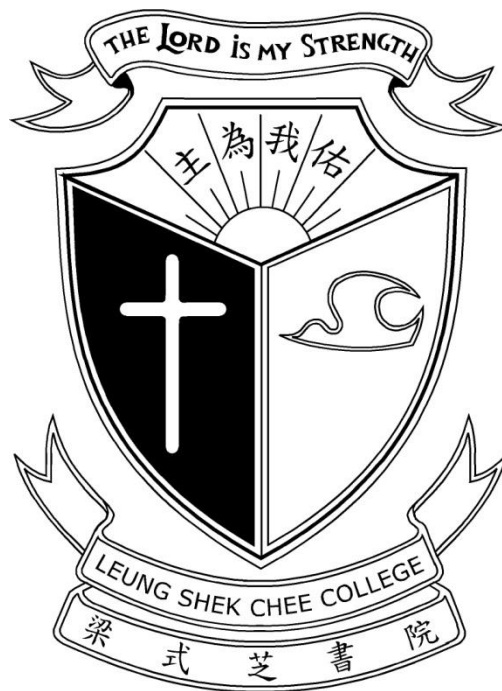


Leung Shek Chee College



3-Year School Development Plan 2021 - 2024

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 (2018-2021)

Major Concerns	Extent of targets achieved	Follow-up actions
<p>I. To develop students' potentials for attainment of personal highest in academic performance and life goals to achieve self-actualization</p> <ul style="list-style-type: none"> • To strengthen language proficiency through collaboration among subjects and promotion of reading. • To promote application of different disciplines of knowledge through STEM education. • To empower students and enhance their academic ability so as to build up students' learning initiative. • To encourage students to participate in activities both inside and outside school to increase their exposure. • To improve learning and teaching efficacy through eLearning and enhancement of the use of technology in curricula. • To renovate and upgrade school facilities to create a better school environment that facilitates students' effective learning. 	<ul style="list-style-type: none"> • Various subjects adopted measures like e-Learning, to improve language skills. They cooperated with the library to promote reading of subject-related materials. • English Department held various learning activities across the forms to provide a wide range of opportunities to cater for different learning styles. • Chinese Department organized reading, speaking, workshops, and e-Learning activities of interests to create learning initiative. • Students participated and received awards in language-related competitions. • STEM activities were designed and carried out in junior and senior forms, some for all while others are pull-outs. • Content-Gap analysis, Performance Track Record, JUPAS projection scores, DSE statistical report, S3 academic choice survey, S4 streaming talks were adopted to cater for academic needs of all students. • Students attended local and overseas interschool activities, visits, competitions, exchange programmes, university courses and study tours. Many prizes were received. • Career development and life planning activities were held to facilitate students' self-understanding and planning for their future. • Training and workshops were held for teachers to cater for specific learning needs of SEN students. 	<ul style="list-style-type: none"> • Enhance students' English proficiency for learning EMI subjects and ensure a better interface of junior and senior content subject curriculum. • Integration of LAC within the framework, especially at junior forms to facilitate learning and beyond. • Promote e-Reading in various subjects to increase language exposure. • Encourage participation in STEM activities both inside and outside school to cater for needs of common and elite students. • Use DSE data, content-gap analysis, and performance track records to inform learning strengths and weaknesses of students, and plan for appropriate measures and tactics. • Incorporate learning styles with self-reflection and better boost learning initiatives. May consider using more e-Learning. • Organize comprehensive programmes on career development and life planning for junior and senior forms. • Organize local and overseas programmes to extend students' exposure. • Continue to increase knowledge and skills of teachers through proper training and sharing to cater for the increasing number of SENs and NCSs.

