

Leung Shek Chee College

Annual School Plan

2024/25

Updated in September 2024

School Vision and Mission

Vision

As a Catholic school, we determine to carry on the legacy of the Catholic Church to education by upholding and passing on the Catholic Education Core values of Truth, Justice, Love, Life and Family to our students to prepare them for their life and future responsibilities and endeavours.

Mission

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.

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Major Concerns

1. To gear up students to live out the spirit of CHEERIANS embedded with Catholic Education Core Values of Truth, Life, Justice, Family & Love
2. To nurture students to be self-regulated learners with confidence

The Theme of the Year

*In the Lord
Shine as CHEERIANS
Thrive with Confidence*

敦品勵學榮主恩
步武基督式芝人

Targets/ Intended outcomes	Implementation Strategies	Success Criteria	Methods of Evaluation	Time Scale	People Resp. / Resource Req.
Major Concern 1: To gear up students to live out the spirit of CHEERIANs embedded with Catholic Core Values of Truth, Life, Justice, Family & Love. 關注事項 1：以天主教教育的核心價值為本 – 真理、生命、義德、家庭和愛德，培育學生成長，展現「式芝人」素質。					
1.1 Students have stronger awareness of the legacy of the SSB and the virtues of School Patron Saint 加強學生認識辦學團體之傳承瑰寶，學習並步武學校主保聖人之芳表	(a) Conduct a whole-school Eucharistic Celebration of School Patron Saint Day and follow-up learning activities (b) Organize a series of level-based or class-based student-centred programs on School History and missionary work of Columban Sisters during 9th periods on Wednesdays or ERE lessons.	<ul style="list-style-type: none"> • Related religious program & learning activities conducted. • 80% of Ts & Ss agreed that they have deeper understanding of the SSB and School Patron Saint. 	Survey Feedback from Ts&Ss	1 st term	RE & PC Values Ed. E&RE Class Teachers
1.2. Students demonstrate stronger sense of belonging towards their classes 培養學生對班級展現更強歸屬感	(a) Engage students to write up their Class Charism or Class Charter during Class Period	<ul style="list-style-type: none"> • Class Charism/Charter for each class was drawn up and displayed. • Stronger sisterhood among all students observed 	Scrutiny of work Feedback from Ts & Ss	Sept / Oct	VP (SD) RE & PC Values Ed. Class Teachers
1.3. Students demonstrate stronger leadership with enhanced abilities in planning and organizing activities. 培養學生在策劃組織活動時展現更強的領導能力	(a) Encourage students to play a much leading role in in-school or outside school leadership training/workshops (e.g. Big Sisters, Prefects and/or Leaders of ECA clubs or sports teams, Catholic Youth Formation programs for Catholic and Non-Catholic students and Careers Orientation Days) (b) Provide platforms for student leaders or students in the PIE of ECA activities, performances or exhibitions.	<ul style="list-style-type: none"> • Related workshops/programs conducted • Positive feedback from teachers and students • Concerned students found the programs helpful and useful • Students participates in activities actively • Students demonstrates improvement in leadership, especially in planning, promotion and conducting skills 	Observation from teachers Feedback from students APASO-III Scale: Student: Generic Skills Subscale: Leadership	Whole year	VPs (SD & Admin) Discipline Guid. & Coun. ECA & Global Exp. RE & PC Values Ed. Prom. & Publicity Support for LD SA AA Careers & Life Planning
2.1. Students learn to revitalize Endurance and Integrity in character formation 學生修身潔行，持守堅毅、正直品格，	(a) Introduce to students “My SMART Goals” to enhance their understanding of own strengths and endurance to achieve attainable goals in learning and personal growth (b) Launch whole-school events: e.g. A Happy Me with Vitamin Es; Positive Education Week & Bad Day Booth ; Shine & Thrive Campaign; Learning with unsung heroes	<ul style="list-style-type: none"> • Related workshops/programs conducted • Positive feedback from participating Ts & Ss • Students demonstrate greater capability to embrace their inner 	Feedback from Teachers & students APASO-III - Scale: Student: Psychological Health	Positive Ed. Week (Apr 2025) Bad Day Booth (whole year)	RE & PC Values Ed. Discipline Guid. & Coun. E&RE Class Teachers Reading to Learn Support for LD

