Leung Shek Chee College

Annual School Plan

2025/26

Revised in Sept. 2025

School Vision and Mission

Vision

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

Mission

In pursuit of the Catholic educational principles, we endeavour to provide an all-round and holistic education in accordance with the spirit of the Gospel by facilitating a balanced development of our students in the spiritual, moral, intellectual, physical, social and aesthetical aspects.

We, therefore, seek to create an environment conducive to learning, to assist our students to acquire knowledge, to develop their potentials to the full, to foster good character, to cultivate a positive outlook on life and acquire virtues, and to motivate them to know their country and its culture. Guided by the School Motto 'The LORD is My Strength', our students are expected to strive to return their best to society and help to build a world full of love and justice.

Leung Shek Chee College

Annual School Plan

2025/26

Major Concerns

1. **To gear up students to live out the spirit of CHEERIANS embedded with Catholic Education Core Values of Truth, Life, Family, Justice & Love so that they become all-round individuals with appropriate values, attributes and skills to cope with the ever-changing world**

2. **To nurture students to be self-regulated learners with confidence become confident, proactive, reflective, and responsible self-regulated learners who can set personal goals, select appropriate strategies, and reflect on their own progress**

3. **Honoring our past, inspiring our future - To design an immersive, student-centered 50th anniversary experience that demonstrates our Catholic values in action, fostering a culture of service, joyful community, and lifelong learning**

<div align="center">

The Theme of the Year

In the Lord
Build a Caring Community
Nurture Engaging Learners

敬主同誼
臻於至善

</div>

Leung Shek Chee College
Annual School Plan 2025/26

Major Concern 1:To gear up students to live out the spirit of CHEERIANS embedded with Catholic Core Values of Truth, Life, Justice, Family & Love, so that they become all-round individuals with appropriate values, attributes and skills to cope with the ever-changing world.

Feedback from the previous school year:

1. **Preparing for an Ever-Changing World: The Need for Adaptive Leadership and Resilience**
   Given the world's extremely rapid rate of change, there is an urgent need to more explicitly equip students to become adaptive individuals prepared for a dynamic future. Leadership in the 21st century requires more than holding a position; it requires the resilience, emotional agility, and problem-solving skills to navigate uncertainty. The feedback from students and data on well-being highlight an area for strategic growth: strengthening their inner core to cope with external pressures and constant change.

2. **From Foundation to Application: Connecting Values to Future Competencies**
   We have quite a robust foundation in the CHEERIANS and Catholic values. The next step is to ensure students can apply these values as practical life skills. The world our students will enter demands individuals who can collaborate across cultures, think critically about complex issues, and maintain their moral compass in challenging situations. Our current efforts in sisterhood and community building provide an ideal platform to more intentionally foster these higher-order skills, ensuring our students become not just good people, but capable and confident agents of positive change in an ever-evolving global landscape.

Follow-up actions:

1. **Fostering Cohesion and Adaptive Skills through Class Identity**
   To strengthen junior form students' sense of belonging and equip them with collaborative skills vital for the future, the school will introduce new class names embedded with Christian and Cheerians qualities. Related activity will be organized to encourage creativity, negotiation, and teamwork—core skills for thriving in diverse environments.

2. **Cultivating Change-Ready Leaders and Strengthening Sisterhood among Peers**
   To develop leadership that is resilient and responsive to change, the school will collaborate with NGOs to design tailor-made leadership training for student leaders, including prefects, house captains, and ECA leaders. This training will focus on real-world problem-solving, emotional intelligence, and guiding others through transition. Big Sisters will be empowered through counseling skill workshops, transforming them into supportive life coaches who can foster resilience and a growth mindset in their younger peers.

3. **Building Foundational Resilience and a Growth Mindset for Life**
   To directly address the need for coping skills in a high-pressure world, the Cheerians Wellness Lounge will be established. The "Cheerians Charter / Card" initiative will be launched to encourage students to set SMART goals, fostering self-awareness and proactive life management. The School will also join the Levelmind programme to strength students' resilience and equips them with the emotional tools to navigate the complexities of modern life.

4. **Fine-tune the Existing School-based Whole-Person Development Framework**
   Fine-tune the existing school-based Whole-Person Development Framework to create a coherent, comprehensive and targeted blueprint that aligns the core competencies to be nurtured in students to cope with the ever-changing world in accordance with Catholic values and legacy of the Columban Sisters.

