

Leung Shek Chee College



Annual School Report 2023-2024

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A. School Mission

- 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.
- II. To nurture in students a love for learning and understanding that learning is a life-long process.
- III. To tailor the curriculum to meet various needs of students and to cater for the development of society.
- 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.
- V. To develop students’ physical capacity, sporting skills, creativity and aesthetic sense.
- 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.
- VII. To develop students’ ability to utilize information technology to keep abreast of the global trends.
- 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.
- IX. To inculcate in students a strong sense of responsibility, self-esteem, self-discipline and perseverance.
- X. To develop students’ civic and cultural awareness so as to foster a caring and loving attitude toward their families and the community.
- XI. To make appropriate use of resources to promote quality education.
- XII. To strengthen the communication with parents, alumni, students and the community to provide collaboratively an ideal learning environment.

Educational Theme (2023-2024)

Upholding Justice with Mercy 在主慈悲內力的的行公義

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 2018-2019, there were 27 classes, 4 each from S1 to S3, 5 each from S4 to S6. There are 5 groups in S4 to S6 to facilitate learning and teaching by reducing the student-teacher ratio. Arts and science subjects were offered in all forms and commercial subjects 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 for English Language, Chinese Language and Mathematics in junior forms.
- Enhancement classes were arranged for English Language, Chinese Language and Mathematics were offered to students who need 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 and 4 Laboratories.
- Air-conditioners and internet network were installed to provide a favourable learning environment for students.
- WiFi 900 system is installed in school campus for internet access. All S1-3 classrooms and special rooms including all 4 laboratories have Apple TV for learning and teaching purposes.

School Management

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

C. Achievements and Reflection on Major Concerns; Feedback and Follow-up

• 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。

Achievements(**Evidence)

◆ Target 1.1: To strengthen language and learning competence via collaboration among subjects.

- Arranged appraisal practices (incl. lesson observation and assignment inspection) to assess students' and teachers' L&T performance and learning outcome. Formative and summative feedbacks were given and discussed afterwards.
- Used various data (incl. academic performance, APASO and SHS from different stakeholders) to collect data as quantitative evidence of language policies. (**APASO School: L&T, 101. School: Reading, 93-116, School: Homework, Co-curricular Activities, 116. SHS on Teaching: student 3.6, teacher 4.1. Learning: student 3.3, parent 3.4, teacher 3.2. Teacher #44-46, 3.6-3.7, #29, 3.7, #21, 3.2, #9, 3.6, #11, 3.4)
- Encouraged professional exchange among teachers in meetings (incl. assessment data analysis, reflective note-taking by students and classroom management.) School managers also participated in lesson preparation, lesson structure analysis, post-lesson discussion and pedagogy sharing. (**SHS Teacher #29-30, 3.7-4, #34, 3.1)
- 中文科、圖書館、文學科、Eng 和宗教科合辦多項有關電子閱讀、粵劇欣賞、學習寫作、飲食與歷史文化、虛擬實境、VR 體驗協助寫作、文學散步、填詞音樂比賽、城市文學獎、作家講座、VA「聊齋，中國古代神話」、Summer Reading Scheme、eReading platform Epic and English Builder.Geog, CHist, Hist & THS jointly organized multi-learning tours to Produce Green Foundation, Central Market, City Gallery at Central for National Security Education. Technology KLA and Science Department organize “Hydroponics-Crop Growth in China”. (**SHS Teacher #29, 3.7. APASO School: Homework, Co-curricular Activities 116)
- 不同科目（包括中文、Eng、Science）參加 EDB 校本支援服務、中文作第二語言學習架構，提升教與學效能。 (**APASO Affective Development, Reading 108, Student: Self-concept, 112-116, School: Reading, 93-116. SHS Student #12, 3.23, Parent #5, 3.2, Teacher #59, 2.7)
- 協助 NCS 認識中國文化，推動多元和諧校園。採取特別措施，協助 NCS 更有效地學習中文。 (**APASO National & Global: Global Competence, 116, Global Perspective, 116)
- EMI subjects collaborated with Eng department to provide LAC projects at junior forms. Chin and school library collaborated in RAC to promote reading and strengthened language proficiency. Other collaborations among school library, Eng, Chin, CHist, RE to organized reading scheme (incl. read designated books and completed report or presentation) via HyRead App, Kindle and public library eBook System. On-site support on refining language across curricula of Eng and CL. (**APASO School: Reading, 93-116. SHS Student #12, 3.23. Parent #5, 3.2. Teacher #59, 2.7. Student work and performance improved. Total book loans in library 2143, eBook loans 170. eBook reading platform S1-3, 387 students. LAC scheme by EDB for S1, 100 students)

