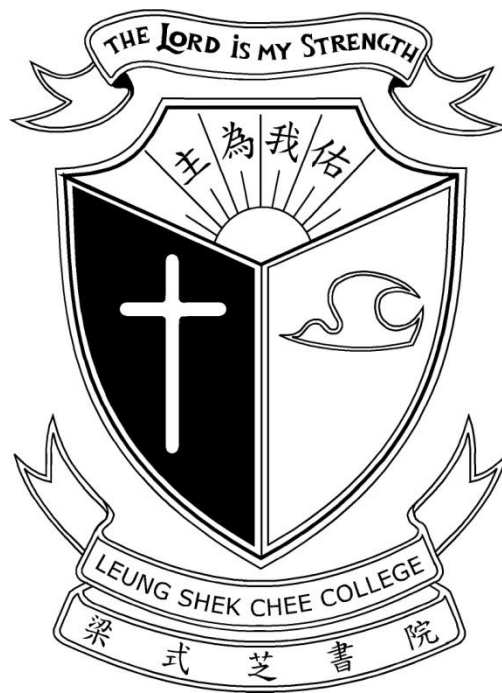


Leung Shek Chee College



Annual School Plan 2020-2021

Leung Shek Chee College

School Mission Statement

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

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

Leung Shek Chee College

Annual School Plan

2020-2021

Major Concerns (2018-2021):

- I. To develop students' potentials for attainment of personal highest in academic results and life goals to achieve self-actualization.
發展同學潛能以取得個人最高學術成就，實踐人生目標，達成自我實現。

- II. To empower students to handle life challenges by implementation of Positive Education.
透過正向教育增強同學應對生活挑戰的能力。

Highlights of Major Concerns (2018-2021):

Harmony

Excellence

Appreciation

Reflection

Technology



Educational Theme (2020-2021)

Love makes a Family 主言修身 父愛齊家 身投社會 心繫天下

What makes a "FAMILY"

Forgiveness

Acceptance

Modesty

Integrity

Loyalty

sYnergy

Major Concern I: To develop students' potentials for attainment of personal highest in academic results and life goals to achieve self-actualization.
發展同學潛能以取得個人最高學術成就，實踐人生目標，達成自我實現。

Targets	Strategies	Time Scale / Student Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
1. To strengthen language proficiency through collaboration among subjects and promotion of reading	<ul style="list-style-type: none"> Build students' ability and confidence in the use of English and Chinese inside and outside classroom, including English Week, ECA meetings, dramas, script writing, movies, debates, speech competitions, performances, book fairs, oral practices, newspaper and magazines subscriptions, on-line reading, reading schemes, creative writing, 文化研究活動，語文學習，etc. 	Whole year / S1-6	<ul style="list-style-type: none"> English, Chinese and other subject panels LAC Team School Library ECA clubs 	<ul style="list-style-type: none"> Students improved in confidence and motivation in using and studying English and Chinese in various circumstances 	<ul style="list-style-type: none"> Student self-evaluation Teacher observation 	<ul style="list-style-type: none"> EDB and school funding Support from organizing parties
	<ul style="list-style-type: none"> Encourage students to attend inter-school activities / visits / competitions / exchange programmes and university courses 	Whole year / S1-S6	<ul style="list-style-type: none"> All subject panels Careers Committee 	<ul style="list-style-type: none"> Students show confidence in participation in such activities 	<ul style="list-style-type: none"> Student performance and feedback 	<ul style="list-style-type: none"> EDB and school funding Support from organizing parties
	<ul style="list-style-type: none"> Split classes for brighter and weaker students at junior forms 	Whole year / S1-S3	<ul style="list-style-type: none"> English and Chinese panel 	<ul style="list-style-type: none"> Students show improvement and confidence in the 2 languages 	<ul style="list-style-type: none"> Student performance in lessons and assessments 	<ul style="list-style-type: none"> School funding
	<ul style="list-style-type: none"> Promote reading through online resources, Summer Reading Scheme, book fairs, ebooks, etc. 	Whole year / S1-6	<ul style="list-style-type: none"> School Library English and Chinese Panel 	<ul style="list-style-type: none"> Students read books online and complete specific tasks 	<ul style="list-style-type: none"> Collection of data like borrow records 	<ul style="list-style-type: none"> EDB and school funding
	<ul style="list-style-type: none"> Collaboration among subjects and committees to use English in learning, reference book reading in library, SLP, NGO talks, mock interviews, board display, life planning talks, etc. 	Whole year / S1-6	<ul style="list-style-type: none"> EMI subject panels English panel Careers Committee 	<ul style="list-style-type: none"> Students learn and present their ideas fluently in reading, writing, listening and speaking 	<ul style="list-style-type: none"> Student performance Teacher observation 	<ul style="list-style-type: none"> School funding