Targets/ Intended outcomes	Implementation Strategies	Success Criteria	Methods of Evaluation	Time Scale	People Resp. / Resource Req.
1.1 Students are inspired by the legacy of the SSB and the virtues of School Patron Saint. They pledge to learn from them the qualities and skills, so that they can leave their own personal traces in the world	(a) Forge strong and collaborative work with Association of Mission Friends of Columban Sisters (b) Inspire students to appreciate virtues of St. Columban via Patron Saint Day or WPD Programs. (c) Discuss with students the qualities they can learn from the sisters to cope with the ever-changing world, including: • Adaptability and Resilience in the Face of Adversity • Intercultural Competence and Empathy • Servant Leadership and a Strong Sense of Purpose • Problem-Solving and Resourcefulness • A Long-Term Perspective and Patience (The "雪泥鴻爪"Traces in the Snow" Mindset) • Lifelong Learning and Intellectual Curiosity (d) Live alive the charism of Columban sisters through Charity work at Christmas or/and Lent	• Related religious programs & learning activities conducted. • 80% of Ts & Ss agreed that they have deeper understanding of the SSB and School Patron Saint.	Survey Feedback from Ts &Ss	1st term	Religious Education & Pastoral Care Committee (RE&PC Values Ed) E&RE Panel Class Teachers WPD Coordinators
1.2 Students are imbued with strong class spirit and love for their classmates, and equipped with creativity as well as collaborative skills vital for the future	(a) Empower junior form students' class identity with new class name, embedded with Christian and Cheerians qualities. (A-Agape; B-Beatum; C- Caritas; D-Diligentia) (b) Engage senior form S4-S6 students to create their class name to strengthen their class spirit and sense of belonging (c) Launch Class Flag Design Competition to encourage creativity, negotiation, and teamwork—core skills for thriving in diverse environments (d) Promote classmates' collaboration and roles and responsibilities in Class Committee	• Class Flag Design Competition held • Class names for senior form created and displayed. • Stronger sisterhood among all students observed	Scrutiny of work Feedback from Ts & Ss	Sept / Oct	VP (SD) RE & PC Values Ed. Class Teachers Class Committees
1.3 Students are cultivated with refined leadership skills and sisterhood, focusing on real-world problem-solving, emotional intelligence, resilience and guiding others through transition	(a) Invite NGOs to devise tailor-made and challenging training programmes for student leaders like School Prefects, SA and House Captains, Sports Captains, ECA Chairs to hone their skills in communication and problem-solving (b) Boost Catholic students' confidence, planning & organizing abilities through organizing school's evangelization programmes or religious ceremonies or almsgiving activities (c) Empower Big sisters with counselling skills through involvement in counseling skill workshops/projects from external organizations like Jockey Club, Caritas, etc., transforming them into supportive life coaches who can foster resilience and a growth mindset in their younger peers (d) Engage Librarians, EAT, ambassadors of panels with activities inside or outside schools	• Related workshops/programs conducted • Positive feedback from teachers and students • Concerned students found the programs helpful and useful • Students participates in activities actively • Students demonstrates improvement in leadership, especially in planning, promotion and conducting skills	Observation from teachers Feedback from students APASO-III Scale: Student: Generic Skills Subscale: Leadership	Whole year	VPs (SD &Admin) Discipline Guidance & Counselling. ECA & Global Exp. RE & PC Values Ed. Promotion. & Publicity Support for LD SA AA Careers& Life Planning

