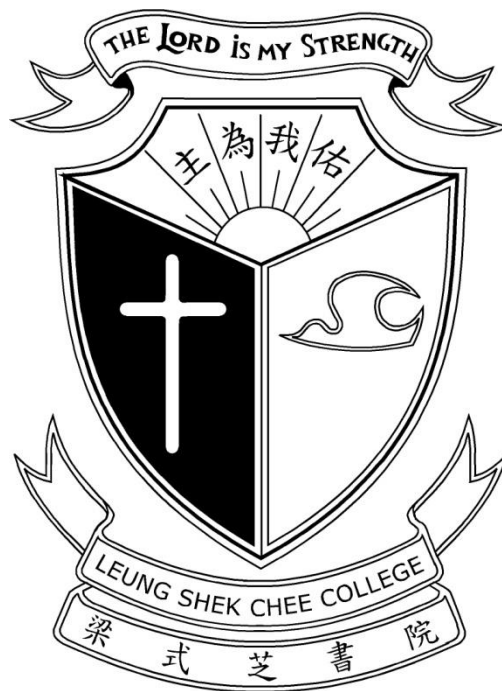# Leung Shek Chee College

Annual School Plan
2023-24

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.

Leung Shek Chee College
Annual School Plan
2023-24

Major Concerns (2021-2024):

1. 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。

2. 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。

3. 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。

Educational Theme (2023-24)

Upholding Justice with Mercy   在主慈悲內力行義德

Major Concern 1: 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	Strategies	Time Scale / Target Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
a. To strengthen language and learning competence via collaboration among subjects	• Organize cross-curricula programmes to enrich students' learning experiences. Hence, help students to integrate knowledge from various subjects (e.g. overseas study tours, alumni talks). • Build students' ability and confidence in the use of English, Chinese, and PTH (across subjects), both inside and outside classroom, including English Week, ECA activities, dramas, script writing, movies, public speaking, debates, speech competitions, loud speaking activities, writers' talks, documentaries, performances, book display, book promotion through Campus TV, book fairs, oral practices, newspaper and magazines subscriptions, online reading, reading schemes, presentations, modeling, creative writing, reading competitions, overseas tours, speech festival, EPIC and English builder, 文化研究活動，語文學習，學者分享，寫作班，field study reports and so on	Whole year / all students	• English, Chinese and other subject panels, Curriculum & Academic Affairs Committee, Values Education Committee, Careers & Life Planning Committee, school library, ECA clubs	• Students improved in confidence and motivation in using and studying English, Chinese, and in various circumstances	• Students' self-evaluation and teacher observation, • Exam performance • Students' survey • Teachers' feedback	• EDB and school funding

Targets	Strategies	Time Scale / Target Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
	• Organize other language course (e.g. Japanese course to prepare students for TOPIK and JPLT)	Whole year / senior forms enrolled students	• Curriculum & Academic Affairs Committee	• Students attain N5 or TOPIK I level 1	• Students' performance	• School subsidies
	• "Weave-a-dream" programme	Whole year / S4-S6	• Guidance & Counselling Committee, school social worker	• Students realize their strengths and personalities, formulate career plans	• Students' sharing, publication	• Caritas Hong Kong
	• Encourage students to attend inter-school activities / visits / competitions / exchange programs and university courses	Whole year / all students	• English panel	• Students show improvement in English	• Students' performance	• School funding
	• Cater learner diversity by splitting classes for brighter and weaker students at junior forms (Chin, Eng, Math)	Oct-May / S1-S3	• Concerned panels	• Students' improvement in their performance	• Student performance in assessment, teachers' observation	• School funding
	• Incorporate STEAM elements in formal curricula	Oct-May / S1-S3	• Concerned panels (including Sci, Math, ICT), Technology Education Committee	• Students participate in STEAM activities actively, quality of their learning products	• Students' participation in lessons	• EDB and school funding

Targets	Strategies	Time Scale / Target Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
	• Subject panels and school library collaborate to promote reading of subject-related books	Whole year / all teachers	• Subject panels and library teachers	• Students show interest in reading	• Teacher observation and library records	• School funding
	• Promote e-Reading through online resources, Summer Reading Scheme, book fairs, book display, book promotion through Campus TV, 推廣跨科閱讀計劃, Language Across Curriculum, Reading Across Curriculum, eBooks and so on	Whole year / all students	• Language and other EMI panels, IT teachers and library	• Students read books online and complete specific tasks	• Collect data from library records and panel reports	• School funding
	• Incorporate RAC and LAC in various subjects and levels to enhance language skills	Whole year / all students	• Language subjects, EMI subjects	• Students show improvement in language proficiency	• Students' assessment and exam performance	• School funding
	• Collaboration among subjects and committees to use English in learning, reference book reading in library, SLP, NGO talks, mock interviews, board display, life planning talks and so on.	Whole year / all students	• Language subjects, EMI subjects, Careers & Life Planning Committee	• Students learn to present their ideas fluently in reading, writing, listening, and speaking	• Students' performance and teacher observation	• School funding
	• Assist non-Chinese students in learning Chinese, 公社科，and Chinese culture by adopting suitable learning materials, language training, supplementary	Whole year / all students	• All CMI subjects and school library	• Non-Chinese students have better performance in CMI subjects	• Students' • performance and teacher observation	• EDB and School funding, 加入支援非華語學生學習中文及建構共融校園計劃

