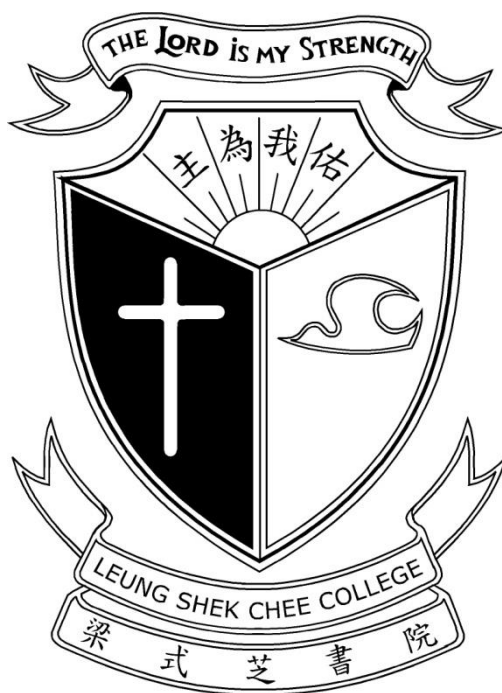


Leung Shek Chee College



Annual School Report 2019-2020

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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.
- 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 horizon, 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 (2019-2020)

Live a Colourful Life 活出豐盛生命

Highlights of Major Concerns (2018-2021)

Harmony

Excellence

Appreciation

Reflection

Technology

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 2019-2020, there were 24 classes, 4 each from S1 to S6. S4 to S6 were split into 5 groups to facilitate learning and teaching through reducing the student-teacher ratio.
- A balanced curriculum covering subjects of all 8 Key Learning Areas was offered to students of all levels.
- 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 of these 3 core subjects 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, 4 Laboratories, Career Room and Guidance Room, etc.
- Air-conditioning is provided in all classrooms to ensure a comfortable learning environment for students.
- Internet and WiFi connection is available in all rooms for lessons to facilitate electronic and mobile teaching and learning.

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.

- IMC Members:

SSB Managers :	Rev T Wan (Supervisor)	Mr B Chan	Rev J Kwan
	Mr P Kwok	Mr F Lau	Ms A Woo
	Ms D Yeung	Ms CY Yip (Alternate)	
Independent Manager:	Ms F Chan		
Parent Managers:	Ms C Law	Ms WS Tang (Alternate)	
Alumni Manager:	Ms C Cheng		
Teacher Managers:	Mr W Chiu	Ms PY Ng (Alternate)	
Ex-officio Member:	Ms E Chau (Principal)		

C. Our achievements and reflections on Major Concerns

1. To develop students' potentials for attainment of personal highest in academic results and life goals to achieve self-actualization (*In response to School Goals I to VII and XI*)

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。

Achievements

- (i) To help design appropriate learning progress and learning foci to improve students' performance, teachers adopted a Content-Gap Analysis from HKDSE examination data provided by HKEA, and a Performance Tracking System for individual students across the years. Teachers used this quantitative information as a base to cater for individuals' learning needs. Students planned their learning strategies with a clearer perception of their academic performance. Special programmes were organized to enhance low-achievers' learning motivation.
- (ii) Learner diversity was addressed by providing ability-oriented learning activities, including the 'Rainbow Programme' for low achievers, and Debate Team for brighter students to train public speakers and boost their self-confidence. More students were encouraged to join activities (like competitions, exchange programmes and university courses) to broaden their horizons.
- (iii) Many teachers served at HKEA and CDI as district-coordinators, subject panel members, textbook reviewers and DSE markers. Such exposure enabled teachers to gain in-depth knowledge on the requirements as well as the latest development of various subjects. Students benefitted from the up-to-date information from their subject teachers.
- (iv) To tally marking standards and benchmarking among different teachers, a system of cross script marking was adopted in all core subjects in all forms. Markers' meetings were also conducted to encourage professional exchanges.
- (v) Organized Rainbow Scheme 勵進計劃 which provided over 50 hours academic support to underprivileged students and learners lagging behind in junior forms.
- (vi) e-Learning
 - To assist learning in and beyond classroom at all times, extensive use of IT was promoted. Kahoot!, Edmodo, eClass, SolidMemory, Google form, Google quiz, Microsoft One Note, etc. were used in various subjects across all levels. Different eLearning platforms were set up. For hardware, Apple TV devices were installed in all classrooms and laboratories to facilitate e-Learning activities. Google Classroom was used in all levels for more interactive exchanges of learning materials and ideas. Trainings were held to enhance teachers' knowledge of IT and applications, including ZOOM, flipped classroom, Adobe Spark Video, etc. iPad and Apple Pencils were widely used for learning and teaching purposes.
 - Students joined e-Learning activities with multiple e-Learning tools and platforms.
 - Google classroom was used across all levels for distributing learning materials and collections of homework.
 - Online exercises were provided to maintain students learning progress throughout the school year, especially during the time of class suspension under COVID-19.
 - In the 2nd term, all teachers conducted online learning and teaching through ZOOM, Google Classroom, MEET etc. to maintain students' learning routines and catch up the learning progress. Both learning and assessment needs were catered for through eLearning.
- (vii) 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以增加同學的學習興趣，及適應不同的學習模式。
 - 和中國歷史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」，邀請成績優異的師姐分享讀書心得。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，參與聯校文學散步，通過閱讀、交流和體驗，創作自己的作品，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。
- 在不同年級舉辦說話訓練，增加同學小組討論的經驗及提升說話能力。
- 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、給予非華裔學生及聽障學生特別照顧。又為能力較佳的同學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，如開設文學創作及賞析班、參觀書展等。又為成績稍遜的中五中六同學設補底班，和邀請成績優異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，如分享、短講、歌曲、遊戲、朗誦和演講培養同學不同的聽講能力。
- 安排非華裔學生參加特別課程。
- 與其他科目合辦推廣中國文化的活動。

(viii) English

- In addition to the formal curriculum, a variety of learning opportunities (talks, dramas, visits, competitions, etc.), both local and overseas, were provided to facilitate learning of English as well as to accommodate different learning styles and to arouse learning interests.
- Set up special classes where learning materials were tailor-made for brighter and weaker students. Different level of difficulties and learning paces were considered to facilitate student-centered learning.
- Liaised with EMI schools to organize joint school oral practices to strengthen language proficiencies for DSE, future study and work.
- Organized talks, visits, drama performances, contests (including INY Times, English Festival, MSF Talk) to widen students' horizon and perspectives.

(ix) Mathematics

- The foci of learning and teaching were on the development of mathematical concepts and computational abilities. Students' performance was closely monitored in daily practices, homework assignments and tests.
- To cater for learning diversity, special arrangements including both elite and remedial classes were offered. Extra classes were provided for S1, S3 and S4 students of weaker ability in algebra to build solid foundation for future learning in mathematics.
- Use of IT was common in Mathematics to help explanation of abstract concepts.
- Students were encouraged to join courses and competitions held both inside and outside school, including Rummikub competition, Inter-school Math competitions, Pi-day, Brain Go, Bingo, Statistics Project Competition, HKUST Dual Program and CUHK EpyMT. The activities widened students' horizon and helped build their confidence.