- Collaboration among different subjects (incl. junior science, Phy, Chem, Bio) to map common knowledge and skills in their curricula. Enabled smooth transition and early preparation from junior to senior science subjects, facilitated construction of knowledge and skills. (**APASO School: HW, Co-curricular Activities 116. SHS Teacher #24, 3.8, #29-30, 3.7-4.0)
 - Collaboration among schools (neighboring and Diocesan schools) helped students to know their counterparts and got the big picture of standards in the territory. (**APASO Student: Self-concept, Eng, 116. School: L&T, Eng, 100. School: HW, Co-curricular Activities, 116. SHS #5-6, 3.53-3.6. Parent #7-9, 3.04-3.47. Teacher #52-53, 3.8-4.1, #60, 3.6)
- ◆ **Target 1.2: To guide students to apply the reflective learning mode in different learning activities.**
- 部份高年級同學獲選拔擔任領袖生，在全年間協助同學遵守校規，參與訓練日營。另外各班均設班長、鎖匙風紀、午膳風紀及禮貌大使。 (** APASO Affective Development, Affect, 106. Student: Honesty/Sense of Morality, 104-116. School: Atmosphere, 105. School: L&T, Learning Atmosphere, 104-113. SHS Student #17-22, 3.4-3.67, #25, 3.86, #28, 3.54. Parent #7-11, 3.54-3.82. Teacher #64-65, 3.6-3.7)
 - Arranged evaluation of all teachers' performance with respect to this target. Teachers' and students' performance were assessed by lesson observation and assignment inspection. APASO and SHS data were collected and they provided objective and quantitative evidence to guide school development. (**SHS on student learning (Student 3.3, Parent 3.4, Teacher 3.2). Students' views on teaching 3.53-3.6, Teachers' view on teaching 3.8-4.2, Students' view on student learning 3.04-3.62, Parents' view on student learning 3.2-3.64. APASO School: L&T (Learning Motivation) 105-115, Teaching, 101-109. Student: Generic Skills (learning) 97-116)
 - Invited school managers to share their views on what constitute a good lesson. (**Post-activity questionnaire, 4.4/5. SHS Teacher #31-34, 3.1-3.4)
 - Encouraged students to develop self-learning habits such as marking their own notes (incl. Hist, CHist, Bio, E&RE, Chem, Chi, Geog). (**APASO Student: Generic Skills, Learning, 97-116. School: L&T, Learning, 101-116, School: Reading, 93-116. SHS Student #1, 3.58, #12, 3.23. Parent #5, 3.2. Teacher #47, 4.1, #60, 3.6)
 - Adopted Gigg's reflective cycle to give structure to learning, teaching or in students' self-evaluation or leaning logs. (**APASO Student: Generic Skills, Learning 97-116. SHS Student #7-15, 3.04-3.62. Parent # 1-5, 3.33-3.64. Teacher #54-61, 2.7-3.6)
 - 積極推動國情教育，安排學生與內地師生作雙向交流和互動。為同學安排到內地交流，包括中三級姊妹學校，中五級公社科惠州交流團。 (**APASO National & Global: National Identity, 116)
 - Encouraged students to participate in outside competitions and activities to increase their exposure, motivated learning and provided challenging learning opportunities (incl. Biology Olympiad, Joint School Mock Exam, 遊籽桌遊, JA International Trade Challenge Workshop, HKICPA Interactive Seminar on Accounting Profession, CEO sharing, True Light Girls Invitational Math Contest, Hua Xia Cup HK Math High Achievers Selection Contest, 40th Diocesan Secondary School Math Competition). (APASO School: L&T, Learning Atmosphere (Competition), 104)
 - Formal and supplementary classes (in normal timetable and after school hours) for elites and low achievers were offered to provide tailor-made assistance to cater diversified learning needs. (**SHS Student #2-3, 3.53, #5-6, 3.53-3.6. #11, 3.62, #15, 3.47. Teacher #49, 4.0, #51, 4.2)
 - Subjects provided tiered-questions in assignment and exam. Some subjects organized reflective group presentations (incl. S1-3, 250 students,