Major Concern I: To develop students' potentials for attainment of personal highest in academic results and life goals to achieve self-actualization.
 發展同學潛能以取得個人最高學術成就，實踐人生目標，達成自我實現。

Targets	Strategies	Time Scale / Student Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
	<ul style="list-style-type: none"> Assist non-Chinese students in learning Chinese by adopting suitable learning materials, understanding requirements of different exam boards, after-class training, etc. 	Whole year / S1-6	<ul style="list-style-type: none"> Chinese Panel LS Panel Academic Affairs Committee 	<ul style="list-style-type: none"> Non-Chinese students have better performance in Chinese and LS 	<ul style="list-style-type: none"> Student performance Teacher observation 	<ul style="list-style-type: none"> EDB and school funding
2. To promote application of knowledge in different disciplines through STEM education	<ul style="list-style-type: none"> Plan and implement learning tasks in Science, Technology, Engineering and Mathematics (STEM) to strengthen students' ability in integrating and applying knowledge and skills Incorporate STEM elements in IS, Math and STEM subjects 	Whole year / S1-3	<ul style="list-style-type: none"> STEM Team S1 and S2 IS and STEM curricula Science KLA Technology KLA Mathematics KLA 	<ul style="list-style-type: none"> Completion of STEM projects by students Students demonstrate interests in STEM learning Students have good performance in STEM activities 	<ul style="list-style-type: none"> Student performance in S1 and S2 IS & STEM subject Teacher observation Student self-evaluation Results of project work 	<ul style="list-style-type: none"> EDB and school funding
	<ul style="list-style-type: none"> Organize in-school STEM activities in formal curriculum Organize pull-out programmes to nurture interests in junior and senior forms Broaden students' exposure in local and international STEM competitions (incl. SSPC 2021) Guide students to use STEM knowledge to serve community Exhibit STEM learning outcomes & STEM daily life examples in STEM Expo Students help to create eLearning lessons, including 3D models (Math), VR/AR images (Chin Hist, Geog, ICT), iOS apps (ICT) 	Whole year / S1-5 2-day activity / S1-5 Whole year / S1-2	<ul style="list-style-type: none"> STEM Team Science KLA Technology KLA Mathematics KLA PSHE KLA 	<ul style="list-style-type: none"> Students participate in STEM activities both inside and outside schools Students produce STEM research results or models Students complete and present projects in STEM Expo Audience show an interest in items exhibited Students actively participated in class activities 	<ul style="list-style-type: none"> Student performance and response Teacher observation Responses of participants Popularity of STEM booths 	<ul style="list-style-type: none"> EDB and school funding Support from organizing parties

Major Concern I: To develop students' potentials for attainment of personal highest in academic results and life goals to achieve self-actualization.
 發展同學潛能以取得個人最高學術成就，實踐人生目標，達成自我實現。

Targets	Strategies	Time Scale / Student Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
3. To empower students and enhance their academic ability so as to build up students' learning initiative	<ul style="list-style-type: none"> Conduct Content-Gap Analysis and Performance Tracking to provide quantitative information for teachers' and students' reference 	Whole year / S1-6	<ul style="list-style-type: none"> Subject panels Curriculum and Academic Affairs Committee 	<ul style="list-style-type: none"> Students see their own potential in achieving their personal highest in studies 	<ul style="list-style-type: none"> Student performance Teacher observation 	
	<ul style="list-style-type: none"> Special programmes organized to fulfil high- and low-achievers' learning needs 	Whole year / S1-6 (individual subjects)	<ul style="list-style-type: none"> Subject panels Curriculum and Academic Affairs Committee 	<ul style="list-style-type: none"> High- and low-achievers are motivated to achieve their personal highest in studies Acquisition of academic skills 	<ul style="list-style-type: none"> Student performance Teacher observation 	<ul style="list-style-type: none"> School funding
	<ul style="list-style-type: none"> Hold sharing sessions on learning strategies, exam skills, interview skills, life planning and career planning by invited speakers, alumni and teachers. Organize talks, workshops, personal guidance, sharing, "Rainbow Scheme 勵進計劃", "Weave a Dream" 	Whole year / S3-6	<ul style="list-style-type: none"> Careers Committee Guidance Committee Life Planning Committee 	<ul style="list-style-type: none"> Students' improvement in learning attitude 	<ul style="list-style-type: none"> Students' and teachers' feedback 	<ul style="list-style-type: none"> School funding Support from organizing parties Alumni and guest speakers
	<ul style="list-style-type: none"> Conduct news analysis, discussion, topic analysis and role play during lessons 	Whole year / whole school	<ul style="list-style-type: none"> Values Formation Committee Guidance Committee all subject panels 	<ul style="list-style-type: none"> Students can analyse questions, understand different perspectives of all stakeholders, view issues from macro and micro angle, reflect with historical view, actively pursue answers, make 	<ul style="list-style-type: none"> Teacher observation Student performance 	<ul style="list-style-type: none"> School resources

