May 2014, the School was governed by the Incorporated Management Committee, which is comprised of representatives of the sponsoring body, an independent manager, elected parents, alumni, and teacher representatives.

- IMC Members:

School Supervisor: Rev. T. Wan

Ex-officio Member: Ms. E. Chau

School Managers: SSB Manager:

Mr. B. Chan

Rev. J. Kwan

Mr. E. Kwok

Mr. P. Kwok

Ms. A. Woo

Ms. D. Yeung

Ms. C.Y. Yip (Alternate)

Independent Manager: Ms. F. Chan

Parent Manager:

Ms. W.S. Tang

Ms. C. Lam (Alternate)

Alumni Manager:

Ms. C. Cheng

Teacher Manager:

Ms. P.Y. Ng

Ms. M. Au Yeung

C. Our achievements and reflections on Major Concerns

Major Concern I: To nurture reflective learners who can develop their potential to the highest to face future challenges. *(In response to School Goals I to VII and XI)*

培養同學在反思中學習，讓其能盡展潛能，以迎向未來挑戰。

Achievements

- (i) To guide students to apply the reflective learning model, each panel prepared Content-Gap Analysis and Performance Track Records to provide quantitative information to students and teachers to monitor the learning progress. Tailor-made measures were adopted according to individual student's results to enhance their learning outcome. Special programs were organized to enhance low-achievers' learning attitude. Parents were also informed of students' performance.
- (ii) Students with different talents, learning interests and capabilities were encouraged to follow their own paths. Opportunities like Applied Learning Courses, ATEC DSE Visual Arts, Music Courses and other languages courses were provided to develop students' potential.
- (iii) Learner diversity was addressed by providing ability-oriented learning activities, including the 'Rainbow Scheme' for low achievers in S1 & S2, the Debate Team and the Loudspeaker Team for brighter students to train public speakers and boost their self-confidence. More students were encouraged to attend activities (like competitions, contests, exchange programs and university courses) to broaden their horizons.
- (iv) Teachers served at the HKEA and CDI as DSE markers and textbook reviewers. Such exposure enabled teachers to gain in-depth knowledge on the requirements of various subjects and be kept abreast of the latest development of different subjects. Students could be updated with first-hand information and requirements.
- (v) To tally marking standards and benchmarking among different teachers, a system of swap scripts marking, and standardization meetings were adopted.
- (vi) Student Mental Health Support Scheme (SMSHH), Sex Education Workshop, and AYP Positive Week were organized to cater for students' developmental needs.
- (vii) Rainbow Scheme 勵進計劃 which provided academic support for underprivileged students and slow learners was introduced in junior forms.
- (viii) An extra associate teacher was employed to provide support to NCSs in Chinese learning to prepare for future studies.
- (ix) e-Learning
 - Enhancement of learning efficacy was achieved with extensive use of IT-assisted learning methods, including real-time online lessons. Normal classroom learning was transformed to eLearning with the new installations including interactive whiteboard, iPad, and the STEM Room.
 - To always assist learning in and beyond the classroom, extensive use of IT was promoted. eClass, Google Classroom, ZOOM, Jamboard, Padlet, Kahoot!, Edpuzzle and Google Earth were used in various subjects across all levels. Different eLearning platforms were set up. As for the hardware, Apple TV devices were installed in classrooms and laboratories to facilitate e-Learning activities. Google Classroom was introduced to all students for more interactive exchanges of learning materials and ideas. More teacher training was held to upgrade IT knowledge and applications. iPads and Apple Pencils were purchased for learning and teaching purposes.

- Students joined e-Learning activities with diversified e-Learning tools and platforms.
- Google classroom was introduced to distribute learning materials and to collect homework. Students adapted to the practice successfully and extended to other subjects.
- This year, all teachers conducted online learning and teaching through ZOOM and Google Classroom to maintain students' learning habits and continue the learning progress. Both learning and assessment needs were served and fulfilled by eLearning.
- Teachers were trained to use the learning management system (LMS) to manage students' assignments and work online to enhance efficiency.
- eLearning was adopted in all subjects.
- Online loans of library books increased by 142%.

(i) 中文科、中國文學科及普通話科

- 在常規課程以外，加入各項不同學習活動（如建立共融校園、中國書法、茶藝班、配音工作坊、航拍課程、360 拍攝、網上閱讀、文化考察、話劇、電子學習、VR 學習、茶藝坊、社區導賞、藝術表演欣賞，及短片制作等），增加學生的學習興趣，照顧學習差異，和適應不同的學習模式。
- 中文和中國歷史科及圖書館作跨學科合作。推出活動鼓勵同學融匯貫通，對中國文化作更全面的理解。
- 舉辦「5**分享會」，邀請成績優異的舊生分享讀書心得。另外亦有書籍展覽、說話演練、文學創作、茶藝和武術等活動。
- 推廣閱讀風氣，通過電子閱讀 (Hyread)、交流和體驗，參觀圖書館及書展。亦為初中每級選取合適篇章，與圖書館推行閱讀計劃和書展。推行網上閱讀計劃，培養閱讀習慣和擴闊閱讀面。
- 在中六級推行教師和同學協作學習，課題為「小組討論訓練」及「綜合應試技巧」。
- 配合學習需要設立拔尖補底措施。如中一至中三設輔導班、中五中六設增潤班、給予非華裔學生安排 IGCSE 訓練、於圖書館添置合適學習材料，以供閱讀。其他以中文授課的科目亦有提供特別教材給 NCSs，又為能力較佳的學生提供額外的學習活動和訓練，以加強她們的語文能力。
- 中國文學科提供不同的學習活動，如增加文學創作及賞析班、參觀書展、文學散步、圍讀名著、作家講座等。又為成績稍遜的中五中六同學設補底班，和邀請獲優異成績的同學分享讀書心得。
- 普通話科利用不同形式的課業和活動，如普通話經文、聖經故事、分享、短講、歌曲、遊戲、默寫和互動教學培養同學不同的聽講能力。
- 安排非華裔學生參加特別課程，任教老師亦有出席相關交流會。
- 與其他科目合辦推廣中國文化的活動（如中國古代神話故事及志怪小說）。
- 各級教師協作教學，促進專業交流。

(ii) English

- Tailor-made online tutorial videos on reflective English Learning, pre-lesson support and grammar consolidation were made.
- In addition to the formal curriculum, a variety of learning opportunities (talks, dramas, visits, reading schemes, competitions, Virtual Fest, 5* tips sharing, etc.) were provided to facilitate learning of different abilities in English, as well as different activities to accommodate different learning styles and to arouse learning interests.
- Special classes to customize learning items were set up for brighter and weaker students. Different level of difficulties and learning paces were adopted to facilitate student-centered learning.
- Liaised with EMI schools to organize joint school oral practices for S5 and S6 to strengthen language proficiencies for DSE, future study and career.
- Organized talks, visits, drama performances, contests (including online Light Sail, EPIC, English

builder, online INY Times, SCMP mock practice, Speech Festival, RTHK Speaking Competition, summer reading scheme, eReading, Visual English Fest, book fairs, summerbridge) to widen students' horizon and perspectives.

(iii) Mathematics

- Diversified learning approaches were adopted to enrich learning experience, cater learning diversity, and facilitate reflective learning.
- Students took part in group discussions to improve their communication skills on abstract mathematical concepts.
- Self-directed learning was encouraged by learning tasks (like S2 mini projects and model making) given before long holidays and class suspension period.
- eLearning and student-centered learning were facilitated by including online materials, videos and photos on Google Classroom, pre-lesson tasks, daily life examples of rates and percentages.
- To cater for learning diversity, special arrangements including both elite and enhancement classes were offered. Extra classes were provided to S1 to S6 students with weaker abilities in algebra. With this practice, it helped to build a solid foundation for future learning in mathematics.
- Students were encouraged to join courses and competitions held inside and outside school, including the HKUST Dual Program. The activities widened students' horizons and built up their confidence.

(iv) Liberal Studies, Life and Society

- 與中文及中史科合作教學和安排學習活動，鼓勵把不同科目知識融合，養成多角度及獨立思考，自發形成價值反思及判斷。
- Critical thinking, communication skill, understanding and sensitivity to current issues from different perspectives were reinforced through group discussion, news sharing, presentation, monthly News bulletin, and competitions.
- E-Learning was adopted during studying, discussion, and web searches. The use of iPads, Google Classroom and ZOOM were also included.
- Participation in activities aimed at facilitating self-actualization (including news sharing 和參觀演藝學院音樂劇舞台總綵排等).