(x) Liberal Studies

- Critical thinking, communication skill, understanding and sensitivity to current issues from different perspectives were reinforced through group discussion, news sharing, presentation, field study, visits, competitions, etc.
- E-Learning was adopted in study, discussion and information search.
- Participation in activities (including video reporting and news sharing) aimed at promoting of self-actualization.

(xi) Other Subjects

- Arts education was provided by Music and Visual Art Panels. Use of e-Learning was adopted in music lessons. 6 school teams of 144 students joined choirs, instrument groups, string ensemble and orchestra. Students had the opportunity to compose music, write lyrics, perform and appreciate master pieces, etc.. 10 senior form students joined the Young Friends of the Hong Kong Arts Festival. In Visual Arts, students were also encouraged to join art activities outside school. Learning of arts was facilitated by both printed and electronic materials. Students were encouraged to critique one another's work at the end of each lesson to build their artistic appreciation abilities. Students' art works were displayed in campus. They also participated in designing mosaic walls of school themes.
- Physical Education promoted training of students' physique, exposure to wider range of sports, monitoring of physical conditions, and maintaining healthy life styles. A variety of sports activities were promoted to students. Coaches and promoters from relevant sports organizations were invited to hold taster programmes for the students during PE lessons. Interested students were recruited to join further training and some further enrolled in competitions. Various sports were introduced this year, including, ground pot, rope skipping, kung fu fan, yoga, basketball, volleyball, cheering team, martial arts, rugby, etc. A training tour to Korea was organized for the athletes. PE lessons promoted awareness on physical health and life habits. Group cooperation, team spirit, resilience and pressure relief skills were nurtured to cope with academic and other life challenges.
- STEM education was introduced to encourage students to explore and create. Maker programmes, coding training, environment improvement, IoT and engineering activities were arranged for students. The aims were to promote learning of programming, using of data loggers, engineering, making, using of IoT in hydroponics and electrical engineering. QEF was applied for conversion and renovation of Needlework Room to STEM Room to make room for STEM activities.
- Ten S5 students enrolled in the Hong Kong Biology Olympiad for Secondary Schools organized by HKSAME this year. One student received 3rd Honourable Mention. 21 S6 students enrolled in Hong Kong Biology Literacy Award. Six students received Merits Awards.
- Science teachers consolidated students' learning through the use of IT. eClass and Explain Everything were used to help students to learn and revise at their own pace, and thus achieved student-centered and self-directed learning. On-line short tasks were done daily throughout the school year to allow students to revise essential subject knowledge. Communication software and social apps were used to link students and teachers so that teachers could provide timely assistance to students. Elite classes were arranged for more capable students to polish their examination skills. Various learning activities were provided for junior form students, including authentic field study at Ho Koon Nature Education and Astronomical Centre for all S1 students, STEM learning activity for all S2 students to use science, engineering and mathematics knowledge in doing hydroponics project.
- School library organized cross-disciplinary reading schemes. Students' participation was satisfactory. Total book loans this year increased, especially for eBooks.
- Promotion of reading activities was organized throughout the school year, including reading report competitions, book crossing activity, e-reading platform "HYREAD", etc.
- Local and overseas field works, and study tours were arranged for students by English, Geography, Music, Chinese History, History, and PE panels. This format of joint-subject tour served multiple purposes. They explored other cultures, geography, history, physician and sports training and development in a wholesome and boarder perspective.
- Different subjects adopted various measures to promote student learning. These measures include joining university outreach programme, arranging academic result enhancement scheme,

sharing of learning and exam skills among high and low achievers, joining academic researches and creativity programmes, recruitment of subject ambassadors, news sharing on subject-related topics, attending workshops and talks, joining of subject-related competitions, etc.

- Financial management education was promoted through exposure programmes in other learning experiences.

(xii) My SMART Goals

- The SMART programme was adopted to help students aim high by 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 SMART goal setting was complemented with the application of character strengths approach to help students understand themselves, their strengths and weaknesses better.

(xiii) Career Education and Life Planning

- Life Buddies Scheme was organized to increase students' confidence to embrace the future.
- Senior form students joined life planning programmes to better prepare themselves for their academic / career choices. Various university admission talks were held for S5 and S6 students.
- Mock interview workshops were held to enhance S6 students' interview skills.
- JUPAS talks, life planning talks and university admission talks (both local and overseas) were organized to enhance students' understanding of career paths.
- Past students' sharing was organized to equip students with essential knowledge to handle life challenges.
- Self-understanding programmes were held in junior forms to promote self-understanding and setting of life goals.
- Students were nominated to join different careers programmes including Boundless and Work Experience Scheme.
- Students were introduced to various school principals' nomination schemes, like Yew Chung College, HSUHK and universities.
- Careers Day was held to equip students with essential knowledge about further studies and the workplaces.

(xiv) Extra-curricular activities

- Among the 63 student ECA clubs and groups, 33 were musical and artistic, 15 were sports, 9 were interest and skills groups and 5 were service groups. 596 students joined these activities and the person-time is 1009. 6 new clubs (Roller Skate Club, Street Dance Club, English Drama Training Club, Book Binding Club, Clay Pot Making Club and VR Club) were initiated by students in the year. Besides, students also form Student Association, served as prefects, Big Sisters, and librarians. Students across junior and senior forms took charge in planning, promoting, implementing, and evaluating all activities. They also recruited their own members and managed the finances. Teacher advisors guided students in organizing activities. Students learned solid organization skills, communication and cooperation skills in running activities essential in future academic and career development.
- Various school teams were set up and participated in competitions.
- Diversified student activities were organized, including English Week, Loud Speaking Club, English and Chinese Drama, Writing and Drawing Club, STEM Team, Out-bound learning tours to Mainland and Korea.
- Student Association was elected by all students. They started preparation, propaganda and organized forum in September and the election was conducted in a democratic manner.

(xv) Territory-wide competition awards and prizes

- Student Ambassador for Privacy Protection Programme - Partnering School Programme 2019 Silver Award.
- Harvard Book Prize - 3 students (5A Nana Lui and Alexia Chan, 5B Tiffany Wong) were successfully nominated for the prize.
- HKICPA Accounting and Business Management Case Competition - 10 S5 students received Certificate of Participation in Level 1 Competition. 5 received Certificate of Merit in Level 2 Competition.
- HKICPA/HKABE Joint Scholarships for BAFS - 5B Tiffany Wong received scholarship.
- Arts Ambassadors by the Hong Kong Arts Development Council - 5A Sophia Wong and 5B Zoe Chan were nominated.
- Huaxiabei (華夏盃) National Mathematics Olympic Invitation Competition - 6 students joined and received awards.
- HKVEP Workplace English Contest 2019 - 5A Alexia Chan won the Best Language Award.
- 2019 全港青少年徵文比賽 - 香港-我的家 - 中三司徒淑清獲初中組優異獎。
- 第三屆孝情『給父母的心』徵文比賽 - 中六蘇美慧及中三黃瑩恩獲得字體優美獎。
- 教協普及閱讀計劃 - 10 位同學獲得青章，12 位藍章，4 位紫章。

Reflection

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

- Further refinement of Performance Track Record System can provide more accurate, objective, and quantitative information for planning of improvement measures.
- Training for teachers to use IT in administration work and teaching which is essential.
- Further exploring strategies of learn-from-home and work-from-home through the use of education technology to enhance learning motivation and efficiency in preparation for possible class suspension in the future.
- Further promotion of eBook reading by the School Library.
- Further promotion of social service activities for the community to realize the Catholic Education Core Values and to improve relations with our neighborhood.
- Enhancement of soft skills for whole person development.
- Cooperation of different subjects in organizing local and overseas study tours.
- Adoption of teaching technology and novel learning activities for motivating learning.
- Integration of STEM elements into formal curriculum. Pull out programmes and outside activities can still be arranged. Hydroponics in S2, which was a success, will continue with some modifications next year.
- Further utilization of resources funded by QEF to provide learning support to students in need.