- peer work selection, 250 entries, and reflective learning journal). (**SHS Teacher #48-51, 3.9-4.2. Student #7-13, 3.04-3.62)
 - Set up Signature Day every week to provide diversified learning interests throughout this year (incl. Outstanding Student Reading Scheme, self-understanding programs, enrichment of learning experience, motivation boosting, etc.) were organized. (**SHS Teacher #54-66, 2.7-3.6. Parent #1-11, 3.2-3.82. Student #7-22, 3.04-3.67. APASO School: Life Planning, Career Aspiration, 105-116. School: Reading 93-116. School: L&T, 104-116)
 - Offered career education to senior form students. Equipped them with interview skills, SLP self-account and career mapping. (**APASO School: Life Planning, 105-116)
- ◆ **Target 1.3: To enhance learning and teaching efficacy through the use of eLearning in curricula.**
- Provided training on Generative AI, adopted Google Classroom, EdCity on-line Q-bank, supported the use of Apple devices and interactive whiteboard. (**APASO School: L&T, 116. SHS Student #1, 3.58, #14, 3.36. Teacher #47, 4.1, #60, 3.6)
 - Upgraded and maintained IT infrastructure and equipment (incl. Wi-Fi, broadband, network switches, desktop computers and AV systems.) (**SHS Teacher #41, 3.5, #46, 3.7, #60, 3.6. Student #14, 3.36. APASO School: IT, 116)
 - Collection and evaluation of APASO and SHS data were assisted by IT technology. (**SHS Student #14, 3.36. Teacher #60, 3.6. APASO Affective Development (reading), 108, (teaching), 101-109, Student: Generic Skills (learning) 97-116, L&T (learning), 105-115, (teaching) 101-109, IT (learning) 116)
 - Various subjects arranged on-line assignments and tasks for students, used mobile devices in classrooms, flipped classroom, developed and used digital learning (S1-S3, 380 students). (**APASO School: IT, 104-116. School: L&T, Learning and Teaching, 101-116, Science Lessons, 99. SHS Teacher #47, 4.1, #50-53, 3.8-4.2. Student#3, 3.53, #5, 3.53, #7, 3.46, #14-15, 3.36-3.47)
 - L&T were facilitated with the use of IT in most subjects. Apps on iPad (incl. Padlet, Kahoot, Google Earth, Windy, Protractor App, Edpuzzle, Poe, Pic Collage, Class Click, AdobeSpark, Jamboard, Chat GPT, Procreate, etc.) were used to increase learning efficacy. Videos on internet were sourced and posted on Google Classroom for students' self-learning, allowing cross-reference with lesson learning. (**SHS Teacher #60, 3.6. Student #14, 3.36. APASO School: IT, 116)
 - School encouraged students to join various IT-related learning activities organized by school and outside organisms (incl. “Metaverse, Creator of Tomorrow”, HK Kidney Foundation X TramPlus “Kidney Health AI Ambassador Program 2023”, “Chinese Opera Modelling” used blue-and white porcelain to create 3D models, “STEM Biotech Competition”, “Girl-Go-Tech”, OCEAN Park Academy Education Program, HKFYG “死亡時間與法證人類學” , Pi-Day, introduction of engineering in campus. (**APASO School: IT, 104-116. SHS Student #3-9, 3.04-3.6. Teacher #52-53, 3.8-4.1)

◆ **Target 1.4: To create a better learning environment with upgraded school facilities to facilitate effective learning.**

- Collected survey, questionnaires data and views from stakeholders to facilitate school to make informed and wholesome decisions on school development. (**APASO School: IT, 104-116)
- All teachers and staff cooperated to upgrade and maintained the high efficiency and safety of school facilities conducive to L&T. (**School records on expenditure on improvement of school facilities)
- Completed set up of “Talent databank” to gather achievements and special talents of students. This allowed the school to encourage students to join outside school events. (** Received recognition from EDB Gifted Education Section)
- Updated display of students’ art work and achievements in open areas as recognition and incentive for excellent performance, it also inspired other students to excel. (**APASO Student: Self-concept, 101-116. School: L&T, Learning Atmosphere, 104-113, Motivation, 105)