(v) Other Subjects

- Arts education was provided by the Music and Visual Art Panels.
- "Learning-by-reading" was prepared during VA lessons.
- There were school teams for junior and senior choirs, and the Handbell Team, lessons were held for string classes, ukulele classes, handbell classes, drum set classes, and string ensemble.
- Students used iPads to compose a movie. All S2 students used iPads to compose music. Great composers' achievements were introduced together with guided listening. Therefore, learning of arts was facilitated by both printed and electronic materials. Students were encouraged to evaluate and appreciate other students' work at the end of each lesson to foster their artistic appreciation. Students' artwork was displayed on campus to promote mutual appreciation and sense of belonging. Students had the opportunity to appreciate Chinese opera.
- The PE curriculum included an introduction to physical fitness and its relationship with health, sports benefits, self-image, nutrition, injury management, pressure relief, and weight management. Students participated in SportACT and SportFIT.
- Physical education promoted the training of students' physique, students' exposure to a wider range of sports, monitoring of their own physical conditions, prevention of injuries, and promotion of a healthy lifestyle. A variety of sports activities were promoted to students. Coaches and promoters from various sports organizations were invited to hold taster programs for the students during PE lessons. Interested students were recruited to join further training and some

even participated in competitions. Various sports were introduced this year, fencing, gymnastics, orienteering, golf, rope-skipping, cricket, curling, floorball, vitality, cup stacking, shuttlecock kicking, 功夫扇 and dodge ball. There was an introduction of virtual coaching with face-to-face training. PE lessons promoted students' awareness on physical health and their life habits. Group cooperation, team spirit, resilience and pressure relief skills were nurtured to cope with academic and other life challenges.

- The School library cooperated with various subjects to organize reading and eReading schemes.
- STEM education involved Science, IT and Mathematics panels. Activities included Maker programs, coding training, IoT and engineering activities were arranged in Science, ICT, and Mathematics lessons for students in different levels. The aims were to promote learning of programming, the use of data loggers, engineering, making, use of IoT, AI, and electrical engineering. QEF was obtained and used to upgrade the Student Activity Room to better accommodate STEM activities. Various STEM-related installations, furniture, equipment, and restructuring were completed. Our school lobbied tertiary institution (EdU) to give advice to carry out STEM programs during this school year.
- Teachers consolidated students' learning with IT. Various eLearning activities and assignments were used to help students to learn and revise at their own pace, and thus achieve student-centered and self-directed learning. Communication software and social media were used to link students and teachers so that teacher could provide timely assistance to students. Elite classes were arranged for more capable students to improve their examination skills. Various learning activities were provided for junior form students, STEM learning activities for all S1 to S3 students. They used science, technology, engineering, and mathematics knowledge in doing their Heat Smart, Eat Smart and Food Smart projects. The AI x Textile STEM activity was arranged for S3 students.
- Science and STEM subjects adopted eLearning extensively (through eClass, ZOOM, Google Classroom, WhatsApp, and online assessment).
- Cross-disciplinary reading was organized by the school library and student participation was satisfactory. The total book loans this year, increased (3061 entries), including eBooks.
- Promotion of reading activities was organized throughout the school year, including reading report competitions, 漂書 activity, book sharing, the book fair and Campus TV book promotion.
- PSHE subjects arranged online lessons during the lesson suspension, using AR, videos, news, links, a virtual field trip, exam skills drilling, and answering skills.
- Limited activities were held to broaden students' exposure in extracurricular learning due to the suspension of face-to-face lessons and the pandemic.
- Students were encouraged to join activities outside school to broaden their horizons and enrich their learning experience, students joined the JA Company Program, the 2021 Business Simulation Game, the PACC Virtual Forum 2021, the HKMA Simulation Game 2021, and the Big Data Workshop, 大館古跡教育劇場, 秀茂坪歷史工作坊, 長衫工作坊, 南區歷史工作坊等。
- Updated global issues were included to make the subject relevant to real life, topics such as the China-US trade and financial relationship, inflation, unemployment, the Russia-Ukraine conflict, impacts on supply-chain, and the global food and energy crisis.

(vi) My SMART Goals

- The SMART program was adopted to help students to aim high in setting clear goals. A booklet was given to each student at the beginning of this school year. The meaning of SMART was clearly explained to all students. With the guidance from form teachers, students set goals on their own initiative in various aspects of their school life. Students reviewed their progress in achieving their goals with their form teachers at the end of the school year. The process of setting SMART goals was helpful to the students. It was complemented with the application of character strengths approach adopted this year to help students better understand themselves, their strengths, and

weaknesses better.

(vii) Career Education and Life Planning

- The Life Buddies I, II, III and IV, YMCA Boundless, “Distinguished Master, Accomplished Students”, Mentorship Program, the Greater Bay Area Internship Program and various university talks were organized for senior form students.
- Senior form students adopted the “Career Mapping” career tool.
- Mock interview workshops were held to enhance S6 students’ interview skills and self-confidence.
- Various Life Planning programs, career talks, seminars, as well as individual guidance, were organized. Students understood themselves more, appreciated their strengths, and faced life challenges in a positive manner.
- JUPAS and EAPP talks, life planning talks and university admission talks including CUHK PACC, FDMT, BU CIE (both local and overseas) were organized to update students’ understanding of career paths.
- Sharing by past students were organized to equip students with essential knowledge to handle life challenges.
- Self-understanding programs were held in junior forms to promote self-understanding and setting of life goals.
- Students were introduced to various school principal nomination schemes, including SNDAS, EdUHK SPN, and PolyU HKCC SNDAS.
- Online teaching was adopted to overcome difficulties during lesson suspension during the pandemic.

(viii) Extra-curricular activities

- Among the 54 student ECA clubs and groups, 27 were related to musical and artistic, 10 were related to sports, 11 were related to exposure, and 6 were service groups. 604 students joined these activities, and the person-time was 915. 8 new clubs were formed (e.g., Chinese Culture Club and Bowling class). Students also formed the Student Association and served as prefects, Big Sisters, and librarians. Despite the pandemic, students across junior and senior forms took charge in planning, promoting, implementing, and evaluating activities. They also recruited their own members and managed the finances. Teacher advisors guided students in organizing activities. Students learned solid organization skills, communication skills, and cooperation skills in running activities essential in their future academic and career development.
- School teams were set up and they participated in various competitions.
- Diversified student activities were organized, including artistic activities, sports activities, services activities, academic activities, leisure activities, performances, English Week activities, activities from the Loud-speaker Team, English drama, and Chinese Drama, Writing and Drawing Club, and activities from the STEM Team.
- The one life one art/sports/service scheme for all S1 & S2 students was organized to develop life-long interest to deal with pressure.
- The Student Association was elected by all students. They prepared, promoted, and organized a forum. The election was conducted in a democratic manner.

(ix) Territory-wide competition awards and prizes

- Sports: 1A Emma Chan and Kianca Hung, 1D Kelly Cheung · 2B Charis Tang and Edith Lau got second runner-up in the 4 x 50m relay of the Inter-school Swimming Competition 2021-22.
- Music: 74th HK School Music Festival, 3C Trinity Wong and 2B Yoyo Li received the Grand Piano Solo-Grade 5 silver award, 4D Ada Cheung received the Zheng Solo-Intermediate silver award.
- Visual Arts: 5D Lucy Lu was awarded Excellent Work in the Grate Art @ Tsui Ping River Ceramic

Plaque Design Competition. 3A Joey Xiang was awarded the Distinguished Artwork in Junior Group at the 7th Secondary School Distinguished Artwork Exhibition 2022

- STEM: The School STEM Team participated in the EDB Science Education Fair Competition and received recognition. We entered the second round and are competing prizes.
- Students received merit awards and most active participation award in the Youth STEM Knowledge Competition and SciPOP Science Demonstration Contest.
- 22 students participated in the Hong Kong Academy for Gifted Education activity. 16 passed, and 4 enrolled for the CUHK "Program for the Gifted and Talented".
- 中文：2021 校園文化藝術節高級組作文比賽冠軍（5D 吳思霖），抗疫徵文比賽高中組添花獎（6A 黃柏盈），美荷樓香港精神學習計劃「兩代情」徵文比賽優異獎（5D 林斯羽，廖邦媛，莫紫瑤，6B 陳芳生），香港學界文化藝術節徵文創作比賽高中組銀獎（6D 吳思霖），2021-22 中國中學生作文大賽（香港區）初中組優異獎（4A 仇良瑜，4E 何承恩，4D 陳煒培）。
- 第七十三屆香港校際朗誦比賽優良及良好獎（1C 陳悅詩，2D 溫星兒，3A 李凱程，李霽晴，4A 楊鎧澄，郭蘊滢，5B 陳懿騫，5C 羅鎂琪）。
- 「仁者愛人」第三屆粵港澳大灣區生命教育徵文比賽一等獎，二等獎，三等獎，優異獎及優秀作品獎（3D 謝巧慧，郭芯兒，4A 謝鋒錡，仇良瑜，羅曉晴，譚詠思，郭蘊滢，鄧芷晴，林佩思，陳穎欣，梁卓瑤，馮以澄，6D 吳思霖）。
- 第二屆香港伍倫貢文學獎徵文比賽新詩組優異獎（6D 吳思霖）。
- English: Three S5 students won the Harvard Book Prize. Four S5 students were admitted to the RTHK The Common Room Open Space. More than 130 keen learners entered the Speech Festival and received 1 Champion award, 2 third place prizes, 44 Certificates of Merits and 42 Certificates of Proficiency. 24 students entered the semi-final of the M1 Young Writers Award 2022.
- Others: 6B Lee On You and 6E Yan Chun Nga received the Sir Edward Youde Memorial Prizes. 6E Wong Tsz Yan received the Rev. Joseph Carra Education Grants. 5A Tung Kai Yee received the Ng Teng Fong Scholarships. 4 students participated in True Light Girl's Imitational Mathematics Contest 2021 and received a Certificate of Merit. 6 students participated in the 38th CDSC Mathematics Competition and received Distinguished Prizes. 21 S4 and S5 students received a certificate of participation in the JA Company Program. 4 students were 2nd runner in the Business Simulation Game 2021 organized by the HKMA.