2. To empower students to handle life challenges by implementation of Positive Education (*In response to School Goals VIII to X and XII*)

透過正向教育增強同學應對生活挑戰的能力。

Achievement

(i) Religious Education

- To promote Catholic Education Core Values as principles of students' lives, "Live a Colourful Life" was set as the annual educational theme of 2019-2020. Subject panels and committees geared their planning and work towards the core values and school motto. Religious symbols and artworks were displayed in campus to enrich the religious atmosphere. This helped to build ownership of students on the core values and promote their understanding of these important values.
- Catholic Core Values and Catholic ideas of moral values were incorporated in the curriculum of various subjects (including Liberal Studies).
- A collection of reading materials on Catholic Core Values was available in School Library to promote Catholic education.
- 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 prayers, gatherings, liturgy, religious week, and mural design were held for both Catholic and non-Catholic students. Our study and work began with a morning prayer led by junior and senior students every day.
- To promote and consolidate Catholic faith and achieve missionary purposes, various religious activities were held throughout the school year, including retreat, gathering, prayer meetings, mass and Thanksgiving Day.
- Students participated in social services including Caritas Bazaar, elderly services, neighbourhood services, primary student services, etc. Participation in Caritas Bazaar helped raising fund for the needy, which is a realization of Catholic values.
- A Staff Capacity Enhancement programme was organized for teachers to better understand the meaning of "Life", our school theme for the current year. The programme was conducted by our school manager, Fr. J Kwan.
- Students' virtues as illustrated in the School Song, especially about friendship, trust and care were nurtured.
- Visual Arts Panel, Religious Education Panel and School Environment Enhancement Committee joint effort to facilitate students to understand, reflect and evaluate Catholic values in school through building a learning environment rich in religious elements.

(ii) Character development

- Big Sister Scheme offered guidance programmes to junior form students as well as training to senior form students. Students participated in Mindshift+ programme organized by HKU to promote mental health in school.
- Application to Quality Education Fund for Positive Education programme 「喜樂同行—尊重生命，逆境同行」 to help students build resilience was approved. Various activities (for resilience, self-understanding, passing on, psychological health, pressure relief, team building, voluntary social services, positive thinking, parent education, etc.) were organized for all students. Training was also provided for all teachers to better understand and facilitate the progress of the programme in the whole school year.
- Students were asked to take VIA on-line test to understand their character strengths. Form teachers observed and analyzed the results with the students and guided them to further develop their strengths and understand their weaknesses. The results were discussed with the parents on Parents' Day to help parents understand their girls better and promote home-school cooperation.

- A positive school image was maintained through information to the public on our refurbished school website and news feed to various newsletters outside school.
 - Teacher training on Positive Education was conducted and teachers' feedback as reflected in post-activity questionnaire was satisfactory.
 - Leadership training was provided to student leaders including Head Prefect and Vice Head Prefects. They joined a Beijing Tour that broadened their horizon to different institutions in the Chinese capital.
 - To diagnose the real needs of students, staff and other stakeholders, data from APASO, KPM and SHS were analyzed. This provided a solid base for planning, implementation and evaluation of various measures and practices of the school. Detailed analysis and comparison were highlighted for school administration and IMC reference. Data showed that most students' attitude towards school was positive and their perception improved as they continued their study and knew the school more. Independent learning ability, moral standard, interpersonal relationship, sense of belonging on national citizenship and global citizenship showed improvement.
 - To instill positive values and establish good self-image, self-management, personal skills and attitudes towards life in students, Values Formation Committee and Guidance and Counselling Committee organized a series of activities, including course work tuition, role plays, talks, drama, workshops, LPD Educational Foundation S1 Reading Scheme, Self-understanding Programme for junior forms, Talk by *Médecins Sans Frontières*, Free Being Me, 齊享健康資訊短劇、禁毒工作坊、網上欺凌工作坊、ICAC Teen Leaders Program, 尊重互聯網上的知識產權、法律講座、平等機會講座、尊重私隱講座、樂在關懷中、抉擇人生、無障礙學校分享講座、情緒教育網上互動廣場、訂立目標、民族融和、青春心曲、逆境中的出路、生命鬥士、一試玩完、消費新一代和一種堅持等。
 - Discipline Committee organized a series of activities, including 中一新生迎新日、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 aimed at establishment of law-abiding attitude and upholding justice, building confidence, developing talents and problem-solving skills, building resilience and self-improvement, promotion of Catholic Core Values and pursuit of excellence.
 - Teen Angels Scheme 鳳蝶計劃 was organized to promote self-image and resilience for junior form students with low self-esteem through formation of positive behaviours like good attendance and responsibilities.
 - Learning skills groups were organized for ethnic minority students to let their seniors pass on knowledge and skills in overcoming difficulties of learning in local schools.
 - STEM designs and investigations targeted at caring the needy, solving life problems and combating challenges were held. This promoted observation of peoples' needs, respect for life, environment and nurturing of virtues advocated in our Core Values and School Motto.
 - Virtues including environmental protection, respect for life, conservation of nature, etc. were incorporated in various subjects.
 - A diversity of ECA activities were organized to cater for different needs and develop various characters. Service and uniform groups nurtured positive values. Sports and artistic groups enabled self-development and understanding, trained skills, developed resilience and nurtured creativity. Students' participation in ECA helped development of their social skills as well as internalization of moral values.
- (iii) Behaviour
- Students were encouraged to learn proper manners and social etiquette through videos and talks, including their demeanour and psychological health。
 - S4 students took part in social services activities to nurture virtues of truth, love, life, family, justice and values of the School Motto.

- School services opportunities, including Big Sisters, Careers and Life Planning ambassadors, prefects, student librarians, key monitress, monitress, lunch monitress and class club committees were offered to promote the spirit of serving one another.
- To promote the spirit of service and caring for others as illustrated in School Motto, S4 students planned, implemented and hosted activities targeted at S1 students under the Big Sister Scheme.
- Students built confidence under a culture of encouragement and appreciation. Students with good performance in studies and behaviours were awarded through praises, encouragement card, small gifts, etc.
- Life Buddies Scheme was organized to help students build self-confidence and face life challenges.

