

Leung Shek Chee College



Annual School Report 2022-23

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A. Our School Mission

School Mission Statement

- In pursuit of the Catholic education principles, we endeavor to provide an all-round and holistic education in accordance with the spirit of the Gospel by facilitating a balanced development of our students in the spiritual, moral, intellectual, physical, social, and aesthetic aspects.
- We, therefore, seek to create an environment conducive to learning, to assist our students to acquire knowledge, to develop their potential to the full, to foster good character, to cultivate a positive outlook on life and acquire virtues, and to motivate them to know their country and its culture. Guided by the School Motto 'The LORD is My Strength', our students are expected to strive to give their best to society and help to build a world full of love and justice.

School Goals

- I. To provide opportunities for students to develop their abilities in organizing, analyzing, independent-thinking and problem-solving. *(Major Concern 1 2021-24)*
- II. To nurture in students a love for learning and understanding that learning is a life-long process. *(Major Concern 1 2021-24)*
- III. To tailor the curriculum to meet various needs of students and to cater for the development of society. *(Major Concern 1 2021-24)*
- IV. To enhance students' proficiency in languages to comply the 'biliterate and trilingual' policy and to meet future needs in their studies and their career. *(Major Concern 1 2021-24)*
- V. To develop students' physical capacity, sporting skills, creativity, and aesthetic sense. *(Major Concern 1 2021-24)*
- VI. To provide a variety of activities for students to broaden their horizons, to enrich their learning experiences and to develop their confidence, leadership, and interpersonal skills. *(Major Concern 1 2021-24)*
- VII. To develop students' ability to utilize information technology to keep abreast of the global trends. *(Major Concern 1 2021-24)*
- VIII. To develop in the School a culture pertaining to Catholic schools, to help students to nurture a Christian spirit and actualize it in their daily life. *(Major Concern 2 & 3 2021-24)*
- IX. To inculcate in students a strong sense of responsibility, self-esteem, self-discipline, and perseverance. *(Major Concern 2 & 3 2021-24)*
- X. To develop students' civic and cultural awareness to foster a caring and loving attitude toward their families and the community. *(Major Concern 2 & 3 2021-24)*
- XI. To make appropriate use of resources to promote quality education. *(Major Concern 1 2021-24)*
- XII. To strengthen the communication with parents, alumni, students, and the community to provide collaboratively an ideal learning environment. *(Major Concern 3 2021-24)*

Educational Theme (2022-23)

Truth 真理

B. Our School

Brief Introduction

- Leung Shek Chee College commenced operation in 1977 as a government aided Catholic girls' school under the Missionary Sister of St. Columban. In September 1996, the Hong Kong Catholic Diocese took over sponsorship of our School and the Incorporated Management Committee was established on 2 May 2014.
- With clear guidelines on good behavior, virtues of good character have been fostered.
- In 2022-23, there were 27 classes; 4 each from S1 to S3, and 5 classes each from S4 to S6. To facilitate learning and teaching by reducing the student-teacher ratio, there are 5 groups in S4 to S6. Arts and science-related subjects were offered in all forms and commercial-related subjects were offered from S3 to S6.
- Tri-lingualism and bi-literacy were promoted in our School. Our School has adopted English as the medium of instruction for all students since 2010. An English-rich learning environment was sought. Activities in English across the curriculum were held throughout the year. Assemblies and announcements were mainly conducted in English. All bulletin boards on campus and school notices were bi-lingual. There were 1 CMI class at S1.
- Smaller classes were arranged in English Language, Chinese Language and Mathematics in junior forms.
- Enhancement classes were arranged for English Language, Chinese Language and Mathematics to help remedial students to catch up. Enrichment classes were also provided to S1 to S3 high achievers in English Language.
- There were 29 standard classrooms and 18 special rooms, including a Lecture Theatre, an Information Technology Learning Centre, a Multi-media Learning Centre, 2 Computer Rooms, a Language Centre, a Student Activity Room cum STEM Room, 4 Laboratories, a Career Room, and a Guidance Room.
- Air-conditioners and networking were installed to provide a favorable learning environment for students.
- WiFi 900 system is installed on the school campus for internet access. Apple TVs were installed in all S1-3 classrooms and special rooms including all 4 laboratories for more effective learning and teaching purposes.

School Management

- Starting from 2 May 2014, the School was governed by the Incorporated Management Committee, which is comprised of representatives of the sponsoring body, an independent manager, elected parents, alumni, and teachers' representatives.

- IMC Members:

School Supervisor: Rev. T Wan

Ex-officio Member: Ms. G Wong

School Managers: SSB Manager:

Mr. S Hon

Ms. D Yeung

Ms. A Woo

Mr. P Kwok

Mr. FW Kwok

Ms. CY Yip

Rev J Kwan

Independent Manager: Ms. F Chan

Parent Manager:

Ms. C Lam

Ms. LL Lai

Alumni Manager:

Ms. C Lai

Teacher Manager:

Ms. M AuYeung

Mr. CM Cheng

C. Our achievements and reflections on Major Concerns

Major Concern 1: To nurture reflective learners who can develop their potential to the highest to face future challenges. *(In response to School Goals I to VII and XI)*

培養同學在反思中學習，讓其能盡展潛能，以迎向未來挑戰。

Achievements

- To guide students to apply the reflective learning model and achieve assessment for learning, each DSE subject panel prepared Content-Gap Analysis and obtained Performance Track Records System to provide quantitative information to students and teachers to monitor the learning progress and performance. Tailor-made measures and guidance were adopted according to individual student's results to enhance their learning outcome. Special programs were organized (e.g. enhancement class and elite class) to enhance performance and learning attitude. Parents were also informed on students' performance.
- (i) Students with different talents, learning interests and capabilities were encouraged to follow their own path. Opportunities like Applied Learning Courses, ATEC DSE Visual Arts, Music Courses and other languages courses were included to help students realize their potential.
- (ii) Learner diversity was addressed by providing ability-oriented learning activities, including the 'Rainbow Scheme' for low achievers in junior forms, study skills workshops, the Debate Team and the Loudspeaker Club for brighter students to train public speaking and boost their self-confidence. More students were encouraged to attend activities (like Chinese and English Drama Club, Korean and Japanese courses, etc. to explore their language abilities, experiences in competitions, contests, exchange programs and university courses) to broaden their horizons.
- (iii) Measures to address learner diversity included nomination of students to become members of the Hong Kong Academy of Gifted Education, application for "Gifted Education Fund: Off-school Advanced Learning Programmes (Advanced Physics Enrichment Experience (APEK), and CUHK "Summer Program for the Gifted and Talented", 還包括精英運動員參加運動領袖計劃，及「SportTag 章別獎勵計劃」。
- (iv) Teachers served at the HKEA and CDI as textbook reviewers and DSE markers. These outside posts enabled teachers to gain in-depth knowledge on the requirements of various subjects and be kept abreast of the latest development of different subjects. Students could be updated with first-hand information and requirements.
- (v) Study skills sharing group activities hosted by Educational Psychologist and social workers were organized for junior form students to help them nurture good learning habits.
- (vi) Learning activities about integrated education were organized by social workers and teachers to provide assistance to students with special learning needs. This allowed better integration to the school community.
- (vii) 45 S4-6 students are currently taking external academic courses. Comments on their performance were generally positive, some received recognition like scholarship.
- (viii) To tally marking standards and benchmarking among different teachers, a system of swap scripts marking, and standardization meetings were adopted.
- (ix) Organized the Student Mental Health Support Scheme (SMSHH), Sex Education Workshop, and

AYP Positive Week to cater for students' developmental needs.

- (x) Organized the Rainbow Scheme 勵進計劃 which provided academic support for underprivileged students and slow learners in junior forms.
- (xi) 參加非華語學生學習中文及建構共融校園計劃，參加校內和校外活動，提高學生對中文和中國文化的興趣，增進學生對中國文化的認識，促進種族和諧。同時，在特定科目（如公社科）設合適教材協助有需要的同學。
- (xii) 參與姊妹學校計劃，與深中南山創新學校進行學術及文化交流。
- (xiii) Arranged for Applied Learning Courses (S4), ATEC HKDSE Visual Arts and Music Course (S3), and ABCHK HKDSE other languages courses (S3) to develop students' talents. Korean and Japanese courses were set up (ECA) to cater different interests.
- (xiv) Senior students shared their views on elective subject selection to junior forms in consultation session (include talk and individual Q&A). Parent sessions were also organized in which subject panels introduced the curriculum goals and subject requirements to interested students and parents (jointly organized by Curriculum and Academic Development Committee and PTA).
- (xv) An extra teacher was recruited to provide support to NCSs in Chinese and CSD learning to prepare for future studies.
- (xvi) History, Science and Geography included LAC in their curricula to enhance the use of English in subject learning. Reading Across Curricula (RAC) was also adopted.
- (xvii) e-Learning
- Enhancement of learning efficacy was achieved with extensive use of IT-assisted learning methods, including real-time online lessons. Various equipment including interactive whiteboard, iPad, and the STEM Room were used in daily learning and teaching.
 - HKEdCity online question bank was used to provide additional online support to students by easy access to HKDSE past questions.
 - To always assist learning in and beyond the classroom, extensive use of IT was promoted. eClass, Google Classroom, ZOOM, Jamboard, Padlet, Mentimeter, Screencastify, Kahoot!, Google Earth and other online learning platforms were used extensively by various subject teachers across all levels for communication and student-centered learning. Different eLearning platforms were set up. As for the hardware, Apple TV devices were installed in classrooms and laboratories to facilitate e-Learning activities. Google Classroom was introduced to all students for more interactive exchanges of learning materials and ideas. More teacher training was held to upgrade IT knowledge and applications. iPads and Apple Pencils were purchased for learning and teaching purposes.
 - In addition to HKEdCity and publishers' online assessment, students also joined e-Learning activities with diversified e-Learning tools and platforms.
- (xviii) 中文科、中國文學科及中國歷史科
- 在常規課程以外，加入各項不同學習活動（如建立共融校園、中國書法、航拍課程、網上閱讀、文化考察、話劇、電子學習、VR 軟件、茶藝坊、社區導賞、與聖言中學合辦聯校讀書會、鯉魚門文學散步、及作家講座和對談（趙曉彤，張曉宇）、推介各種文學活動、香港故宮博物館文物導賞、「地景·人文·寫作計劃」、創意寫作坊、觀賞戲劇、參觀中大圖書館等），增加學生的學習興趣，照顧學習差異，和適應不同的學習模式。