Reflection

- ◆ The seven learning goals of secondary education are covered and achieved by different targets and strategies in an concerted effort.
- ◆ Systemic arrangement of professional development (via low stake informal classroom observation and official appraisal requirements) allows communication and peer-learning among teachers. Comments and views were communicated effectively and most teachers showed appreciation to constructive comments. They were reassured of their good practices, received recognitions, and willing to change their practices for good.
- ◆ Collaboration among subjects (incl. LAC, RAC) was in place in improving language proficiency.
- ◆ Career education programs catered students’ needs in self-understanding, life planning and career mapping.
- ◆ Programs and activities promoting understanding, respect and appreciation of different cultures cultivated internalization of national and global identity, inter-racial harmonies in our increasingly diversified school campus.
- ◆ Extensive use of IT learning strategies in all subjects facilitated students’ IT literacy. The use of IT in their learning and knowledge (and skills) building promoted efficacy and understanding. This allowed students to extend their understanding and appreciation of how IT can greatly improve modern life in all aspects.
- ◆ Through opportunities of serving others in different roles in school, students acquired generic skills, communication skills, cooperation, mutual understanding, respect, responsibilities, humility, and other virtues.
- ◆ Opportunities to contact and communicate with mainland students (and overseas) helped our students to understand their counterparts more as well as themselves. They appreciated the diversities of one another, reinforced their national identity and global perspective.
- ◆ Outside activities broadened students’ horizon. Their understanding of other schools’ students helped them to understand their strengths and weaknesses which guided their endeavors in developing their personal growth and career aspiration.
- ◆ Academic performance in HKDSE and SVAIS was not satisfactory. Different methods are needed to improve students’ performance.

Feedback and Follow-up

- ◆ Strategies adopted were evaluated according to their efficacy to achieve the seven learning goals (national and global identity, breadth of knowledge, language proficiency, generic skills, information literacy, life planning, and healthy lifestyle) so as to inform the planning of the next Annual School Plan/School Development Plan.
- ◆ Existing staff appraisal system will have major overhaul. School administration will evaluate the system protocol, appraisal criteria, timeline, reporting, rating record and effectiveness, in accordance with comments from stakeholders and the changing needs.
- ◆ Strategies of promoting professional exchange should be continued and involving all stakeholders.
- ◆ Reflective note taking will be extended to lower forms and all S4 DSE subjects. Notes taking requirements will be extended to all academic subjects of S4-S5, helping students to establish self-directed learning style for future study and work.
- ◆ Good progress in enhancing eLearning capabilities of both students and teachers will be continued.
- ◆ Will source new technologies, IT, AI and other student activities to further motivate students and enhance learning efficacy.
- ◆ Extensive collaboration of different subjects and schools broaden students' horizons and enabled the integration of knowledge of different disciplines. Real life application of multiple disciplines knowledge and skills were adopted to solve real life problems in daily lives, personal, community, national and global levels.
- ◆ Emphases on language proficiency will be adopted in the coming year school planning. Special attention will be focused by bilateral and bilingual communication.
- ◆ Various methods (incl. post DSE performance analysis, content-gap analysis, performance tracking, estimated levels for S5 students, encourage teachers to serve as DSE markers) will be adopted target at improving L&T and DSE results.

- **Major Concern2**

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。

Achievements(Evidence)**

◆ **Target 2.1: To train students into highly effective teens.**

- Cultivated leadership, communication skills and entrepreneurship by encouraging and engaging students to take up various service and leading roles (incl. SA committee, prefects, librarians, class club committees, uniform group members, STEM prefects, ECA committees, etc.). Specific programs like Character Formation, 24 Character Strengths, Outstanding Student Reading Scheme were offered. (**APASO *Affective Development: School Atmosphere, 103-105. School: L&T, Learning, 104-116. SHS Student #73, 3.7*)
- Organized junior and senior form students to form Rainbow Scheme which promoted peer L&T. Senior students received training on communication and leadership skills to facilitate their interaction with junior form students. (**SHS #25, 3.86, #28, 3.54. Parent #14-15, 3.79-3.95. Teacher #64-65, 3.6-3.7)
- Offered various programs on careers and life planning to students (incl. University tours, Business talk by FDMT, opportunities of study overseas, ESG, interview skills workshops, HKACMGM& HKWPEA training on social etiquette and communication skills, “Distinguished Masters”& Accomplished Student Mentorship, ERB Youth Internship Program. (**APASO *School: Life Planning, 110-116, Career Aspiration, 105-116*)
- Lobbied elite students to join programs tailor-made for high achievers (incl. CUHK “Winter Program for the Gifted and Talented”, “Aspects of Chinese Medicine”, HK Geography Olympiad, HKUST Dual Program 2023, Level 1 Life Science, “Introduction to Psychology”, “Youth Impact Award 3.0” by the Boys’& Girls’ Club Association, HK Youth Ambassador Scheme, HK Inter-school Choral Festival Competition cum Master Class, HK Joint School Music Competition BELLPRINTS International Handball Competition cum Master Class, Summer-Bridge Program, Speech Festival, English Drama Festival, Performance in English Drama “Antony and Cleopatra” and overseas study tour in Ireland. (**APASO *School: L&T, Learning, 104-116. SHS Student #1-22, 3.04-3.67. Parent #8-11, 3.69-3.82. Teacher #62-66, 3.5-3.7*)
- Arranged survey and questionnaire to collect views and responses from stakeholders for evaluation of effectiveness of school policies. (**APASO *Student: Psychological Health, 85-87. Student: Generic Skills (learning), 97-116, (creativity), 95-111, (Critical Thinking), 116. School: Homework, 116. School: Reading, 93-116. SHS data on student development (Student, 3.4-3.67), (Parent, 3.54-3.82), (Teacher, 3.5-3.7)*)
- ECA clubs, sports teams, exhibitions, language courses, and music courses were rich in variety to nurture students’ talents and facilitate students’ whole person development. Volleyball Team held an overseas training program in Thailand at 2023-24. Cultural exchange programs to Macau and Beijing were organized in the summer 2024. (**SHS *Student #17-22, 3.4-3.67. Parent #7-11, 3.54-3.82. Teacher #62-65, 3.6-3.7*)