Reflection

The following items will be explored, strengthened, and further developed in the next academic year:

- A common response and comment in APASO, panels and committees' report were the importance of out-reach learning activities. However, most of them were suspended or cancelled for the last few years due to the pandemic. Teachers are willing to include them in the coming school year when the situation improves.
- IT Training for teachers is essential administration work and teaching.
- Subjects may make use of IT further by adopting eReading.
- All subject panels and committees explored the possible implementation of learn-from-home and work-from-home. It encouraged the use of education technologies.
- New teaching technologies and novel learning activities were adopted to motivate learning.
- Increased flexibility of teachers in engaging e-Learning and online teaching to enhance learning motivation and efficiency; as well as prepare for possible class suspension.
- Various online teaching and learning approaches were adopted throughout the year. All staff collaborated to ensure the continuation of learning during the class suspension and safety of students when class resumed.
- Adoption of Performance Track Records System and Percentile Ranking System could provide more accurate, objective, and quantitative information for planning improvement measures.
- STEM curriculum needs to be integrated among related subjects and be incorporated into formal

curriculum. Pull out programmes and outside activities can still be encouraged. The trial of Heat Smart in S1, Food Smart (hydroponics) in S2, and Eat Smart in S3 were successful. It will be conducted with some modifications next year.

- Resources funded by QEF used to provide learning support for students in need.
- Promotes students' engagement in social services and improvement of relationships of their neighbors.
- Different subjects cooperated in organizing life-wide learning.
- Development of soft skills is essential for whole person development.
- All subjects and committees endeavored to realize the Catholic Education Core Values and school motto.

Major Concern II: To cultivate enterprising and innovative students who uphold Catholic Core Values and lead a positive life. (In response to School Goals VIII to X and XII)

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。

Achievement

(i) Religious Education

- Our school motto "The LORD is Our Strength" was set as the annual educational theme of 2021-22. Subject panels and committees geared their planning and work towards the Catholic Core Values and school motto. Religious symbols and artworks were displayed on campus to enrich the religious atmosphere. This helped to build students sense of ownership on the Catholic Core Values and promoted their understanding of these important values.
- A collection of reading materials on Catholic Core Values was available in the school library to promote Catholic religion and education.
- The Religious Affairs Committee and Faith Garden organized various activities to guide students in seeking strength from God in times of challenges. Led by Catholic students, various activities including the ash liturgy, confession, the way of cross, retreats, Catholic Society 羊棧, prayer services, gatherings, the liturgy, S6 Gratitude Day, and other online activities were organized. Both Catholic and non-Catholic students joined the activities. We started our study and work with a morning prayer led by junior and senior students every day.
- Incorporated Catholic Core Values and Catholic ideas of moral values into various subjects.
- 在中文科課程加入天主教教育理念，在中史科加入天主教來華歷史，讓學生體會天主教核心價值的意義。
- Promoted and consolidated Catholic faith and achieved missionary aims. Various religious activities, including retreats, gatherings, RCIA, prayer meetings and masses, were held throughout the school year.
- A Staff Capacity Enhancement program was organized for teachers to better understand the meaning of our school motto "The Lord is My Strength" - our school theme for the current year. The program was conducted by our school manager, Fr. J Kwan. Various subjects incorporated the Catholic Core Values and annual theme in their curriculum.
- Students' virtues as illustrated in the school song, especially about friendship, trust and care were nurtured.
- Facilitated merging of common parts from the Visual Arts department, Religious Education department and School Environment Enhancement Committee to facilitate students to understand, reflect and evaluate Catholic values in school.
- Covered historical background of foreign missionaries in China. Students learned about their spirit, hardships, determination, resilience, and contributions.

(ii) Character development

- The Big Sister Scheme offered guidance programs to junior form students as well as training for senior form students.

- Hosted the QEF workshop for Positive Education program to help boost students' confidence and resilience. Various activities, resilience, self-understanding, Pass It On, psychological health, pressure relief, team building, voluntary social services, positive thinking, parents' education, and so on, were organized for all students. Training was also provided for all teachers to better understand and facilitate the progress of the program.
- The Values Education Committee and Religious Affairs Committee jointly organized a seminar “活到 65 歲，退而不可休” for senior students. It promoted enterprising, innovation and other positive life attitudes. The activity was supported by the Food Angel's School Campaign to promote Love, Life and Justice.
- 透過經文誦讀和分享聖經故事，啟發思維，學習迎難而上。
- 在各科課包涵和配合天主教教育理念，通過品德情意教育，鼓勵學生思考人生，並了解中國文化精神作反思和評價，提升思維層次。
- Organized diversified sports taster programs to cater for students' different interests and talents to widen their horizons.
- Nurtured positive attitudes, resilience, strive for excellence, how to handle failure, problem solving, acceptance of limitations, appreciation of one another, team spirit, cooperation, collaboration, communication, goal setting, importance of fair play and justice, face challenges with constructive attitude through sports training and participation.
- Maintained a positive school image and provided positive information to the public with an updated school website, newsfeed to various newsletters outside school, and school visits.
- S1 to S4 students took part in 新超凡學生閱讀計劃 reading scheme which helped them to reflect their growth process and values, thereby helping them to understand the meaning of life, build resilience and to face challenges.
- S1 and S2 students joined 仁德正向教育校本計劃，allowed students to understand and develop their character, confidence, and resilience.
- Leadership training was provided to student leaders including the Head Prefect and Vice Head Prefects.
- To diagnose the current situation of students, staff and other stakeholders, data from APASO, KPM and SHS were analyzed. This provided a solid base for planning, implementing, and evaluating various measures and practices of the school. Detailed analysis and comparison were highlighted for the school administration and IMC. Data showed that most students' attitude towards school was positive, and their perception improved as they continue their study. Independent learning, morals, the ability to learn, leadership, self-image, interpersonal relationships, a sense of belonging on national citizenship were generally improved.
- The Values Formation Committee, RE Panel and Guidance Team organized a series of activities for students, including course work tuition, role plays, talks, drama, workshops, sharing, group discussion, games, 廉政互動劇場、生命教育劇場、思家故事戲劇、惜食堂等。These activities instilled positive values, established good self-image, self-management, respect others, love of life, honesty, responsibility, resilience, personal skills, and positive attitudes towards life in students,
- The Discipline Committee organized a series of activities, including 中一新生迎新日、禮貌大使、領袖生朋輩調解訓練、校園欺‘零’日、領袖生訓練營、毅能計劃、自我提升計劃、班際學行表現比賽、社交禮儀講座、守時及勤到獎、記功及獎狀、禮貌約章等。They are aimed at establishing a law-abiding attitude and a sense of upholding of justice, building confidence, developing talents and problem-solving skills, building resilience, develop a sense of self-improvement, and promoting Catholic Core Values and an attitude of pursuing excellence.
- Organized workshops to promote self-image and resilience for junior form students with low esteem through positive behavior like attendance and responsibilities.
- Non-Chinese Students (NCS) needs were catered for by organizing learning skills group senior form ethnic minority students passed on knowledge and skills in catering to and overcoming

learning difficulties.

- The STEM curriculum practice, “Innovation with a purpose” and “STEM for the needy”, nurtured the formation of Catholic Core Values. STEM design and investigation targeted at helping the needy, solving life problems and catering to challenges. This promoted observation of peoples’ needs, respect for life, and virtues advocated in our Core Values and School Motto.
- Other virtues including environmental protection, respect to life, and conservation of nature, were incorporated in various subjects.
- Organized a diversity of ECA activities to cater to different needs and develop character. Service and uniform groups were formed to nurture positive values. Sports and artistic groups were formed to enable self-development and understanding, train skills, develop resilience and nurture creativity. Students’ participation in ECA helped their social skills development as well as internalization of moral values. Their school life has been more interesting, memorable, and challenging.
- 透過與學生相關的社會課題，提供反思機會，體會不同持份者的論點，再作客觀公正的判斷，和學習在面對困難和挑戰時應該採取的態度。

(iii) Behavior

- Personal goals and formulation of strategies were enhanced through surveys, seminars, career talks and life-planning programs to help students and parents understand the curriculum and tertiary education opportunities. Thus, it enabled students to have clear goals and be better equipped on pursuing their life-long goals.
- Nurtured the sense of belonging and identity of our mother country with National Flag raising and National Anthem every Friday and on special days, and with activities such as the introduction of the National Constitution.
- School service members, including Big Sisters, Careers and Life Planning ambassadors, prefects, librarians, key monitresses, monitresses, lunch monitresses and class club committees were recruited to promote the spirit of serving one another.
- 43% of school prefects were recruited from the self-recommendation program to arose students’ initiative, commitment, service, and confidence to serve others.
- A peer mediation course was included in the school prefect training to help them deal with disputes through reconciliation and arbitration.
- Organized the “Zero Tolerance to School-bullying” Activity Day, interclass Good Performance Competition and self-enhancement scheme to cultivate a positive and caring mindset.
- Positive reinforcement was widely used in the Courtesy Ambassador Election, class rules, class contracts, good performance competitions, credit list, award certificate, punctuality and full attendance award, and prefect leadership training course.
- To promote the spirit of service and caring for others, S4 students planned, implemented, and hosted activities targeted at S1 students under the Big Sister Scheme and Rainbow Scheme (for students with low learning activity or poor family support).
- Students were helped to build confidence through a culture of encouragement and appreciation. Students with good academic performance and conduct were awarded, through praise, encouragement cards and gifts.
- The Life Buddies Scheme was organized to build self-confidence and help students face life challenges.
- Love Express and AYP (Youth Serves the Elderly AI Service Program) was organized to provide opportunities to serve in the community.