- 中文和中國歷史科及圖書館作跨學科合作。推出活動鼓勵同學融匯貫通，對中國文化作更全面的理解。
- 舉辦「5**分享會」，邀請成績優異的舊生分享讀書心得。另外亦有書籍展覽、說話演練、文學創作、茶藝和武術等活動。
- 推廣閱讀風氣，通過電子閱讀 (Hyread)、應用 Kindle 閱讀、交流和體驗、及參觀圖書館及書展。亦為初中每級選取合適篇章，與圖書館推行閱讀計劃和書展。推行網上閱讀計劃，培養閱讀習慣和擴闊閱讀面。
- 在中六級推行教師和同學協作學習，課題為「小組討論訓練」及「綜合應試技巧」。
- 配合學習需要設立拔尖補底措施。如中一至中三設輔導班、中五和中六設增潤班、給予非華裔學生安排 IGCSE 訓練、於圖書館添置合適學習材料，以供閱讀。其他以中文授課的科目亦有提供特別教材給 NCSs，又為能力較佳的學生提供額外的學習活動和訓練，以加強她們的語文能力。以不同教材配合天主教教育理念，通過品德情意教育，提倡傳統獨立、自學、和反省精神。
- 中國文學科提供不同的學習活動，如增加文學創作及賞析班、參觀書展、文學散步、圍讀名著、作家講座等。又為成績稍遜的中五中六同學設補底班，和邀請獲優異成績的同學分享讀書心得。
- 安排非華裔學生參加特別課程，任教老師亦有出席相關交流會。
- 與其他科目合辦推廣中國文化的活動（如中國古代神話故事、志怪小說、聊齋篇章流螢）。
- 各級教師協作教學，促進專業交流，並積極參與校外交流活動，掌握最新學科和考核要求。

(xix) English

- Designed and disseminated reflective journals to promote reflective learning which included questioning techniques and high order thinking skills.
- Used online tutorial videos on reflective English Learning, pre-lesson support and grammar consolidation were made.
- In addition to the formal curriculum, a variety of learning opportunities (talks, dramas, visits, reading schemes, competitions, 5* tips sharing, mock exam papers exchange, etc.) were provided to facilitate learning of different abilities in English, as well as different activities to accommodate different learning styles and to arouse learning interests.
- Special classes to customize learning items were set up for brighter and weaker students. Different level of difficulties and learning paces were adopted to facilitate student-centered learning.
- Liaised with EMI schools to organize joint school oral practices for S5 and S6 to strengthen language proficiencies for DSE, future study and career development.
- Organized talks, visits, drama performances, contests (including online reading platform EPIC, English builder online learning platform, SCMP subscription, Speech Festival, summer reading scheme, eReading, Visual English Fest, visit Books and Co bookshop, SCMP head office, English theatre workshop on Guggenheim Mystery (SCOLAR), English Battle of Books Competition, book fairs, summerbridge, SCMP Writing Academy Workshop – Experience as a Journalist, published articles on Young Post, participation in the English Summer Camp cum Bridging Course (Synergy Education), English musical theatre performance, English speaking competitions, writing competitions, video making competitions, overseas study tours, INKY and Quest subscription, etc.) to widen students' horizon and perspectives.

(xx) Mathematics

- Diversified learning approaches were adopted to enrich learning experience, cater learner diversity, and facilitate reflective learning. This year's activities include plotting statistical diagrams with Excel, making tessellation design, calculate BMI by changing subject of formula and

compound inequalities. Other activities and competitions include alumni sharing session, “Brain Go, Bingo”, S3 Cal-tor game, Pi-day party, IT assistance in learning 3-D figures, trigonometry, graphs, symmetry, transformation and 4-centres of triangle.

- Students took part in group discussions to improve their communication skills on abstract mathematical concepts.
- Self-directed learning was encouraged by learning tasks (like S2 mini projects and model making) given before long holidays.
- eLearning and student-centered learning were facilitated by including online materials, videos and photos on Google Classroom, pre-lesson tasks, daily life examples of rates and percentages.
- To cater for learner diversity, special arrangements including both elite and enhancement classes were offered. Extra classes were provided to S1 to S6 students with weaker abilities in algebra. With this practice, it helped to build a solid foundation for future learning in mathematics.
- Students were encouraged to join courses and competitions held inside and outside school, including the HKUST Dual Program, True Light Girls’ Invitational Mathematics Contest 2022, Hua Xia Cup Hong Kong Mathematical High Achievers Selection Contest (2022-23), Hang Lung Mathematics Awards (2023), CUHK EpyM T · IMO Preliminary Selection Contest. These activities widened students’ horizons and built up their confidence.

(xxi) Liberal Studies, Life and Society

- 與中文及中國歷史科合作教學和安排學習活動，鼓勵把不同科目知識融合，養成多角度及獨立思考，自發形成價值反思及判斷。
- 課程內容、課業和學習活動安排加入基本法和國家安全內容，例如參加認識《基本法》網上問答比賽、《浪遊香港 1773》綠色文化教育活動、及安排中五全級內地考察團等。
- Critical thinking, communication skill, understanding and sensitivity to current issues from different perspectives were reinforced through group discussion, monthly news digest, news sharing, presentation, monthly News bulletin, and competitions.
- E-Learning was adopted during studying, discussion, and web searches. The use of iPads, Google Classroom and ZOOM were also included.

(xxii) Other Subjects

- Arts education was provided by the Music and Visual Art panels.
- “Learning-by-reading” was prepared for students during VA lessons.
- Art Education included history of art and artists, painting and drawing by traditional and modern tools, multimedia creations, etc.
- There were school teams for junior and senior choirs, and the Handbell Team, lessons were held for string classes, ukulele classes, handbell classes, drum set classes, and string ensemble.
- Students had the opportunity to appreciate Chinese opera, Chinese art songs and folk songs.
- Students completed online tasks and composed melodies and write lyrics, using Magic Composer and “Flat.io”. Readings on great composers, concert report and art appreciation reports were prepared by students.
- The PE curriculum included an introduction to physical fitness and its relationship with health, sports benefits, self-image, nutrition, injury management, pressure relief, and weight management. Students participated in SportACT and SportFIT.
- Physical education promoted the training of students’ physique, students’ exposure to a wider range of sports, monitoring of their own physical conditions, prevention of injuries, and promotion of a healthy lifestyle. A variety of sports activities were promoted to students. Coaches and promoters from various sports organizations were invited to hold taster programs for the students during PE lessons. Interested students were recruited to join further training and some participated in competitions. Various sports were introduced this year, including lawn bowling, snooker, bicycle riding, Nerf Hunt, bowling, fencing, gymnastics, orienteering, golf, rope-skipping,

floor curling, cup stacking, 健球、高智爾球、and dodge disc. PE lessons promoted students' awareness on physical health and their life habits. Group cooperation, team spirit, resilience and pressure relief skills were nurtured to cope with academic and other life challenges.

- 體育科實施和安排各種不同措施推廣運動，包括派發《Sportsroad Junior》和《活力新一代》，成功申請「2022-23 精英運動員慈善基金賽馬會動感校園計劃」，透過「Learning Fun」學習平台監察同學的體適能等。另外，亦組織跳繩隊參加校外比賽和校內表演，安排外校排球友誼賽，參與禁毒基金「動感抗毒」計劃，推行「體格測量優化計劃」（校內學生超重比例少於 20%），參加「中學體適運動獎勵計劃」及「跳繩強心」計劃。其中「校隊運動心理訓練計劃」為本年度首次推行，主要訓練校隊成員的競賽意識、比賽狀態、自我形象，和訓練工作管理等。
- RE panel organized a one-day pilgrim to Macau, students and teachers visited many churches and Our Lady Star of Hope. Students were moved by the perseverance of the sisters when visiting their monastery.
- Many subjects endeavored to promote reading to learn. 中文、中國歷史、中國文學、History, and Religious Education Panel collaborated with the school library to organize reading schemes and promoted reading activities, including the use of the school HyRead eBook APP, and the Hong Kong Public Library eBook System.
- The School library cooperated with various subjects to organize reading and eReading schemes.
- STEM education involved Science, IT and Mathematics panels. Activities included Maker programs, coding training, IoT and engineering activities were arranged in Science, ICT, and Mathematics lessons for students in different levels. The aims were to promote learning of programming, the use of data loggers, engineering, making, use of IoT, AI, and electrical engineering. QEF was obtained and used to upgrade the Student Activity Room cum STEM Room to better accommodate STEM activities. Various STEM-related installations, furniture, equipment, and restructuring were completed. STEM elements were incorporated in formal curriculum of Science, Mathematics, and ICT.
- Teachers consolidated students' learning with IT. Various eLearning activities and assignments were used to help students to learn and revise at their own pace, and thus achieve student-centered and self-directed learning. Communication software and social media were used to link students and teachers so that teachers could provide timely assistance to students. Elite classes were arranged for more capable students to improve their examination skills. Various learning activities were provided for junior form students, STEM learning activities for all S1 to S3 students. They used science, technology, engineering, and mathematics knowledge in doing their Heat SMART, Eat SMART, Food SMART, and other ad hoc projects. The AI x Textile STEM activity organized by HKPU was arranged for all S3 students.
- Science and STEM subjects adopted eLearning extensively (through eClass, ZOOM, Google Classroom, WhatsApp, and online assessment).
- Cross-disciplinary reading was organized by the school library and student participation was satisfactory. The total book loans this year was a record high 3974 entries and 611 eBooks.
- Promotion of reading activities was organized throughout the school year, including the 34th Book Report Competition, 4.23 World Book Day Creative Competition, Teens' Reading Clubs 2022-23, 1-hour Reading Challenge, Hong Kong Book Fair, 漂書 activity, book sharing, new books display, and Campus TV book promotion.
- PSHE subjects arranged many learning activities using AR, videos, news, links, exam skills drilling, and answering skills.
- In response to students' views in APASO, various subjects arranged different outward bound learning opportunities. Students were encouraged to join activities outside school to broaden their horizons and enrich their learning experience, including local field trip to Lamma Island Fisher Folk Village to study geographical features and local history, drama appreciation "A Tale of Two Cities: Blood for Blood", literature tour to Lei Yue Mum, "Virtually Versailles" at the Heritage

Museum, Talk on detective novels and relations with Japanese history, visited Hoi Ha Wan Marine Park, Ho Koon Education cum Astronomical Centre, Yuen Long bypass floodway, Chan Chun Ha Field Study Centre, Museum of Medical Science, etc. They also joined the HSBC JA Company Program, 大館 and M+ visits and guided tours, Accounting & Management Case Competition (HKICPA), “Financial Carnival” (HKFWS), and the PACC Virtual Forum.