◆ **Target 2.2: To help students improve their self-image and resilience, turning weaknesses to strengths.**

- 表揚有卓越及有進步的同學，肯定其努力成果使之成為其他同學的階模。 (** SHS Parent #10, 3.76. Student #21-22, 3.63-3.67. APASO Student: Self-concept, 101-116)
- Collaboration of Guidance Team and school social workers to organize workshops to develop social skills and expression of emotion. Art and drama workshop organized by Caritas. 明愛賽馬會源點家校心靈支援服務 was provided for students in need. (**Post-activity survey showed 84% participants found the activity useful)
- Enrolled students to join tailor-made courses to develop their potentials. (**APASO Student: Self-concept, 101-116)
- Various subjects organized peer learning groups (incl. Bio and Hist to encourage and facilitate formation of learning circle among S4-6 students. (**Student showed 90-100% in post-activity survey in support of these activities. APASO Student: Generic Skills, 108-116. SHS Teacher #65, 3.6. Student #19-22, 3.49-3.67)
- Reinforced national identity of students by introducing various ECA activities which promoted Chinese culture (incl. 中國文化日茶藝示範、茶知識講解、中樂表演、毛筆書法體驗。 (**APASO National & Global: National Identity, 116. Affective Development: National Identity, 116)
- Provided teacher professional training and exchange to help teachers develop a healthy, positive and skillful attitude to deliver their duties. (incl. mindfulness training, 模擬校園危機處理、天主教教育核心價值、「在主慈悲內力的的行公義」工作坊。 (**SHS Teacher #31-33, 3.1-3.4)
- School arranged survey to collect views and responses from all stakeholders. (**APASO Student: Self-concept, 85-116. Student: Generic Skills, 97-116. School: L&T, 105-116. SHS Student Development (Student, 3.4-3.67), (Parent, 3.54-3.82)
- 設立學生自我提升計劃，容許學生作以守規註消書面警告。 (**成功率達37.7%)
- School provided comprehensive professional support to students in need (incl. clinical psychologist, speech therapy, educational therapy, social skills training, attention training, Chinese read-write program, Rainbow Scheme, SMHSS IEP cases (Tier 1-3). (**APASO National & Global Competence, Respect People of Different Cultural Backgrounds, 116. Student: Self-concept mostly over 100. SHS Student #17-22, 3.4-3.67. Parent #7-11, 3.54-3.82. Teacher #62-66, 3.5-3.7)

◆ **Target 2.3: To promote among students a spirit of serving others and doing small things in great way.**

- Promoted peer support via subject prefects, subject ambassadors, group learning, sharing among junior and senior students on academic, study skills, school life, services, etc. (** APASO Affective Development, School Atmosphere, 103-105. School: L&T, Learning, 104-116. SHS Student #28, 3.54. Teacher #7, 3.7)
- Provided ample opportunities for students to serve others (incl. ECA social Service Group, Caritas Love Express, Big Sister Scheme, CLP Ambassadors). (**APASO School Atmosphere, 103-105. Student: Honesty/Sense of Morality, Volunteering, 104. Social Behaviour, 95-106. National & Global Competence: Respect People of Different Cultural Backgrounds, 116, Global Perspectives, 116. KPM #22, Percentage of students participating in group/community services is 29.5%)