Major Concern I: To develop students' potentials for attainment of personal highest in academic results and life goals to achieve self-actualization.
 發展同學潛能以取得個人最高學術成就，實踐人生目標，達成自我實現。

Targets	Strategies	Time Scale / Student Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
				objective judgement and communicate ideas clearly		
	<ul style="list-style-type: none"> Organize Rainbow Scheme and recruit alumni to provide academic support 	Whole year / S1 to S6 SEN students	<ul style="list-style-type: none"> Guidance Committee and SENCO 	<ul style="list-style-type: none"> Attendance rate 80% Academic performance shows improvement 	<ul style="list-style-type: none"> Tutors' and teachers' feedback Students' academic performance 	<ul style="list-style-type: none"> EDB and school funding
4. To encourage students to participate in activities both inside and outside school to increase their exposure	<ul style="list-style-type: none"> Conduct Life Planning programmes e.g. Life Buddies Scheme Conduct values education and Life Planning programmes for senior forms, e.g. life education, equal opportunity, respect of intellectual property, on-line behavior, youth leadership, legal knowledge, anti-bullying, anti-corruption, voluntary service, job tasting program, university, field visits and company visits Careers talks and seminars 	Whole year / S1-6	<ul style="list-style-type: none"> Careers Committee Life Planning Committee ECA Committee Guidance Committee Values Formation Committee All subject panels 	<ul style="list-style-type: none"> Students become more confident and better informed of the outside world 	<ul style="list-style-type: none"> Teacher observation Student attendance Student performance and self-evaluation 	<ul style="list-style-type: none"> EDB and school funding Support from organizing parties
	<ul style="list-style-type: none"> Broaden students' exposure and horizon by participating in competitions, exchange programmes, visits, field study tours, ambassador programs, etc. 		<ul style="list-style-type: none"> Subject panels including Chin Hist, Hist, RE, Geog, IS, Bio, BAFS 	<ul style="list-style-type: none"> Students' improved attendance, participation and performance 	<ul style="list-style-type: none"> Student performance 	<ul style="list-style-type: none"> EDB and school funding Support from organizing parties
	<ul style="list-style-type: none"> Regular Activity Periods for whole school as Other Learning Experiences activities to widen students' exposure Organize and participate in house 	Whole school / whole year	<ul style="list-style-type: none"> Values Formation Committee and various subjects 	<ul style="list-style-type: none"> Students develop interests in local and global issues, concern global topics, including 	<ul style="list-style-type: none"> Teacher observation Student performance APASO 	<ul style="list-style-type: none"> EDB and school funding Support from organizing parties

Major Concern I: To develop students' potentials for attainment of personal highest in academic results and life goals to achieve self-actualization.
 發展同學潛能以取得個人最高學術成就，實踐人生目標，達成自我實現。

Targets	Strategies	Time Scale / Student Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
	activities and competitions, sports and music training, interschool and territory wide competitions • Organize local and overseas cross-subjects learning activities			poverty, conservation, human rights, etc.		
5. To improve learning and teaching efficacy through eLearning and enhancement of the use of technology in curricula	• Subject teachers adopted more IT in learning and teaching. Regular trainings are provided to students and teachers. e.g. AR, VR, Google, Microsoft Teams, Moodle, Classkick, Padlets, eClass, Kahoot!, etc. • Recruit student helpers to assist teachers to conduct eLearning activities	Whole year / S1-6	• eLearning Development Committee • IT Committee • Subject panels	• Teachers and students becoming more confident and competent in using IT to facilitate learning.	• Teachers' and students' feedback	• EDB and school funding
	• Use online platforms for assessment	Whole year / S4-6 (individual subjects)	• eLearning committee • Subject panels	• Provide analysis to help understand students' strengths and weaknesses and increase learning effectiveness	• Student performance • Teachers' feedback	
	• Upgrade IT facilities, relocation of STEM/ICT resources, utilise virtual desktops and cloud storage service	Whole year / all teachers	• IT committee	• Teachers make use of virtual desktops and cloud for teaching and admin tasks	• Teachers' feedback	• EDB and school funding

Major Concern I: To develop students' potentials for attainment of personal highest in academic results and life goals to achieve self-actualization.
 發展同學潛能以取得個人最高學術成就，實踐人生目標，達成自我實現。