- Updated global issues were included to make the subject learning relevant to real life, topics such as the China-US trade and financial relationship, inflation, unemployment, the Russia-Ukraine conflict, impacts on supply-chain, and the global food and energy crisis.

(xxiii) My SMART Goals

- The SMART program was adopted to help students to aim high in setting clear goals. A booklet was given to each student at the beginning of this school year. The meaning of SMART was clearly explained to all students. With the guidance from form teachers, students set goals on their own initiative in various aspects of their school lives. Students reviewed their progress in achieving their goals with their form teachers at the end of the school year. The process of setting SMART goals was helpful to the students. It was complemented with the application of character strengths approach adopted this year to help students better understand themselves, their strengths, and weaknesses better.

(xxiv) Career Education and Life Planning

- Organized activities including “Distinguished Master, Accomplished Students”, job sharing programmes (organized by Environmental Protection Department), Youth Intern (Employee Retraining Board), Mentorship Program, and various university talks were organized for senior form students.
- Senior form students adopted the “Career Mapping” career tool.
- Mock interview workshops were held to enhance S6 students’ interview skills and self-confidence.
- Various Life Planning programs, career talks, Career Day, seminars, as well as individual guidance, were offered. Students understood themselves more, appreciated their strengths, and faced life challenges in a positive manner, many students were enlightened by alumni sharings.
- JUPAS and EAPP talks, life planning talks and university (both local and overseas) admission talks including CUHK, BU, LU applied learning courses, HKMU-LiPACE, BU CIE were organized to update students’ understanding of career paths.
- Sharing by alumni were organized to equip students with essential knowledge to handle life challenges.
- Self-understanding programs were held in junior forms to promote self-understanding and setting of life goals.
- Students were introduced to various school principal nomination schemes, including SNDAS, EdUHK SPN, and HKU Special Principal’s Nomination Scheme.
- Some S5 students joined Disney’s Hospitality in Practice in July to experience hospitality work in a renowned amusement park.
- S5 career education instilled a positive attitude in facing life challenges and setting life goals. Individual guidance was also provided by career teachers.

(xxv) Extra-curricular activities

- Among the 58 student ECA clubs and groups, 30 were related to musical and artistic, 10 were related to sports, 11 were related to exposure, and 7 were service groups. 604 students joined these activities, and the person-time was 1274. 8 new clubs were formed (e.g., Japanese course, Dessert Class, Scientia, Road Skipping Team, UNICEF Club, Card-making class, Flag Raising Team, GuZheng Ensemble, and STEM Hub). Students also served as prefects, Big Sisters, and librarians.

Students across junior and senior forms took charge in planning, promoting, implementing, and evaluating activities. They recruited members online and managed the finances. Teacher advisors guided students in organizing activities. Students learned solid organization skills, communication skills, and cooperation skills in running activities essential in their future academic and career development.

- School teams were set up and they participated in various competitions.
- Diversified student activities were organized, including artistic activities, sports activities, services activities, academic activities, leisure activities, performances, English Week activities, activities from the Loud-speaker Team, English drama, and Chinese Drama, Writing and Drawing Club, and activities from the STEM Team.
- The one life one music/art/service scheme for all S1 & S2 students was organized to develop life-long interest and enrich their school lives.
- Diversified House activities including Sports Day brochure design, creative choral, quiz, cheering competitions, sports events, debate, etc. cultivated sense of belonging to school and helped better understanding of Core Values of Catholic Education. Students developed organization, administrative, communication, and social skills.
- The Student Association was vacant this year. Only basic service was provided.

(xxvi) Territory-wide competition awards and prizes

- **Sports:** 女子花劍公開組亞軍 (4D Mahmood Bibi Aaizah), 劍擊大循環—團體賽冠軍師 (1B Elsa Tsang, 1C Jessica Lai, 2C Eunice Zeng, 4D Mahmood Bibi Aaizah, 4D Zahid Abeerah, 5E Macy Wong).
- 聯校盃—全港跳繩競速錦標賽 2023 : 4x30 秒接力賽冠軍 (1B Venus Ho, 2C Grace Lam, 3B Priscilla Chiang, 4D Zoe Ng), 1 分鐘 6 人大繩冠軍 (4A Karen Li, 4C Nicole Or, 4D Zoe Ng, 2B Irene Wong, 4E Hazel To, 3C Kiki Huang), 1 分鐘交互繩 8 字走冠軍 (4A Karen Li, 4C Nicole Or, 4D Zoe Ng, 2B Irene Wong, 4E Hazel To, 4C Kiki Huang), 1 分鐘 3 人交互繩速度跳冠軍 (1B Venus Ho, 3B Priscilla Chiang, 4E Hazel To), 團體總亞軍。
- Interschool Volleyball Competition Division II (Kowloon) Girl's B Grade (runner up), Grade C (1st runner up).
- **Music:** Junior Choir, Senior Choir, String Ensemble and Chinese Orchestra received the Silver Award, Handbell Team received Gold Award at the Hong Kong Joint School Music Competition 2023, 10 entries for the 75th Hong Kong Schools Music Festival, including 4 piano solo and 6 Zheng solo, 6 Silver Awards and 2 Bronze Awards were received, 5E Grace He was nominated as Arts Ambassador by the Hong Kong Arts Development Council, students received Silver Award in the Greater Bay Area Gifted Music Performance Competition 2023 organized by HKGETA.
- 75th Hong Kong Schools Music Festival (2023) Piano Solo Grade 2, 4, 6 received 6 Silver and Bronze Awards (2A Angie Lau, 5C Bernice Lam, 3D Yoyo Li), Zheng solo prizes (1D Charlotte Tam, 5B Deena Zhang, 5D Ada Cheung, 4B Sika Chan), Yangqin solo Silver Award (1A Isabella Kwan).
- 59th Hong Kong Schools Dance Festival: Cha Cha Cha Commended Award (2C Kelly Cheung, 3C Kiki Huang), Jive Dance Paso Doble, and Rumba Highly Recommended Award (2C Kelly Cheung, 3C Kiki Huang).
- **Visual Arts:** 12th World Children Art Awards 2023, Junior Section Excellence Award (2C Grace Lam, 2D Chloe Cheung), Youth Section 2nd runner up (3C Ilka Yeung).
- **STEM:** The School STEM Team participated in the EDB Science Education Fair Competition and received the Silver Award.
- **中文:** 「明日之星」文學創作獎 2022 (蔡燕媚, 區雅琪), 2021-22 美荷樓香港精神學習計劃「兩代情」徵文比賽優異獎 (林靄好, 陳穎欣, 郭蘊滢, 陸綺正, 吳心悠, 顏熙晴, 仇良瑜, 朱巧盈), 第七屆「頌和平」徵文比賽優異獎 (蘇穎涵) 及最積極參與獎。
- 大學文學獎傑出少年作家獎 (陳懿騫)。

- 第廿五屆全港中小學普通話演講比賽 高中組九龍區總冠軍 (4C Velvet Xu). 中國太平盃「我和我的祖國香港校際作文暨普通話朗誦大賽」二等獎 (3C Kiki Huang, 4A Angel Wang). 香港朗誦節「普通話詩詞獨誦中三中四組」冠亞軍 (3C Kiki Huang, 4A Angel Wang). 粵語天主教經文朗誦亞季軍 (4A Karen Li, 4A Yannis Ho), 二人朗讀獎項 (1D Audrey Fong, 1D Christy Zou).
- 合辦「好學中文，學好中文」短片製作比賽。
- **English:** Shaping Our Future City 2023 Best Presenter (5E June Li), People's Choice Award (4C Joanne Huang). Students received the Harvard Book Prize. Admitted to the RTHK The Common Room Open Space. 10 students entered the Semi-final of the M1 Young Writers Award 2022.
- More than 150 keen learners entered the Speech Festival and received 1 Third prize, Certificate of Merits and Certificate of Proficiency.
- **Others:** 星島第卅八屆全港校際辯論比賽 最佳交互問答員 (5A Violet Tse) , 最佳辯論員 (5D Cecilia Hui, 4B Ella Wong).
- 香港升旗總會年度評審獎項，第十五屆中學組優秀升旗隊伍。第十九屆優秀升旗隊隊員 (2A Elaine Cheung, 1A Abbie Chan).
- Hong Kong Schools Drama Festival English Section (I) Outstanding Cooperation Award (2A Chloe Lau, 2A Angie Lau), Outstanding AV effects (5C Sammy Wong, 5B Candy Cheung, 5B Crystal Lai), Outstanding Performer (1C Alice Wong, 4D Rainbow Chung, 5D Louise Cheung), Outstanding Director, Performer, Script, AV effects (5B Biana Lam, 5E Iris Fong), Commendable Overall Performance (5D Cissy Wu, 5E Grace He).
- 12th World Children Art Award 2023 Excellence Award (2D Chloe Cheung, 2C Grace Lam, 3C Ilka Yeung).
- 39th CDSC Mathematics Competition Distinguished Prize.
- 6 位同學獲得「超凡學生獎勵計劃」金銀銅獎。
- S5 students enrolled for the "Leadership Training Program for the Underprivileged Youngsters: Training on Social Etiquette and Communication Skills" organized by the Hong Kong Women Professionals and Entrepreneurs Association (HKWPEA).

Reflections

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

- A common response and comment in APASO, panels and committees' report were the importance of out-reach learning activities. Subjects will introduce more life-wide learning activities in the coming year.
- Continuous IT Training for teachers is essential for administration work and teaching.
- All subject panels and committees explored the possible implementation of sharing and online learning. It encourages the use of education technologies. New teaching technologies and novel learning activities will be adopted to motivate learning.
- Increase flexibility of teachers in engaging e-Learning and online teaching to enhance learning motivation and efficiency.
- Various online teaching and learning approaches will be adopted throughout the year.
- Adoption of Performance Track Records System and Percentile Ranking System provides more accurate, objective, and quantitative information for planning improvement measures. Thus assessment for learning can be achieved.
- STEM curriculum needs to be integrated among related subjects and be incorporated into formal curriculum. Pull out programmes and outside activities can still be encouraged. The trial of Heat SMART in S1, Food SMART (hydroponics) in S2, and Eat SMART in S3 were successful, they will be considered (with some modifications) next year. Other choices like AI, coding and robotics will also be considered.
- This year, resources funded by QEF were used to provide learning support for students in need.
- Promotes students' engagement in social services and improvement of relationships of their

neighbors.