(iv) Student activities

- Students developed positive attitudes, sportsmanship, a sense of justice, life, and love through participation in ECA activities and sports. Students became more mature in facing difficulties and

challenges. Students acquired various safety skills, team spirit, formulation of strategies skills, perseverance, communication skills, reaching consensus skills, responsibility, resilience, cooperation, and team spirit, cooperated, collaborated, mediated, accepted their failures, recovered from failures, broadened their horizons, developed their potentials, formed their characters, acquired leadership skills, social skills, working skills, and moral and social values. All these made their school lives more challenging, rewarding, and interesting.

- ECA used life-wide learning categories (5 essential elements) to classify students' activities: Arts, Music, Sports, Services and Exposure. By participating in different categories, their personal development has been made more wholesome. School requested S1 and S2 students to join at least one activity in the first 4 categories.
- A range of skills was nurtured via diversified ECA activities, for example language proficiency and confidence in the Chinese Debating Team and English Loudspeakers Club, a taste of Literature in Reading Society, AV production in Campus TV, spirit of service in the social service group and uniform groups.
- Several new clubs were added this year, including the Korean Club, Ukulele club, Floral Art Society, Ceramic Making Class, and Photography Society.
- Nominated students to join activities outside school to broaden their horizon. These included UNICEF Young Envoys Program, "Hong Kong 200" Leadership Project, Hong Kong Interschool Latte Art Competition, 「識寫識食」全港中小學生中文多媒體創作計劃：「我最喜愛的青少年流行飲食廣告創作比賽 2021/22」,「聖約翰急救在線」網上課程，第五屆全港學界咖啡拉花費大賽等。
- Organized short courses in the post-exam periods to provide healthy pastime activities to students. These included the Procreate Digital Design Course, Big Data Course, Drone Photography Workshop, 360-degree camera shooting, AR & VR workshops, 皮革工作坊，配音工作坊。

Reflection

The following items will be explored, strengthened, and further developed in the next academic year:

- Case managers take more active roles in handling cases.
- More programs to cater for students' emotional needs.
- Larger variety of ECA to cater for needs and interests of students. May consider resumption of outbound tours.
- Incorporation of Catholic Core Values, Catholic religion, and moral values in subject curricula to infuse these values in students' lives.
- Organize activities for the promotion of Catholic Core Values and School Motto.
- Introduce religious components on campus to enrich Catholic faith in the school atmosphere.
- Diversify learning activities in value education, including sports, talks, competitions, and exhibitions.
- Use physical and sports activities extensively to nurture communication, cognitive, social, and physical skills. The concepts of healthy lifestyles will be introduced and reinforced to facilitate personal growth.
- Continue Positive Education, helping students to build resilience and character strengths.
- Analyze data from APASO, KPM and SHS to monitor the situation of the school and guide the design of suitable measures for the benefits of students and all other stakeholders.
- Provide encouragement and appreciation of students' academic and non-academic achievements.
- Continue to improve on service and caring activities to promote the spirit as stated in the School Motto.

Major Concern III: To formulate and implement measures to maintain a safe and orderly learning environment in school and nurture students to become good law-abiding citizens.
(In response to School Goals VIII to X and XII)
 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。

Achievement

- Elements of National Security Education were incorporated into the scheme of work of all subjects. Teachers adopted learning highlights to specify the importance of and to facilitate the building of concepts in National Security.
- Invited ex-Legco chairman Mr. Tsang Yok Sing to give a talk for teachers on the topic of National Security Law. Enriched teachers' understanding of the background and rationale of the issue.
- Organized “撰寫禱文比賽” to encourage students to pray for global peace and stability. Enhanced law-abiding sensitivity.
- Set up codes of conduct in all school activities both inside and outside school. Explained the importance of proper behavior to the safety of the participants and smooth running of the activities to achieve their goals.
- Planned activities on National Security were postponed due to the pandemic. Will consider re-launching in the coming school year.
- Various subjects covered topics emphasizing the responsibilities of citizens and order. Developed students' law-abiding concepts.
- Use tax systems comparison to illustrate differences in legal and financial systems between Mainland China and Hong Kong. Students appreciated the importance of the Basic Law. Other topics like the principles of taxation, corporate social responsibilities, trade protectionism, efficient land use, Gini-coefficient with equalize income, and fiscal measures were also included to illustrate the importance of law and order. Benefits from having fair laws and order were appreciated (like China economic development, and the role of Hong Kong in the Greater Bay Area).
- Sports activities and competitions required acceptance and close adherence to regulations, obedience to judges and fair play. These are essential for the smooth running of the event and establishment of order in competitions. During competitions, students learned to respect judge's decisions, teammates, opponents, and follow the decisions of the judges.
- The Discipline Committee organized a series of activities, including 中一新生迎新日、禮貌大使、校園欺‘零’日、領袖生訓練營、毅能計劃、自我提升計劃、班際學行表現比賽、社交禮儀講座、守時及勤到獎、記功及獎狀、禮貌約章等。These were aimed at establishing a law-abiding attitude.

Reflection

- The following items will be explored, strengthened, and further developed in the next academic year:
- 善用網上媒體，增加學生對國家安全的認識。
 - 考慮安排學生參訪與《基本法》歷史及憲制安排相關的地點（如終審庭）。
 - National Security is not a familiar topic to many teachers. Will consider legal talks and National Security talks on Staff Development Days.

4. Other achievements

Achievements

(i) Teaching Staff

- To enhance staff capacity to maintain a sustainable development of professionalism and leadership of the staff team at different levels of roles and responsibilities, the Staff Capacity Enhancement Committee arranged a wide range of continuous professional development programs for all staff, included Catholic Education Core Values, STEM education, teacher and student resilience, topics in National Security Education, physical fitness, pedagogy, teenage

suicide prevention, e-Learning, and so on. Teachers rated these activities useful and their performance in teaching and administrative duties was improved.

- The new staff appraisal system finished the 1st two-year cycle this year. The system was evaluated and revised for the coming cycle.

(ii) Infrastructure

- Virtual desktops, virtual servers, iPads, Apple Pencils, and the EdCity Online Question Bank were set up for teachers' use.
- Renovation of Room 704 to a new Student Activity cum STEM Room was completed. It can be used in the coming school year.

(iii) Learning environment

- Science, IT subjects and STEM Team collaborated to run programs related to conservation, energy-saving, and STEM.
- Subject panels and the school library collaborated to build archives to encourage and help students to build up good reading habits.

(iv) External relationship

- The S1 Information Day was organized for P6 students. About 250 primary students and parents joined the in-person event and ZOOM event.
- The school website, news media, and social media were used for school promotion. Updated news articles and school information were sent to newspapers to be posted.
- The stakeholder survey was used to collect various stakeholders' opinions for reflection, evaluation, and improvement purposes of the whole school.
- Students' learning as well as physical, social, and mental well-being were monitored by the APASO. The results were analyzed and reported to all staff and the IMC to plan for planning purposes.
- KPM data was collected and submitted to the EDB.

Reflection

The following items will be explored, strengthened, and further developed in the next academic year:

- Continuously upgrade school infrastructure to improve learning environment.
- May consider staff development programs outside school.
- Identify the training needs of teachers and provide quality development programs for staff.
- Make arrangement to enhance the use of IT in daily learning and teaching. Upgrade IT equipment and teachers' IT skills.
- Encourage collaboration across curricula, committees, and departments to provide a suitable environment for students' learning.
- Evaluating on the arrangement of succession in panels and committees, installation of assistant coordinators in committees will be continued.
- Encourage teachers and staffs to explore their talents and abilities in taking new roles and duties.

D. Our Learning and Teaching

Measures to facilitate implementation of EMI and catering to learner diversity

- Ample assistance was given to junior form students in helping them to adopt English as the learning medium. Split classes and remedial programs were provided in junior and senior forms to cater to learner diversity, for both gifted and weaker students. Special programs were designed and implemented for non-Chinese students.
- The Language Across Curriculum work units coordinated cooperation between the English Department and other EMI subjects. Tailored curricula, learning tasks and school-based programs were used to facilitate students in developing special language skills necessary in learning various subjects.

Cross curricula cooperation

- Different subjects (including PSHE, Science, Mathematics, IT and Religion) cooperated and identified curricular items that were conducive to students' integral learning. Teaching sequences and approaches were modified to allow the application of knowledge acquired from one subject to another. Introduction of STEM curricula in junior forms further enhanced collaboration among sciences, IT, and mathematics departments.

eLearning and Use of IT in Teaching

- iPads were purchased, installed, and upgraded for teachers and students under the BYOD scheme. Teacher training was provided to encourage teachers to adopt more IT in learning and teaching.
- Teachers used various eLearning platforms, such as Jamboard, Padlet, Kahoot!, eClass, Google Classroom, and ZOOM to facilitate eLearning.
- Teachers and students used social media, such as Instagram and WhatsApp, for instant communication, sharing of ideas and delivery of course materials. This allowed students to learn at their own pace and extend lesson time.