Targets	Strategies	Time Scale / Target Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
	lessons, post-lesson support, exchange programs to introduce Chinese culture, understanding requirements of different exam boards, after class training, etc. • 加入姊妹學校交流，與深中南山創新學校連結，安排學生就 STEAM 和中國文化項目作交流 • Encourage teachers to attend professional training activities and serve as DSE markers to keep abreast of the latest advancement in pedagogy and exam requirements.	下學期 / 中二和中三	▪相關教師	• 學生能夠完成活動	• 學生回饋	• 教育局資助
b. To guide students to apply the reflective learning mode in different learning activities	• Incorporate elements of reflective learning model in teaching, assessment, and other learning activities • Form study skills sharing group	Whole year / all students Nov 2023 / S1	• All subject panels, Values Education Committee • Educational psychologist, school social worker	• Students can evaluate their learning experience and take actions to improve learning • Participants can identify their learning characteristics and study method	• APASO, SHS, student performance, teacher observation • Attendance and students' feedback	• EDB funding and school funding • Caritas Hong Kong

Targets	Strategies	Time Scale / Target Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
	• Require and guide students to develop self-learning and reflective learning habits by writing own notes (Hist, Chin Hist, Bio, E&RSas pilots)	Whole year / pilot at S1, S4, S5	• Curriculum & Academic Affairs Committee, concerned subject panels	• Students are motivated to evaluate their learning experience and take actions to improve their performance	• Teachers' observation, students' self-evaluation	• EDB and school funding
	• To plan and implement learning tasks in Science, Technology, Engineering, STEAM), robotics, drone applications, 3D printing, AI, IoT, hackathon, coding. etc. for strengthening students' ability to integrate and apply knowledge and skills	Whole year / S1-S3	• Technology Education Committee, S1, S2 and S3 Science and ICT curricula, Science, Technology, Mathematics KLA	• Completion of STEAM projects by students • Students demonstrate interests in STEAM learning • Students have good performance in STEAM activities	• Students' performance in S1, S2 and S3 Science & ICT subject • Observations • Student and teacher questionnaires • Meeting minutes of subject panels • Results of project work	• School funding and other funding (Poly U)
	• Collecting and disseminating STEAM-related information to students and teachers	Whole year / all students	• Technology Education Committee	• Students participate in STEAM activities both inside and outside school, students produce STEAM research results and/or products	• Students' performance and response	• Exhibitions, courses, workshops, talks, experience sharing sessions, competitions

Targets	Strategies	Time Scale / Target Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
	• Organize in-school STEAM activities in lessons and ECA, also include pull-out programmes	Whole year	• Technology Education Committee	• Students' active participation	• Students' performance, post-activity survey	• School funding
	• Exhibit STEAM learning outcome in Student Activity Room cum STEM Room	Whole year	• Technology Education Committee	• Students can appreciate peers' work	• Students' feedback and teachers' observation	
	• Sourcing appropriate packages from companies and educational bodies to diversify STEAM learning opportunities	Whole year / S1-S5	• Technology Education Committee	• Students' interests and performance	• Post activity survey	• School funding
	• Students participate in eLearning , including making 3D models (Math), Learning Fun (PE), AR/VR images (Chin, Hist, Geog, ICT), IOS APPS (ICT), padlet, Google Earth, Google Map (Geog), Google Classroom, and ZOOM	Whole year / all students	• Involved subject panels	• Students' improvement in learning efficacy	• Students' performance, teachers' feedback	• School funding
	• Introduce and guide ECA activities, SA, House, teams, clubs to plan, promote, run, and evaluate activities by their own initiatives	Whole year / all students	• ECA & Global Exposure Committee, ECA advisors	• Students' improvement in soft skills, and administrative skills	• ECA evaluation reports and club advisors' observation	• School funding
	• Use Content-Gap-Analysis and Performance Track Record System to provide quantitative information for students, parents and teachers to gear their effort	Whole year / S3-S6	• Curriculum & Academic Affairs Committee	• Students' improvement in academic results	• Students' and teachers' feedback	• Subject panel working

Targets	Strategies	Time Scale / Target Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
	• Subjects (Chin Hist, Hist, Geog and Bio) and committees collaborate to arrange subject-related programmes, talks, workshops, field studies, work experience, museum visits, site visits, alumni sharing and advice	Whole year / all students	• Subject panels, Careers & Life Planning Committee, Values Education Committee	• Improvement in learning and career planning	• Students' feedback	• School funding alumni, Guest speakers, NGOs, and tertiary institutions
	• Organize talks, workshops, personal guidance, sharing, Rainbow Scheme 勵進計劃，and ''Weave a Dream''	Whole year / S3-S6	• Careers & Life Planning Committee, Guidance & Counselling Committee	• Students' improvement	• Students' and teachers' feedback	• School funding
	• Conduct news analysis, discussion, topic analysis and role play during lessons, site visits, and authentic experience	Whole year / all students	• Value Education Committee, Guidance & Counselling Committee, 公社科，生活與社會科，旅遊與款待科 and other subjects	• Students can analyse questions, understand different perspectives of different stakeholders, view issues from macro and micro angle, reflect with a historical view. Actively pursuit answers, make objective judgement and communicate clearly.	• Teachers' observation and students' performance, progress report	• School resources and funding