- Different subjects cooperated in organizing life-wide learning.
- Lobby more Business-School Partnership Programmes to S4 and S5 students and increase their exposure.
- Development of soft skills is essential for whole person development.
- Enhance reading by promotion of printed books and eBooks in RAC lessons.
- All subjects and committees will endeavor to realize the Core Values of Catholic Education and school motto.
- It is suggested to expand the Macau pilgrim trip to two days.

Major Concern 2: To cultivate enterprising and innovative students who uphold Catholic Core Values and lead a positive life. (In response to School Goals VIII to X and XII)

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。

Achievements

(i) Religious Education

- The Catholic Education Core Value of “Truth” was set as the annual educational theme of 2022-23. Subject panels and committees geared their planning and work towards the Core Values of Catholic Education and school motto. Religious symbols and artworks were displayed on campus to enrich the religious atmosphere. This helped to build students sense of ownership on the Core Values of Catholic Education and promoted their understanding of these important values.
- Organized “Catholic Week”, joint school programmes (activity, visit and service), Caritas Bazaar, established a collection of reading materials on Core Values of Catholic Education was available in the school library to promote Catholic religion and education.
- The Religious Affairs Committee and Faith Garden organized various activities to guide students in seeking strength from God in times of challenges. Led by Catholic students, various activities including the ash liturgy, mass, confession, the way of cross, retreats, Faith Garden, Catholic Society 羊棧, prayer services, gatherings, the liturgy, S6 Gratitude Day, outing visits, (聖母七苦小堂及鹽田梓), sharing of religious clips at Canteen TV, and other online activities were organized. Both Catholic and non-Catholic students joined the activities. We started our study and work with a morning prayer led by junior and senior students every day.
- Students joined a training programme (comprised of 4 sessions and one service) organized by Christ Youth Action. The focus was experiencing the working conditions of street cleaners at Mongkok and Yau Ma Tei.
- A prominent prayer corner was set up outside School Office, which displayed religious festivals information and season decorations, according to the Catholic calendar. It helped to disseminate meanings of the feasts and seasons like Advent, Christmas, Lent and Easter.
- Promoted and consolidated Catholic faith and achieved missionary aims. Various religious activities, including retreats, gatherings, prayer meetings and Masses, were held throughout the school year.
- Incorporated Core Values of Catholic Education and annual theme into all subject curricula.
- Students’ virtues as illustrated in the school song, especially about friendship, trust and care were nurtured.
- Creation and decoration of school entrance, murals were drawn and painted. Our Visual Arts department, Religious Education department and School Environment Enhancement Committee cooperated to facilitate students to understand, reflect and evaluate Catholic values in school.
- Covered historical background of foreign missionaries in China. Students learned about their spirit, hardships, determination, resilience, and contributions.

(ii) Character development

- The Big Sister Scheme offered guidance programs to 130 junior form students as well as training for 50 senior form students.
- Hosted Positive Education programs to help boost students' confidence and resilience. Various activities, resilience, self-understanding, psychological health, pressure relief, team building, voluntary social services, Positive Week, parents' education, relevant project workshops and so on, were organized. Training was also provided for all teachers to better understand and facilitate the progress of the program.
- Students were encouraged and organized to join social service activities, including Caritas Bazaar, project workshops, AYP (Youth serves the elderly, AI service programme) and Love Express.
- Our Guidance Team provided individual class, group and individual guidance service for students with problems in handling emotion, stress and other problems (around 70 students).
- 透過經文誦讀和分享聖經故事，啟發思維，學習迎難而上。
- 在各科課包涵和配合天主教教育理念，通過品德情意教育，鼓勵學生思考人生，並了解中國文化精神作反思和評價，提升思維層次。
- Organized diversified sports taster programs to cater for students' different interests and talents to widen their horizons.
- Nurtured positive attitudes, resilience, strive for excellence, ways to handle failure, problem solving, acceptance of limitations, appreciation of one another, team spirit, cooperation, collaboration, communication, goal setting, importance of fair play and justice, face challenges with constructive attitude through sports training and participation.
- Maintained a positive school image and provided positive information to the public with an updated school website, newsfeed to various newsletters outside school, and school visits.
- S1 to S5 students took part in 新超凡學生閱讀計劃 which helped them to reflect their growth process and values, thereby helping them to understand the meaning of life, build resilience and to face challenges.
- S1 and S2 students joined 仁德正向教育校本計劃，allowed students to understand and develop their character, confidence, and resilience.
- Invited NGOs (World Vision, UNICEF) to hold talks and promote positive life attitudes, positive values, interpersonal relationships, sense of achievement, law-abidance, respect for others and conservation.
- Leadership training was provided to student leaders including the Head Prefect and Vice Head Prefects.
- Data from APASO, KPM and SHS were analyzed, and provide objective grounds to diagnose the current situation of students, staff and other stakeholders. A solid base was obtained for planning, implementing, and evaluating various measures and practices of the school. Detailed analysis and comparison were highlighted for the school administration, IMC and EDB. Data showed that most students' attitude towards school was positive, and their perception of the school was improved as they continue their study. Independent learning, morals, the ability to learn, leadership, self-image, interpersonal relationships, a sense of belonging and citizenship were generally improved.
- The Values Formation Committee, RE Panel and Guidance Committee organized a series of activities for students, including course work tuition, role plays, talks, drama, workshops, sharing, group discussions, games, 廉政互動劇場及法律講座等。These activities instilled positive values, established good self-image, self-management, respect others, love of life, honesty, responsibility, resilience, personal skills, and positive attitudes towards life in students.
- The Discipline Committee organized a series of activities, including 中一新生迎新日、禮貌大使、領袖生訓練營、自我提升計劃、班際學行表現比賽、守時及勤到獎、記功及獎狀、禮貌約章等。They aimed at establishing a law-abidance attitude and a sense of upholding of justice, building confidence, developing talents and problem-solving skills, building resilience, developing a sense of self-improvement, and promoting Core Values of Catholic Education and an attitude of

pursuing excellence.

- Organized workshops to promote self-image and resilience for junior form students with low esteem through positive behavior like attendance record and responsibilities.
- The STEM curriculum targeted and practiced “Innovation with a purpose” and “STEM for the needy”, nurtured the formation of Core Values of Catholic Education. STEM design and investigation targeted at helping the needy, solving life problems and catering to challenges. This promoted observation of peoples’ needs, respect for life, and virtues advocated in our Core Values and School Motto.
- Other virtues including respect to life, and conservation of nature, caring for the needy, and social service were incorporated in various students’ activities.
- Organized a diversity of ECA activities to cater different needs and develop character. Service and uniform groups were formed to nurture positive values. Sports and artistic groups were formed to enable self-development and understanding, train skills, develop resilience and nurture creativity. Students’ participation in ECA helped their social skills development as well as internalization of moral values. Their school life became more interesting, memorable, and challenging.
- 透過瞭解和討論與學生相關的社會課題，提供反思機會，體會不同持份者的論點，再作客觀公正的判斷，和學習在面對困難和挑戰時應該採取的態度。
- Students were nominated to join leadership training programmes, summer courses and study tours.
- Students’ values and perspectives were analyzed by APASO. Cross levels and cross years’ data were collected, analyzed and compared to identify trends, strengths and weaknesses. Weaker links were identified to help follow-up remedies and foci in the coming years.

(iii) Behavior

- Personal goals and formulation of strategies were enhanced through surveys, seminars, career talks and life-planning programs to help students and parents understand the curriculum and tertiary education opportunities. Thus, it enabled students to have clear goals and be better equipped on pursuing their life-long goals.
- Nurtured the sense of belonging and identity of our mother country with National Flag raising and National Anthem every Friday and on special days, and with activities such as the introduction of the National Constitution.
- School service members, including Big Sisters, Careers and Life Planning Ambassadors, prefects, librarians, key monitresses, monitresses, lunch monitresses, subject prefects, 升旗隊, and Class club committees were recruited (or elected) to promote the spirit of serving one another.
- Over 50% of school prefects were recruited from the self-recommendation program to arose students’ initiative, commitment, service, and confidence to serve others.
- Prefects attended Adventure Training Day Camp, head prefects joined off-campus leadership training course to nurture leadership skills, sense of responsibility and expand their horizons.
- Librarians were closely knitted. They built up a service team and developed sisterhood while providing service to other students. Positive values, soft skills, appreciation, leadership, and Core Values of Catholic Education were nurtured. They had a strong sense of belonging to the school library.
- Organized Interclass Good Performance Competition and Self-Enhancement Scheme to cultivate positive and caring mindset.
- Positive reinforcement was widely used in the Courtesy Ambassador Election, class rules, class contracts, good performance competitions, credit list, award certificate, punctuality and full attendance award, and prefect leadership training course.
- To promote the spirit of service and caring for others, S4 students planned, implemented, and hosted activities targeted at S1 students under the Big Sister Scheme and Rainbow Scheme (for

students with low learning activity, poor family support, low motivation or special needs).

- Educational psychologist was invited to hold talks and conduct trainings for Big Sisters and taught students' useful interpersonal skills.
- Students were helped to build confidence through a culture of encouragement and appreciation. Students with good academic performance and conduct were awarded, through praise, encouragement cards and gifts.
- Love Express and AYP (Youth Serves the Elderly AI Service Program) was organized to provide opportunities to serve in the community.