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力行仁愛。	(c) Conduct parent talks on supporting their child's growth and development	beauty, love oneself and to rise above life's difficulties:	Subscale: Affect (Positive Affect) - Scale: Honesty / Sense of Morality Subscale: Honesty (Act of Honesty) and Honesty (No Cheating)		SEN Team Sch Social Workers PTA
2.2. Students are empowered to be upright, caring and respectful persons in their interaction with peers, teachers and family members 學生愛護同儕、老師及家人，懂得關懷和尊重他人。	(a) Refine school rules and guidelines through Home-school cooperative efforts (b) Devise various Award systems e.g. class-based and/or level-based Good student Awards/Role-model Scheme in different learning areas to foster students with good morals and conduct (c) Introduction of "Good Samaritans" Campaign – ranging from class-based good deeds and/or service to a variety of community services (e.g. The Caritas Charity Bazaars or Inclusive educational programs and training courses for NCS & SEN students)	<ul style="list-style-type: none"> Students show caring attitudes in their interaction with peers, teachers and family members Less deviant cases reported Role model(s) selected and taught with related activities tried out. Students found the community services meaningful and rewarding and enabled them to pay love forward. 	Feedback from Ts& Ss Stakeholder Survey "My views on school climate" from students' ^{1a} and parents' ^{1b} views respectively	Whole year	VP (SD)_ RE & PC Values Ed. Discipline Guid. & Coun. + SEN Teams E&RE Support for Learner Diversity Class Teachers PTA Various Subject Panels
3.1. Students are capable of evoking Aspiration in their endeavours. 學生懂得自我鞭策，刻苦自勵，發奮圖強以實踐理想。	(a) To engage students in vibrant local, national or international learning activities or experiences to recognize efforts, show innovation and courage to thrive through: <ul style="list-style-type: none"> - various OLE activities - local or out-of-border visits or study tours - Careers and Life Planning Programs - Subject-based or territory-wide Competitions - Musical & Drama Performances 	<ul style="list-style-type: none"> Related workshops / programs conducted. Positive feedback from teachers and students Students shows higher aspiration in their endeavours 	Scrutiny of work Feedback from Ts & Ss	Whole year	RE & PC Values Ed. ECA & Global Exp. OLE Team Careers and Life Planning Various Subject Panels
3.2. Students love their families and feel pride for their motherland 學生愛國愛家，以茲為榮。	(b) Make arrangements for each student to write a letter of appreciation to Parents or Mentors <ul style="list-style-type: none"> - Organize sharing on important national events, on remarkable national figures in all walks of life, and exchange programs with Sister Schools or visits to Mainland China. 	<ul style="list-style-type: none"> Related programmes or activities held successfully The Work Plan compiled Related documents endorsed and uploaded onto School Website Students shows more affectionate relationship with family and take greater pride in their motherland 	Scrutiny of documents Feedback from teachers and students APASO KPM 17 on National Identity	Whole year	VP (AD) Curr.& Acad. Affairs Values ED. ECA & Global Exp. Concerned Panels & Committees

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<p>Major Concern 2: To nurture students to be self-regulated learners with confidence. 關注事項 2：培養學生成為自主學習者，滿懷信心，努力求進。</p>					
<p>2.1 Teachers have a good understanding of Self-regulated Learning (SRL), and are equipped with strategies to enable students to become Self-regulated learners with enhanced learning motivation and effectiveness. 教師充份理解、掌握學生自主學習理論，能有效運用恰當教學策略以培養學生成為自主學習者。</p>	<p>(a) Organize Staff Professional Development workshop on SRL, focusing on its basic concepts, characteristics, design of pre-lesson tasks and other relevant strategies to develop students self-regulated learning skills</p> <p>(b) Subject panels arrange time for <i>intra</i> disciplinary collaborations on the design of lessons, pre-lesson tasks & other assignments with characteristics of SRL</p> <p>(c) Open classes for peer lesson observation, at least once by each teacher in the academic year.</p> <p>(d) Subject panels upload lesson plans with pre-lesson tasks and other related teaching resources to school drive for internal sharing, 2 from Ch., Eng. & Maths., and 1 from each of the other subjects each school term.</p>	<ul style="list-style-type: none"> • 80% of Ts agree that the workshop can improve their understanding of SRL and related teaching strategies • Ts are willing to put what they have learned into practice in their classes • Scrutiny of documents - intra disciplinary collaborations done among concerned panel members • Peer observation and post-observation discussion conducted • Sets of lesson plans with pre-lesson tasks are uploaded 	<p>Teacher Survey and Feedback</p> <p>Scrutiny of documents, e.g. lesson observation form, panel minutes and student works</p> <p>Stakeholder Survey “My views on teachers' professional development”</p>	<p>Whole Year</p>	<p>Curr.& Acad. Affairs Staff Dev. Sch.Dev.&Acc. All Subject Panels</p>