Targets	Strategies	Time Scale / Target Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
c. To enhance learning and teaching efficacy through the use of eLearning in curricula	• Collaboration of subject panels and IT in Learning and Teaching Committee to provide guidance in using technology to aid learning	Whole year / all students	• Subject panels, Curriculum & Academic Affairs Committee	• Students can learn with the help from technology	• Students' performance and teachers' observation	• School funding
	• Special eLearning programs organized to fulfil high- and low-achievers' learning needs	Whole year / all students	• Subject panels, Curriculum & Academic Affairs Committee	• High- and low-achievers are motivated to achieve their personal highest in studies • Acquisition of academic skills	• Students' performance and teachers' observation	• EDB and school funding
	• Organize online platforms and real time online teaching to provide additional support to students beyond classroom	Whole year / all students	• IT in Learning & teaching Committee, subject panels	• Students use the facilities	• Students' participation, performance, teachers' evaluation	• EBD and school funding
	• Organize Rainbow Scheme and recruit alumni to provide academic support, tailor-made support and achieve integrated education	Whole year / S1-S6 SEN students	• Guidance & Counselling Committee (SENCO)	• Attendance rate 80% • Students' academic performance shows improvement	• Tutors' and teachers' feedback, academic performance	• School funding
	• Subject teachers adopt more IT in learning and teaching. Regular training is provided to students and teachers. e.g. AR, VR, tablets, interactive whiteboard, Google Drive, Microsoft Teams, Google Classroom, Apple TV, Mac Lab, YouTube, and eClass,	Whole year / S1-S6 (individual subjects) & teachers	• IT Learning & Teaching Committee, subject panels, and all teachers	• Teachers and students becoming more confident and competent in using IT to facilitate learning.	• Teachers' and students' feedback	• EDB and school funding

Targets	Strategies	Time Scale / Target Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
	Kahoot!, Padlet, ZOOM, 簡佈，短片，and so on • Recruit student helpers to assist teachers to conduct eLearning activities	Whole year / all students	• Subject teachers, Form teachers	• Students' help can increase learning efficacy	• Teachers' feedback	• School funding
	• Comprehensive teacher training (including use of VR, drone, students' guardian, first aid, Core Values of Catholic Education, and pedagogy)	Whole year / all teachers	• Staff Development Committee	• Teachers learnt novel and essential skills to aid their work	• Teachers' feedback	
d. To create a better learning environment with upgraded school facilities to facilitate effective learning	• Use online platforms for assessment, ECA administration, and school resources booking	Whole year / all students	• Technology Education Committee and subject panels	• Provide analysis data to students and teachers, understand strengths and weaknesses, increase learning effectiveness, streamline administration	• Students' performance and teachers' feedback	• School funding
	• Upgrade IT facilities, relocation of STEAM/ICT materials, set up an audio and visual system.	Whole year / all teachers	• IT in Learning & Teaching Committee	• Provide necessary IT tools for teachers' use	• Teachers' feedback	• School funding
	• Maintenance of virtual desktops for teachers	Whole year / all teachers	• IT in Learning & Teaching Committee	• Teachers use virtual desktops for teaching and administrative tasks	• Teachers' feedback	• School funding

Targets	Strategies	Time Scale / Target Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
	• Provide training for teachers to promote ideas and approaches in eLearning and to help adopting effective practises in the lessons	Whole year / all teachers	• Technology Education Committee, IT in Learning & Teaching Committee, Staff Development Committee	Teachers becoming confident in using eLearning approaches in their teaching	• Teachers' feedback	• School funding
	• Collect hardware and software requests from different panels • Aid on setting up IT infrastructures and Apps installation	Whole year / all teachers	• IT in Learning & Teaching Committee, Technology Education Committee, IT technicians, School Environment Enhancement Committee	• Teachers receive timely and appropriate assistance	• Teachers' feedback	• School funding
	• Purchase and maintain iPads, interactive whiteboard, and Apple TV	Whole year / all teachers	▪ School Environment Enhancement Committee and IT in Learning & Teaching Committee	• Students and teachers can use IT in learning activities	• Students' and teachers' feedback	• EDB and school funding

Targets	Strategies	Time Scale / Target Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
	• Identify teachers' training and development needs, provide staff development programmes that facilitate students' learning, personal growth, formation of moral values and character development	Whole year / all teachers	• Staff Development Committee	• Teachers achieve professional growth and acquire solid and practical skills	• Post-activity teacher survey	• Speakers, trainers, school funding
	• Various measures to introduce and promote school characters to the community by different channels, including leaflet, yearbook, S1 Info Day, visits, Learning Experience Day and so on	Whole year / public, students, and parents of primary schools	• Promotion & Publicity Committee	• Number of visitors, distribution, participants' feedback	• Teachers' observation	• School funding
	• A series of teacher professional training and enhancement courses aim at upgrading teachers' capacity, including iPad, drone, pastoral care, first aid, Core Values of Catholic Education, National Security Education	Whole year / all teachers	• Staff Development Committee	• Post-activity evaluation questionnaire at 3 or above	• Questionnaires results	• School funding

Major Concern 2: To cultivate enterprising and innovative students who uphold Catholic Core Values and lead a positive life.
培養同學銳意進取，開拓創新，持守天主教的核心價值及建立正向人生。