(iv) Student activities

- Students developed positive attitudes, sportsmanship, justice, life and love through participation in ECA activities and sports. Students became more mature with positive attitude in facing difficulties and challenges. Students acquired various skills like safety skills, team spirit, strategies formulation, perseverance, communication, consensus building, responsibility, facing challenges, combating adversities, recovery from failures, etc. They also had opportunities to broaden their horizon, develop potentials, form characters, learn leadership skills, practiced social skills, acquire working skills and internalize moral and social values. All these made their school life more challenging, rewarding and interesting.
- ECA used life-wide learning categories (5 essential elements) to classify students' activities: Arts, Music, Sports, Services and Exposure. More wholesome personal development was materialized through participating in activities of different categories. School requested S1 and S2 students to join at least one activity in the first 4 categories.
- Diversified learning activities in values education, including competitions and exhibitions. [齊享健康資訊]、[無國界醫生講座]、[無障礙學校]、[情緒教育] are examples of new programmes introduced this year.
- Extensive use of physical and sports activities to nurture communication, cognitive, social and physical skills development. The concept of healthy lifestyles was introduced to facilitate personal growth.

Reflection

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

- Incorporation of Catholic Education Core Values, Catholic religion and moral values in subject curricula to infuse these values in students' lives.
- Organization of activities for the promotion of Catholic Education Core Values and School Motto.
- Introduction of religious components in campus to enrich Catholic faith atmosphere in the school environment.
- Diversified learning activities to be introduced in values education.
- Extensive use of physical and sports activities to nurture communication, cognitive, social and physical skills development. Further reinforcement of the concept of healthy lifestyles to facilitate personal growth.
- Continuation of the QEF project on Positive Education, helping students to build resilience and character strengths.
- Analysis of 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.
- More encouragement and appreciation of students' academic and non-academic achievements.
- Continuation and improvement on service and caring activities to promote the spirit as stated in the School Motto.

3. 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 programmes for all staff, including Catholic Education Core Values, positive education, Tai Ji, sex education, e-Learning, etc. Teachers rated these activities useful.
- New staff appraisal system was designed after consultation with the teachers. With the IMC approval, the new staff appraisal system will be launched next academic year.

(ii) Infrastructure

- Virtual desktop and virtual server was set up for teachers' use.
- All classrooms and laboratories have Apple TV installed to facilitate eLearning. Seminars and courses related to eLearning pedagogies were introduced to update teachers' knowledge on the latest learning technologies.
- Room 306 was renovated to provide greater space for students who need guidance support.
- LED light tubes, rain shields and window blinds were installed to maintain and improve our learning environment.
- School hall, classrooms of new wing and some corridors were re-floored for safety reasons.
- School buildings were repainted during summer holidays.

(iii) Learning environment

- Environmental Protection Club, science subjects and STEM Team collaborated to run programmes related to conservation, energy-saving and STEM.
- Language subjects and school library collaborated to build literature archives to encourage and enable students to build good reading habits.

(iv) External relationship

- Secondary School Life Taster Programme was organized for Primary 6 students on the S1 Learning Experience Day. Over 400 primary students joined the event. The visitors had a taste of school life in LSCC and they enjoyed the lessons and other activities.
- We participated in the school exhibition at Telford Centre.
- S1 Information Day was organized for P6 students and parents who are considering joining LSCC.
- Public activities, school website, news, and social media were used for school promotion. News articles and school information were sent to newspapers for posting.
- Stakeholder survey was conducted to collect various stakeholders' opinions for reflection, evaluation and improvement purposes of the whole school.
- Students' learning, physical, social and mental well-being were monitored by APASO. Results were analyzed and reported to all staff and IMC for planning of further actions.
- KPM data was collected and submitted to EDB.

Reflection

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

- Continuously upgrading school infrastructure to improve learning environment.
- Identifying the training needs of teachers and provide quality development programmes for staff.
- Making arrangements to enhance the use of IT in daily learning and teaching. Upgrading IT equipment and teachers' IT skills to meet the developmental needs of the School.
- Promoting collaboration across curricula, committees and departments to provide the best arrangement we can offer for students' learning.

- Evaluation on the arrangement of succession in panels and committees. The performance of assistant coordinators in committees will also be evaluated.

D. Our Learning and Teaching

Measures to address implementation of EMI and catering learner diversity

- Ample assistance was given to junior form students in helping them to adopt English as the learning medium. Split classes and remedial programmes were provided in junior and senior forms to cater for learner diversity, including both gifted and weaker students. Special programmes were designed and implemented for non-Chinese students.
- Language Across Curriculum Committee coordinated cooperation among English Department and other EMI subjects. Tailor-made curricula, learning tasks and school-based programmes were used to facilitate students in developing special language skills necessary for learning various subjects.
- Subscription of New York Times was provided for students. Authentic English environment was established among students for language learning. Other online platforms for students' self-learning of English were also introduced, especially during the period of class suspension.

Cross curricula cooperation

- Different subjects (including PSHE, Science, Mathematics, IT and Religious Education) cooperated in identifying curricular items that were conducive to students' integral learning. Teaching sequence and approach were modified to allow 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

- Hardware (such as WiFi 900, Apple TV, ipads) was installed and upgraded. Teacher training was provided to encourage teachers to adopt more IT in learning and teaching.
- Teachers used various eLearning platforms, such as Edmodo, Kahoot!, eClass, Google Classroom ZOOM and MEET to facilitate eLearning.
- Educational technology (AR and VR) were used to facilitate students' learning.
- Teachers and students used social media for instant communication, sharing of ideas and delivery of course materials extensively. This allowed students to learn at their own pace and extended learning time.

Transition from junior to senior form

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

Data driven analysis of examination results to evaluate learning effectiveness

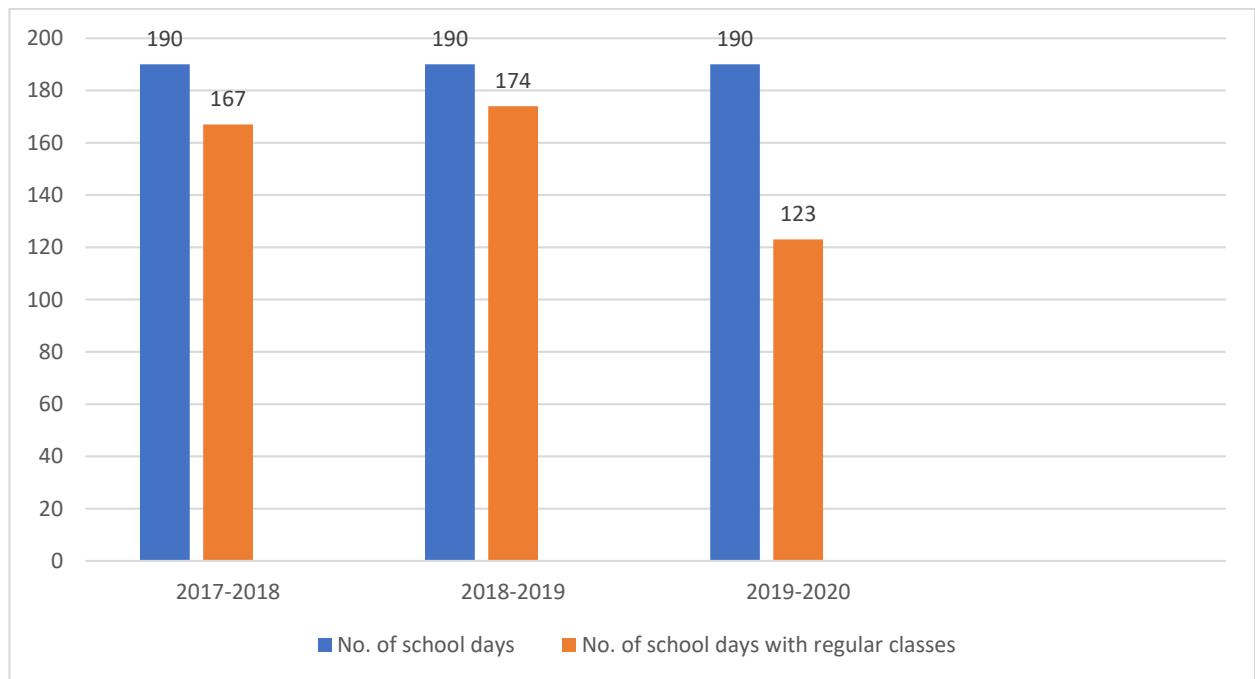
- HKDSE result data of each subject were disseminated to all panels for analysis and evaluation. Strengths and weaknesses of students were identified to guide modification of pedagogies in all subjects.
- Tracking of students' performance in examinations was followed up closely by form teachers and subject teachers to evaluate the efficiency of learning and teaching, and the progress of individual students.
- DSE level projections were compiled for students' and teachers' reference. Better planning and implementation of study strategies were enabled.