Transition from junior to senior form

- Different subjects incorporated DSE type learning requirements and examination skills in S3 to facilitate a smooth transition as well as early preparation for the public examination.

Data driven analysis of examination results to evaluate learning effectiveness

- HKDSE result data of each subject were disseminated to all panels for analysis and evaluation. Strengths and weaknesses of students were identified to guide modification of pedagogies in all subjects.
- Content-Gap Analyses were compiled to supplement learning. They were extensively used during revision.
- Students' performance in examinations was followed closely by form teachers and subject teachers to evaluate the efficiency of learning and teaching, and the progress of individual student.
- DSE level projections were compiled for students' and teachers' reference. Better planning and implementation of study strategies and procedures were enabled.
- Percentile ranks were compiled to provide more accurate information to guide learning and teaching.

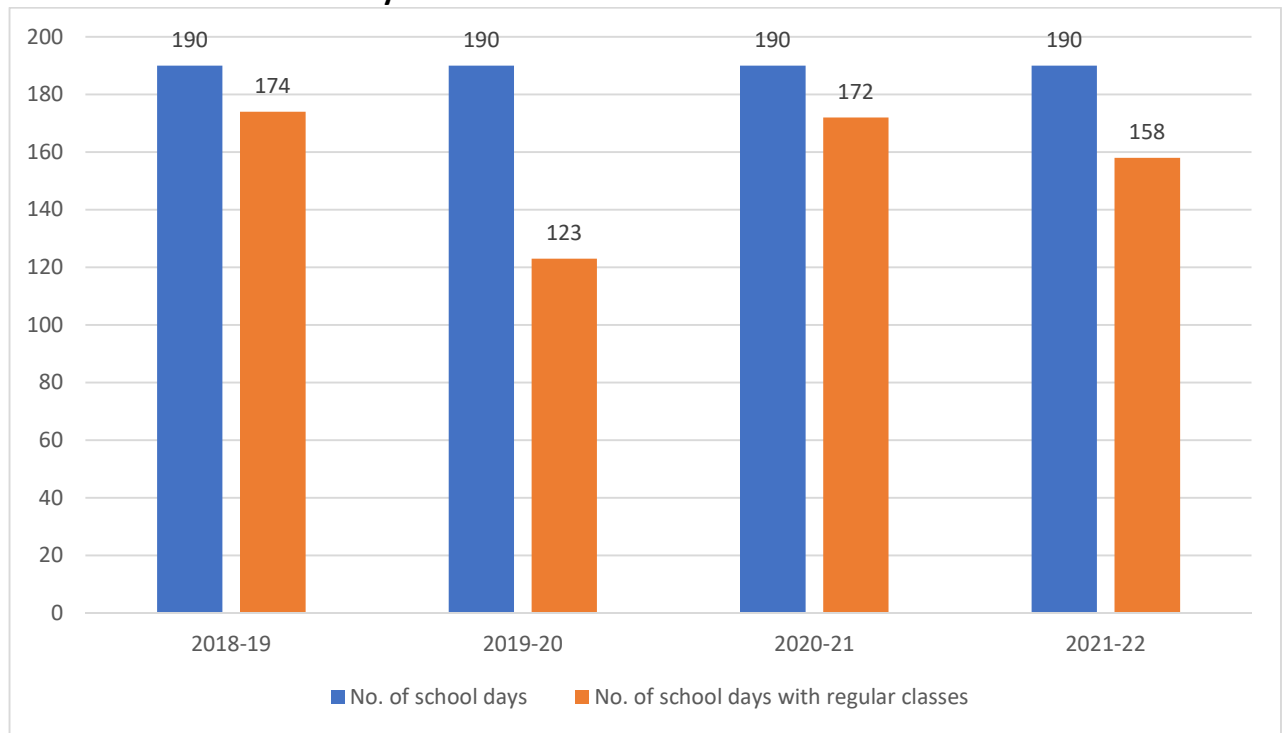
Measures during COVID-19 pandemic

- RAT results were obtained from all staff and students every day. Results were submitted to the relevant Government departments to ensure a COVID-free and safe campus.
- Each subject established virtual learning through Google Classroom throughout the year.
- Daily ZOOM classes were scheduled for all students during suspension of face-to-face lessons.
- All subjects disseminated online tasks and assessments (including videos, news, questions, and

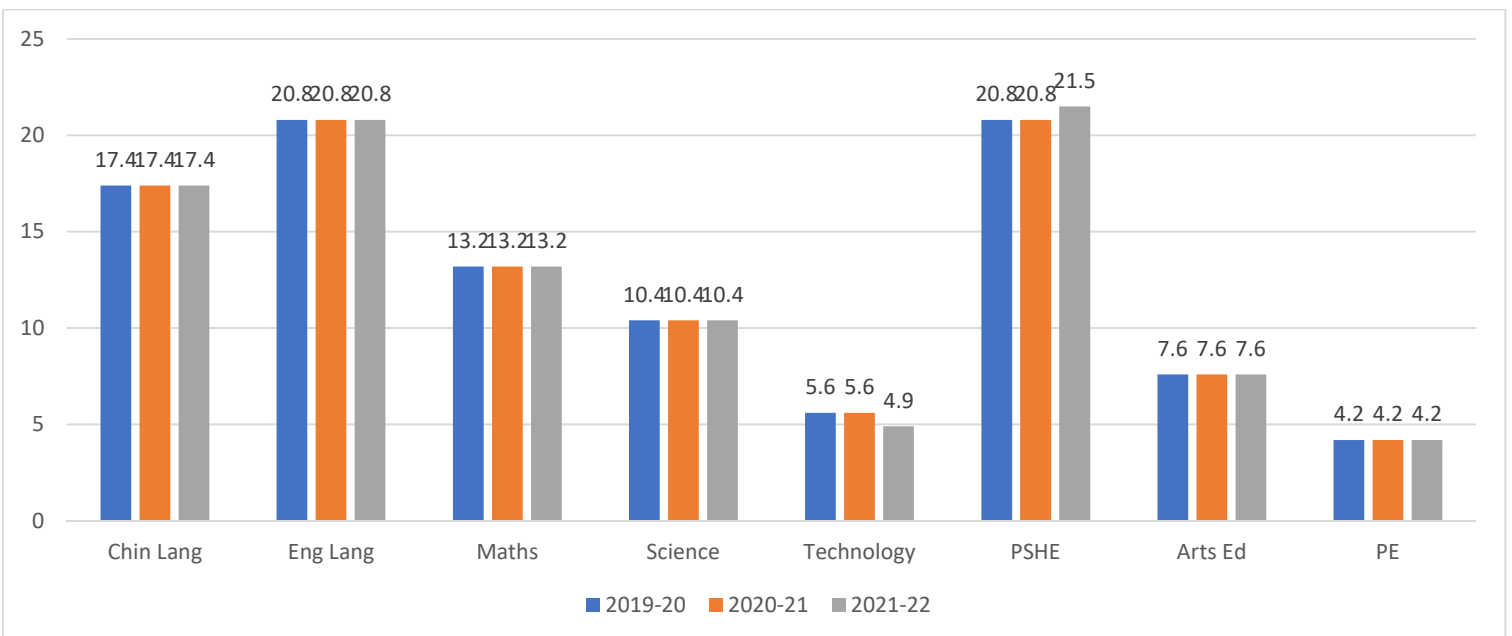
feedback) to ensure continuous and effective learning during the class suspension period.

- Saturday extra lessons were scheduled for senior forms throughout the year.
- Summer extra face-to-face and online lessons were scheduled to increase lesson time for senior forms.
- Tap sensors were installed in toilets.
- Floating class arrangements were minimized.
- Physical contact in PE lessons was minimized.
- Thermal scan and hand-sanitizers were installed at the school entrance for all students and staff when they enter the campus.
- Hand sanitation made compulsory before entering school.
- Social distancing in classrooms and canteen (face-to-back seating) was enforced.
- Furniture was disinfected during recess.
- Desks were partitioned in special rooms.
- Ozone sanitation employed in special rooms.
- Seating arrangements with proper social distancing was implemented at the tuck-shop and covered playground.
- RAT results were required for all staff and students daily to ensure a COVID-free and safe campus.

Number of Active School Days



Percentage Lesson Time for the 8 Key Learning Areas



E. Our Support for Student Development

Religious Formation

- The Religious Affairs Committee and all teachers helped foster Catholic Education Core Values (Truth, Justice, Love, Life and Family) and good character through prayer services, masses, morning prayers, liturgies, voluntary work, and services.

Values Formation

- With the support of various committees, the Values Formation Committee highlighted the importance of positive values, and a meaningful and healthy life. A formal Values Education Curriculum was adopted.
- Virtues were nurtured via services. Students were involved and encouraged to organize activities and service projects, such as the Big Sisters Scheme, Service Groups, the Rainbow Scheme, and Courtesy Ambassadors scheme, both inside and outside school.