Targets	Strategies	Time Scale / Target Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
a. To train students into highly effective teens	• Broaden students' exposure and horizons by participating in competitions, exchange programs, university courses, visits, field study tours, leadership training programmes, ambassador programs and so on	Whole year / all students	• Values Education Committee, ECA & Global Exposure Committee and various subjects	• Students develop soft skills, interests in local and global issues, concern global topics, including poverty, conservation, human rights and so on	• Teachers' observation, students' performance • APASO data	• Funding from external organizations, school resources
	• Regular Activity Periods for whole school as other learning experience activities to widen students' exposure	Whole year / all students	• Subject panels including Chin Hist, Hist, RE, Geog, Sci, Bio, BASF			
	• Organize and participate in house activities and competitions, sports and music training, interschool, and territory-wide competitions	Whole year / all students				
	• Organize local and overseas cross-subjects learning activities	Whole year / all students				
	• Provide opportunities for students to cooperate and collaborate with fellow students and teachers in school activities, including Big Sisters, Prefects, SA, IT prefects, ECA committees, librarians and so on	Whole year / all students	• All teachers	• Harmonious working relationship among teachers and students	• Teachers' and students' feedback • ECA evaluation reports	• School funding

Targets	Strategies	Time Scale / Target Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
	• Organize social and interview skills training workshop	Whole year / all students	• Value Education Committee, Careers Committee	• Students acquire social skills and improve interpersonal relationship	• 80% students willing to participate	• School funding
	• 選拔及訓練學生大使，參與各項介紹學校活動	全年 / S2-S5	• Promotion & Publication Committee	• 學生能積極完成對外宣傳工作	• 獲得正面評價	• 學校資源
	• Organize interclass and whole school activities, including Fashion STEAM for Good Program, 3D design and printing of Guardian Angel, 自我提升計劃、禮貌約章、禮貌大使選舉、班規設計、班際學行比賽、班際天才表演、記功名單及獎狀、守時及勤到獎等	Whole year / all students	• All teachers / various panels & Discipline Committee	• Good manner of students. mutual respect, unison, and compassionate campus. Active participation in class and eager to serve others	• Teachers' observation and students' performance	• School funding for prizes
	• Arrange field activities to nurture problem solving and teamwork. E.g., field camp at Cheung Chau, Ho Koon Nature Education cum Astronomical Centre, Nagasaki tour,	2nd term / S5	• Geography, Biology, History, 中史, RE panels & various committees	• Complete assigned tasks successfully and safely	• Teachers' observation and students' questionnaire	• Camp fee paid by students and school
	• Encourage students to join outside activities, competitions, exchange programs, and university courses.	Whole year / all students	• Various panels & committees	• Students benefit from the activities	• Students' performance	• School funding

Targets	Strategies	Time Scale / Target Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
	• Conduct values education and life planning programs for different forms, e.g., life education, respect of intellectual property, legal knowledge, anti-bullying cyber day, anti-corruption, job tasting program, university courses, field visits and company visits	Whole year / all students	• Careers & Life Planning Committee, ECA & Global Exposure Committee, Guidance & Counselling Committee, subject panels	• Students become more confident and better informed of the outside world	• Teachers' observation, students' attendance, and self-evaluation • Students' performance	• EDB and school funding
	• Set up service duties, including monitress, class club, prefect, SA, Big Sister, librarian, lunch monitress, key monitress, IT prefect, house committee, Careers and Life Planning Ambassadors, School Ambassadors, and subject prefects to promote spirit of serving others	Whole year / all students	• Discipline Committee, all teachers	• Students understand their duties, meaning of their work, develop talents, work execution, leadership training, nurture sense of responsibility, and serve others	• Teachers' observation and students' feedback	• School funding
	• Promote Positive Education, 10 priority values and attitudes, workshop to develop students' 24 Character Strengths	Whole year / all students	• Guidance & Counselling, Discipline, Values Education, Careers & Life Planning Committee, school social worker	• Students understand and appreciate individual strengths • Nurture will power and ability to conquer life difficulties	• Teacher observation, students' performance, and feedback • APASO data	• Learning packages from Positive Education and Character Strengths development
	• Implement "一體、一藝、一服務" scheme	Whole year / S1-S2	• ECA & Global Exposure Committee	• S1-2 students will join one sports/arts/service activity	• eClass record, club advisors' evaluation • APASO data	• School funding

Targets	Strategies	Time Scale / Target Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
b. To help students improve their self-image and resilience, turning weaknesses to strengths	• Organize social skills training workshop • 舉行升旗儀式，唱國歌及認識國情活動 • Refine school curricula to promote self-appreciation	Whole school / all students Whole school / all students	• Values Education Committee, form teachers, Guidance & Counselling Committee	• Students develop self-confidence and self-realization • They cooperate with fellow schoolmates, acquire solid communication skills, soft skills, and interpersonal skills • 80% attendance, students willing to participate • Students understanding and appreciation of the ceremonies and activities	• Attendance, teachers' observation and students' feedback • Teacher observation	• School funding
	• Collaboration among teachers and committees to host interview skills talks, workshops, job tasting, and individual guidance • Elderly Volunteer Service 你是你本身的傳奇	Whole school / S3-6 Dec – May / S3-S5	• Careers & Life Planning Committee • Ms. Cheung (SSW)	• Improvement in students' self-image • 80% attendance, students' performance improves	• Questionnaires, Teachers' observation, students' performance • Teachers' observation, students' feedback	• School funding • School funding