◆ **Target 2.4: To guide students in establishing personal goals and formulate strategies in pursuing their goals.**

- Offered various programs to cultivate students' aspirations (incl. financial management, entrepreneurship training, STEM artwork display, "Dream Company" Project, "Weave a Dream" Project, JUPAS subject choice talk, senior forms subject selection talk and life sharing, DSE results release workshop and guidance, university tours to SEU, HKBU, IVE, Disney Youth Program, Greater Bay Area Gifted Make-24 Competition 2024, social skills training by Heep Hong Society for ASD students, "Financial on-line Quiz-Risk Return" organized by HKFWS, Interactive Talk by HKIPCA, workshop on International Trade by JA Company, "Technology behind Bitcoin", 「香港故事」行程設計比賽, 「香港好故事」多元才能發展計劃 by SFU and 星島日報, 「香港青年發展計劃」 by 旅遊發展局. (**APASO School: Life Planning, 106-116. Career Aspiration, 105-116. Self-Planning, 108. SHS Student#17-22, 3.4-3.67. Parent #1-6, 3.2-3.64. Teacher #62-66, 3.5-3.7)

◆ **Target 2.5: To instill in students Catholic Core Values, virtues, mutual support, and positive life attitudes.**

- Promoted bonding and sisterhood among students (junior and senior) by organizing Big Sister Scheme. Training on interpersonal skills, communication skills, social skills, time management and leadership were provided to the Big Sisters. (**APASO Student: Generic Skills, Leadership, 116. School: Atmosphere, 103-105. SHS Student #19-28, 3.32-3.86. Teacher #62-66, 3.5-3.7)
- Used appropriate context and opportunities to promote Catholic Core Values, virtues and morality in L&T (incl. ESG Talk, Y.E.S. "Switch" Workshop, 《利瑪竇》音樂劇欣賞、明愛跨種族文化覺醒活動、明愛 70 周年紀念巡迴話劇表演、課外文學篇章、古訓格言、名人故事、勵志篇章, achievements of great Chinese scholars, Gougu Theorem, compare Tax Systems between HK and Mainland and legal talks).(**70-90% acquired the values, 學生能認識、了解和在生活中應用天主教的核心價值。APASO National & Global: Global Competence, 116, Global Perspective, 116. Student: Honest/Sense of Morality, 104-116)
- Instilled positive values in everyday learning, organized add on programs like Positive Week (April 2024) and class visits by social workers and Guidance Teachers throughout the year. (**SHS Teacher #62-66, 3.5-3.7. Parent #12-17, 3.68-3.96. Student #17-29, 3.22-3.86. APASO School: Atmosphere, 103-105)
- All subjects and committees strived to incorporate Catholic Core Values, 7 learning goals and 12 priority values identified by EDB in L&T and other student formation dimensions, (incl. subject contents in all levels).(**SHS Student#17-22, 3.4-3.67. Parent #7-11, 3.54-3.82. Teacher #62-66, 3.5-3.7. APASO National & Global Competence: Global Perspective, 116. National Identity, 116. Family: Family Involvement, 101-116. Student: Honest/Sense of Morality, 104-116, Student: Psychological Health, 85-107. Student: Self-concept, 85-116. KPM #8 National flag raising. But Mainland tours, Mainland exchange, Sister schools were not high)

Reflection

- ◆ Various measures aimed at cultivating Catholic Education Core Values, morality, positive thinking, physical healthy, mental health, social health and career aspiration of students throughout the junior and senior years nurtured students' whole person development and the adoption of a healthy lifestyle.
- ◆ Various important generic skills were cultivated in various school activities. Students' talents and potentials were identified and developed.
- ◆ Stakeholders found the activities aimed at improving learning effectiveness very useful. They, especially the parents of junior forms, appreciated the school's effects and emphasis on academic abilities.
- ◆ Results of negative feelings of students towards academic work pressure were high. Measures adopted had little effects.
- ◆ Detailed data collected from students' performance and stakeholders' views provided accurate and objective evidence on students' condition. Appropriate measures can be planned, implemented and evaluated.
- ◆ Students demonstrated their abilities in organizing various national education events. Students on the whole appreciated the use of culture in conveying national identity.
- ◆ Teachers showed positive responses to various professional development activities, showing that they were eager to learn new strategies conducive to L&T effectiveness.
- ◆ 部份學生較被動，自信不足，將給與更多鼓勵。
- ◆ Data collected from APASO, KPM and SHS provided objective and quantitative evidence to evaluate the effectiveness of teachers' work and various programs. Cross-year comparison was possible, efficacy could be compared. Further planning is possible with larger confidence.
- ◆ 學生自我提升計劃容許自新機會，幫助學生訂立正確目標，並有助老師適時量度學生的表現和進度，鼓學生改進。
- ◆ Students were willing to serve others and volunteering was common. Most student felt honored to help fellow students and teachers. They enjoyed serving other people and gained confidence through serving others.
- ◆ Career development programs organized by the school and other organizations gave insight for students. Most programs were well received and helpful.

