



Leung Shek Chee College

School Report

2024/25

Updated in August 2025

Key Elements of the School Report

- (1) Our School
- (2) Achievements and Reflection on Major Concerns; Feedback and Follow-up
- (3) Student Performance
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 - Please include related documents.

(1) Our School

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.

(2) Achievements and Reflection on Major Concerns; Feedback and Follow-up

- **Major Concern 1: To gear up students to live out the spirit of CHEERIANS embedded with Catholic Education Core Values of Truth, Life, Justice, Family & Love.**

Achievements			
The major concern emphasizes upholding students' value as CHEERIANS, which is closely associated with the Catholic Education Core Values, and the priority values and attitudes and Seven Learning Goals promulgated by the Education Bureau, as illustrated below:			
Spirit of CHEERIANS	Catholic Education Core Values	Seven Learning Goals	Priority Values & Attitudes
Christianity Sisterhood	Truth Life Love	Breath of Knowledge Generic Skills Life Planning	Unity Commitment Responsibility Benevolence
Humility Endurance Integrity	Truth Life Justice	Breath of Knowledge Language Proficiency Generic Skills Healthy Lifestyle	Perseverance Integrity Law-abidingness
Respect Empathy	Life Family Love	Generic Skills	Respect for Others National Identity Benevolence Filial Piety Empathy
Novelty Aspiration	Truth Life	Breath of Knowledge Language Proficiency Generic Skills Life Planning	Diligence Commitment Responsibility
<p>1. Embodying Christian Values</p> <p>The ERE Panel and Religious and Pastoral Care Committee effectively nurtured Christian values through initiatives like introducing the School Patron, St. Columban's life, which deepened 80% of students' understanding of this important Saint and teaching S1 students about the Missionary Sisters of St. Columban. Activities such as the Slogan and Board Design Competition strengthened CHEERIANS' spirit, while seminars on Cyber ethics and pitfalls of porn culture encouraged moral discernment. Justice-centered events, like the "Banquet for the Poor and the Rich," and Catholic Week in April 2025 fostered compassion and unity. These efforts were reflected in APASO results, with improved scores for "Meaning in Life" and consistently high scores for "Morality."</p>			

2. Cultivating a caring, joyful, and respectful school environment

The school actively promotes a supportive and inclusive community through diverse activities that foster class spirit, collaboration, sisterhood, and mutual respect. Class-based activities, such as talent shows, interclass sports competitions, and creative initiatives like the ERE bulletin board and slogan design competition, have significantly strengthened class spirit. Sisterhood is cultivated through initiatives within History and Chinese Literature subject panels, where senior students share learning experiences with juniors. Consultation sessions, where S4-S5 students introduced DSE subjects to S3 students, also helped guide younger students. Respect and empathy are further promoted through interactions between senior students and ECA leaders with juniors during events such as the S1 Information Day and Summer Bridging Program. Inter-house competitions, such as cheering and choral contests, along with the succession process of ECA clubs and school teams, further unite students across all levels and foster a strong sense of belonging to school.

Evaluation data reflects these efforts. The APASO survey shows improvements in School Atmosphere, with "Not Lonely" Q-scores rising from 102 to 113, and satisfaction with family and friends increasing from 68 to 85.7. While belongingness declined slightly (from 111 to 106), SHS results indicate that students increasingly enjoy school (mean score rising from 3.3 to 3.5) and help one another (from 3.9 to 4.0).

3. Improving students' mental well-being

The school has made significant strides in enhancing students' mental well-being through positive education initiatives that foster a supportive and caring atmosphere. Survey data highlights these improvements, with the SHS showing increases in "I receive support and encouragement from teachers" (mean 3.6 to 3.9) and "The school is a caring place" (mean 3.5 to 3.7). APASO results also reflect progress, with Positive Affect (Q-score 106 to 109), No Negative Affect (92 to 94), and No Anxiety or Depressive Symptoms (85 to 88) all improving. Key initiatives included "A Happy Me with Vitamin Es" week and Positive Education Week, which raised awareness of mental health and identified students with emotional needs. A parents' talk was held to strengthen parent-daughter relationships, while an Educational Psychologist's session helped teachers build stronger teacher-student bonds. Additionally, a talk by Hong Kong singer Mr. Chow Yan Tung inspired students with positive values. These efforts have successfully created a caring and harmonious school environment.