Targets	Strategies	Time Scale / Target Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
	• Organize guidance workshops (Love Express, Positive Education Program)	Whole year / S2	• Guidance & Counselling Committee, social workers	• Completion of the tasks of the program	• Questionnaire, attendance, APASO data	• School funding
	• Facilitate Applied Learning Courses (ATEC) DSE Visual Arts and Music (ABCHK) DSE other languages courses. To develop students' talents beyond academic subjects learning	Whole year / S4 -6	• Curriculum & Academic Affairs Committee, subject panels	• Students attain higher sense of success	• Teachers' observation, students' participation and performance	• School funding
	• Various subjects adopt student-centered learning approaches by involving students in interactive learning activities like group discussion, set group targets, peer teaching, peer mediation, group cooperation in classroom and outdoor activities	Whole year / all students	• Subject panels, Guidance & Counselling Committee, social workers, educational psychologist, form teachers	• Students form mutual respect, trust, and team spirit. Enable peer teaching. They acquire soft skills, persuasion and communication skills and cooperation	• Teachers' observation, students' feedback and performance	• School funding
	• Encourage students to form study groups in various subjects	Whole year / all students	• subject panels			
	• Individual or group guidance and counselling	Whole year / all students	• subject panels	• Students show improvement	• APASO data, parents' and students' feedbacks, teachers' observation	• Professional assistance and school funding
	• Students have ample opportunities in organizing student activities, including inside and outside school, house, and class activities. • Foster students' cooperation and	Whole year / all students	• Student leaders and teacher advisors	• Students are confident in interpersonal relationship. Students have	• Teachers' observation and students' feedback	• EDB and school funding

Targets	Strategies	Time Scale / Target Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
	rapport in peer learning opportunities			mutual support.		
c. To promote among students a spirit of serving others and doing small things in great way	• Promote development of non-academic abilities via subject learning (e.g., through renowned musicians, artists, scientists biographies, historic figures, use of media and IT in AV production, stage performance and management and so on) and extra-curricular activities	Whole year / all students	• ECA & Global Exposure committees, teacher advisors and subject panels	• Students develop all round abilities	• Teacher observation and student confidence	• EDB and school funding
	• Promote development of academic abilities via subject learning, using interactive approaches, and group learning activities (e.g. LEAP Joint Programme)	Whole year / all students	• Subject teachers	• Good performance in tests, exams, TSA, and public exams	• Results of tests, exams, TSA, and public exams	• EDB and school funding
	• Organize peer mediation programme	Whole year / all prefects and big sisters	• Discipline, Guidance & Counselling Committee, school social workers	• More than 50% students showed improvement of self-confidence	• Questionnaires	• School funding, training course fee
	• Organize Caritas Bazaar, 四旬期愛心比賽, and Love Express to provide opportunities of service to community	Whole year / various forms	• Guidance & Counselling Committee, Religious Education & Pastoral Care Committee, social workers	• Students complete the tasks	• APASO data, attendance, questionnaire	• School funding

Targets	Strategies	Time Scale / Target Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
	• Set up service duties, including monitress, class club, prefect, SA, Big Sister, librarian, lunch monitress, key monitress, IT prefect, house committee, subject prefect, UNICEF Club, uniform groups, Faith Garden, Environmental Club, Social Service Group, and AV Support Team	Whole year / all students	• All teachers	• Students understand the meaning of their duties, develop their talents, effective execution of their offices, nurture leadership and responsibility, willing to serve others	• Teacher observation and student feedback	• School funding
	• Establish clear conduct guidelines and punishment routine, well explained criteria and standards	Whole year / all students	• All teachers	• Students exercise self-discipline in their deeds, understand their strengths and weaknesses, establish self-esteem, and build confidence	• Attendance record and sharing • Teachers' observation and students' performance	• School funding
	• Organize S1 Adventure Fun Day	Sept / S1 students and Big Sisters	• Guidance & Counselling Committee (SENCO)	• 80% attendance, S1 students start transition to secondary school student's identity smoothly	• Teachers' observation and students' feedback	• Meeting venues, school funding
	• Assist SEN students to incorporate by integrated education	Whole school / SEN students	• Guidance & Counselling Committee, Assessment Coordination and Review Committee, form teachers,	• Review of student cases and care plans	• Attendance, students' feedbacks, teachers' observation	• School funding

Targets	Strategies	Time Scale / Target Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
			school social workers			
d. To guide students in establishing personal goals and formulate strategies in pursuing their goals	• Provide structured music & arts education and physical education curricula with pull-out programs for elite students to form school choir, instrument classes, musical teams and bands, and sports teams • Arrange in-school and outside competitions, visits, performances, and overseas coaching tours for students	Whole year / all students	• Music, Visual Arts, PE panels	• Students develop abilities and talents in non-academic areas. Provide variety in learning. • Students realize their talents and abilities in different areas and have proper ways to explore further	• Teachers' observation, students' performance, feedbacks, and attendance	• School funding and tuition fees
	• To plan and implement learning tasks in Science, Technology, Engineering, Arts and Mathematics (STEAM) for strengthening students' ability to integrate and apply knowledge and skills. Practice "Innovation with a purpose" and "STEAM for the needy" • Regular activity periods (and Signature Day) for whole school as other learning experience activities to widen students' exposure	Whole year / S1-3 Whole year / all students	• Technology Education Committee, S1 and S2 Sci and ICT curricula, Science KLA, Technology KLA, Mathematics KLA	• Completion of STEAM projects by students • Students demonstrate interests in STEAM learning • Students have good performance in STEAM activities	• Students' performance in S1 and S2 Sci & ICT subject • Observation • Self-evaluation of students • Minutes of subject panels • Results of project work	• EDB funding • School funding

