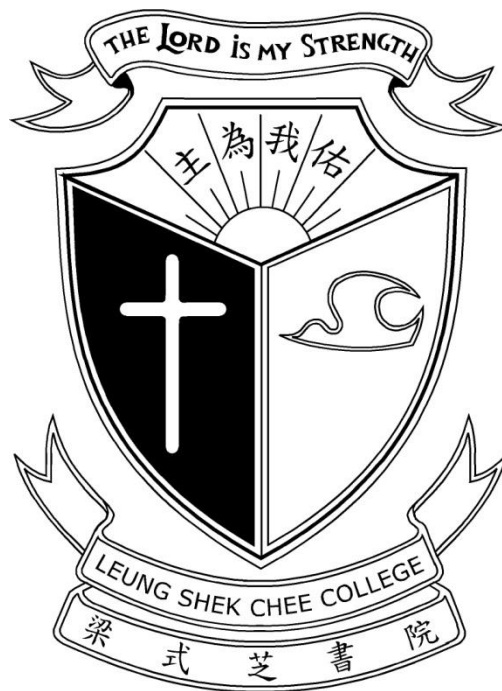


Leung Shek Chee College



School Development Plan 2018/19 - 2020/2021

Leung Shek Chee College

School Mission Statement

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

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

School Motto

The Lord is My Strength 主為我佑

1. Holistic Review (2015-2018)

Major Concerns	Extent of targets achieved	Follow-up actions
<p>I. To enhance students essential competence for future challenges in study and work</p> <ul style="list-style-type: none"> • To strengthen students' language proficiencies so as to equip them for future life in study and work • To enhance students' ability to achieve personal highest in academic performance • To guide students to aim high in setting clear goals for future life • To broaden students' exposure and horizon in perspectives of life • To understand and cater for learner diversity and students' needs • To develop in students a sense of self-directed learning 	<ul style="list-style-type: none"> • Bridging courses for S3 students were arranged to prepare for NAS curriculum of English Language • Chinese enhancement courses were arranged for S3, S5 and S6 and writing course for S6 high achievers were held • Students were encouraged to attend local and overseas interschool activities, visits, competitions, exchange programmes, university courses and study tours • Students received awards in language-related competitions • DSE results of language subjects were above territory-wide average • Various subjects cooperated with school library to promote reading of subject-related books • Content-gap analysis and performance tracking for teachers' and students' reference were adopted • Various subjects required students to recognize issues of Hong Kong and the world • Careers development and life planning activities were held to let students to understand themselves more and help them to plan for their future • Various subjects and LAC Team collaborated to help students to become more confident to use EMI 	<ul style="list-style-type: none"> • Extend the use of English in common school settings both inside and outside classroom, including ECA, dramas, debates, public speaking etc. • Adopt reading programmes to promote language exposure • Promote STEM activities in school to include both formal and informal curriculum and to cater for learning needs of both common students and elite students • Use of DSE data, content-gap analysis and performance track record to inform learning strengths and weaknesses of students and plan remedial programmes • Split class to lower learner diversity in class • Sharing of alumni and teachers to help students on career development and life planning • Comprehensive career development and life planning to be provided at different forms • Organize of visits and study tours, and join competitions, workshops and programmes to extend students' exposure • Increase percentage of teachers who received training in catering for SEN, establish proper