4. Striving for Progress, Pursuing Excellence

The school achieved outstanding results in territory-wide competitions, excelling in academics, sports, and the arts. The Chinese Drama Club won the Adjudicators' Award and performed publicly, while the English Drama Club earned the Best Performance Award and overall Champion in The Association of EMI Secondary Schools Drama Fest. The school also secured the championship in the Hong Kong Debate Premier League Group B, alongside achievements

in sports and music teams. Study tours to Hangzhou, the Greater Bay Area, Beijing, Singapore, and New Zealand broadened students' horizons. Over 70% of students agreed in the SHS survey that the activities provided by the school helped them develop their interests and life skills, showing significant improvement compared to last year (Mean: 3.7 → 3.9).

5. Fostering National Identity

APASO results showed consistently high scores in national identity, reflecting students' pride, responsibility, and patriotism. The school integrated national identity education into the curriculum, fostering an understanding of national security and pride in Chinese culture. Chinese Culture Week, study tours to the Greater Bay Area and Hangzhou, and IT education on advancements like Deepseek deepened students' knowledge of history, culture, and technology. Activities such as Chinese orchestra performances, visits to national security exhibitions, and ECAs like Chinese dance and civic education further enriched students' cultural appreciation.

Reflection

1. Preparing for an Ever-Changing World: The Need for Adaptive Leadership and Resilience

Our school adopts a “student-centred” approach in ECAs, offering initiatives such as leadership training camps for prefects, big sisters, and sports teams. While these efforts provide a foundation, the development of students' leadership skills still requires further enhancement. In view of the super rapid changing rate of the world, there is a pressing need to more explicitly equip students as adaptive individuals for a dynamic future. The gap in student leadership development and the psychological well-being needs of junior form students are not just internal concerns, but are directly linked to their future readiness. 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

While the psychological well-being and school atmosphere for junior form students require attention, we have quite a robust foundation in the CHEERANS 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*.

Feedback and Follow-up

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. A Class Flag Design Competition 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 as a dedicated space for students to de-stress and learn self-regulation techniques. The "Cheerians Charter / Card" initiative will be launched to encourage students to set SMART goals, fostering self-awareness and proactive life management. By joining the Levelmind programme, the school will provide 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.

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.

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

Achievements

The major concern emphasizes promoting self-regulated learning, which focuses on nurturing students to become self-disciplined, positive, motivated, and effective learners. To achieve this, corresponding professional training for teachers is implemented, based on the theories of Zimmerman and Schunk, to equip them with effective strategies and pedagogical approaches to guide and support students in their journey toward self-regulated learning.

1. Facilitating Professional Development and Exchange in SRL-Related Pedagogy

At the initial stage of adopting self-regulated learning (SRL), several measures supported teachers' professional development and exchange. Staff training sessions on SRL context and pedagogies were conducted early in the school term. Subject panel heads conducted lesson demonstrations for new teachers, showcasing the effective integration of SRL strategies into teaching practices. In May 2025, professional exchanges and post-lesson analyses involved nine teachers opening their classes and all teachers sharing reflections, fostering professional dialogue. A resource pool of shared teaching materials was developed, and sharing on designing pre-lesson tasks and note-taking techniques was conducted during the Academic Meeting. Panel-based policies were introduced to guide SRL adoption, focusing on incorporating SRL strategies into teaching practices through lesson observations and book inspections. Students' responses in the SHS proved the effectiveness of the above professional training, as they reported that teachers frequently taught them learning strategies, such as pre-lesson preparation and concept mapping, leading to a significant increase in the mean score from 3.6 to 3.9. The table below further prove the effectiveness of professional training:

Question	Mean Score
Teachers often guide us in self-regulated learning methods: Pre-lesson preparation	3.62
The pre-lesson preparation arranged by the teacher inspires me to think.	3.61
During this school year, teachers have arranged different types of pre-lesson tasks.	3.77
Teachers often encourage us to use diverse self-regulated learning methods to support our learning.	3.79