Targets	Strategies	Time Scale / Target Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
	• Conduct values education and Life Planning programs for senior forms, e.g., life education, anti-bullying, job tasting program, university, field visits, outward bound learning experience, and company visits	Whole year / all students	• Careers & Life Planning Committee, ECA & Global Exposure Committee, Guidance & Counselling Committee, subject panels	• Students become more confident and better informed of the outside world	• Teachers' observation, students' attendance, and self-evaluation • Students' performance	• EDB and school funding
	• Nurture students' abilities to handle life problems through organization of various ECA activities and assumption of various student leadership roles	Whole year / all students	• All teachers	• Students develop good character and have high ability to deal with pressure and life adversity	• Teachers' observation • Students' feedback in APASO, SHS data	• EDB and school funding • Student training
	• Organize alumni sharing, personal guidance and organize job tasting programs	Whole year / all students	• Alumni Association, Careers & Life Planning Committee	• Students have better understanding of the environment outside school and future challenges	• Teachers' observation • Students' feedback • APASO, SHS data	• School funding • School funding
	• Facilitates Student Mental Health Support Scheme (SMHSS)	Whole year / S1-5	• Guidance & Counselling Committee (SENCO) and social workers	• Students' willingness to participate increases	• Teachers' observation and students' feedback • APASO data	• School funding
	• Refinement of school curricula to strengthen career education and personal growth of students • Conduct life planning programs • Organize career talks and seminars • Broaden students' horizons and exposure by participating in	Whole year / all students	• Guidance & Counselling Committee, subject panels, Careers & Life Planning Committee, ECA & Global Exposure	• Students become more confident of their future development and better informed of the outside world		• School funding

Targets	Strategies	Time Scale / Target Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
	competitions, exchange programs, visits and so on		Committee			
	• Host interview skills talks and writing workshops, job tasting program, and offer individual guidance	Whole year / S3-6 students		• Students can establish personal goals and formulate strategies in pursuing their goals	• Teachers' observation and students' feedback • APASO data	
	• Organize Student Mental Health Support Scheme SMHSS 醫教社同心計劃 to show concerns to mental health	S2 students and referrals	• Guidance & Counselling Committee	• Medical professionals assess students' progress	• Meetings with professionals to evaluate students' performance, APASO data	• Activity funding
	• Provide speech therapy assessment and training to students on speaking and hearing	Whole year / S1-6 students with ASD, SLI, HI	• Guidance & Counselling Committee (SENCO)	• 80% attendance	• Students' progress reports	• School funding
	• Organize 正向週 activities and workshops (Positive Education Week)	Whole school / all students	• Guidance committee and social workers	• Students can elevate self-image to self-actualization level	• Reflection on program results, APASO data	• QEF
	• Nominate prefects to join leadership training programs	Whole year / prefects	• Discipline committee	• Widen students' horizons	• Students' feedback	• School subsidy and student self-finance partly
	• Implement 「仁德正向教育校本計劃」 program	Whole year / S1 to S3 students	• Value Education Committee	• Nurture positive values and beliefs, establish self-esteem, respect and care for others	• Teacher observation and student performance • APASO data	• 「仁德正向教育校本計劃」package, small gifts, AV equipment

Targets	Strategies	Time Scale / Target Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
e. To instill in students Catholic Core Values, virtues, mutual support, and positive life attitudes	• 日本長崎朝聖活動	下學期 / 部份學生	• Religious Education & Pastoral Care Committee, Hist, Geog panel, Ms J Chan, Ms Ng	• 活動成功進行	• 學生及老師回饋	• 學校資助
	• Give positive and formative feedbacks to students during lessons and praise positive efforts and good behaviours, reward achievements	Whole year / all students	• All teachers	• Students develop growth mindset and positive attitude towards study and life	• APASO data	• School funding
	• Various talks on moral values and character formation, e.g., self-understanding program, intellectual Property, UNICEF, World Vision, anti-corruption, anti-bullying, legal talks, against racial discrimination, 新超凡學生閱讀計劃	Whole year / all students	• Values Education Committee, Guidance & Counselling Committee	• Students understand their talents and develop desirable characters, strive for excellence, handle hardships and challenges in study and work with positive attitudes • Instill Core Values of Catholic Education	• Teachers' and students' feedback, APASO data	• School funding, program costs
	• Provide teacher training programmes to explain the meaning of the school theme and Catholic Education Core Values	Whole year / all students	• Staff Development Committee, Religious Education & Pastoral Care Committee	• Teachers understand the meaning and apply the values in their work	• Teachers' teaching includes the values	• CEO
	• Incorporate Catholic Education Values into school curricula	Whole year / all students	• Subject panels	• Students internalize the values	• Teacher observation, students' feedbacks, APASO data	• School funding