	<ul style="list-style-type: none"> • Peer support was promoted by forming Big Sisters study groups and subject-based arrangements to facilitate peer learning • Training and workshops were arranged for teachers to understand specific requirements of SEN 	<p>and friendly learning environment to cater special learning needs</p> <ul style="list-style-type: none"> • Adopt active learning strategies in various subjects and student formation to encourage self-directed learning
<p>II. To form students of good character based on Catholic Core Values and guided by the School's Motto</p> <ul style="list-style-type: none"> • To promote Catholic Core Values as principles of students' life • To guide students in seeking strength from the Lord in times of challenges • To instill in students positive values and attitudes towards life • To nurture students' virtues as illustrated in the School Song • To encourage students to learn proper manners and social etiquette • To help students build confidence through a culture of encouragement and appreciation 	<ul style="list-style-type: none"> • Programmes in Positive Education, character strengths, Catholic Core Values, life planning, moral standards, individuals' rights and duties helped students to establish positive values and attitudes towards life • Students were allowed opportunities to lead activities and assist teachers in daily learning which enabled students to realize own strengths and weaknesses as well as development of leadership and essential life skills • Talks on proper manners, outlook and social etiquette were arranged • Various subjects incorporated Catholic Education Core Values and the spirit of School Motto and virtues in the School Song in students' learning • Various religious activities were organized to infuse Catholic Education Core Values • The atmosphere of mutual help and sisterhood were promoted through formation of class spirit, peer support and Big Sisters Scheme 	<ul style="list-style-type: none"> • Adopt programmes on values formation, virtues, positive attitudes, moral standard and life goals are required • Offer programmes to helps students build resilience in facing hardship and challenges in their study and future life • Arrange talks on proper manners, outlook and social etiquette • Continue with whole school approach on our mission to promote Catholic Core Values and our School Motto • Adopt Positive Education across different forms to let students better understand their character strengths • Encourage students to act as student leaders and serve others, essential soft skills, interpersonal skills and the spirit of service can be nurtured • Arrange talks on Catholic Core Values to teachers. • Organize Catholic activities to students to boost the religious atmosphere

<p>III. To maintain a well-established a well-established school organization and learning environment to cope with the changing needs of the School and society</p> <ul style="list-style-type: none"> • To enhance staff capacity to maintain a sustainable development of professionalism and leadership of the staff team at different levels of responsibilities • To restructure the school organization for better utilization of human resources and staff talents for actualization of the School Vision and the character of the School • To upgrade learning facilities and infrastructure so as to empower student learning through an enhanced learning environment with modern technologies and human interactions guided by Catholic identities and the School's core values 	<ul style="list-style-type: none"> • Various programmes were organized to introduce novel pedagogies, teenage developmental needs, student management, catering teachers well-being, promotion of harmonious working relationships and educational innovations to teachers • Allocation of successors in various committees and panels, especially in certain departments with eminent retirement challenge • Stressed the importance of achieving our school mission and adoption of measures to actualize student formation in accordance to Catholic Core Values and school ethos • Renovated school campus infrastructures and equipment including upgrading facilities that allowed implementation of new pedagogies and incorporation of information technology in daily subject learning 	<ul style="list-style-type: none"> • Provide ample and diversified training opportunities to upgrade teachers' professional knowledge • Provide opportunities to younger teachers to obtain hands-on experience in administrative work in committees and panels to facilitate succession in the near future • Upgrade IT facilities and teachers' knowledge in using information technology to facilitate learning • Continue with renovation and upgrading of school campus to fulfil increasing education needs, maintain school campus in good condition to facilitate effective learning
---	---	--

2. Evaluation of the School's Overall Performance

Areas	Major Strengths	Areas for improvement
A. School Management	<ul style="list-style-type: none"> • The school management identifies the needs of the school and formulate appropriate policies to sustain development of the school • School policies and directions are clearly disseminated to all staff • Empowerment creates work ownership and professionalism in teachers • Staff are hard-working, creative, collaborative and effective • Middle managers are experienced and committed 	<ul style="list-style-type: none"> • Collaboration among teachers of different departments need to be strengthened • Involvement of parents and alumni need to be increased to help school development • Better work allocation may utilize teachers' talents more fully • Successful succession is pressing in many administrative departments
B. Professional Leadership	<ul style="list-style-type: none"> • Middle managers have autonomy to exercise their professionalism and leadership • Teachers constantly update themselves in pedagogies, learning technology, curricular and assessment developments 	<ul style="list-style-type: none"> • Younger teachers need to be given more opportunities to polish their leadership skills
C. Curriculum and Assessment	<ul style="list-style-type: none"> • Block system and free subject combinations allow a wide range of choices on electives • School curriculum is well-balanced in providing sufficient learning time for all KLAs • Teachers participate in marking and formation of assessment policies, and they are well versed with requirements of public exams 	<ul style="list-style-type: none"> • Teachers need to utilize data from exams to alter pedagogies and approaches so that students' learning can be facilitated • Teachers need to update themselves on the latest development in curriculum and assessment formats
D. Student Learning and Teaching	<ul style="list-style-type: none"> • Sharing of good practices among teachers are common and welcome • Learner diversity is recognized and catered for 	<ul style="list-style-type: none"> • More effort and resources are required to cater SEN • Good practices experience from other school can be learned