(iv) Student activities

- Students developed positive attitudes, sportsmanship, sense of justice, life, and love through participation in ECA activities and sports. Students became more mature in facing difficulties and challenges. Students acquired various safety skills, team spirit, formulation of strategies skills, perseverance, communication skills, reaching consensus skills, responsibility, resilience, cooperation, team spirit, cooperation, collaboration, mediation, maintenance of positive attitude in handling failures, recovery from failures, broadening their horizons, developing their potentials, forming their characters, acquiring leadership skills, social skills, working skills, moral and social values. All these made their school lives more challenging, rewarding, and interesting.
- ECA used life-wide learning categories (5 essential elements) to classify students' activities: Arts, Music, Sports, Services and Exposure. By participating in different categories, their personal development has been made more wholesome. School requested S1 and S2 students to join at least one activity in the first 4 categories.
- A range of skills was nurtured via diversified ECA activities, for example language proficiency and confidence in the Chinese Debating Team and English Loudspeakers Club, a taste of literature in Reading Society, AV production in Campus TV, spirit of service in the social service group and uniform groups.
- Nominated students to join activities outside school to broaden their horizon. These included 「城載愛·影傳情」攝影比賽(民政事務局)、《我城·我港：可持續發展的未來》短片創作比賽冠(奧雅納)、「家家作樂代代有愛—青年歌唱比賽 2023」(香港青年協會)、京港澳學生交流夏令營 2023(教育局)、「我的祖國—京港澳學生交流營 2023」(香港新一代文化協會)。
- Organized short courses in the post-exam periods to provide healthy pastime activities to students. These included 沙畫工作坊、無伴奏合唱、皮革工作坊，配音工作坊等。
- Various school teams participated in territory-wide competitions (volleyball, Junior and Senior choir, String Ensemble, Chinese and English Drama, etc.) and achieved satisfactory results.
- Annual school picnic was replaced by Learning Activity Day (S1 Wetland Park, S2 Yim Tin Tsai, S3-4 Ocean Park, S5-6 Hong Kong Disneyland) to enrich school life and cultivate class spirit.

Reflections

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

- Guidance and counselling service was provided to students in various forms (including face-to-face meeting, via phone or computer). Students' needs were heard and generally met.
- Additional resources including professionals and funding, will be sourced and deployed to accommodate more activities.
- Case managers can take more active roles in handling cases.
- More programs to cater for students to realize and express emotional needs.
- Larger variety of ECA to cater for needs and interests of students. May consider organizing outbound tours.
- Incorporation of Core Values of Catholic Education, Catholic religion, and moral values in subject curricula to infuse these values in students' lives.

- Organize activities for the promotion of Core Values of Catholic Education and School Motto.
- Introduce religious components on campus (e.g. murals at school entrance) to enrich Catholic faith in the school environment.
- Diversify learning activities in value education, including sports, talks, competitions, and exhibitions.
- Use physical and sports activities extensively to nurture communication, cognitive, social, and physical skills. The concepts of healthy lifestyles will be introduced and reinforced to facilitate personal growth.
- Continue Positive Education, helping students to build resilience and character strengths.
- Analyze data from APASO, KPM and SHS to monitor the situation of the school and guide the design of suitable measures for the benefits of students and all other stakeholders.
- Help students to set higher life goals, more willing to serve and understand themselves more.
- Provide more encouragement and appreciation of students' academic and non-academic achievements.
- Continue to improve on service and caring activities to promote the spirit as stated in the School Motto. This may also enhance school image.
- Shall consider other diversified programmes including art-related, multimedia, overseas study tours, and territory-wide competitions.

**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.
(In response to School Goals VIII to X and XII)**

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。

Achievements

- Students' sense of citizenship and rule of law were enhanced by activities such as visiting High Court, Palace Museum, etc.
- Various uniform groups and the newly formed Flag-Guards stress on discipline and law-compliance. They served in various school functions and flag raising ceremony.
- Elements of National Security Education were incorporated into the scheme of work of all subjects. Teachers adopted learning highlights to specify the importance of and to facilitate the building of concepts in National Security.
- Careers and Life Planning Committee and BAFS panel jointly organized the Financial Carnival which disseminated valuable knowledge about financial sector, related laws and regulations. Special alerts on employment traps were also covered.
- 公社科安排中五全級同學到內地考察，瞭解內地的科技文化和工程發展，加強公民意識。
- Organized “撰寫禱文比賽” to encourage students to pray for global health, peace and stability. Enhanced law-abiding sensitivity.
- Set up codes of conduct in all school activities both inside and outside school. Explained the importance of proper behavior to the safety of the participants and smooth running of the activities to achieve their goals.
- Various subjects covered topics emphasizing the responsibilities of citizens and order. Developed students' law-abidance concepts.
- Use tax systems comparison to illustrate differences in legal and financial systems between Mainland China and Hong Kong (the “One Country Two Systems” policy). Students appreciated the importance of the Basic Law. Other topics like the principles of taxation, corporate social responsibilities, trade protectionism, efficient land use, Gini-coefficient with equalize income, and fiscal measures were also included to illustrate the importance of law and order. Benefits from

having fair laws and order were appreciated (like China economic development, and the role of Hong Kong in the Greater Bay Area, and CEPA).

- 中國文學科、中文科、和中國歷史科通過多種學習活動，如文學欣賞、觀看短片和網頁、寫作活動、參觀博物館等以加深同學對中國傳統優秀文化的認識，加強國民身份認同。
- 由 19 位中一至中四同學組成學校升旗隊，專門負責升旗禮。她們均需要持續進行步操及升旗訓練，在儀式中提升同學對國家的歸屬感和身份認同。她們亦有積極參與香港升旗總會各項活動，包括在「寫揮春迎兔年書法比賽」獲得冠軍，「共和國之光校際問題比賽」獲得亞軍，和 2023 升旗總會周年檢閱禮（中學組）獲得亞軍。
- Sports activities and competitions required acceptance and close adherence to regulations, obedience to judges and fair play. These are essential for the smooth running of the event and establishment of order in competitions. During competitions, students learned to respect judge's decisions, teammates, opponents, and follow the decisions of the judges.
- The Discipline Committee organized a series of activities, including S1 Orientation Programme and discipline talk, 禮貌大使、領袖生訓練營、自我提升計劃、班際學行表現比賽、守時及勤到獎、記功及獎狀、禮貌約章、junior and senior forms Police talks, road safety talk, uniform checks, provide guidelines and regulations for examinations and special activities, 3 日 2 夜沉浸式體驗警署生活等。 These measures and activities aimed at establishing a law-abiding attitude.

Reflections

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

- 善用網上媒體，增加學生對國家安全的認識。
- Close liaison of Discipline teachers and Form teachers to identify possible behavior problems. Prompt preventive actions can be enforced.
- More experienced woman teachers should be deployed to join Discipline Committee to handle more serious and complicated behavioral problems.
- Teachers need to attend to the latest requirements and information of National Security Education from the government.
- 考慮安排學生參訪與《基本法》歷史及憲制安排相關的地點（如終審庭）。
- More activities linked to appreciation of Chinese history and culture can be organized to nurture citizenship. Knowledge of Chinese scientists' and mathematicians' contributions can also nurture citizenship, national pride, and sense of belonging.
- Advocate the necessity of law-abidance through various scenarios and activities (e.g. copyright laws, school regulations, library rules, etc.).
- National Security is not a familiar topic to many teachers. Will consider legal talks and National Security talks on Staff Development Days.

4. Other achievements

Achievements

(i) Teaching Staff

- To enhance staff capacity to maintain a sustainable development of professionalism and leadership of the staff team at different levels of roles and responsibilities, the Staff Capacity Enhancement Committee arranged a wide range of continuous professional development programs for all staff, included Core Values of Catholic Education, IT, use of drone in teaching, STEM education, topics in National Security Education, physical fitness, pedagogy, teenage psychology, and e-Learning. Teachers rated these activities useful and their performance in teaching and administrative duties was improved. Two outdoor activities were organized this year (鯉魚門文化藝術之旅，參觀香港故宮博物院).
- Total annual teacher CPD hours were 1067, average 20 hours per teacher.

- This year was the 1st year of the 2nd appraisal cycle of the new appraisal system. New arrangements were made to rematch appraisers and appraisees to enhance objectivity. Ample training and briefing were offered for new teachers and appraisers.
- (ii) Infrastructure
- Servers, virtual desktops, virtual servers, iPads, Apple Pencils, and the EdCity Online Question Bank were set up for teachers' use.
 - Renovation of Room 704 to a new Student Activity cum STEM Room was completed. It can be used in the coming school year.
- (iii) Learning environment
- Science, IT subjects and STEM Team collaborated to run programs related to conservation, energy-saving, and national security.
 - Subject panels and the school library collaborated to build archives to encourage and help students to build up good reading habits.
- (iv) External relationship
- The S1 Information Day was organized for P6 students. About 250 primary students and parents joined the in-person event and ZOOM event.
 - The school website, news media, and social media were used for school promotion. Updated news articles and school information were sent to newspapers to be posted.
 - The stakeholder survey was used to collect various stakeholders' opinions for reflection, evaluation, and improvement purposes of the whole school.
 - Students' learning as well as physical, social, and mental well-being were monitored by the APASO. The results were analyzed and reported to all staff and the IMC to plan for planning purposes.
 - KPM and SHS data was collected and submitted to the EDB.

Reflections

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

- Continuously upgrade school infrastructure to improve learning environment.
- May consider staff development programs on the latest IT applications in student learning.
- Identify the training needs of teachers and provide quality development programs for staff.
- Make arrangement to enhance the use of IT in daily learning and teaching. Upgrade IT equipment and teachers' IT skills.
- Encourage collaboration across curricula, committees, and panels to provide a suitable environment for students' learning.
- Evaluate on the arrangement of succession in panels and committees, installation of assistant coordinators in committees will continue.
- Encourage teachers and staffs to explore their talents and abilities in taking new roles and duties.

D. Major Features of Our Learning and Teaching

Measures to facilitate implementation of EMI and catering learner diversity

- Ample assistance was given to junior form students in helping them to adopt English as the learning medium. Split classes and remedial programs were provided in junior and senior forms to cater to learner diversity, for both gifted and weaker students. Special programs were designed and implemented for non-Chinese students.
- The Language Across Curriculum work units coordinated cooperation between the English Department and other EMI subjects. Tailored curricula, learning tasks and school-based programs were used to facilitate students in developing special language skills necessary in learning various subjects.