Targets	Strategies	Time Scale / Target Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
	• 選取合適教材，例如：古訓格言、文學作品、名人故事、勵志編章，以追求卓越，建立正確人生觀；同時思考人生和天主教教育核心價值	全年 / 全部學生	• 中文及中國文學科老師	• 學生能反思人生價值，仿效名人事跡	• 老師觀察，同學表現，APASO data	• 教育局及學校文資源
	• Arrange thematic activities, including Against cyber bullying, malware prevention, blackmailing awareness, intellectual property rights, Punctuality Award, Inter-class good performance competition, Self-enhancement Scheme, Courtesy ambassadors, class rules contracts	Whole year / all students	• Discipline Committee, school prefects	• Students understand and acquire the virtues	• School records, questionnaires, APASO, SHS data	• School funding
	• Collaboration between committees to provide individual guidance	Whole year / all students	• Values Education Committee, Careers & Life Planning Committee, Guidance & Counselling Committee	• Students can internalize Core Values of Catholic Education and virtues to develop positive life attitudes	• Teachers' observation, students' response, APASO, SHS data	• School funding
	• Various talks on character formation, e.g., self-understanding program, participation in ECA activities	Whole year / S1-5	• Careers & Life Planning Committee, Guidance &Counselling Committee and ECA & Global Exposure Committee	• Students understand their talents and develop desirable characters, strive for excellence, handle hardships and challenges in study and work with positive attitudes • Instill Core Values	• Teachers' and students' feedback APASO data	School funding

Targets	Strategies	Time Scale / Target Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
				of Catholic Education		
	• Various subjects infuse Core Values of Catholic Education, School Motto, moral values, and life virtues into their curricula e.g., Catholic faith and church development in Europe (Hist), missionaries in China (Chin Hist), purchases related book for library	Whole year / all students	• Subject panels, school library	• Students develop high moral standard and values	• Teachers' observation and students' behavior • APASO data	• School funding
	• Encourage students to join community activities, and relate the learnt values to their lives • Various services inside and outside school	Whole year / all students	• Values Education Committee, Discipline Committee, and other subject teachers	• Students concern about local and worldwide topics, including poverty, conservation and human rights and social issues • Students understand the importance of justice	• Teachers' observation and students' performance • APASO data	• School funding
	▪ Catholic week	2nd term / all students	• Religious Education & Pastoral Care Committee & Ms W Ng	• Students receive religious information and develop interest in religion	• Teachers' observation and students' feedback	• Gifts, religious information, game cards
	• Various activities for P6 and S1 students, including subject introduction, student sharing	1st & 2nd term / P6 and S1 students	• Promotion and Publicity Committee	• Maintain good relationships with primary schools in the distract	• Parents' and primary schools' feedback	• School funding

Targets	Strategies	Time Scale / Target Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
	• S1 orientation	Aug / S1 Catholic students and parents	• Religious Education & Pastoral Care Committee and Ms W Ng	• Students know about religious formation	• Teachers' observation, students' response	• Computers
	• Faith Garden activity 及 Committee training of Faith Garden and Catholic Society (LSCC 羊棧), 「尋覓主‧得享愛」福傳正向心理魔術表演，聖雅各伯堂朝聖，Alpha 主導深化信仰活動，泰澤祈禱	Whole year / all Catholic students	• Religious Education & Pastoral Care Committee & Ms W Ng	• Growth of spiritual life, mutual understanding, team building and nurture friendship.	• Teachers' observation and students' feedback	• Activity room, game tools, venue, gifts
	• Caritas Bazaar and joint school visiting activities	1st term / Big Sister, Social Service Group, Catholic Society members	• Catholic teachers, Ms W Ng, Guidance & Counselling Committee	• Doing charity, serve the needy, respecting others, develop talents, cultivate caring spirit	• Teachers' observation and students' performance and feedback	• Gifts, games, and transportation
	• Prayer gathering and Mass	Whole year	• Catholic teachers and Ms W Ng	• Students take part in prayer gathering and mass, understand the meaning of these ceremonies	• Teachers' observation and student questionnaire	• Hall, computer and VA equipment
	• Morning prayer and life sharing	Whole year / Catholic students	• All teachers	• Students are positively influenced by religious and life sharing	• Teacher questionnaire	• Religious books, VA equipment

Targets	Strategies	Time Scale / Target Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
	• Catholic student retreat	2nd term / Catholic students	• Religious Education & Pastoral Care Committee and Ms W Ng	• Students receive religious formation and reflect on their relationships with God	• Teachers' observation and students' feedback	• Spiritual director, church
	• Confession	Whole year / Catholic students	• Religious Education & Pastoral Care Committee and Ms W Ng	• Students reflect on their lives and improve the relationships with their neighbors	• Teachers' observation and students' feedback	• Liturgy, VA equipment and computer
	• Passover feast	2nd term / Catholic students	• Religious Education & Pastoral Care Committee and Ms W Ng	• Students understand the meaning of Passover rituals	• Teachers' observation and students' feedback	• Food, questionnaire, VA equipment
	• Teacher retreat	2nd term / Catholic teachers	• Religious Education & Pastoral Care Committee and Ms W Ng	• Teachers receive religious formation and reflect on their relationships with God	• Teachers' feedback	• Spiritual director, suitable venue
	• The Way of the Cross, Ash Wednesday	2nd term / Catholic students and teachers	•
• Religious Education & Pastoral Care Committee and Ms W Ng	• Students understand the meaning of the Way of the Cross and Ash Wednesday	• Teachers' observation, teachers', and students' feedback	• Liturgy, questionnaire, VA equipment
	• Community service e.g., Caritas Bazaar, visit elderly home	2nd term / Catholic students	• Religious Education & Pastoral Care Committee and Ms W Ng	• Students are willing to join service activities	• Teachers' observation and students' feedback	• School funding