Measures during COVID-19 pandemic

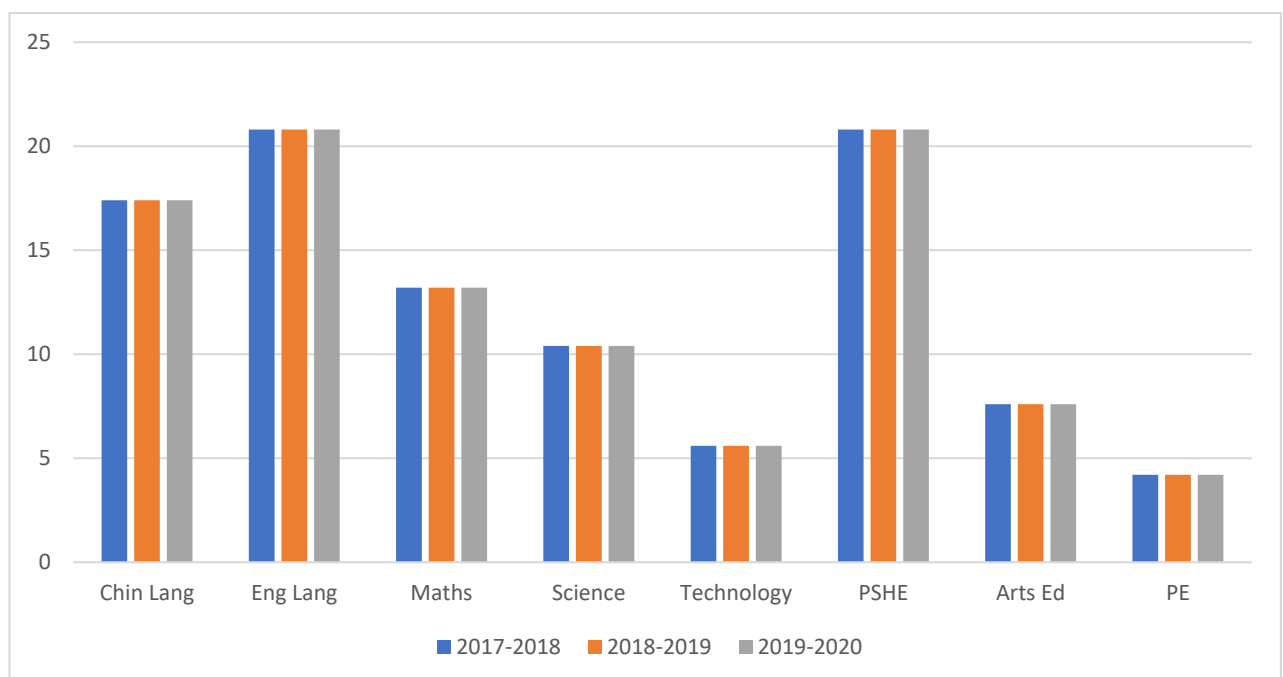
- Since February 2020, all academic subjects started online teaching and learning through Google Classroom.
- Since March 2020, daily ZOOM classes were scheduled for all students.

- All subjects disseminated online tasks and assessments (including video, news, questions, feedback) to ensure continuous and effective learning during the class suspension period.
- Saturday extra lessons were scheduled for SBA and other learning tasks for senior forms.
- Structured summer extra online lessons were scheduled to increase lesson time for senior forms.
- Care packs (with facemasks and hand sanitizer) were distributed to all students and staff. The ones for S6 students also included blessings and encouragements from S1-5 students, teachers and the Principal.
- Instructions from the EDB and Centre for Health Protection were strictly followed for class resumption. Temperature scan and hand sanitation were made compulsory every morning when students and staff entered the campus. Social distancing was observed. Face-to-back seating in classrooms and partitioning in special rooms and canteen helped minimize the chance of cross infection. Sanitation of the campus was also strengthened. On top of the regular disinfection of classrooms, furniture and equipment, ozone was regularly used for areas where ordinary cleaning was not enough, for example, School Library, staff rooms, etc.

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, life skills, emotional stability, sex education, conservation of nature, a meaningful and healthy life.
- Virtues were nurtured via services. Students were involved and encouraged to organize service projects both inside and outside school, such Big Sisters Scheme, Social Service Group, Rainbow Scheme, Law Abidance, Equal Opportunity, Personal Privacy and Courtesy.

Green Education

- Environmental protection and conservation were promoted through campus design, installation of energy saving devices, student activities, competitions and formal curriculum. Students were encouraged to promote the essential elements of environmental protection with other secondary schools, primary schools, parish and the public. Resources were obtained through cooperation with outside parties and the government.

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, Student Librarians, SA committee members, monitresses, class club committee members, etc. which helped their whole-person development.
- Students actively participated in planning and holding activities under Student Association, various ECA clubs and societies, etc. They were provided with ample opportunities to build leadership skills, actualize their goals and develop their potentials and talents which were important for their career and life planning.

Careers counselling, Life planning and Character Formation

- Through talks, workshops and visits, the Careers Committee, Life Planning and Character Formation 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 the pursuit of tertiary studies and future careers, as well as making wise and well informed career choices.
- The Life Planning and Character Formation Committee 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 programmes, students were equipped with mindsets and skills to face challenging life and competitive society.

Student support

- Teachers endeavoured to provide a caring environment in which personal guidance for students was prioritized. Positive attitude was cultivated among students.
- Besides taking case referral, our school social worker (Ms B Cheung and Ms H Yeung), their assistant (Ms C Yuen) and our educational psychologist (Ms A Lam) provided expert support for development and counselling of students. Leadership training was provided to Big Sisters so that they became 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.

- An additional social worker (Ms G Chung) funded by QEF was hired to facilitate positive education activities.
- Starting from this school year, Ms R Lau assumed the post of SEN Coordinator. Our school has a team of experienced teachers responsible for providing support to SEN students. Inclusive learning workshop was organized for S1 students to help their speedy integration to the 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' mind. Most students observed the code of good behavior both inside and outside school. They were in general decent, polite, considerate, respectable and well-mannered.