Targets/ Intended outcomes	Implementation Strategies	Success Criteria	Methods of Evaluation	Time Scale	People Resp. / Resource Req.
1.4 Students' self concept, physical and emotional being are enhanced, with emphasis on self-awareness & self-regulation techniques, setting SMART goals, endurance and empathy	(a) Establish Cheerians Wellness Lounge as a dedicated space for students to de-stress and learn self-regulation techniques (b) Use "Cheerians Charter / Card" as tool to encourage students to set SMART goals, fostering self-awareness and proactive life management (c) Nominate and encourage students to join the JC LevelMind Programme, aiming at providing a holistic, youth-centric service that builds resilience, empowers young individuals to manage their well-being, and equips them with the emotional tools to navigate the complexities of modern life. (d) Provide students with various kinds of sports or wellness programmes in order to improve their endurance (e) Launch whole-school events e.g. Positive Education or cross-disciplinary programmes to promote self-help; self-care and healing (f) Encourage students to put "can do" attitude into practice or workable plans.	• Related workshops/programs conducted • Positive feedback from participating Ts & Ss • Students demonstrate greater capability to embrace their inner strength or beauty, love oneself and to rise above life's difficulties:	Feedback from Teachers & students APASO-III - **Scale:** Student: Psychological Health **Subscale**: Affect (Positive Affect) - Scale: Honesty / Sense of Morality Subscale: Honesty (Act of Honesty) and Honesty (No Cheating)	Whole year	RE & PC Values Ed. Discipline Guidance & Counselling E&RE Class Teachers Reading to Learn Support for LD SEN Team Sch Social Workers PTA
1.5 **S**tudents' national identity is enhanced, along with their cultivated artistic sensibility and deepened appreciation for the beauty and joy of the Chinese culture	(a) Coordinate various Chinese cultural activities (b) Organize exchange programmes with schools in Mainland China (c) Organize novel and creative activities like National Food Tasting Day to deepen students' understanding of traditional Chinese culture. (d) Organize inter-house events, like Chinese folksong singing competition, promoting elements of traditional Chinese culture (e) Introduce to students good or inspiring books about culture and civilizations on designated day (f) Introduce traditional Chinese sports (g) Showcase students' calligraphy and Chinese handicrafts on school bulletin boards	• Related programmes or activities held successfully • The Work Plan compiled • Related documents endorsed and uploaded onto School Website • Students take greater pride in their national identity and achievement gained in various learning experiences or competitions about Chinese cultural activities	Scrutiny of documents Feedback from teachers and students APASO KPM 17 on National Identity	Whole year	VP (AD) Curr.& Acad. Affairs Values ED. ECA & Global Exp. Concerned Panels & Committees National Education Committee
1.6 The school-based Whole-Person Development Framework, which informs more effective P-I-E, is revised	(h) Fine-tune the existing school-based Whole-Person Development Framework to create a coherent, comprehensive and targeted blueprint that aligns the core competencies to be nurtured in students to cope with the ever-changing world in accordance with Catholic values and the legacy of the Columban Sisters.	• The revised Framework is successfully formulated. • The Work Plan for the implementation of the revised Framework is compiled. • Positive feedback from participating Ts & Ss	Scrutiny of documents Feedback from Ts & Ss APASO-III - Scale: Student: Psychological Health Subscale: Affect (Positive Affect)	Whole year	VP (SD) RE & PC Values Ed. Guidance & Counselling Careers & Life Planning WPD Coordinators Class Teachers

Major Concern 2: To nurture students to become confident, proactive, reflective, and responsible self-regulated learners who can set personal goals, select appropriate strategies, and reflect on their own progress.

Feedback from the previous school year:

1. **Students' View in Learning – A Need to Move from Task Completion to Metacognitive Awareness**
   While students have shown improvement in executing SRL tasks (e.g., pre-lesson preparation, note-taking), our data suggest a gap in their metacognitive awareness—the ability to plan, monitor, and evaluate their learning strategies effectively. The relatively low scores from S3 students on whether pre-lesson tasks "inspire thinking" or "boost motivation" indicate that they may be completing tasks procedurally without a deeper understanding of why these strategies are effective. This points to a need to make the thinking behind learning more explicit.

2. **Learning and Career Goal - The Metacognitive Gap in Goal Setting**
   The notable decline in the APASO "Learning (Clear Goal)" metric, despite the introduction of SMART goals, is a critical insight. It suggests that students may be setting goals as a required exercise rather than internalizing them as a personal, strategic planning tool. True self-regulation requires metacognitive skills to not only set a goal but also to regularly reflect on progress, identify barriers, and adjust strategies accordingly. Our current approach may not yet be fostering this ongoing cycle of reflection and adaptation.

3. **Reading Habit - Reading as a Metacognitive Activity**
   Again, the unsatisfactory state of students' leisure reading habits is not merely a time management issue but potentially a metacognitive one. Students may not be actively selecting reading materials based on their interests or monitoring their comprehension and engagement. The disparity between students' reported interest in reading (APASO Q-Score 101) and their actual reading time highlights a gap in their ability to plan and prioritize this activity. Cultivating reading requires metacognitive strategies for self-management and reflection on the value derived from reading.