Targets	Strategies	Time Scale / Target Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
	• Broadcast Catholic faith and activities clips on Canteen TV	Whole year / all students	• Religious Education & Pastoral Care Committee and Ms W Ng, IT Committee • All staff	• Exposure to Catholic religion related information • Students understand the Core Values of Catholic Education and School Motto	• Students' response, teachers' observation • Teachers' observation, students' performance, APASO, SHS data	• AV equipment • School funding
	• Promote school Core Values and Motto in teaching, ECA, and other school activities	Whole year / all students				
	• 部份相關科目包含時事及社會課題，鼓勵同學反省	全校 / 全部學生	• 中史、通識、公民與社會、中文、History, Science, Biology, Economics, Geography, RE, Mathematics, and English panels	• 同學能深入認識及體會社會不同階層觀點，中國及世界公民身份的權利和義務	• 同學功課及評核表現	• 學校資源

Major Concern 3: **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	Strategies	Time Scale / Target Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
a. To formulate and implement measures to maintain a safe and orderly learning environment in school and nurture students to become law-abiding citizens,	• Rules and regulations in various subjects, laboratory and Art Room rules, sports rules, etc. will be enforced. Assignment formats and deadlines are set up to guide students' behaviours	Whole year / all students	• All teachers	• Students' good performance	• Discipline record, subject panel evaluation	• School funding
	• Evaluate previous efforts and formulate plans to implement National Security Education in school curricula	Whole year / all students	• All teachers and staff	• Students have better understanding of National Security	• Teacher observation, student performance • APASO data	• School funding
	• 從中文及文學作品、生活及社會科、公民及社會科技、奏唱國歌、升旗禮、參訪與《基本法》和《國家安全法》有關的地方（如終審法院）、認識選舉資訊、內地考察團、參觀香港故宮文化博物館、明愛跨種族文化覺醒活動、古蹟教育劇場、中國文化坊、課外活動等，認識中國的優秀文化，加強國民身份認同，培養國家觀念（包括非華語學生）	全年 / 全部學生	• Values Education Committee and all teachers	• 同學對國安法、基本法、國情、中國文化加深了解和欣賞，認同國民身份	• 學生課堂表現及態度，學生課業，APASO 數據	• 學校自訂教材、網上資源、課外書、課外活動
	• Introduce One Country Two Systems concept in various subjects e.g., mathematics,	Whole year / all related students	• Related subject teachers	• Student understanding the concepts	• Student performance. Teacher observation, APASO, SHS data	• School-based materials

Targets	Strategies	Time Scale / Target Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
	economics (different tax regulations, fair trade, deglobalization) • Arrange road safety talks, internet safety, and police talks	1st term / junior forms 2nd term / senior forms	• Discipline Committee	• Development of law-abidance behavior	• Teachers' observation and students' performance	• Various Government Departments
	• Upgrading and improvement of Student Activity Room cum STEM Room with added STEAM equipment	Whole year / all students	• ICT and other subject teachers, School Environment Enhancement Committee	• Arrange various activities successfully	• Students' participation and performance, questionnaire	• QEF and School funding
	• Arrange opportunities of exposure to justice system (including Civic Education Group, visiting law courts, Court of Final Appeal and Legislative Council)	Whole year / respective club members and committees	• Club advisors CSD panel, Values Education Committee	• High APASO and SHS scores, number of participants, and good student reflection	• Teachers' observation and student questionnaire	• Respective organizations, school funding
	• Collect data on school efficacy	Whole year / all students, teachers, and parents	• School Development and Accountability Committee	• Complete the processes of data collection and analysis, compile reports through various platforms	• KPM, SHS data and various reports	• School IT support, technical support
	• Arrange teacher training programs, including use of interactive whiteboard, mental health, Catholic Core Values,	Whole year / all teachers	• Staff Development Committee, Values Education Committee	• Complete the programmes	• Questionnaires, APASO, SHS data	• Guest speakers, school funding

Targets	Strategies	Time Scale / Target Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
	mediation, school motto, Catholic School Teachers' Day, and National Security. Target to equip teachers with knowledge and skills to cater students' needs					
	• 配合最新公民，基本法及國安法教育，安排相關活動給同學和老師。同時在課堂中加入認識中國的課題及問答比賽	全年 ／ 全部學生	• 價值教育組及相關科目教師	• 同學能認識及關心中國，建立國民身份認同	• 同學表現	• 學校資源
	• Additional programmes for different levels, S1: Animal Talk, S2: Chinese Virtues Programme, S3-S6: Legal Talks, S5: Race Ordinance Programme	Whole school / all students	• Values Formation Committee and form teachers	• Positive feedbacks from students and teachers	• APASO data, students' response, teachers' observation	• School funding
	• 舉行升旗儀式，唱國歌及國情認識活動	逢星期五及在特定日子	• 價值教育組及相關科目教師	• 同學能建立國民身份，認識及關心中國	• 老師觀察和同學表現	• 學校資源
	• Initiate, facilitate, maintain, and evaluate a fair, transparent, and open staff appraisal system for all teachers	Whole year / all teachers	• School Development and Accountability Committee	• Completion of the appraisal process, positive feedback in SHS	• Teachers' positive feedbacks	• School funding
	• 實行 EDB 對教師培訓的最新規定及建議（包括國安法和教師專業價值和操守等）	全年 ／ 全部教師	• 教師發展組	• 有助教師專業發展	• 問卷達 3 分以上	• 學校資源