Cross curricula cooperation

- Different subjects (including PSHE, Science, Mathematics, IT, Religion, Value Education and library) cooperated and identified curricular items that were conducive to students' integral learning. Teaching sequences and approaches were modified to allow the application of knowledge acquired from one subject to another. Introduction of STEM curricula in junior forms further enhanced collaboration among sciences, IT, and mathematics panels.

eLearning and use of IT in teaching

- iPads were purchased, installed, maintained and upgraded for teachers and students under the BYOD scheme. Teacher training was provided to encourage teachers to adopt more IT in learning and teaching.
- Teachers used various eLearning platforms, such as Jamboard, Padlet, Kahoot!, Mentimeter, Screencastify, eClass, Google Classroom, and ZOOM to facilitate eLearning.
- Teachers and students used social media, such as Instagram and WhatsApp, for instant communication, sharing of ideas and delivery of course materials. This allowed students to learn at their own pace and extend lesson time.

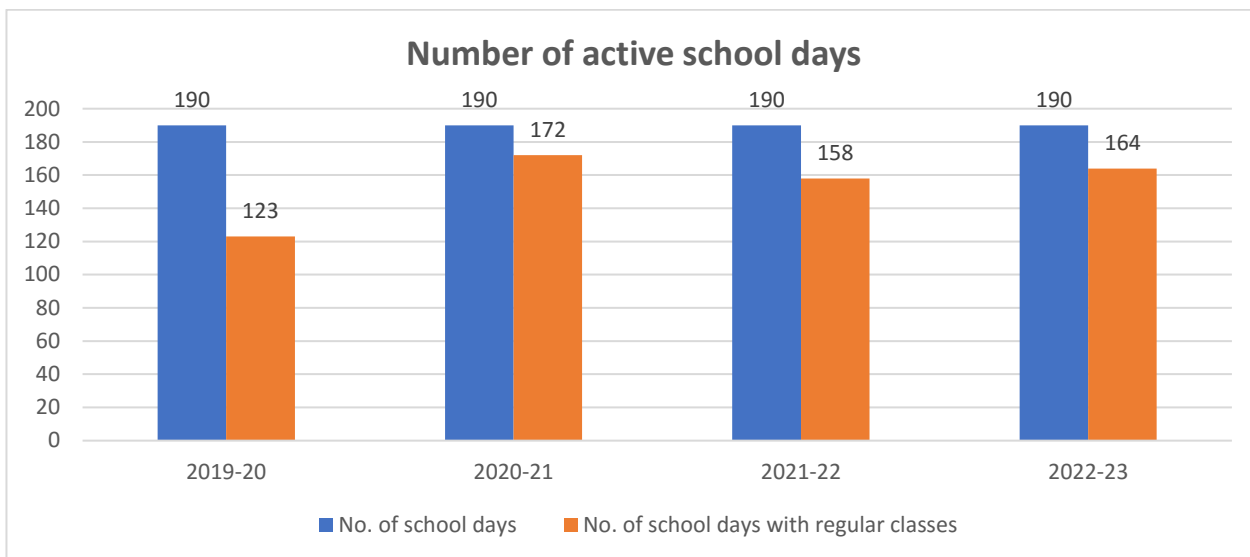
Transition from junior to senior form

- DSE subjects incorporated DSE type learning requirements, examination skills, examination format and length.
- In S3, DSE subject taster curricula (taught by senior subject teachers) were provided to allow informed subject choice, facilitate an understanding, smooth transition, and early preparation for the public examination.

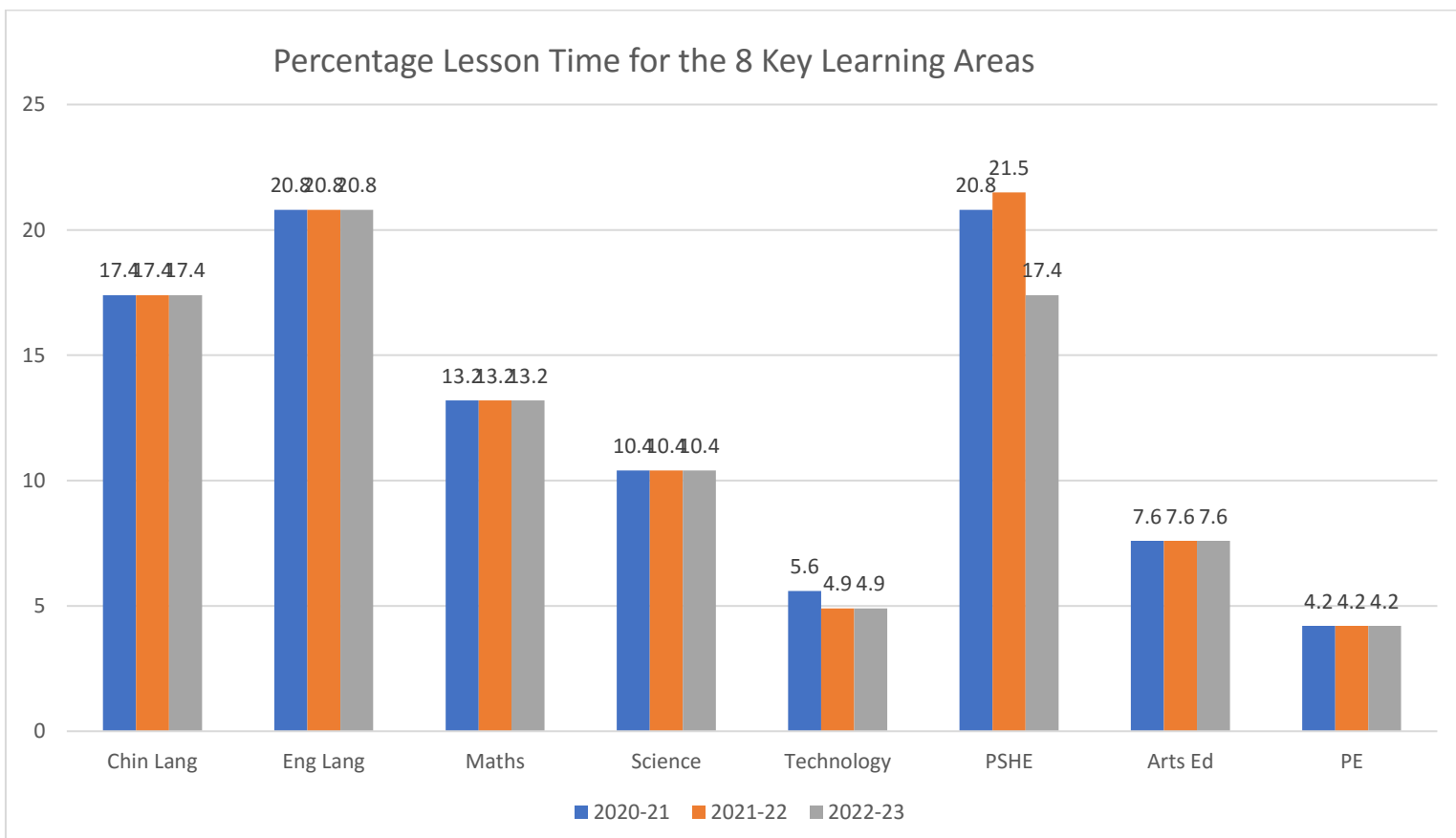
Data driven analysis of examination results to evaluate learning effectiveness

- HKDSE result data of each subject was disseminated to all panels for analysis and evaluation. Strengths and weaknesses of students were identified to guide modification of pedagogies in all DSE subjects.
- Content-Gap Analyses were compiled to supplement learning. They were extensively used during lessons and revision.
- Students' performance in examinations was followed closely by form teachers and subject teachers to evaluate the efficiency of learning and teaching, and the progress of individual student.
- DSE level projections were compiled for students' and teachers' reference. Better planning and implementation of study strategies and procedures were enabled.
- Percentile ranks were compiled to provide more accurate information to guide learning and teaching.

Number of Active School Days



Percentage Lesson Time for the 8 Key Learning Areas



E. Our Support for Student Development

Religious Formation

- The Religious Affairs Committee and all teachers helped foster Core Values of Catholic Education (Truth, Justice, Love, Life and Family) and good character through prayer services, masses, morning prayers, liturgies, voluntary work, and services.

Values Formation

- With the support of various committees, the Values Formation Committee highlighted the importance of positive values, and a meaningful and healthy life. A formal Values Education Curriculum was adopted.
- Virtues were nurtured via services. Students were involved and encouraged to organize activities and service projects, such as the Big Sisters Scheme, Service Groups, the Rainbow Scheme, and Courtesy Ambassadors Scheme, both inside and outside school.

Leadership Training

- Students were encouraged to organize activities and acquire soft skills and leadership skills via various intra and extra-curricular activities. Students actively served as Prefects, librarians, SA committees, monitresses, club committees, etc. helped their development.
- Students actively participated in planning and holding activities, such as various ECA clubs, societies, and school teams. They were provided with ample opportunities to build leadership skills, actualize their goals, and develop their potentials and talents which were important in career and life planning.

Careers Counselling, Life planning and Character Formation

- Through talks, workshops and visits, the Careers and Life Planning Committee helped junior form students to better understand themselves and set targets in their studies. Through personal guidance, senior form students were guided to set clear and high goals in their pursuit of tertiary studies and career, as well as making wise and well-informed career choices with the help of their SLP.
- The Careers and Life Planning Committee helped student to set life goals and make informed decisions in different aspects of life guided by the positive values they developed. Through talks, workshops and work experience programs, students were equipped with the mindset and skills to face challenges in life and a competitive society.
- Comprehensive streaming programs were offered to S3 (and S2) students and their parents to facilitate them to make appropriate subject choices at S4.

Student Support

- Teachers endeavored to provide a caring environment in which personal guidance for students was prioritized. Positive attitudes were cultivated among students as shown in APASO and SHS.
- Besides taking case referrals, our school social workers (Ms. B Cheung, Ms. H Yeung, and Ms. G Chung), their assistant (Ms. S Leung) and our educational psychologist (Ms. K helped to train Big Sisters so that they are more confident and competent in mentoring S1 girls. Ms. H Yeung, Ms. B Cheung, and Ms. K Chan provided expert advice on student) provided expert support to develop and counsel students. Leadership training was provided counselling, assessment of SEN students, and communication with parents.
- Ms. PY Ng (VP) assumed the post of SEN Coordinator. A team of experienced teachers, social workers and Guidance Teachers were assembled to provide support for SEN students. The Positive Education Programs, Positive Education Week, and Anti-bullying Workshop were organized for S1 and S2 students to help their speedy integration to the school and establish a harmonious learning

environment.