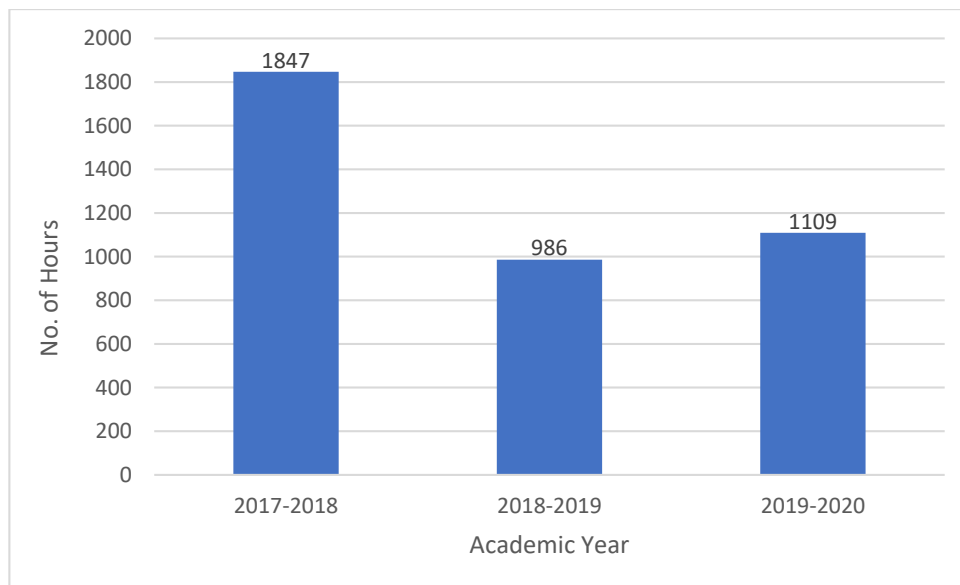
Relationship with stakeholders

- We maintained good communication and working relationship 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 needy students.
- The school worked in close liaison with the community and parish. There was a good relationship among teachers, students and other outside organizations. Joint activities were organized in cooperation with primary schools, community organizations and NGOs.

F. Our Teachers

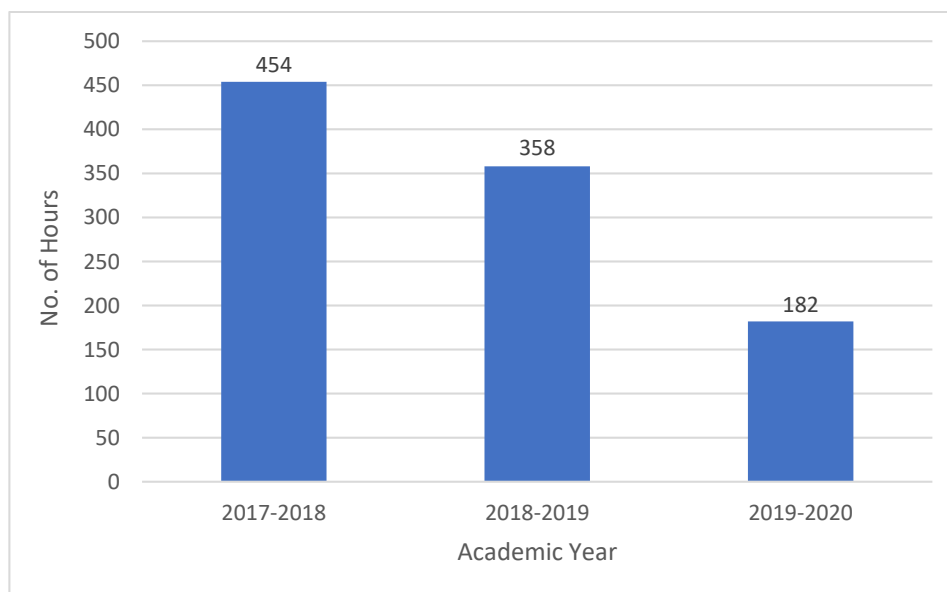
Teachers' Continuing Professional Development (CPD)

Total number of Teachers' CPD hours



Principal's Continuing Professional Development (CPD)

Total number of Principal's CPD hours



G. Our Students

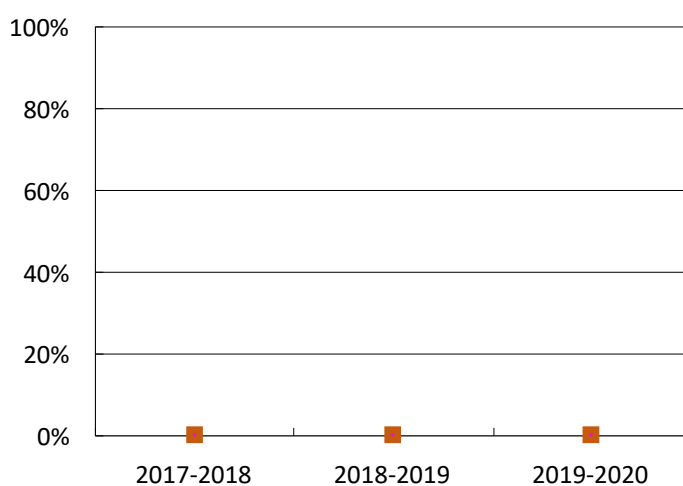
Class Organization

The Class Structure (2019-2020) was shown as follows:

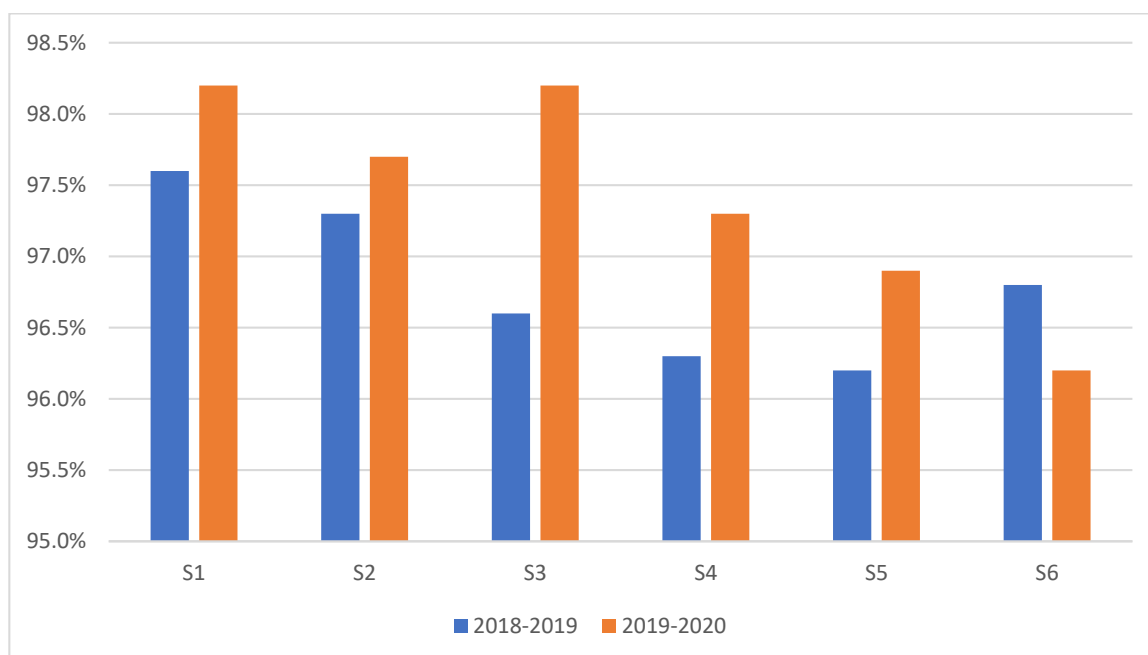
Level	S1	S2	S3	S4*	S5*	S6*	Total
No. of classes	4	4	4	4	4	4	24
No. of students	135	131	124	126	126	124	766