Follow-up:

1. **Scope for SRL Implementation - Embedding Metacognitive Strategies into SRL**
   Emphasizing the development of students' metacognitive capabilities in the second year is a critical strategic evolution. While the first year successfully established foundational self-regulated learning (SRL) habits—such as pre-lesson tasks and note-taking— there is a need to shift the focus to cultivating the underlying thinking that makes these habits truly effective. By teaching students to plan, monitor, and evaluate their own learning, we empower them to transition from being passive participants to becoming active, adaptive, and self-aware learners.

2. **Enhancing Reading Habit & Fostering Reflective Reading**
   To nurture students' reading habits, a number of initiatives will be introduced, including both hardware (library renovation) and software (daily reading session, writers' talks and book-sharing sessions). Additionally, access to eBook resources will be expanded.

3. **Deepening Goal Setting through Reflection**
   To address the gap in goal-setting, we will transform it from a one-time activity into an ongoing metacognitive practice. Additionally, suitable study skills and strategies will be identified and introduced to strengthen their self-learning habits, with ongoing support from teachers to ensure effective implementation and growth.

Targets/ Intended outcomes	Implementation Strategies	Success Criteria	Methods of Evaluation	Time Scale	People Resp. / Resource Req.
2.1 Teachers are synergized to refine and implement strategies to help students become self-regulated and engaging learners with enhanced learning motivation and effectiveness	(a) Step up strategic Staff Professional Development program to broaden teachers' SRL pedagogies in fostering metacognitive thinking, e.g. think aloud, use strategic questioning, implement explicit reflection protocols, teach goal setting and self-assessment, foster a growth mindset, etc., with focus on developing students' metacognitive capacity. (b) Design a structured SRL lesson observation form, highlighting relevant teaching strategies of developing students to become self-regulated learners. Emphasis will put on explicitly teaching and fostering metacognitive thinking. (c) Design an Assignment Inspection Form, with focus on assessing not only the product, but also the process of learning, e.g. marks assigned or feedback given for the planning, drafting, strategies adopted. and reflection stages of assignment.	• SPD conducted 80% of Ts agree that the workshop can improve their understanding of SRL and related teaching strategies • 80% of Ts are willing to put what they have learned into practice • SRL lesson observation form is designed. 80% of teachers find the form a valuable tool for refining instructional design and planning • Assignment Inspection form is designed. 80% of teachers find the form helpful in outlining the key inspection areas, with enough room for feedback and reflection	Teacher Survey and Feedback Scrutiny of documents, e.g. lesson observation form, panel minutes and student works Stakeholder Survey "My views on teachers' professional development"	Whole Year	Curr.& Acad. Affairs Staff Dev. Sch.Dev.&Acc. All Subject Panels
	(d) Each subject panel conducts subject-based collaborative lesson planning for each form, with clear annotations on developing students' self-regulated learning habits and metacognitive capability. At least 2 corresponding learning packages are developed by core subjects and at least one by other subjects. The learning packages have to be shared in common drive. (e) Subject panels arrange cross disciplinary professional dialogue and exchange of experience in adopting SRL pedagogies. (f) Observations & Feedback sessions are to be arranged. Teachers observe peers to share best practices in each term and participate in the post-observation discussion. (g) Teachers engage in ongoing training and reflection. In-house professional sharing sessions are conducted. Teachers are invited to share successful strategies in Staff Professional Development Day.	• Scrutiny of documents – intra-disciplinary collaborations done, learning packages are developed and uploaded to common drive • Peer observation and post-observation discussion conducted. 80% of teachers find the sharing rewarding. • Students participate actively in the lessons adopted from the developed learning packages			
2.2 Students become more competent in self-regulated learning – they have positive learning attitude, good learning habits and are engaging and	(a) According to the theories of Zimmerman and Schunk of Self-regulated Learning, fine-tune the WPD Framework of LSCC, listing clearly the SRL skills and attitude students of each level to be equipped with.	• Framework of required SRL skills is designed.	Scrutiny of documents of subject panels & relevant functional groups.		
	(b) Teachers work hard to create a student-centered learning environment. They use metacognitive prompts and model their own thought processes and SRL strategies in both pre-tasks and during lessons.	• 80% of students find the skills acquired in workshops or activities are applicable to their learning	Questionnaire. Observation.		