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<p>2.2 Students demonstrates qualities and capabilities of self-regulated learners – they have positive learning attitude, good learning habits and take good control of their own learning progress.</p> <p>學習能力、天賦水平各異的學生均能培養良好閱讀習慣，展現正面積極的自主學習態度，以自律自勉的精神力學不輟，自強不息。</p>	<p>(a) Teachers design meaningful pre-lesson tasks to enable students to get well prepared for the lessons.</p> <p>(b) Building on the performance of students in the pre-lesson tasks, teachers adapt teaching strategies and pace to best fit the learning needs of students.</p>	<ul style="list-style-type: none"> • Ss have higher motivation and greater confidence in learning. • Ss participate more actively and discuss more thoroughly in group work 	<p>Stakeholder Survey: “My view on student learning, including” from teachers’^{3a}, students’^{3b} and parents’^{3c} views respectively</p>	<p>Whole Year</p>	<p>Curr. & Acad. Affairs Tech. Edu. IT in Lg & T Support for LD All Subject Panels</p>
	<p>(c) Further promote the use of e-learning tools for note-taking and graphic organizers</p> <p>(d) Equip students with relevant SRL skills and habits with reference to the theories of Zimmerman and Schunk.</p>	<ul style="list-style-type: none"> • Ss demonstrate good self-regulated learners’ skills and habits, including note-taking, and are able to apply them well in learning. • Ss’ learning effectiveness is enhanced 			
	<p>(e) Help students to refine their learning file, keeping track of their learning progress in their homework and assessment tasks.</p>	<ul style="list-style-type: none"> • Students found their learning file helpful in learning. 	<p>Stakeholder Survey: “My view on students learning” from teachers’^{4a}, students’^{4b} and parents’^{4c} views respectively</p>	<p>Whole Year</p>	<p>Curr. & Acad. Affairs Tech. Edu. IT in Lg & T Support for LD All Subject Panels .</p>
	<p>(f) To empower students’ reading habit, information literacy, and hone their reading-to-learn skills across all levels and language proficiency with focus on writing through strategic curriculum mapping or/and learning programs.</p>	<ul style="list-style-type: none"> • Students are interested in reading • Students made good use of e-platform for learning • Students can speak and/or write much confidently. 	<p>Student Survey / Feedback Teacher Feedback and Observation Scrutiny of documents and student work</p>	<p>Whole Year</p>	<p>Reading to Learn Com. All subject panels All Class Teachers</p>
	<p>(g) To provide various platforms and/or e-platforms (e.g. classroom; bulletin boards for each floor; covered playgrounds, school websites; School website or Instagram) for students to demonstrate, to celebrate and to appreciate their learning achievements in or outside school.</p>	<ul style="list-style-type: none"> • An increase in the percentage of students joining territory-wide competition and activities. • Students are eager to join different activities organized or nominated by different subject panels. 	<p>Stakeholder Survey: “My view on students learning” from teachers’^{5a}, students’^{5b} and parents’^{5c} views respectively APASO-III - Scale: School: Reading</p>		<p>Promotion & Publicity Com. ECA & Global Exposure Com. House Committees & ECA Clubs & School Sports Teams Concerned Subject Panels</p>

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			Subscale: Reading (Non-assigned Materials), Reading (Keen on), Reading (Good Strategies), Reading (Time for Leisure Reading) Book-borrowing rate KPM Data		