2. Enhancing Positive Learning Habit

Pre-lesson tasks: Subject panels, through a cohesive effort, created manageable pre-lesson tasks tailored to each subject, including multiple-choice questions, newspaper reviews, short passages, and questions via online platforms like Google Classroom. These tasks aimed to enhance students' foundational understanding, promote effective teaching and learning, and reinforce prior content. Their effectiveness was reflected in students' responses to the SHS, where the mean score for applying learning strategies, such as pre-lesson preparation, rose from 3.4 to 3.6.

The school survey conducted further reinforce the above findings:

Question	Mean Score
I often complete the pre-lesson tasks arranged by the teacher seriously.	3.72
I think the pre-lesson tasks arranged by the teacher help with learning and boost my motivation to learn.	3.70
The pre-lesson tasks arranged by the teacher help me prepare, understand, or organize new learning content.	3.77
I understand the importance of pre-lesson preparation for learning.	3.84

Note-taking: A whole-school approach to promoting note-taking has been implemented since last year, encouraging students to utilize tools such as graphic organizers and online platforms like GoodNotes. To further support this initiative, subject panels required students to upload their notes to Google Classroom, helping to facilitate the formation of consistent note-taking habits.

The school survey conducted indicated that students effectively utilize note-taking skills to facilitate learning.

Question	Mean Score
I can use self-regulated learning methods to support my learning: Taking notes	3.89
Teachers often guide us in self-regulated learning methods: Taking notes	3.78

Figures from APASO further prove that the above measures are effective in nurturing positive and self-regulated learning habits:

Subscale	2023-24 Q-Score	2024-25 Q-Score
Learning (Self-initiative) (S3-S6)	116	116 (-)
Learning (Self-planning) (S3-S6)	108	112 (+4)

Students' confidence in learning further can be proved by the SHS findings:

Survey	Item	Performance
SHS (Teachers)	My students are confident in learning	Mean: 2.96 (+0.14)
SHS (Students)	I am confident in learning inside and outside of the classroom	Mean: 3.47 (+0.42)
SHS (Students)	I take an active role in learning inside and outside of the classroom	Mean: 3.73 (+0.14)

3. Embracing New Educational Trend and Pedagogy

Utilizing AI in Learning

The integration of AI tools has enhanced learning in Chinese Literature and Language, fostering creativity and critical thinking:

Level	AI Learning Strategies
Secondary Four	Used AI to create images for 登高, sparking peer evaluations and discussions
Secondary Five	Analyzed AI-generated images based on 死水, identifying key thematic elements

In Chinese Language:

Level	AI Learning Strategies
Secondary Two	Create illustrations for 天净沙, enhancing their understanding of its content
Secondary Three	Collaborated on generating argumentative essay viewpoints using AI, improving their debate and reasoning skills
Secondary Four	visualized the imagery of 山居秋暝 through AI and conducted cross-class peer reviews
Secondary Five	Outline argumentative essays, refining their focus on keywords; compared AI-generated essays with their own, evaluating strengths and weaknesses
Secondary Six	Read AI essays to absorb writing techniques

These activities demonstrate how AI enhances visualization, streamlines idea generation, and improves analytical skills, creating a dynamic and engaging learning environment.

Curriculum Development

Chinese Language Panel: A school-based Chinese Language curriculum was developed using the Education Bureau's NLF framework, with four units designed for S5 students at NLF levels 2-3. Each unit integrates reading, writing, listening, and speaking skills, supported by teaching plans, presentations, worksheets, writing materials, and assessments to meet diverse learning needs.

English Panel: The English Panel nurtured curriculum leaders by enhancing their roles, professional qualities, and responsibilities through the Curriculum Leadership Development (CLD) Programme. A detailed curriculum map was developed to integrate key language features and subject content materials, ensuring a cohesive approach to interdisciplinary learning. The panel shared pedagogical strategies with representatives from other partner schools in year-end celebration, fostering collaboration and knowledge exchange.

