

Leung Shek Chee College
School Development Plan
2024 – 2027

Major Concern 1: To gear up students to live out the spirit of CHEERIANS embedded with Catholic Education 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

| Major Concerns | Targets | Time Scale (Please insert) | | | Outline of Strategies | Seven Learning Goals |
|--|---|-------------------------------|-------------------|-------------------|---|---|
| | | Year 1 2024-25 | Year 2 2025-26 | Year 3 2026-27 | | |
| 1. To gear up students to live out the spirit of CHEERIANS C - Christ H - Humility E - Empathy E - Endurance R - Respect I - Integrity A - Aspiration N - Novelty S - Sisterhood embedded with Catholic Core Values of Truth, Life, Justice, Family & Love | <u>Spiritual Dimension</u> A. Students are imbued with virtues in line with <u>C</u> hristianity and embrace <u>S</u> isterhood in school life | ✓ | ✓ | ✓ | (i) Heighten students' awareness of the legacy of the SSB, and the virtues of Saints and/or bible figures. (ii) Engage students to decide on strength / virtues that they would like to develop for their Class Charism / Charter to increase their sense of belonging. (iii) Empower student leaders to play a more active role in planning, organizing, coordinating and enriching their <u>own</u> learning experiences. | ➤ Breadth of knowledge ➤ Language proficiency ➤ Generic skills ➤ Life planning |
| | <u>Personal Dimension</u> B. Students learn to revitalize <u>H</u> umility, <u>E</u> ndurance and <u>I</u> ntegrity in character formation. | ✓ | ✓ | ✓ | | |

| Major Concerns | Targets | Time Scale (Please insert) | | | Outline of Strategies | Seven Learning Goals |
|----------------|--|-------------------------------|-------------------|-------------------|---|---|
| | | Year 1 2024-25 | Year 2 2025-26 | Year 3 2026-27 | | |
| | <u>Social Dimension</u> C. Students are given the opportunities to practise the virtues of <u>R</u> espect and <u>E</u> mpathy in school, families and society. | ✓ | ✓ | ✓ | (i) Deepen students' awareness of the importance of social manners/skills, respect for differences and care for the disadvantaged or underprivileged. | ➤ Generic skills |
| | <u>National & Global Dimensions</u> D. Students are capable of evoking <u>N</u> ovelty and <u>A</u> spiration in their endeavours. | ✓ | ✓ | ✓ | (i) Engage students in vibrant local, national or international learning activities or experiences to recognize efforts, show innovation and courage to thrive. | ➤ Breadth of knowledge ➤ Language proficiency ➤ Generic skills ➤ Life planning |

Major Concern 2: To nurture students to be self-regulated learners with confidence

關注事項 2：培養學生獨立自主的學習能力，滿懷自信，努力求進

| Major Concerns | Targets | Time Scale (Please insert) | | | Outline of Strategies | Seven Learning Goals |
|--|---|-------------------------------|-------------------|-------------------|---|--|
| | | Year 1 2024-25 | Year 2 2025-26 | Year 3 2026-27 | | |
| 2. To nurture students to be self-regulated learners with confidence | A. Students will be coached by teachers with differentiated teaching strategies to cater for self-regulated learning. | ✓ | ✓ | ✓ | (i) To deepen teachers' understanding of learner diversity with dual focuses: <ul style="list-style-type: none"> ❖ stretch / unleash students' potentials ❖ enhance their competence and confidence in their acquisition of knowledge. (ii) To promote professional exchanges of valid pedagogies via inter and intra disciplinary collaboration. | <ul style="list-style-type: none"> ➤ Breadth of knowledge ➤ Language proficiency ➤ Generic skills ➤ Information literacy |
| | B. Students of different levels of competence have good control of their learning progress. | ✓ | ✓ | ✓ | (i) To further promote the use of various conventional and e-learning tools (e.g. note-taking, tiered tasks, graphic organisers, reflection journal, etc). (ii) To raise students' awareness of their learning progress through the refinement of learning logs, homework policies and assessment tasks. | <ul style="list-style-type: none"> ➤ Breadth of knowledge ➤ Language proficiency ➤ Generic skills ➤ Information literacy |

| Major Concerns | Targets | Time Scale (Please insert) | | | Outline of Strategies | Seven Learning Goals |
|----------------|---|-------------------------------|-------------------|-------------------|--|--|
| | | Year 1 2024-25 | Year 2 2025-26 | Year 3 2026-27 | | |
| | C. Students can internalize essential and positive attitudes and good habits in learning. | ✓ | ✓ | ✓ | <p>(i) To develop students to be respectable and responsible learners through goal setting and initiation of Zimmerman & Schunk's Self-regulated Learning across all KLA areas.</p> <p>(ii) To empower students' reading habit, information literacy, and hone their reading-to learn skills and language proficiency through strategic curriculum mapping or/and learning programmes.</p> <p>(iii) To provide various platforms for students to demonstrate, to celebrate and to appreciate their learning achievements in or outside school.</p> | <ul style="list-style-type: none"> ➤ Breadth of knowledge ➤ Language proficiency ➤ Generic skills ➤ Information literacy ➤ Life planning ➤ Healthy lifestyle |