E. Student Support	<ul style="list-style-type: none"> • Teachers are caring and have rapport with students • Peer support is common among in students • Professional support from school social workers and educational psychologist is very helpful 	<ul style="list-style-type: none"> • Higher student-teacher ratio will help teachers provide better individual care for students • More support from parents and alumni is desirable to facilitate academic and values development of students
F. Partnership	<ul style="list-style-type: none"> • Parents and alumni are supportive to the school's effort to educate students • School maintains close relationships with CEO and other Diocesan schools 	<ul style="list-style-type: none"> • More connections with primary schools in the neighborhood is desirable • The school may connect with the parish to organize religious activities
G. Attitude and Behaviour	<ul style="list-style-type: none"> • Students are well-behaved, cooperative and well-mannered • A long tradition of nurturing positive values and Catholic faith 	<ul style="list-style-type: none"> • Students need to be more active in pursue of knowledge
H. Participation and Achievement	<ul style="list-style-type: none"> • Students are encouraged to participate in activities inside and outside school • Community services are incorporated in various forms and ECA activities 	<ul style="list-style-type: none"> • Students are reluctant to take up leading role in organization of activities

3. SWOT Analysis

A. General: School Management, School Ethos, Administration, School Facilities

<p>Strengths</p> <ul style="list-style-type: none"> • IMC members are experienced school managers, most of them being professionals from different backgrounds and representatives of different stakeholders • School was established since 1977 and maintained a good reputation in the neighborhood • Administrative team is experienced and energetic • Constant upgrading and properly management of school campus • School has a good tradition of caring among staff and students 	<p>Weakness</p> <ul style="list-style-type: none"> • Heavy teaching load and administrative duties • Wide gap exists in school middle management • School facilities and infrastructures are getting old and require regular maintenance service
<p>Opportunities</p> <ul style="list-style-type: none"> • Comprehensive succession plan for all committees and panels • Majority of staff is young, enthusiastic and dedicated to their work • Experienced teacher team of school improvement helps upgrading and maintenance of campus 	<p>Threats</p> <ul style="list-style-type: none"> • S1 students ranked a less harmonious relationship with teachers and low school image • Many senior teachers will reach retirement age in the coming years. Younger teachers lack experience in taking up administrative duties

B. Learning and Teaching: Professional Development, Curriculum, Assessment, Catering for diversity

<p>Strengths</p> <ul style="list-style-type: none"> • Dedicated and experienced teaching team and supporting staff • School encourage and support teachers to constantly refresh their knowledge in new trends and requirements in learning, pedagogy, technology, assessment and curriculum development • Students’ performance in public exams is stable • Staff capacity enhancement is a school priority. A team of teachers identifies teachers’ training needs and organize relevant training sessions to match school development • Teachers actively participate in EDB, HKEA and teacher associations and professional bodies to get first-hand information in curriculum and assessment • Dedicated teaching staff and social worker with proper training and expertise to cater for SEN 	<p>Weakness</p> <ul style="list-style-type: none"> • Some students are passive in learning, lack motivation, confidence and exposure. Many students are from underprivileged families and so they lack resources and vision of future development • Declining student population and mixed abilities of students increased learner diversity
<p>Opportunities</p> <ul style="list-style-type: none"> • Increase in student population is expected as a result of housing estate development in the neighborhood • Higher teacher-student ratio allows more attention and catering for individual student needs. Manpower deployment is more flexible. Split-classes and remedial classes can be offered • Increased number of teachers received proper training of SEN caring allows better catering for their needs 	<p>Threats</p> <ul style="list-style-type: none"> • Increase in number of non-Chinese students increase learner diversity especially in Chinese Language and CMI subjects • Increase in SEN students put heavy workload on teachers and social worker. Teachers with SEN training are not enough. More resources are needed to free teachers to attend SEN training • Students have high exam anxiety