Music Panel: The Music Panel joined a Learning Community as a member school. The experience has been inspiring and rewarding. Through school and class visits, teachers could keep abreast of the updated pedagogies in arousing students' joy and love of learning music. Using AI in the teaching of music theory and the learning of composing music or lyrics further add flavours to the Music lessons, making lessons much interactive and fun-filling.

PE Panel : The Panel sought ways to promote new Sports and introduce students to running races, experiential or adventure-based activities, like cross country running and programmes from AYP, exposing students to sports and enhanceyeing their physique and stamina. PE Curriculum is characterized with richness in sports tasks, skills and eye-opening learning experiences.

Reflection

1. Students' View in Learning – A Need to Move from Task Completion to Metacognitive Awareness

Although students' perception of learning improved in APASO Q-Scores, with "No Negative Emotion" increasing in Chinese (88 to 90), English (100 to 106), and Mathematics (96 to 100), areas of concern remain. Self-concept in English improved (103 to 107), but Chinese stayed below 100, and Mathematics declined (98 to 93). In the school survey on Self-Regulated Learning (SRL), S3 students scored relatively low, likely due to DSE-related challenges. For instance, S3 students scored 3.29 on whether pre-lesson preparation inspires thinking, compared to the overall mean of 3.61, and 3.32 on whether pre-lesson tasks boost motivation, compared to the overall mean of 3.70.

While students have shown improvement in executing SRL tasks (e.g., pre-lesson preparation, note-taking), our data suggests 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" (3.29 and 3.32 respectively) 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

Despite the SHS students' survey showing a slight improvement in their ability to set their own learning goals, increasing from 3.4 to 3.6, the APASO data revealed a notable decline in the "Learning (Clear Goal)" metric, which dropped from 97 to 89. This occurred even though "SMART" goal-setting strategies were introduced at the beginning of the school term, guided by class teachers, and the Career and Life Planning Committee made significant efforts to help students better understand themselves, explore career options, and learn about various pathways.

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

Though students reflected positively on their interest in reading, as shown by an APASO Q-Score of 101, and indicated that they often read leisure materials and newspapers (SHS mean score 3.4), their overall reading habits remain unsatisfactory. The APASO Q-Score for reading non-assigned materials is only 92, and students reported lacking time for leisure reading (Q-Score 95). Additionally, teachers perceive that students are not interested in reading (SHS mean score 2.6), and half of the students read less than 30 minutes a day, with many disagreeing that they enjoy reading. This lack of engagement can be attributed to

several hinderances, including heavy workloads from quizzes and assignments and the absence of dedicated reading time incorporated into the regular timetable.

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

Feedback and Follow-up

1. Scope for SRL Implementation - Embedding Metacognitive Strategies into SRL

Building on the first-year success of SRL, its implementation will be expanded. 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, the following initiatives will be introduced. A daily reading session will be implemented to encourage consistent reading practices. The library will be renovated to create a pleasant and inviting environment for readers. More writers' talks and book-sharing sessions will be conducted to inspire students and foster a love for literature. Additionally, access to eBook resources will be expanded, providing students with greater variety and flexibility in their reading options.

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. The use of SMART goals will be integrated into a "Goal-Strategy-Reflection" cycle. Class teachers will facilitate regular, short reflective sessions where students review their progress towards goals, analyze the effectiveness of their chosen learning strategies, and make necessary adjustments. This process will be supported by explicitly teaching students a repertoire of study skills and, more importantly, guiding them to reflect on when and why a particular strategy is most effective for them.

(3) Student Performance

- Students of LSCC “CHEERIANS” are widely praised for their good manner and kindness. They are quiet, reserved but observant, obedient and receptive of advice.
- They are sincere and teachable. They cherish all kinds of learning opportunities in academic and non-academic areas and need constant encouragement but could be motivated, could thrive with concrete and strategic feedback, good guidance and companionship of peers and significant others.
- They are willing to seek advice or look for help or support in their study, in their career and life planning and in their personal growth.
- They stay humble. They are melancholic – worried but serious and thoughtful and phlegmatic – controlled, calm, reasonable, service-oriented.
- They usually aspire to pursue careers related to Allied Health, Social Work and Education given their gentle aura and warm temperament.