- Good discipline was emphasized, following a just, fair, and positive approach. The concept of being responsible for one's behavior was imprinted in students' minds. Most students observed the code of good behavior both inside and outside school. They were generally decent, polite, considerate, respectful, and well-mannered.

Relationship with Stakeholders

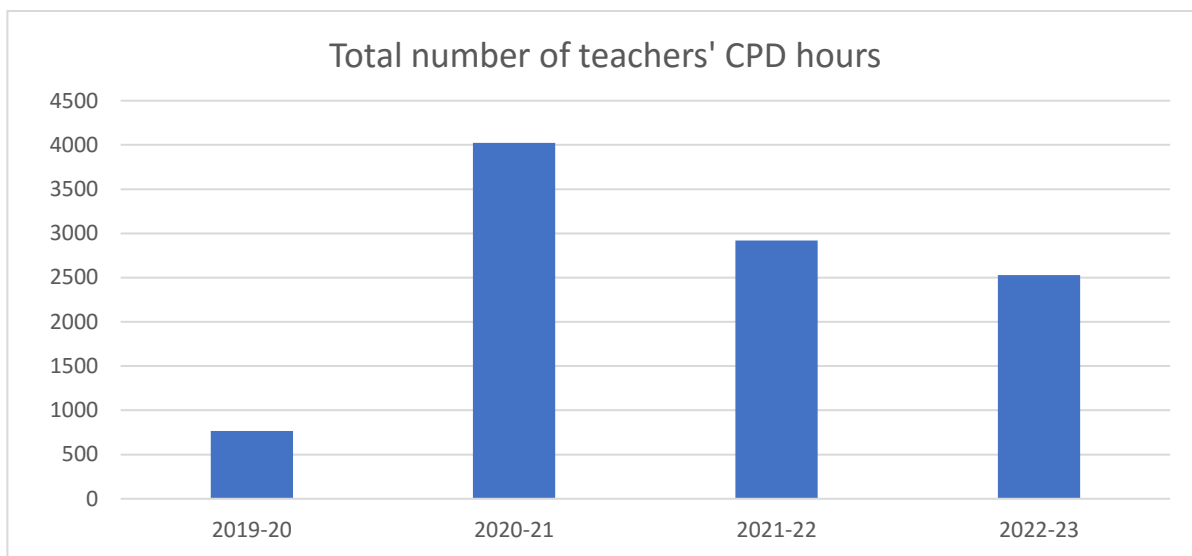
- 出版學校概覽、教區聯校年刊、觀塘區學校簡介、教育城中學概覽等，有效向校外持份者、家長及學生展示學校情況和學生成就。師生均能在過程中思考學校特點和發展方向，並展示正面形象和學生的多方面才能。
- 於中一資訊日加入學生大使問答環節，和小學生及家長互動，展現協作及溝通能力，活動安排均獲得良好反應，學生大使在過程中亦有得益。
- 參加觀塘區學校巡禮，向家長作宣傳。同時亦到訪三間小學，舉辦講座，回答家長、同學和老師的問題，同時亦可展示學生及畢業生的成就。
- We maintained good communication and working relationships with parents through daily contact and the Parent-Teacher Association. Close ties were maintained with alumni through frequent contacts with the Alumni Association. Parent and Alumni managers and representatives in IMC and SEC were elected. The associations offered annual scholarships and financial assistance to students in need.
- Views from various stakeholders (students, parents and teachers) were collected and analyzed from SHS. Trends were identified through comparisons of recent years' data and with territory norm. This helped the school to understand the present situation objectively. We then designed and adjusted policies in promoting home-school cooperation, boosting staff morale, and facilitated student learning.
- The school worked in close liaison with the community and parish. There was a good relationship between teachers, students, and other outside organizations. Joint activities were organized in cooperation with primary schools, community organizations and NGOs.

School Environment Hygiene

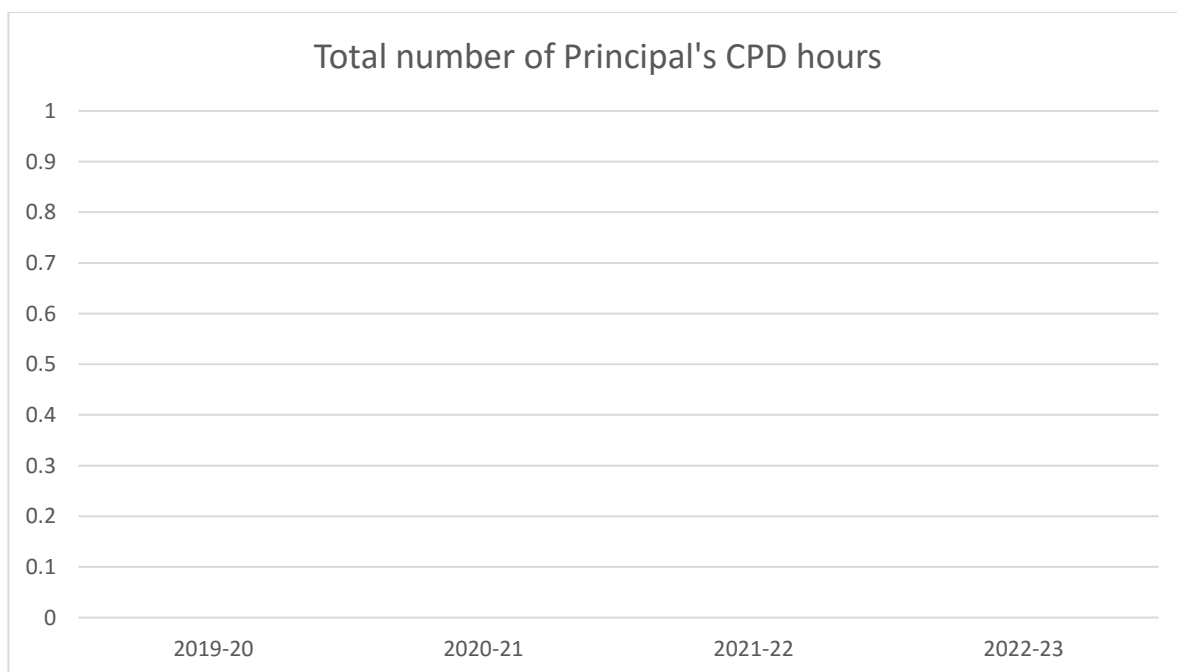
- Although the Government eased regulations and precautions on COVID-19, the school stayed alert and kept many hygiene measures to safeguard students' health and well-being.

F. Our Teachers

Teachers' Continuing Professional Development (CPD)



Principal's Continuing Professional Development (CPD)



G. Our Students

Class Organization

The Class Structure (2022-23) was shown as follows:

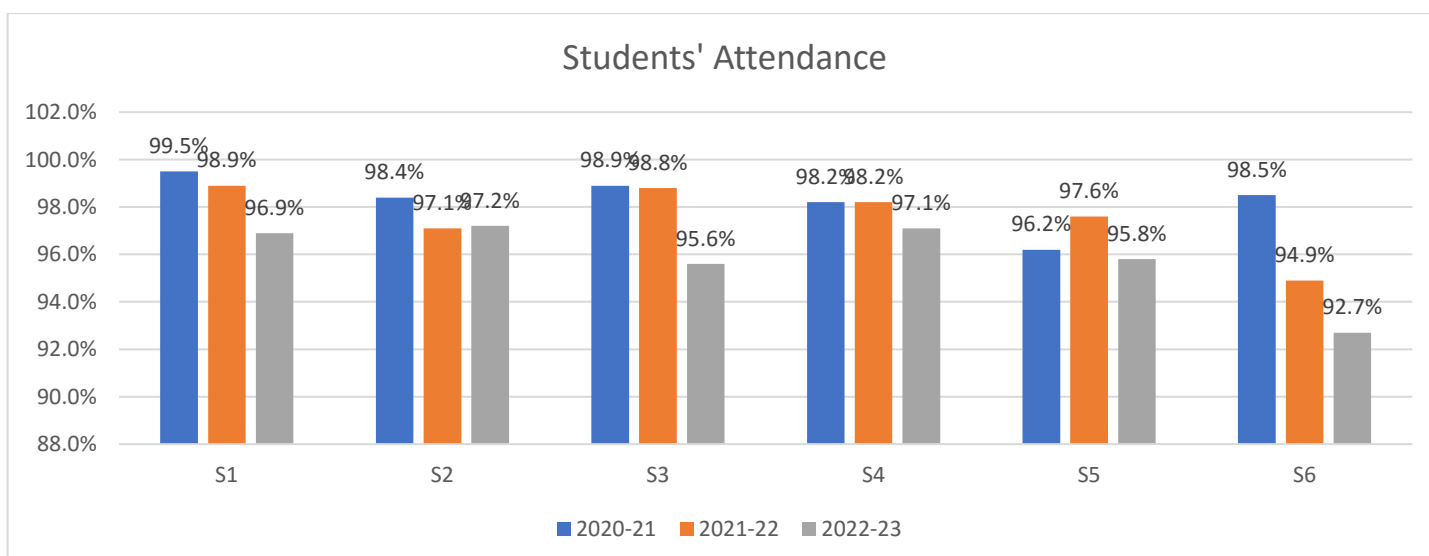
Level	S1	S2	S3	S4*	S5*	S6*	Total
No. of classes	4	4	4	5	5	5	27
No. of students	131	126	128	131	117	117	740