Positive values and mental health messages were well received. These positive messages of love and care were conveyed.

Feedback and Follow-up

- ◆ Will adopt and develop activities to recognized the importance of national identity and global perspectives, formulate and nurture appreciation of Chinese culture and values, and at the same time respect pluralism in our society and world.
- ◆ Nurture Catholic Core Values via formal religious education, ECA, community services, religious activities, liturgies, lantern campaign, seasons celebrations and assemblies.
- ◆ Emphases on building self-concept, character strengths, understanding own strengths and weaknesses in multiple dimensions, aiming to nurture confident teenagers with morality and responsibilities at personal, community, national and global levels.
- ◆ Will address the issue of high pressure from academic requirement by curriculum adjustment measures, student formation measures, ECA, outside assistance, religious guidance, all subjects and school committees.
- ◆ School will support non-academic subjects and activities to sustain a balanced curriculum, resources will be allocated in sports, services, arts, music, physicaleducation, aesthetic and other areas.
- ◆ Peer-teaching programs (incl. Rainbow Scheme) will be organized in the coming year.
- ◆ Multi-intelligence training and exchange programs will be sourced and held in the coming year.
- ◆ Workshops of art and drama were well received. Will consider to source similar activities next year.
- ◆ Students' self-image and character strengths were improved.
- ◆ Students are positive towards national identity cultivation program. All subjects and committees will organize relevant activities to reinforce their national identity and sense of belonging.
- ◆ School administration evaluate the eminent needs of teachers and organize appropriate teacher development programs.
- ◆ APASO, KPM and SHS data will be collected with some amendments on the process of data collection. IT technologies will be utilized to increase efficiency.
- ◆ Service activities and opportunities will continue to constitute a large proportion in the school's effect for student formation. Spirit of Catholic Core Values will be stressed in concerning the needs of the underprivileged.
- ◆ Career development related activities will be organized targeting on both junior and senior students.

Major Concern3

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。

Achievements(**Evidence)

◆ **Target 3.1: To formulate and implement measures to maintain a safe and orderly learning environment in school and nurture students to become law-abiding citizens.**

- Promoted the understanding of the importance, privileges and responsibilities of law-abidance by daily L&T, local and international news, 《基本法》網上問答比賽、遵守香港法例和校規、「iTeen 誠行」、cyber safety, digital citizenship, legal talks, National and Constitution Day, National Security, National flag-raising protocol, “Struggle for Survival Package” by Crossroad Foundation, visit to City Gallery, artistic creation to convey the message of national identity, celebration of national successes (incl. personal, sports, science, technologies, educational, health, economic and social. Students joined “Basic Law and me” Poster Design Competition, 道路安全講座、防止罪案講座(**APASO National & Global” National Identity, 116, Global Competence, 116. School: Atmosphere, 103-105. Affective Development: National Identity, 116. SHS School Climate (Student 3.22-3.86. Parent 3.68-3.98)
- Teachers joined 「教師專業價值觀和操守」工作坊。 (**SHS Teacher #31-33, 3.1-3.4)
- The concept of global citizenship was introduced in various subjects (incl. Bio, Geog, Hist, CHist, L&S, THS, VA). (**APASO National & Global” National Identity, 116, Global Competence, 116)

Reflection

- ◆ Based on the evaluation findings, school analyzed the facilitating and hindering factors, and consolidated the experience and reflection derived from the process of planning, implementation and evaluation. Results showed that students had build up a comprehensive knowledge and attitude of their identity as Chinese citizens and global citizens.

Feedback and Follow-up

- ◆ School will continue to devise academic and ECA activities to convey the message of patriotism and positive attitudes towards the identity of being a Chinese citizen and global citizen.
- ◆ The importance and spirit of law-abidance will be subsumed into daily school life.