Leadership Training

- Students were encouraged to organize activities and acquire soft skills and leadership skills via various intra and extra-curricular activities. Students actively served as Prefects, librarians, SA committees, monitresses, club committees, etc. helped their development.
- Students actively participated in planning and holding activities, such as Student Association, various ECA clubs, societies, and school teams. They were provided with ample opportunities to build leadership skills, actualize their goals, and develop their potentials and talents which were important in career and life planning.

Careers counselling, Life planning and Character Formation

- Through talks, workshops and visits, the Careers Committee helped junior form students to better understand themselves and set targets in their studies. Through personal guidance, senior form students were guided to set clear and high goals in their pursuit of tertiary studies and their future career, as well as making wise and well-informed career choices with the help of their SLP.
- The Careers Committee also helped student to set life goals and make informed decisions in different aspects of life guided by the positive values they developed. Through talks, workshops and work experience programs, students were equipped with the mindset and skills to face challenges in life and a competitive society.
- Comprehensive streaming programs were offered to S3 students and their parents to facilitate them to make appropriate subject choices in S4.

Student support

- Teachers endeavored to provide a caring environment in which personal guidance for students was prioritized. Positive attitudes were cultivated among students.
- Besides taking case referrals, our school social workers (Ms. B Cheung, Ms. H Yeung, and Ms. G Chung), their assistant (Ms. K Ng) and our educational psychologist (Ms. J Ip) provided expert support to develop and counsel students. Leadership training was provided to Big Sisters so that they are more confident and competent in mentoring S1 girls. Ms. H Yeung, Ms. B Cheung, and Ms. A Lam provided expert advice on student counselling, assessment of SEN students and communication with parents.
- Ms. YS Li assumed the post of SEN Coordinator. A team of experienced teachers, social workers and Guidance Teachers were assembled to provide support to SEN students. The Positive Education Programs and Anti-bullying Workshop were organized for S1 and S2 students to help their speedy integration to the school and establish a harmonious learning environment.
- Good discipline was emphasized, following a just, fair, and positive approach. The concept of being

responsible for one's behavior was imprinted in students' minds. Most students observed the code of good behavior both inside and outside school. They were in general decent, polite, considerate, respectful, and well-mannered.

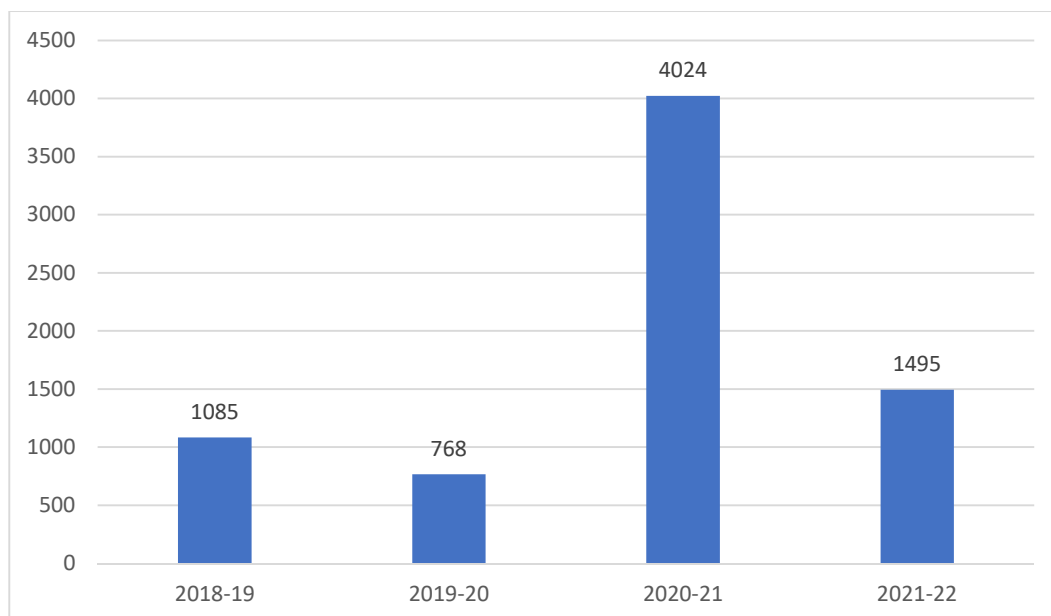
Relationship with stakeholders

- We maintained good communication and working relationships with parents through daily contact and the Parent-Teacher Association. Close ties were maintained with alumni through frequent contacts with the Alumni Association. Parent and Alumni managers and representatives in IMC and SEC were elected. The associations offered annual scholarships and financial assistance to students in need.
- The school worked in close liaison with the community and parish. There was a good relationship between teachers, students, and other outside organizations. Joint activities were organized in cooperation with primary schools, community organizations and NGOs.

F. Our Teachers

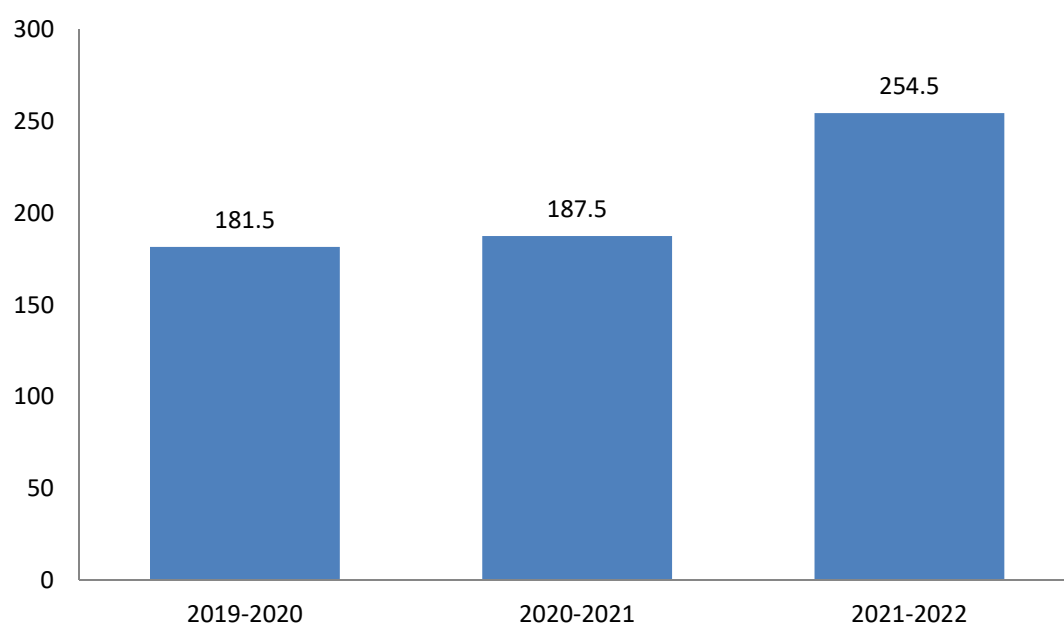
Teachers' Continuing Professional Development (CPD)

Total number of Teachers' CPD hours



Principal's Continuing Professional Development (CPD)

Total number of Principal's CPD hours



G. Our Students

Class Organization

The Class Structure (2021-22) was shown as follows:

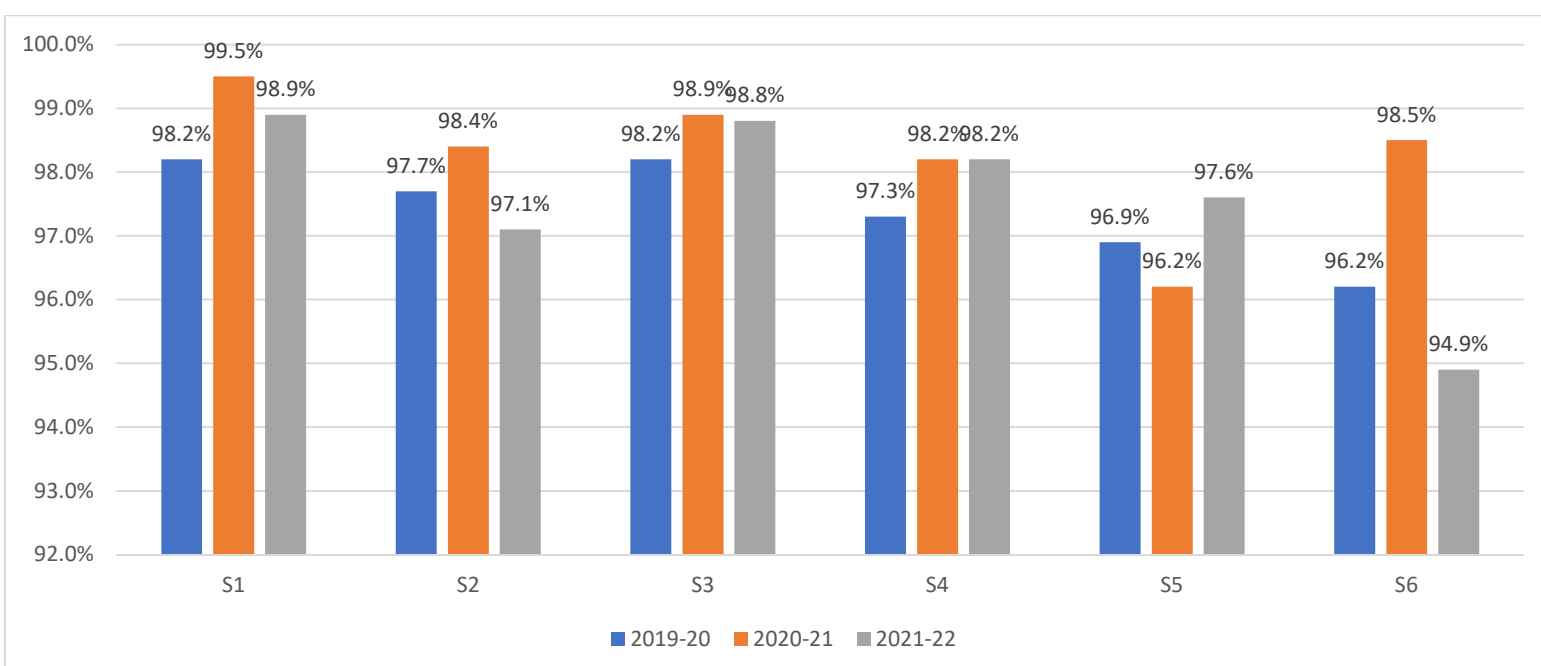
Level	S1	S2	S3	S4*	S5*	S6*	Total
No. of classes	4	4	4	5	5	5	27
No. of students	130	133	131	123	120	117	754