Targets/ Intended outcomes	Implementation Strategies	Success Criteria	Methods of Evaluation	Time Scale	People Resp. / Resource Req.
take good control of their own learning progress	(c) Relevant functional groups conduct workshops or organize relevant activities on SRL skills and attitude for students, with emphases on the development of metacognitive thinking abilities, especially for senior form students. (d) Class teachers set SMART goals with students. Integrating the activity into a "Goal-Strategy-Reflection" cycle, class teachers facilitate regular, short reflective sessions where students review their progress towards goals, analyze the effectiveness of their chosen learning strategies, and make necessary adjustments. (e) With a well-structured framework, relevant functional groups conduct study skills workshops for students, guiding them to reflect on when and why a particular strategy is most effective for them. (f) Students refine their learning log, keeping track of their learning progress in their homework and assessment tasks.	• 75% of Ss demonstrate improved self-regulated learners' skills and habits, including note-taking, and are able to apply them in learning. • 75% of Ss demonstrate SRL strategies in class, shifting from passive reception to proactive engagement in learning activities • Students found their learning file helpful in learning.	SHS: "My view on students learning" from teachers' $_{3a,4a}$, students' $_{3b, 4b}$ and parents' $_{3c, 4c}$ views respectively	Whole Year	Curr. & Acad. Affairs Tech. Edu. IT in Lg & T Support for LD All Subject Panels.
2.3 Students show greater interest in reading	(a) Foster the joy of reading with the introduction of reading session, promotions, fun-filled activities or authors' talks or sharing by school library	• Students are interested in reading • Students made good use of e-platform for learning • Students can speak and/or write much confidently	Student Survey/ Feedback Teacher Feedback and Observation Scrutiny of documents and student work SHS: "My view on students learning" from teachers' $_{5a}$, students' $_{5b}$ and parents' $_{5c}$ views respectively APASO-III - **Scale:** School: Reading (Time for Leisure Reading) Book-borrowing rate KPM Data	Whole Year	Reading to Learn Com. All subject panels All Class Teachers Promotion & Publicity Com. ECA & Global Exposure Com. House Committees & ECA Clubs & School Sports Teams Concerned Subject Panels
2.4 With target support measures from the school, Students achieve significant progress in academic performance	(b) Implement a special 'Academic Enhancement Project' in S.6 to enable students to make significant improvement in their academic performance. (c) Provide various platforms and/or e-platforms (e.g. classroom; bulletin boards for each floor; covered playgrounds, school websites; School website or Instagram) for students to demonstrate, to celebrate and to appreciate their learning achievements in or outside school.	• S6 Ss show higher motivation and greater confidence in learning. • Students' learning effectiveness is enhanced • An increase in the percentage of students joining territory-wide competition and activities. • Students are eager to join different activities organized or nominated by different subject panels.			

Major Concern 3:   Honoring our past, inspiring our future - To design an immersive, student-centered 50th anniversary experience that demonstrates our Catholic values in action, fostering a culture of service, joyful community, and lifelong learning

Targets/ Intended outcomes	Implementation Strategies	Success Criteria	Methods of Evaluation	Time Scale	People Resp. / Resource Req.
3.1 A shared theme or slogan and logo of the 50th anniversary celebration comes into being.	(a) To map out the timeline for the formulation of the theme or slogan. (b) To launch a slogan / logo design competition (c) To compile a list of souvenirs or memorabilia	• Students actively engaged in the related activities • Teachers and students shared the joy and insights in the process.	Scrutiny of related documents Observation / Reflection	Whole Yea	50th Anniversary Celebration Organising Committee Related Panels & Committees
3.2 All programmes or plans which align with the theme are outlined.	(a) To form a task force for the PIE of the programmes for 50th anniversary celebration (b) To draw up budget for the celebration (c) To discuss on the feasibility of fund-raising campaign or sponsorship for the celebration (d) decide on the major events or activities to be held	• Teachers and stakeholders identified the educational goals and targets stated in the plan • All plans written up	Discussion during In house and/or staff meetings Survey (if any) Observation / Feedback	Whole year	50th Anniversary Celebration Organising Committee Related Panels & Committees All teaching staff