D. Student Performance

- (i) Academic performance (*In using and reporting the data, schools must not publish their data on Territory-wide System Assessment and Academic Value-added Performance for public reference. If schools choose to release their public examination results to the public, they should abide by the relevant protocol*).
- Public Examination Results
 - 3322 (62.4%)
 - 22222 (86.3%)
 - Academic Value-added Performance
 - Core 4 subjects (1)
 - Best 5 subjects (1)
 - Chinese Language (4)
 - English Language (1)
 - Mathematics (Core) (1)
 - Liberal Studies (3)
- (ii) Non-academic performance.
- (a) Language
- In the 75th HK Schools Speech Festival, three students achieved 3rd prize, one Honor Certificate, all other students were awarded the Certificate of Merit.
 - In the same event above, Gio Siman (4B), Peer Reilly Elizabeth (2B) and Heba Wu (3B) received 3rd prize in Girls Solo Verse Speaking.
 - Ten students won prizes in the Battler of Books Competition at Maryknoll Convent School (Secondary Section).
 - 中六級自陳懿騫同學獲得第十二屆大學文學獎「傑出少年作家獎」，中四級林巧晴、溫星兒同學同獲「我寫、我歌」音樂填詞比賽卓越獎。
 - 三位同學獲教區短片創作比賽冠軍。
 - 第七十五屆香港學校朗誦節獲得位亞軍、四位優異獎、七位良好獎。
 - 在美荷樓精神學習計劃「兩代情」徵文比賽獲得一位亞軍、七位優異獎。
 - 在中國中學生作文大賽獲得十位優異獎。
 - The HK Youth Chinese Classical Poetry Recitation Competition Merit Award.
 - 在香港學校音樂及朗誦比賽獲得七項優良獎狀及七項良好獎狀。
- (b) Drama
- In the English Drama Fest 2024 organized by the Association of EMI Schools, our English Drama Club won the Champion, Best Performer (2B Jamie Fung), Best Direction Award.

- Organized the Annual English Musical Theatre Practice Project 2024 “Antony and Cleopatra” at Tuen Mum Town Hall.
- 校際戲劇比賽最佳女主角及最佳導演。

(c) Sports

- 13-14 歲學界跳繩比賽：側擺交叉季軍、側擺開冠軍、交叉開冠軍、二重跳冠軍、單車步殿軍、前繩跳亞軍、跨下二式冠軍、側擺敬禮冠軍、總成績冠軍。
- 15-16 歲學界跳繩比賽：女子組，交叉轉換亞軍、跨下二式冠軍、側擺敬禮亞軍、交叉開冠軍、二重跳冠軍、單車步冠軍、總成績冠軍。
- 17 歲學界跳繩比賽：女子組，交叉轉換冠軍、側擺交叉冠軍、交叉開亞軍、二重跳冠軍、單車步冠軍、總成績冠軍。

(d) Art

- Two students were nominated as Arts Ambassadors by the HK Arts Development Council.

(e) Music

- 62 Choir members joined the HK Inter0school Choral Festival Competition cum Master Class.
- 14 Handbell Team members joined the BELLPRINTS International Handbell Competition cum Masterclass 2024.
- In Greater Bay Area Gifted Music Performance Competition 2023 (HK Region) organized by the HK Gifted Education Teachers’ Association (HKGETA), students won three Gold Award, three Silver Award and three Bronze Award.
- Students received twenty-three Silver Awards (Chinese Orchestra), one Gold Award (Handbell and Hand chime (Secondary)), one Silver Awards (Secondary School Ensemble-Strings), one Silver Award (Secondary School Choir-Junior) and one Silver Award (Secondary School Choir-Challenger)

(f) Other areas

- 23 students received the Certificate of Merit in the HKICPA Business and Accounting Case Competition.
- 5A Karen Li was awarded as Outstanding Student in the Outstanding Student Competition organized by LPD.
- Students were awarded Group 1st Runner up in “Metaverse Creators of Tomorrow Competition” by PolyU.
- Students received one Silver Certificate, five Bronze Certificate in SDGs eLearn Award Scheme 2023 organized by the HK Committee for UNICEF.
- Distinguished Students’ Award in Kowloon Region Outstanding Students’ Award by Kowloon Region School Heads Association.
- Outstanding Students’ Award in Kwun Tong Outstanding Students Election by Kwun Tong Outstanding Students’ Association.
- Three Gold Awards, three Silver Awards and three Bronze Awards by HK Gifted Education Teachers’ Association.
- One Silver Award by HKICF.

在南粵科學星「太空順風耳」星地音像回路體驗太空計劃獲得優異獎。