Major Concerns	Extent of targets achieved	Follow-up actions
<p>II. To empower students to handle life challenges through Positive Education.</p> <ul style="list-style-type: none"> • To establish a harmonious relationship among different members of the school community. • To encourage peer support among students. • To promote appreciation of individual strengths. • To develop students' character and ability to deal with pressure and adversity in life. • To help students internalize Catholic Education Core Values through reflection. 	<ul style="list-style-type: none"> • Established various students' bodies, Staff club, PTA, and Alumni Association to foster communication and cooperation. • Frequent liaison among stakeholders, Parish, CEO, EDB, and primary schools to maintain good working relationships. • Formation of class spirit, peer support, and Big Sisters Scheme to encourage the atmosphere of mutual help and sisterhood. • Allowed students to lead and assist one another and teachers in school, thus enabling students to develop and realize own strengths and weaknesses as well as development of leadership and essential life skills. • Arranged activities on proper manners, outlook, and social etiquette. • Adopted learning programmes in development of character strengths, life planning, moral standards, individuals' rights, and duties to establish positive values and attitudes towards life. • Incorporated Catholic Education Core Values, the spirit of School Motto and virtues in the School Song in students' learning. • Organized various liturgies and religious activities to infuse Catholic Education Core Values. 	<ul style="list-style-type: none"> • Maintain close and proper working relationships with stakeholders, CEO, and EDB to achieve mutual trust and cooperation. • Encourage the spirit of service both inside and outside school. • Adopt programmes on recognition of students' own strengths and weaknesses, values formation, virtues, positive attitudes, moral standard, and life goals. • Launch programmes to build students' resilience to conquer hardship and challenges in study and future life. • Arrange talks on proper manners, outlook, and social etiquette. • Adopt a whole school approach on our mission to promote Catholic Core Values and our School Motto. • Adopt positive learning approaches to let students 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 all teachers. • Organize Catholic activities to students to boost the religious atmosphere.

2. Evaluation of the School's Overall Performance

Areas	Major Strengths	Areas for improvement
A. School Management	<ul style="list-style-type: none"> • Promotion of middle managers allowed fresh perspectives and add vigour to the school management. • The needs of the School are identified. Appropriate policies are formulated to sustain the development of the school. • School policies and directions are clearly disseminated to all staff. • Work ownership, leadership, and professionalism are achieved through empowerment in teachers. • Staff members are diligent, creative, collaborative, and effective. • Middle managers are experienced and committed. 	<ul style="list-style-type: none"> • Communication and collaboration between Vice-Principals and teachers of different departments need to be strengthened. • Involvement of parents and alumni can be reinforced to help the school development. • Better work allocation may utilize teachers' talents more fully. • Needs in succession is pressing in many administrative departments to cater for students' and school's changing needs.
B. Professional Leadership	<ul style="list-style-type: none"> • Middle managers have autonomy to exercise their professionalism and leadership. • Teachers constantly update themselves with pedagogies, learning technology, educational trends, curricular, and assessment developments. 	<ul style="list-style-type: none"> • Young teachers need more opportunities to develop leadership skills. • Teachers need more transparency in policy formulation by school administration.
C. Curriculum and Assessment	<ul style="list-style-type: none"> • Block system and free subject combinations allow a wide range of choices for senior forms. • School curriculum is well-balanced in providing sufficient learning time for all KLAs. • Teachers are experienced in marking scripts and formation of assessment policies, and they are knowledgeable in the requirements of public exams. 	<ul style="list-style-type: none"> • Monitor the new block subject arrangement to meet students' needs. • Teachers utilize exam data and other statistics to formulate approaches so that students' learning can be facilitated. • Teachers keep abreast of the latest requirements in curriculum and assessment.

Areas	Major Strengths	Areas for improvement
D. Student Learning and Teaching	<ul style="list-style-type: none"> • Ample opportunities are provided to encourage cooperative learning among students of mixed abilities. • Good practices among teachers are shared commonly. • Learner diversity is recognized and catered for. 	<ul style="list-style-type: none"> • More individual care is required for an increase in number of cases of SENs and NCSs. • Professional sharing of good practices can be promoted across subjects.
E. Student Support	<ul style="list-style-type: none"> • Teachers provide adequate pastoral care to students. • Peer support is commonly found among students. • Guidance teachers and Form teachers shared the duties in helping students. • Professional support from school social workers and educational psychologist is available. 	<ul style="list-style-type: none"> • A more elaborate protocol on the division of labour in guidance can help teachers provide better care for students. • More cooperation and support from parents is desirable to allow better understanding of the students' situation, thus facilitate academic and values development.
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, other Diocesan schools, and EDB. 	<ul style="list-style-type: none"> • School endeavours to maintain good communication and cooperation with primary schools in the neighborhood. • Connections with Government departments, universities, and NGOs bring additional resources for student's learning.
G. Attitude and Behaviour	<ul style="list-style-type: none"> • Students are well-behaved, cooperative, and polite. • A long tradition of nurturing positive values and Catholic faith. 	<ul style="list-style-type: none"> • Students need to take initiative and be more active in the pursuit of knowledge.
H. Participation and Achievement	<ul style="list-style-type: none"> • Students participated in activities inside and outside school and received awards. • Community services are incorporated in various forms and ECA activities. 	<ul style="list-style-type: none"> • Students' leadership skills have room for improvement.