C. Student Support and Formation: Values Formation, Attitude and Behaviour, Leadership and Spirit of Service

<p>Strengths</p> <ul style="list-style-type: none"> • Students are well-disciplined, well-behaved and receptive to teachers’ guidance • Comprehensive values formation curriculum across different levels to suit students’ developmental needs • Experienced team of Guidance teachers, social workers, Discipline teachers and Educational Psychologist • Caring teaching staff established close relationship with students and provide essential pastoral care to students • Most parents are supportive and cooperative to the School • Alumni provide support to school in experience sharing in careers development and life planning • Students have ample opportunities to serve fellow students and teachers in school. They also participate in neighboring and territory-wide social service activities 	<p>Weakness</p> <ul style="list-style-type: none"> • Students lack leadership. They often required coaching by teachers • Number of Catholic students is low. Preaching effort receives weak response • Religious atmosphere is weak
<p>Opportunities</p> <ul style="list-style-type: none"> • Increase number of Catholic teachers, regular prayer services, mass and other religious activities promote Catholic atmosphere • Committees and panels incorporated Catholic Core Values in their planning • Adoption of Position Education increases students’ abilities to face difficulties in their study and other life challenges • Good support from Sponsoring Body to provide guidance on incorporation of Catholic Core Values in the school 	<p>Threats</p> <ul style="list-style-type: none"> • Bad influence from society and social media have a large impact on students’ values and behavior • Family problems are common, especially the underprivileged • Number of Catholic students is low

4. Major Concerns for 2018/2019 to 2020/2021

Major Concern I: To develop students' potentials for attainment of personal highest in academic performance and life goals to achieve self-actualization.

發展同學潛能以取得個人最高學術成就，實踐人生目標，達成自我實現。

Targets	2018-2019	2019-2020	2020-2021	Outline of Strategies
a. To strengthen language proficiency through collaboration among subjects and promotion of reading.	✓	✓	✓	<ul style="list-style-type: none"> ➤ Strengthen students' language abilities by promotion of reading in all subjects, and creation of language-rich school environment. ➤ Establish STEM curriculum in junior forms, organize different STEM activities in formal curricula of Science KLA, Math, ICT and ECA. ➤ Enhance students' academic abilities by multiple strategies including arousal of learning initiatives, life-wide learning, novel learning tools, content-gap analysis and acquisition of exam skills. ➤ Organize local and overseas field study, visits and study tours. Cross discipline study tours will be organized. ➤ Upgrading of IT facilities and adoption of eLearning in most subjects. ➤ Continuous enhancement of learning facilities and school environment that improves learning environment.
b. To promote application of different disciplines of knowledge through STEM education.	✓	✓	✓	
c. To empower students and enhance their academic ability so as to build up students' learning initiative.	✓	✓	✓	
d. To encourage students to participate in activities both inside and outside school to increase their exposure.	✓	✓	✓	
e. To improve learning and teaching efficacy through eLearning and enhancement of the use of technology in curricula.	✓	✓	✓	
f. To renovate and upgrade school facilities to create a better school environment that facilitates students' effective learning.	✓	✓	✓	

Major Concern II: To empower students to handle life challenges through Positive Education.

透過正向教育增強同學應對生活挑戰的能力。

Targets	2018-2019	2019-2020	2020-2021	Outline of Strategies
a. To establish a harmonious relationship among different members of the school community.	✓	✓	✓	<ul style="list-style-type: none"> ➤ Enhance communication and cooperation of different stake holders via PTA, AA, SEC and IMC in school policies ➤ Promote peer support by assigning different roles to students, like prefects, librarians, Big Sisters, SA, house committees, ECA, mistresses and class clubs, etc
b. To encourage peer support among students.	✓	✓	✓	<ul style="list-style-type: none"> ➤ Recruitment of various student helpers in daily school activities helps students to develop leadership and other essential life skills ➤ Adoption of Positive Education ➤ Values Education, Guidance and Discipline Committees and various panels help nurture virtues, high moral standard, positive attitudes, responsible citizenships and develop resilience
c. To promote appreciation of individual strengths.	✓	✓	✓	<ul style="list-style-type: none"> ➤ Careers and Life Planning Committees help understanding of strengths and weaknesses to facilitate planning of education and career paths
d. To develop students' character and ability to deal with pressure and adversity in life.	✓	✓	✓	<ul style="list-style-type: none"> ➤ Promotion of religious atmosphere by organizing various Catholic activities and constant reference to Catholic Core Values
e. To help students internalize Catholic Education Core Values through reflection.	✓	✓	✓	