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

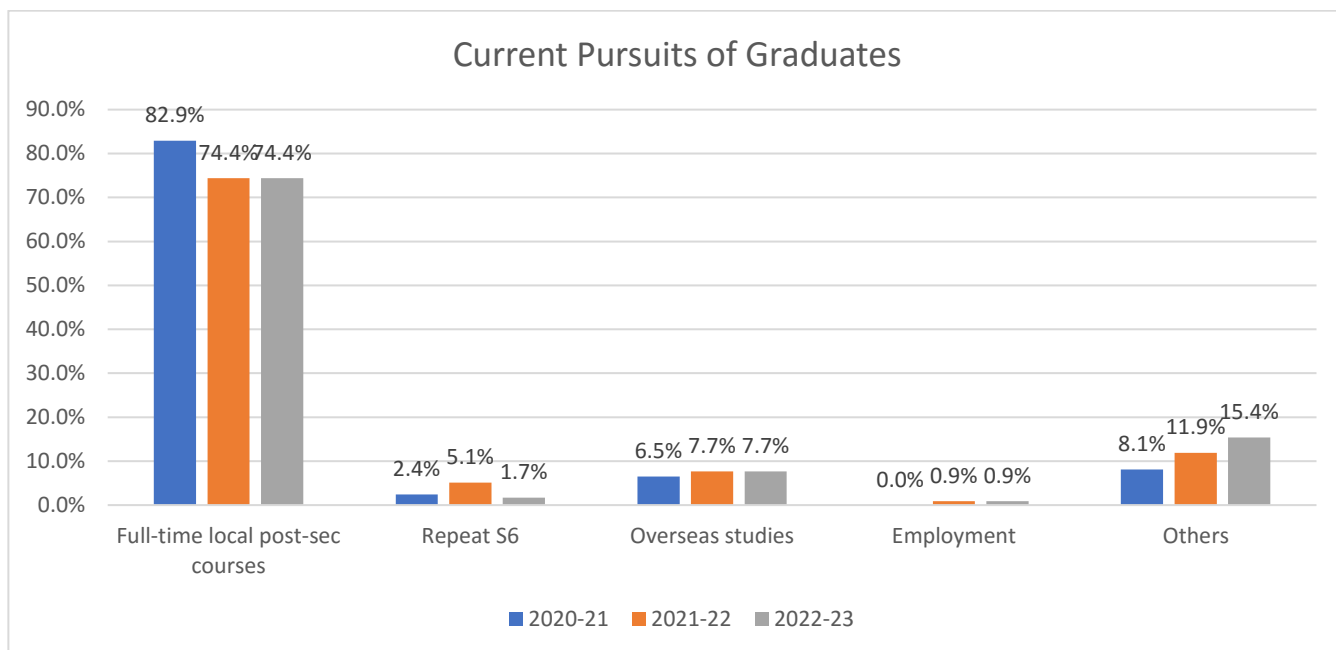
Percentage of Unfilled Places

Year	2020-21	2021-22	2022-23
Percentage	0%	0%	0%

Students' Attendance

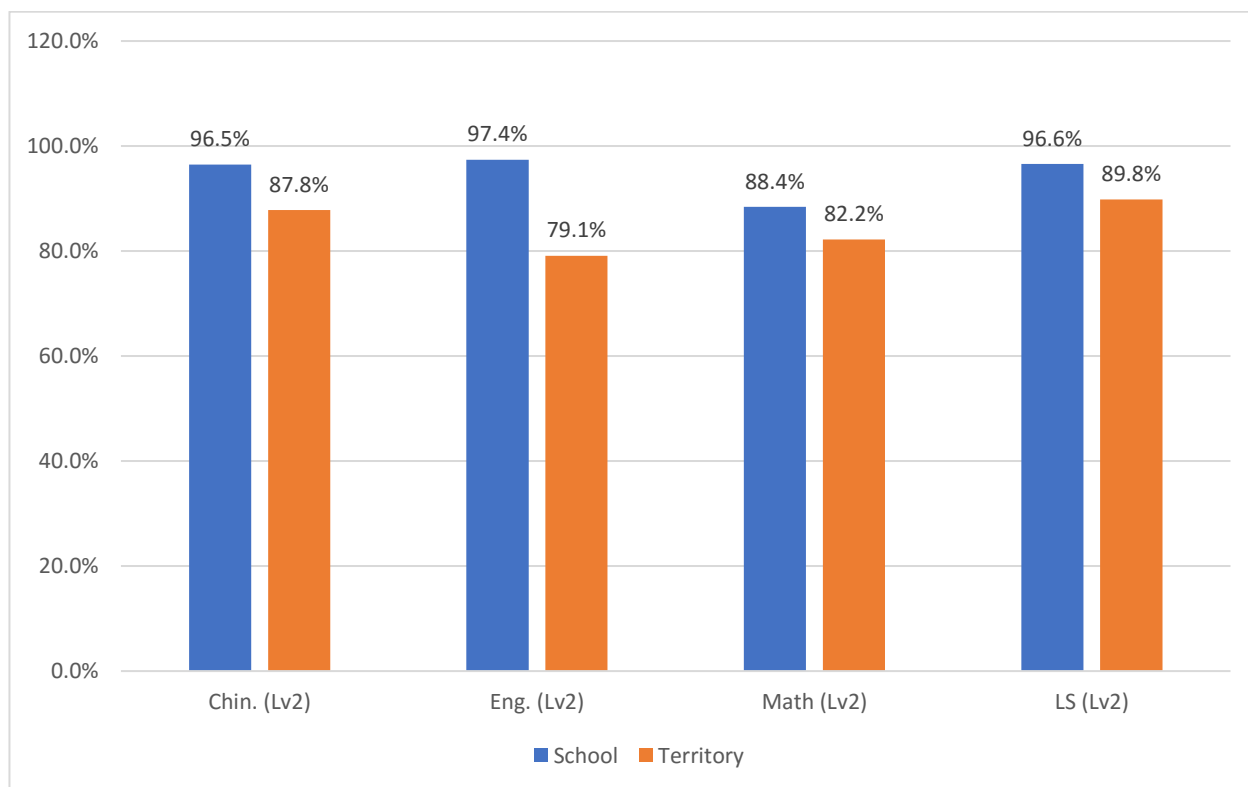


Current Pursuits of Graduates



H. Our Student Performance

2022 HKDSE



I. Financial Summary (2021/22)

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

Items	Income (\$)	Expenditure (\$)
Balance B/F (Government Funds and School Funds)	4,847,776.09	
I. Government Funds		
(1) EOEBG		
(a) Baseline Reference	1,936,744.33	2,849,555.02
(b) Administration Grant	3,667,091.00	3,363,751.57
(c) Composite IT Grant	533,578.00	528,935.74
(d) Capacity Enhancement Grant	574,415.00	577,723.33
(e) Other Grants	323,423.00	23,755.00
Sub-total:	7,035,251.33	7,343,720.66
(2) Outside EOEBG		
(a) Learning Support Grant	187,642.00	251,683.52
(b) Diversity Learning Grant	28,000.00	28,200.00
(c) Senior Secondary Curriculum Support Grant	642,954.00	784,668.08
(d) Career and Life Planning Grant	541,560.00	542,830.00
(e) Teacher Relief Grant	197,036.00	159,490.00
(f) Home-School Cooperation Grant	16,329.00	11,329.00
(g) Other Grants	-	23,364.00
Sub-total:	1,613,521.00	1,801,564.60
II. School Funds		
(1) Tong Fai	308,723.60	598,951.95
(2) Donations	157,967.11	29,710.50
(3) Collection of fees for specific purposes	240,171.00	486,270.00
Sub-total:	706,861.71	1,114,932.45
Total deficit for 2015/2016	(904,583.67)	
Accumulated surplus as at the end of 2015/2016	3,943,192.42	

J. School 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。

K. Educational Theme (2023-24)

Upholding Justice with Mercy

在主慈悲內力行義德

Leung Shek Chee College
Report on Capacity Enhancement Grant
2021-22

1. Review of objectives

- 1.1 Teaching Assistants facilitated language activities of both Chinese Language and English Language.
- 1.2 Teachers' workload on preparation of teaching materials was relieved by the clerical support provided by Teaching Assistants.
- 1.3 Administrative Assistant provided substantial support in administrative work of the Careers Committee.

2. Review of budget

Items		Budget (\$)	Expenditure (\$)
1.	Salary of Teaching Assistant and MPF Contributions (English Language) (12 months)	\$160,000.00	\$117,328.33
2.	Salary of Teaching Assistant and MPF Contributions (Chinese Language) (12 months)	\$180,000.00	\$178,920.00
3.	Salary of Teaching Assistant and MPF Contributions (Liberal Studies) (12 months)	\$230,000.00	\$202,734.00
4.	Salary of Administrative Assistant and MPF Contribution (Career and Life Planning) (6 months)	\$80,000.00	\$78,750.00
Total expenditure:			\$577,732.33
*Surplus (Deficit):			(\$3,317.33)

3. Evaluation

Overall, teachers' workload on teaching and non-teaching duties have been much relieved by the provision of administrative support from teaching and administrative assistants. Students' diverse needs, psychological development and leadership skills had been enhanced by a variety of enrichment programs. It is expected that similar practices will continue in the next academic year.

**Programme Evaluation Report for
DLG – Other Programme: Gifted Education for the 2021/22 School Year**

Program Title	Objective	Target	Duration / Start Date	Deliverable	Evaluation	Expenditure
Course on Learning Styles	- To help students understand their own learning styles and formulate individualized learning strategies	40 students	Sept 2016	Learning style profile and plans on learning strategies	- Students reflected that they had a better mastery of their own learning style and drew up their own learning strategies - Form Teachers could help monitor students' progress in learning with reference to individual students' learning style profile	\$18,000
English Enhancement Course	- To enhance students' English writing and speaking skills	30 students	Whole year	Students' writing exercises and demonstration in speaking Students' serving as English Ambassadors in Interview Workshop for P6 students	- Students demonstrated greater confidence in expressing themselves in English - Students' performance in the Interview Workshop has impressed teachers of participating schools	\$5,700
Visits to Local Firms	- To provide opportunities for BAFS students to visit local firms and gain insights in the business world	20 students of BAFS	April 2016	Students' reports	- Students gained first-hand experience in the day-to-day operation of the service industry	\$3,000
Local Heritage Workshops	- To provide opportunities for students to explore beyond classrooms	30 students of Chinese History and History	February 2016	Students' reports	- Students learnt about the history of the early development of Hong Kong on a tram ride	\$1,500

2022-23 年度

「公民與社會發展科津貼」運用報告

本校已運用「公民與社會發展科津貼」（「公民科津貼」）作以下用途：

*津貼金額：\$300,000

	範疇	實際開支金額 (\$)
i.	發展或採購相關的學與教資源	19314.00
ii.	資助學生及／或教師前往內地，參加和公民科課程相關的教學交流或考察活動	630.00
iii.	舉辦和公民科課程相關的校本學習活動	0.00
iv.	舉辦或資助學生參加和公民科課程相關在本地或在內地舉行的聯校／跨課程活動	4080.00
v.	其他（請註明）： _____	0.00
	總開支金額	24024.00
	津貼餘款	275976.00