* S4 – S6 were further split into 5 smaller groups.

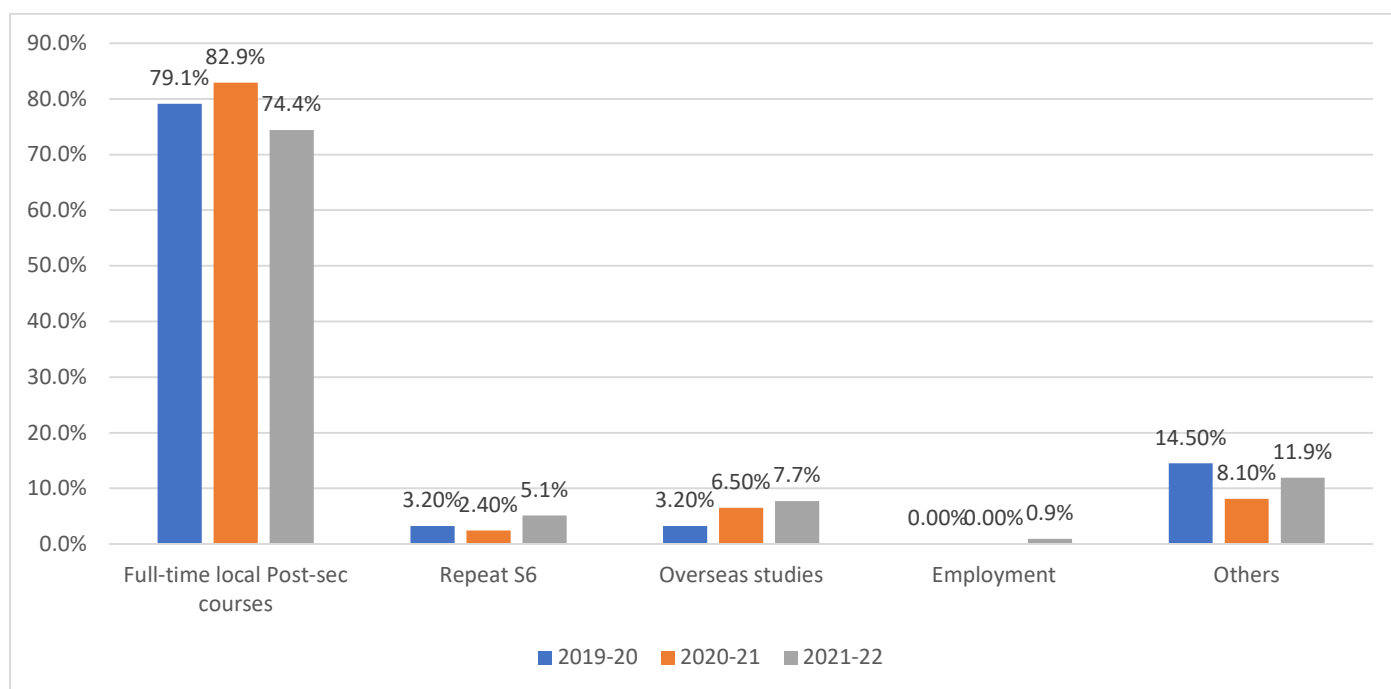
Percentage of Unfilled Places

Year	2019-20	2020-21	2021-22
Percentage	0%	0%	0%

Students' Attendance

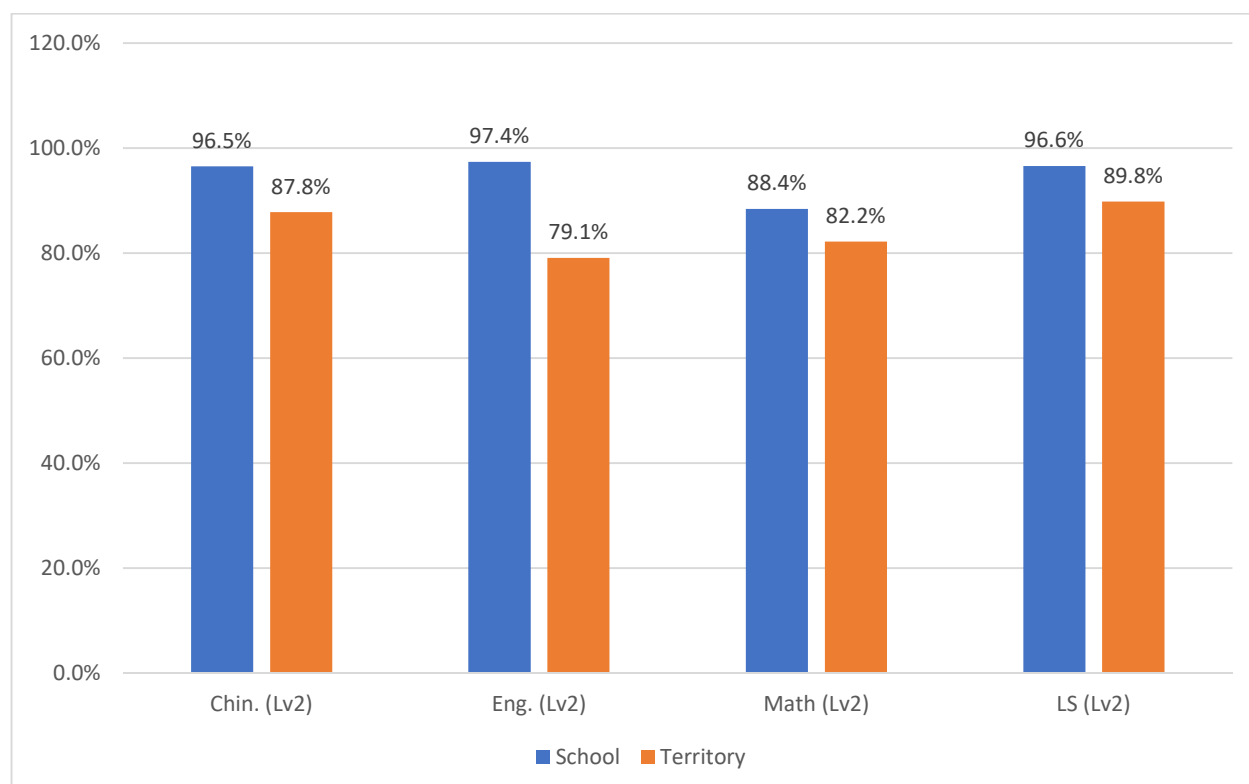


Current Pursuits of Graduates



H. Our Student Performance

HKDSE



I. Financial Summary (2021/22)

The school's annual financial position was summarized as follows:

Items	Income (\$)	Expenditure (\$)
Balance B/F (Government Funds and School Funds)	13,616,573.01	
I. Government Funds		
(1) EOEBG		
(a) Baseline Reference	2,072,193.97	2,553,533.48
(b) Administration Grant	4,107,153.22	3,787,363.03
(c) Composite IT Grant	621,694.00	427,278.15
(d) Capacity Enhancement Grant	642,934.00	626,128.84
(e) Other Grants	724,801.50	794,634.00
Sub-total:	8,168,776.69	8,188,937.5
(2) Outside EOEBG		
(a) Learning Support Grant	304,220.00	343,563.50
(b) Diversity Learning Grant	138,080.00	85,680.00
(c) Life-wide Learning Grant	1,174,267.00	865,906.62
(d) Teacher Relief Grant	5,042,096.90	4,057,375.85
(e) Home-School Cooperation Grant	9,780.00	6,106.00
(f) Enhanced Funding for NCS Students	800,000.00	625,160.97
(g) Other Grants	755,051.00	117,324.25
Sub-total:	8,223,494.90	6,101,117.19
II. School Funds		
(1) Tong Fai	122,060.00	42,355.92
(2) Donations	466,467.40	508,683.40
(3) Collection of fees for specific purposes	0	47,780.00
Sub-total:	588,527.40	598,819.32
Total surplus for 2021/2022	2,091,924.98	
Accumulated surplus as at the end of 2021/2022	15,708,497.99	

J. School 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。

K. Educational Theme (2022-23)

Truth 真理

Leung Shek Chee College
Report on Capacity Enhancement Grant
2021-22

1. Review of objectives

- 1.1 Teaching Assistants facilitated language activities of both Chinese Language and English Language.
- 1.2 Teachers' workload on preparation of teaching materials was relieved by the clerical support provided by Teaching Assistants.
- 1.3 Teaching Assistant of Information Technology supported the use of IT in teaching and learning.