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

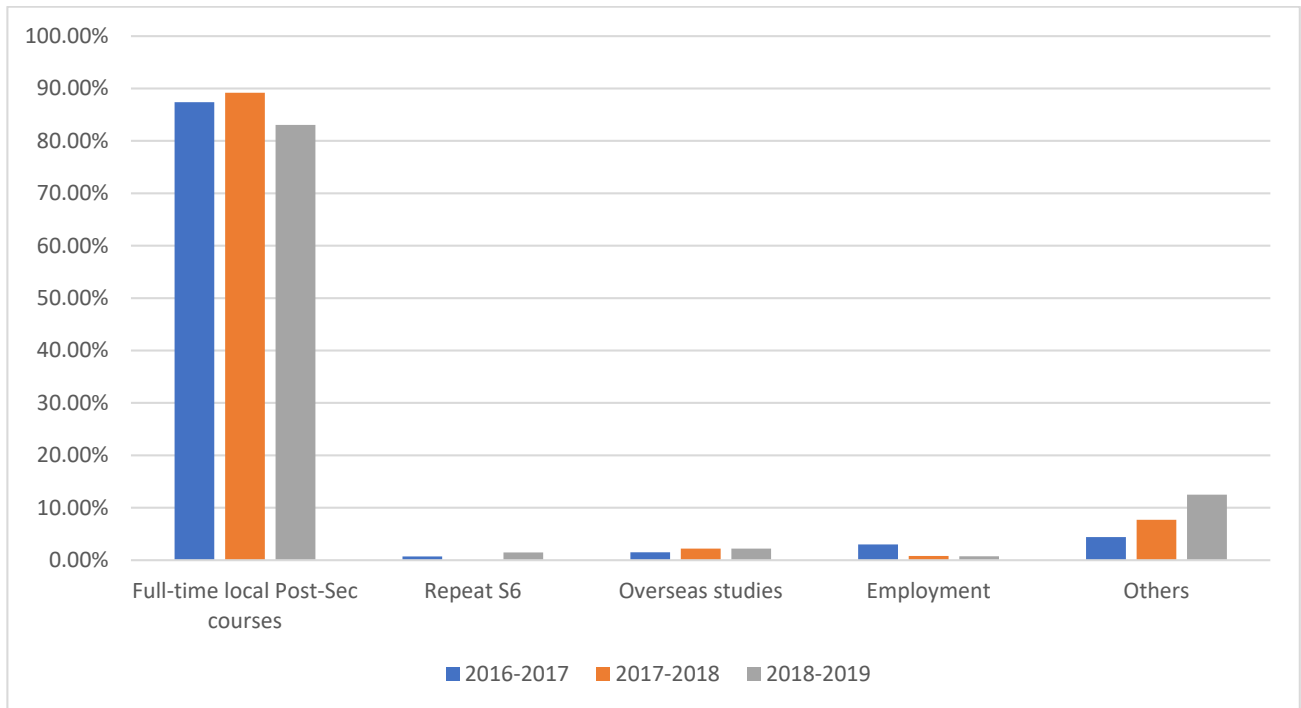
Percentage of Unfilled Places



- Students' Attendance**

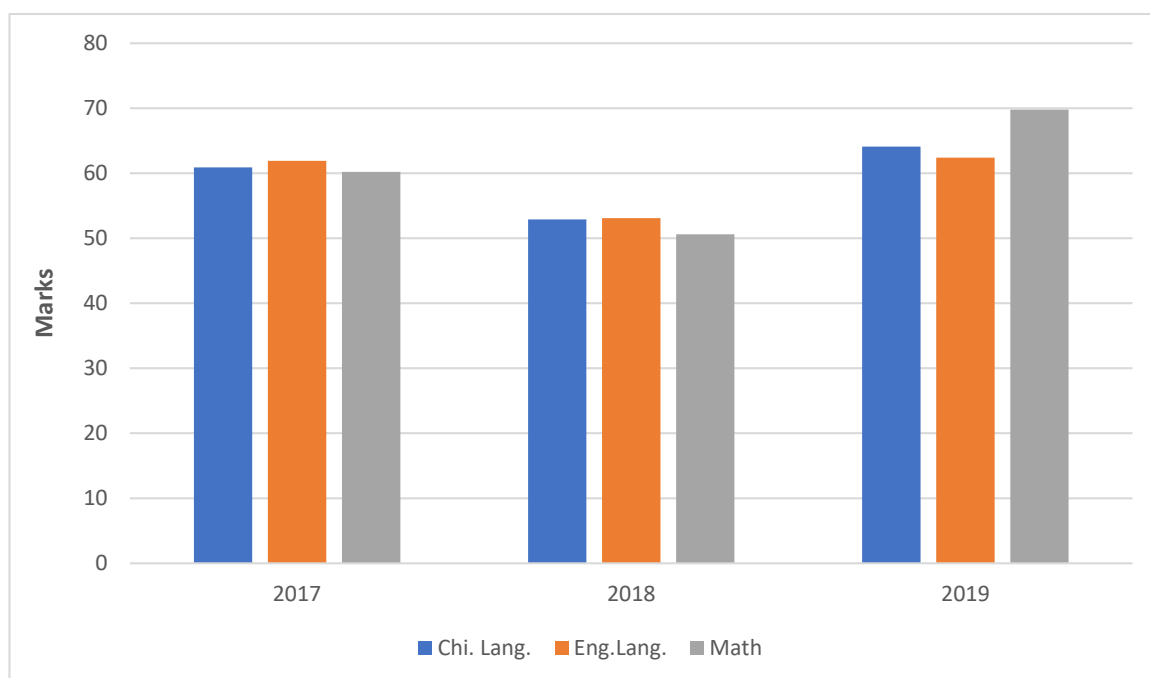


- **Current Pursuits of Graduates**

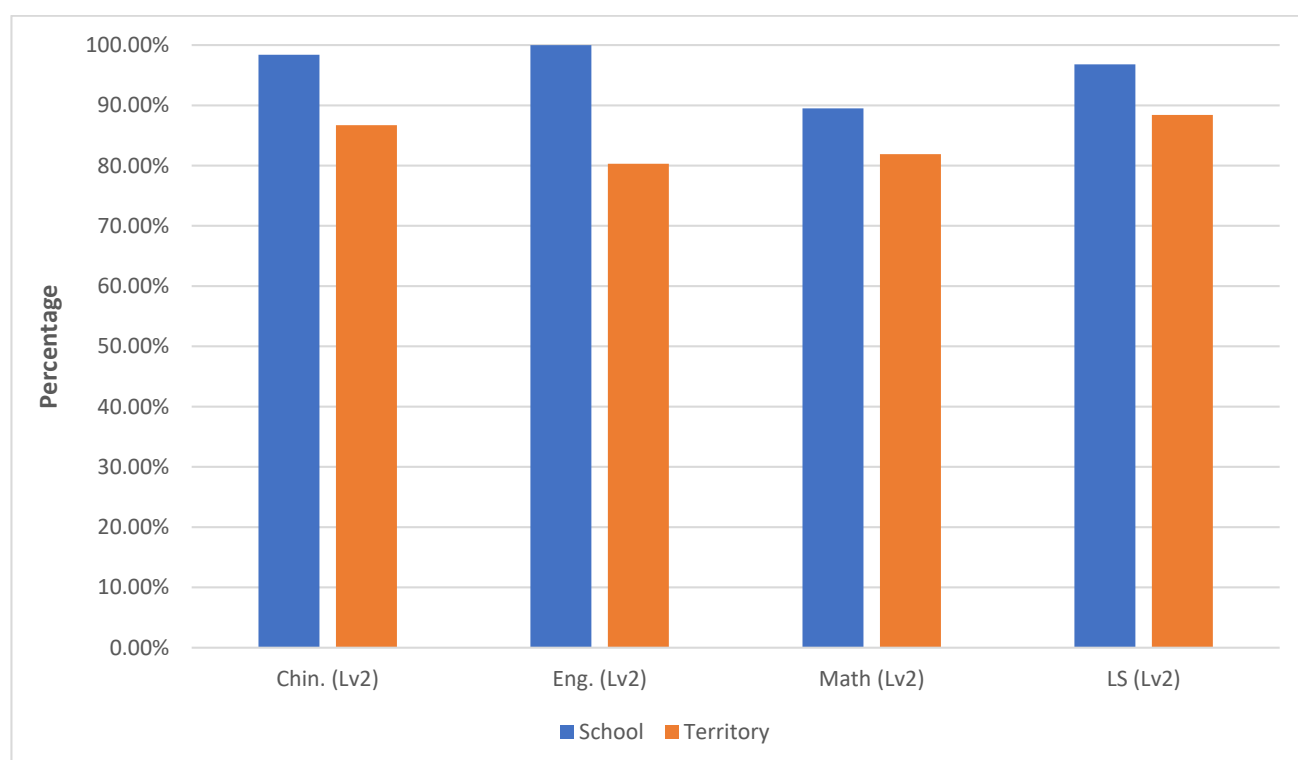


H. Our Student Performance

- **Pre-S1 Hong Kong Attainment Test**



- **HKDSE**



I. Financial Summary (2019/2020)

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

Items	Income (\$)	Expenditure (\$)
Balance B/F (Government Funds and School Funds)	5,458,085.70	
I. Government Funds		
(1) EOEBG		
(a) Baseline Reference	2,040,332.34	1,342,034.12
(b) Administration Grant	3,998,340.00	3,806,353.61
(c) Composite IT Grant	546,341.00	536,468.00
(d) Air-conditioning Grant	556,770.00	396,041.10
(e) Capacity Enhancement Grant	634,017.00	659,907.85
(f) School-based Management Top-up Grant	50,000.00	38,935.00
Sub-total:	7,825,800.34	6,779,739.68
(2) Outside EOEBG		
(a) Home-School Cooperation Grant	15,633.00	2,400.00
(b) School-based After-school Learning & Support Prog.	198,000.00	57,654.70
(c) Teacher Relief Grant	843,625.00	1,802,989.40
(d) Learning Support Grant	343,728.00	284,856.42
(e) Diversity Learning Grant	109,350.00	39,709.10
(f) Enhanced Funding for Non-Chinese Speaking Students	100,000.00	0.00
(g) One-off Grant for the Promotion of Chinese History and Culture	0.00	7,755.13
(h) Information Technology Staffing Support Grant	317,338.00	286,272.00
(i) Promotion of Reading Grant	61,980.00	16,692.85
(j) Life-wide Learning Grant	1,158,000.00	350,804.55
(k) Student Activities Support Grant	167,050.00	167,050.00
(l) Other Grants	281,890.00	227,509.41
Sub-total:	3,596,594.00	3,243,693.56
II. School Funds		
(1) Tong Fai	127,840.00	81,815.60
(2) Donations & Scholarships	423,937.10	543,151.30