3. SWOT Analysis

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

<p>Strengths</p> <ul style="list-style-type: none"> • School maintained a good reputation in the neighborhood since its establishment in 1977. • IMC members are experienced professionals of various expertise and representatives of different stakeholders. • Good communication is established with parents and alumni. • Administrative team is experienced and energetic. • School campus is continuously upgraded and properly managed. • School has a good tradition of care among staff and students. 	<p>Weaknesses</p> <ul style="list-style-type: none"> • Heavy guidance work, teaching load, and administrative duties. • Many middle managers are newly promoted and inexperienced. • There is not enough space for increasing needs and the existing facilities require regular maintenance.
<p>Opportunities</p> <ul style="list-style-type: none"> • Newly promoted middle managers bring fresh ideas and practices. • Comprehensive succession plans are ready for committees and panels. • Most staff are diligent, creative, trustworthy, enthusiastic, and dedicated to their work. • Experienced teachers compiled plans to upgrade and maintain our campus to meet the changing education needs. 	<p>Threats</p> <ul style="list-style-type: none"> • Some teachers commented a lack of communication among them and senior management. • Many senior teachers are approaching retirement. Younger teachers need more time and opportunities to gain 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"> • Teachers and supporting staff are dedicated and experienced. • School encourages teachers to continuously refresh themselves in new trends and requirements in subject knowledge, curricular development, learning, pedagogy, technology, and assessment. • School provides capacity enhancement programmes to teachers; their needs are identified to direct their professional development. • Active participation of teachers in EDB, HKEA, teacher associations, and professional bodies to get first-hand information in educational trends, curriculum, and assessment. • SENCO, many teachers, and social workers have proper training and expertise to cater for SENs. 	<p>Weaknesses</p> <ul style="list-style-type: none"> • Some students are passive in learning, lack motivation, confidence, and exposure. Many of them have family problems and are from underprivileged families and they lack resources and vision. • Declining territory student population and mixed abilities of student increased learner diversity.
<p>Opportunities</p> <ul style="list-style-type: none"> • Common use of IT increases efficacy in learning and teaching. • Increase in student population in Sau Mau Ping is expected because of real estate development in the neighborhood. • Higher teacher-student ratio allows more attention and care for individual needs. Manpower deployment is more flexible. Split-classes and remedial classes can be offered in many subjects across forms. • The appointment of SENCO and increasing staff training on SEN allow better catering for their specific educational needs. 	<p>Threats</p> <ul style="list-style-type: none"> • More experienced middle managers and teachers are leaving in coming years, which creates gaps that may take successors some time to fill up. • Increasing requirements on teachers' training takes up teachers' working time and create pressure on teachers. • Changes and new curricular requirements require teachers to adjust immediately. • Students have high homework pressure and exam anxiety. • Increasing number of NCSs and SENs intensifies learner diversity.

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

<p>Strengths</p> <ul style="list-style-type: none"> • Incorporation of Catholic Core Values in school curriculum helps to foster a positive life attitude in students. • Adoption of comprehensive values formation curriculum across different levels suits students' developmental needs • Cooperation and collaboration of dedicated and experienced Guidance teachers, Form teachers, Discipline teachers, social workers and Educational Psychologist give students' proper personal care. • Caring teaching staff established close relationships with students and provide rapport, and essential pastoral care to students. • Many parents are supportive and cooperative. • Alumni give support to current students through sharing their experience in career development and life planning. • Students have ample opportunities to serve fellow students, teachers, as well as those in need in the territory. 	<p>Weakness</p> <ul style="list-style-type: none"> • Family support in values education is weak. • Students are sometimes passive and lack leadership. Teachers' coaching are very much needed. • Catholic students and catechumen are few. Preaching effort receive relatively weak response. • Religious atmosphere is relatively weak.
<p>Opportunities</p> <ul style="list-style-type: none"> • Daily prayer services, mass, liturgies, and other Catholic activities enrich Catholic atmosphere. • All committees and panels incorporated Catholic Core Values in their works. • Adoption of positive education ideologies increases students' abilities to develop resilience to face difficulties in their study and other life challenges. • Good support from School Sponsoring Body to provide guidance on incorporation of Catholic Core Values in school. 	<p>Threats</p> <ul style="list-style-type: none"> • Social unrest and tense atmosphere affect students' learning attitude, proper values, and character formation. • Family problems are common, especially among the underprivileged. • Number of Catholic students is low.