2. Review of budget

Items		Budget (\$)	Expenditure (\$)
1.	Salary of Teaching Assistant and MPF Contributions (English Language) (12 months)	\$200,718.00	\$199,059.03
2.	Salary of Teaching Assistant and MPF Contributions (Chinese Language) (12 months)	\$213,318.00	\$213,751.81
3.	Salary of Teaching Assistant and MPF Contributions (Information Technology) (12 months)	\$213,318.00	\$213,318.00
Total expenditure:			\$626,128.84
*Surplus (Deficit):			\$16,805.16

3. Evaluation

Overall, teachers' workload on teaching and non-teaching duties have been much relieved by the provision of administrative support from teaching assistants. Students' diverse needs, psychological development and leadership skills had been enhanced by a variety of enrichment programs. It is expected that similar practices will continue in the next academic year.

**Programme Evaluation Report for
DLG – Other Programme: Gifted Education for the 2021/22 School Year**

Program Title	Objective	Target	Duration/ Start Date	Deliverable	Evaluation	Expenditure
ATEC VA Course Materials	- To help students develop their learning potentials by taking HKDSE courses provided by the Arts & Technology Education Centre (ATEC)	7 students	Throughout the whole year	Students' reports	- Feedbacks from ATEC are very positive and encouraging regarding students' attitudes and performance - Students demonstrated enthusiasm in taking the course with satisfactory attendance	\$560
Careers talks and workshops	- To enhance students' knowledge about future pathways and effective ways in achieving their future goals	S6 students	Throughout the whole year	Students' Learning Profile	- Students gained the most updated information about their future pathways and useful skills in interviews - Students' performance in the Interview Workshop has impressed the speakers	\$12,800
HKICPA/HK ABE BAFS Mock Examination	- To prepare BAFS students for the HKDSE	S6 BAFS students	December 2021	Students' reports	- Students are able to understand their weaknesses with the returned scripts and briefing sessions	\$3,380
WiseSearch	To encourage students in reading news beyond classrooms	S4-6 students	Throughout the whole year	Students' assignments	- Students are able to make use of the WiseSearch for doing their assignments	\$13,830

梁式芝書院
2021-22 年度
「公民與社會發展科津貼」運用報告

本校已運用「公民與社會發展科津貼」（「公民科津貼」）作以下用途：

	範疇	實際開支金額 (\$)
i.	發展或採購相關的學與教資源	0.00
ii.	資助學生及／或教師前往內地，參加和公民科課程相關的教學交流或考察活動	0.00
iii.	舉辦和公民科課程相關的校本學習活動	0.00
iv.	舉辦或資助學生參加和公民科課程相關在本地或在內地舉行的聯校／跨課程活動	0.00
v.	其他（請註明）： _____	0.00
	總開支金額	0.00
	津貼餘款	0.00

備註：

受新冠肺炎疫情影響，直至 2022 年 7 月 31 日為止，跨境活動仍未能回復正常，校方將會預留整筆「公民與社會發展科津貼」於 2022-24 學年使用。

致：總學校發展主任(觀塘)

二零二零至二二學年

維護國家安全及國家安全教育相關措施的檢視現行情況報告

學校名稱：梁式芝書院

範疇	措施	現行情況（請簡述）	請註明： 計劃中／部分落實／ 已落實
學校行政	透過教職員會議、講座或研討會、教育局網上教學資源、學校通告等，讓教職員認識和了解《香港國安法》的立法背景、內容和意義等，以及政府發放的相關資訊	<p>已透過 2021/22 學年的全體教職員校務會議，清楚提示所有學校員工必須仔細閱覽教育通告 3/2021 號，按當中的指引行事。</p> <p>已將教育局有關《基本法》及《香港國安法》的網上教學資源與教職員分享，並著教職員加以善用。</p> <p>本學年全體 59 名教師及校長參加由本校籌辦，前香港立法會主席曾鈺成先生主講的講座。主題為《在學校進行國家安全教育》。</p>	已落實
	升掛國旗及奏唱國歌的安排	學校有既定機制於指定日期或典禮升掛國旗及奏唱國歌。學生已非常熟悉及習慣有關安排，並能夠表現出恰當的禮儀。此措施會持續進行，以加強學生對國情和國家安全的認識、提升國民身份認同，以及培育他們成為守法的良好公民。	已落實 （將持續進行）
	校舍管理機制	本校已修訂有關巡視校園範圍的機制，提醒	已落實

範疇	措施	現行情況（請簡述）	請註明： 計劃中／部分落實／ 已落實
		當值教職員如發現校園範圍內（包括建築物、課室、壁報板等）展示的字句或物件涉及危害國家安全的內容的處理方法。同時，有關檢視及修訂租借校舍和圖書館藏書的機制已有修訂。	
	學校舉辦活動的機制和程序	現時學校舉辦活動的機制和程序未有涵蓋涉及危害國家安全的行為和活動的處理，本校計劃於本學年終結前檢視及作出所需修訂。	已落實
	成立「維護國家安全及國家安全教育」工作小組，負責統籌和協調與維護國家安全及國家安全教育相關的工作	維護國家安全及推行國家安全教育成立工作小組已成立，協助學校策劃及統籌以全校模式推動與維護國家安全及國家安全教育相關的策略和措施。	已落實
人事管理	透過教職員會議、通告等，向學校各級人員清楚說明學校對其職責及操守的要求和期望，包括遵守法律及社會接受的行為準則，並適時及適當地跟進員工的工作表現及操守	已在教職員專業守則中列明學校對其專業操守的要求和期望，並定期檢視及跟進員工的工作表現及操守	已落實
	就以購買服務形式聘用的非教學人員（包括專責人員例如學校社工、教育心理學家、言語治療師、教練、興趣班導師等），檢視招標文件及服務合約，列明	將檢視招標文件及服務合約，列明其工作表現和操守須符合要求，及若有關人員涉及不當行為，服務供應商應作出跟進安排	已落實

範疇	措施	現行情況（請簡述）	請註明： 計劃中／部分落實／ 已落實
	其工作表現和操守須符合要求，及若有 關人員涉及不當行為，服務供應商應作 出跟進安排，例如撤換有關人員		
教職員培訓	透過教育局舉辦的培訓課程、講座或研 討會，安排教職員接受適當的國家安全 教育培訓	2021-22 學年全體 59 名教師及校長參加由本 校籌辦，前香港立法會主席曾鈺成先生主講 的講座。主題為《在學校進行國家安全教育》。	已落實
學與教	檢視及增潤相關學習領域／科目、德 育、公民及國民教育，以及有關《憲法》 和《基本法》等課程內容，按學生的認 知能力，加強學生國家安全的觀念，培 養學生成為具國家觀念、尊重法治和守 法的良好國民	維護國家安全及推行國家安全教育成立工作 小組已檢視相關學習領域／科目，並在 2021- 22 學年加設的價值教育課中施行，以加強學 生國家安全的觀念，培養學生成為具國家觀 念、尊重法治和守法的良好國民。 2022-23 學年初中價值教育課改為生活與社， 相關的內容會在此科內推行。	部份落實
	強化監察機制，定期檢視課堂教學及教 學資源的內容和質素，確保符合課程發 展議會於各學習階段課程所訂定的課 程宗旨、目標和內容，選用的資料合宜， 並切合學生的程度和學習需要	定期檢視課程規劃、教學資源、課堂教學、考 評內容中，已多加留意有否與維護國家安全不 符的情況，並定期檢測監察機制。	已落實

範疇	措施	現行情況（請簡述）	請註明： 計劃中／部分落實／ 已落實
	將有關《憲法》、《基本法》教育及國家安全教育的校本學與教資源存檔，並加入年期規定，存檔三年	現時大部份學與教資源已於在內聯網，稍後將與教職員商討存放年期	部份落實
學生訓輔及支援	檢視訓輔機制，以配合社會的發展及《香港國安法》的實施，加強正向教育，培養守法守規的良好公民	過去三年學校積極推行正向教育，未未將加強對《香港國安法》的認識，培育學生依法守規的素養	部份落實
	落實就教育局通函第 83/2020 號「關顧學生重回正軌」所提交的跟進支援計劃	已訂定支援計劃，但由於疫情關係，部份計劃未能貫徹落實	部份落實
家校合作	透過學校通告、家長日、家教會活動等，與家長保持緊密溝通，尋求家長的支持、理解和配合，加強家校合作，與學校攜手以促進學生有效學習及健康成長	由於疫情關係，部份與家長聯系活動被迫取消，但教職員仍透過不同渠道與家長保持聯系，提供學生學習與健康成長支援	部份落實
其他			