(3) Collection of fees for specific purposes	192,050.00	401,611.00
Sub-total:	743,827.10	1,026,577.90
Surplus for 2019/2020	1,116,210.30	
Accumulated surplus as at the end of 2019/2020	6,574,296.00	

J. School Major Concerns (2018-2021)

1. 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。
2. To empower students to handle life challenges by implementation of Positive Education.
透過正向教育增強同學應對生活挑戰的能力。

K. Educational Theme (2020-2021)

Love makes a Family

主言修身 父愛齊家
身投社會 心繫天下

What makes a family "FAMILY"

Forgiveness

Acceptance

Modesty

Integrity

Loyalty

sYnergy

Summary of Coverage of Core Values and School Motto

Committee / Panel	Catholic Education Core Values					School Motto
	Truth	Justice	Love	Life	Family	
Careers Committee	✓		✓	✓		✓
Curriculum and Academic Committee	✓	✓	✓	✓	✓	✓
Discipline Committee	✓	✓	✓	✓		✓
ECA Committee	✓	✓	✓	✓	✓	✓
Guidance Committee	✓	✓	✓	✓	✓	✓
IT Committee	✓		✓	✓		✓
Life Planning and Character Formation Committee	✓	✓	✓	✓	✓	✓
Religious Affairs Committee	✓	✓	✓	✓	✓	✓
School Development and Accountability Committee	✓	✓	✓	✓	✓	✓
School Environment Enhancement Committee	✓	✓	✓	✓		✓
School Library	✓		✓	✓	✓	✓
Staff Capacity Enhancement Committee	✓		✓	✓	✓	✓
External Relation Committee	✓	✓	✓	✓	✓	✓
STEM Team	✓	✓	✓	✓	✓	✓
Values Formation Committee	✓	✓	✓	✓	✓	✓

Committee / Panel	Catholic Education Core Values					School Motto
	Truth	Justice	Love	Life	Family	
BAFS	✓	✓	✓	✓		
Biology	✓	✓	✓	✓	✓	
Chemistry	✓	✓				
Chinese	✓	✓	✓	✓	✓	✓
Chinese History	✓	✓	✓	✓	✓	✓
Chinese Literature	✓	✓	✓	✓	✓	
Economics	✓	✓	✓	✓		
English	✓	✓	✓	✓	✓	✓
Geography	✓	✓	✓			
History	✓	✓	✓	✓	✓	✓
ICT/STEM	✓		✓	✓		
Integrated Science	✓	✓	✓	✓	✓	
Liberal Studies	✓	✓	✓	✓	✓	
Mathematics	✓	✓				
Music	✓	✓	✓	✓	✓	✓
Physical Education		✓	✓	✓		
Physics	✓	✓				
Putonghua	✓	✓	✓	✓	✓	
Religious Education	✓	✓	✓	✓	✓	✓
Visual Arts	✓	✓	✓	✓	✓	✓