4. Major Concerns for 2021 to 2024

Major Concern I: 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。

Targets	2021-22	2022-23	2023-24	Outline of Strategies
a. To strengthen language and learning competence via collaboration among subjects.	✓	✓	✓	<ul style="list-style-type: none"> ➤ Adopt Language Across Curricula strategies to enhance language proficiency through cooperation and collaboration among various subjects and library in promotion of reading, in particular, e-Reading. ➤ Mobilize students' learning initiative to achieve reflective learning through specific subject-based pedagogies, and the use of various performance indicators. ➤ Incorporate technology in learning and teaching (e-Learning) to raise learning efficacy. ➤ Develop common STEM curriculum in junior forms, organize various STEM activities in formal curricula of Science KLA, Math, ICT and ECA. Source STEM learning opportunities outside school to enrich students' exposure. ➤ Organize academic, careers, life-wide learning, and life planning programmes to help students realize their talents, formulate their career paths, and have a better chance of self-actualization. ➤ Promote learning beyond classroom by organizing local and overseas field studies, visits, and tours. ➤ Continue to upgrade IT equipment, classroom, and school facilities to enhance learning efficacy. ➤ Encourage teachers and staff to explore their talents and potentials in taking up new duties and roles in panels, committees, and school administration.
b. To guide students to apply the reflective learning mode in different learning activities.	✓	✓	✓	
c. To enhance learning and teaching efficacy through the use of eLearning in curricula.	✓	✓	✓	

d. To create a better learning environment with upgraded school facilities to facilitate effective learning.	✓	✓	✓	➤ Support staff capacity enhancement continuously by internal and external resources.
--	---	---	---	---

Major Concern II: 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。

Targets	2021-22	2022-23	2023-24	Outline of Strategies
a. To train students into highly effective teens.	✓	✓	✓	➤ Facilitate development and attainment of students as effective teens through academic, discipline, careers, and ECA. Student helpers in daily school activities helps students develop leadership and other essential life skills.
b. To help students improve their self-image and resilience, turning weaknesses to strengths.	✓	✓	✓	➤ Introduce virtues through subject learning and school activities to cultivate students' positive life attitude, life values, sense of belonging to the community, and country.
c. To promote among students a spirit of serving others and doing small things in great way.	✓	✓	✓	➤ Promote service culture and peer support by encouraging students to take up different roles, including prefects, librarians, Big Sisters, SA, ECA committees, class mistresses and class clubs. Every member of the School contributes to building one big loving and caring family.
d. To guide students in establishing personal goals and formulate strategies in pursuing their goals.	✓	✓	✓	➤ Emphasize the importance of hard work, reflection, and resilience in achievement of life goals and at the same time, attain a high moral standard and responsible citizenship.
e. To instill in students Catholic Core Values, virtues, mutual support, and positive life attitudes.	✓	✓	✓	➤ Help students understand their own strengths and weaknesses to facilitate formation and achievement of their life goals. ➤ Facilitate and nurture character formation, especially with reference to Catholic Core values, School Motto, and annual themes through liturgies and values education.

Major Concern III: 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。

Targets	2021-2022	2022-2023	2023-2024	Outline of Strategies
<p>a. To formulate and implement measures to maintain a safe and orderly learning environment in school and nurture students to become law-abiding citizens</p>	✓	✓	✓	<ul style="list-style-type: none"> ➤ Adoption of legitimate school regulations to ensure an orderly and safe study environment. ➤ Explain the principles, rationales and importance behind essential rules and regulations that contribute to a stable community. ➤ Incorporate National Security Education components into subject curricula, including Basic Law in Values Education, Visual Arts and L&S; National Anthem in Music; “One Country Two Systems” in Citizenship and Social Development; Food Security in STEM; and Health Security in PE and Biology. ➤ Introduce National Education in multiple subjects to facilitate the establishment of national identity and global citizenship.