(i) Academic performance

CHEERIANS have quite a good flair for Chinese language, Chinese Culture and History. In recent years, their eloquence and Chinese proficiency could be manifested in their encouraging achievement and progress in Chinese Debating – achieving remarkable improvement, gaining awards and showing poise and confidence as composed and competent debaters. Meanwhile, they have high potential to be budding writers through their involvement in the school’s Chinese and English Newsletter and their sharing of good thoughts in Young Post.

(ii) Non-academic performance.

CHEERIANS shined with confidence and glamour in Chinese and English Drama, best shown in their accolades in Drama Festival and English Drama Festival organized by AEMSS. They showed their vibes, charm and talents in Pop Dance and Cheering. The school’s Cheering Team – Sparkle is no ordinary cheering team, but iconic with stunts in their every performance. The school’s volleyball team is best represented by their passion and persistence. Members of School Handbell always impresses our schoolmates and visitors with their beautiful repertoire. Members of the school’s religious group – Faith Garden (majority of them are non-Catholic) are humble followers and evangelists of God, demonstrating compassion and care for their community in their almsgivings. Some cases in point are their active participation in Caritas Bazaar, joint school formation, and their work with our nearby parish.

(4) Financial Summary (to be updated and uploaded once verified by Account Clerk)

LSCC's Financial Position of the Year

As at 31 August 2025, the net balance of the Government Fund Account and School Fund Account are HK\$10,436,751.70 and HK\$6,194,267.29 respectively. The ratios of budgets of Subjects, Committees and Administration utilized are 70.48%, 101.95% and 91.04% respectively. A reserve of 54% of the Government's provision of 2024-2025, which is equivalent to 10.23 months of operation cost of the School, will be carried forward to the academic year 2025-26. The financial condition of the school is healthy.

Part 1 Overview of Gov't Fund (namely EOEBG)

Income	Expenditure	Balance as at 31 Aug 2025
HK\$8,718,380.02 (Balance b/f: HK\$6,745,253.78)	HK\$8,314,566.72	HK\$27,663.66 (Balance c/f: HK\$7,149,067.08)

Part 2 Overview of Grants from Gov't Fund

Grant	Income	Expenditure	Balance
Capacity Enhancement Grant	HK\$676,944.00	HK\$633,957.00	HK\$42,987.00
School-based After-School Learning & Support Programme	HK\$184,200.00 (Balance b/f: HK\$217,134.3)	HK\$179,406.40	HK\$4,793.60 (Balance c/f: HK\$221,927.90)
Student Activity Support Grant	HK\$151,450.00	HK\$59,852.60	HK\$91,597.40
Life-wide Learning Grant	HK\$1,236,410.00 (Balance b/f: K\$1,083,543.46)	HK\$1,101,741.16	HK\$134,668.84 (Balance c/f: HK\$1,218,212.30)
The Support for Non-Chinese Speaking Students Grant	HK\$883,874.00 (Balance b/f: HK\$387,868.06)	HK\$741,754.32	HK\$142,119.68 (Balance c/f: HK\$529,987.74)
Diversity Learning Grant	HK\$321,650.00 (Balance b/f: HK\$84,000.00)	HK\$321,700.00	HK\$(50) (Balance c/f: HK\$83,950.00)
One-off Grant promoting :			
Mental Health of Parents & Students	Balance b/f: HK\$20,000.00	HK\$20000.00	HK\$0.00
Sports Ambience & MVPA60	Balance b/f: HK\$150,000.00	HK\$0.00	HK\$150,000.00
Self-directed Language Learning (English Language)	Balance b/f: HK\$200,000.00	HK\$0.00	HK\$200,000.00
Self-directed Language Learning (Putonghua)	Balance b/f: HK\$200,000.00	HK\$0.00	HK\$200,000.00
Chinese Culture Immersion Activities	Balance b/f: HK\$300,000.00	HK\$19,505.00	Balance c/f: HK\$280,495.00

(5) Annex (Report of Sister School Grant 2024/2025)