Targets	Strategies	Time Scale / Student Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
	<ul style="list-style-type: none"> Provide training for teachers to promote ideas and approaches in eLearning and to help adopting effective practises in the lessons 	Whole year / all teachers	<ul style="list-style-type: none"> eLearning Development Committee IT Committee Staff Capacity Enhancement Committee 	<ul style="list-style-type: none"> Teachers become confident in using eLearning approaches in their teaching 	<ul style="list-style-type: none"> Teachers' feedback 	<ul style="list-style-type: none"> School funding
6. To renovate and create a better school environment that facilitates students' effective learning	<ul style="list-style-type: none"> RE and VA panels collaborate to hold wall mosaic tile selection and voting 	Whole year / whole school	<ul style="list-style-type: none"> RE and VA panels 	<ul style="list-style-type: none"> Students express the Catholic Core Values by creating a mosaic design after completing a whole year of learning 	<ul style="list-style-type: none"> Voting for the best design 	<ul style="list-style-type: none"> School funding

Major Concern II: To empower students to handle life challenges by implementation of Positive Education.
 透過正向教育增強同學應對生活挑戰的能力。

Targets	Strategies	Time Scale / Student Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
1. To establish harmonious relationships among different members of the school community	<ul style="list-style-type: none"> Provide opportunities for students to cooperate and collaborate with fellow students and teachers in school activities, including Big Sisters, Prefects, SA, IT prefects, ECA committees, librarians, etc. 	Whole year / S1-6	<ul style="list-style-type: none"> Whole school 	<ul style="list-style-type: none"> Harmonious relationship among teachers and students 	<ul style="list-style-type: none"> Teachers and students feedback ECA evaluation reports 	<ul style="list-style-type: none"> EDB and school funding
	<ul style="list-style-type: none"> Establish communication channels with IMC, parents, alumni and community via Parent-Teacher Association, Alumni Association and School Executive Committee 	Whole year / all related parties	<ul style="list-style-type: none"> PTA, AA and SEC in-charge teachers 	<ul style="list-style-type: none"> Good communication and harmonious relationship among all related parties 	<ul style="list-style-type: none"> Feedback from all related parties from APASO, KPM and SHS 	<ul style="list-style-type: none"> EDB and school funding
	<ul style="list-style-type: none"> Organize interclass and whole school activities, including 自我提升計劃、禮貌約章、禮貌大使選舉、班規設計、班際學行比賽、班際天才表演、記功名單及獎狀、守時及勤到獎等 	Whole year / whole school	<ul style="list-style-type: none"> All teachers / various panels & Discipline Committee 	<ul style="list-style-type: none"> Good manner of students. Mutual respect, unison and compassionate campus. Active participation in class and eager to serve others 	<ul style="list-style-type: none"> Teacher observation Student performance 	<ul style="list-style-type: none"> School funding
	<ul style="list-style-type: none"> Organize social activities for school managers, teachers, clerical staff and janitors 	Year-end / all school members	<ul style="list-style-type: none"> Staff Capacity Enhancement Committee, Staff Club 	<ul style="list-style-type: none"> Establish harmonious relationships among different members of the school community 	<ul style="list-style-type: none"> Feedback from all members KPM and SHS 	<ul style="list-style-type: none"> EDB and school funding
	<ul style="list-style-type: none"> Arrange field activities to nurture problem solving and teamwork. e.g. camp to Cheung Chau and Tsuen Wan 	2 nd term / S5-6	<ul style="list-style-type: none"> Geog, Bio, Hist, C Hist, RE panels & various committees 	<ul style="list-style-type: none"> Complete assigned tasks successfully and safely 	<ul style="list-style-type: none"> Teacher observation and student questionnaire 	<ul style="list-style-type: none"> EDB and school funding

Major Concern II: To empower students to handle life challenges by implementation of Positive Education.

透過正向教育增強同學應對生活挑戰的能力。

Targets	Strategies	Time Scale / Student Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
2. To encourage peer support among students	<ul style="list-style-type: none"> Foster students' cooperation and rapport through providing ample opportunities for students to organise activities, including inside and outside school, house and class activities. 	Whole year / all students	<ul style="list-style-type: none"> Student leaders and teacher advisors 	<ul style="list-style-type: none"> Students are confident in interpersonal relationship. Students have mutual support. They cooperate with fellow students, acquire solid communication skill, soft skills and interpersonal skills 	<ul style="list-style-type: none"> Teacher observation and student feedback 	<ul style="list-style-type: none"> EDB and school funding
	<ul style="list-style-type: none"> Organize social skills training workshop 	Whole year / S1-2	<ul style="list-style-type: none"> Guidance Committee 	<ul style="list-style-type: none"> 80% attendance Students are willing to participate 	<ul style="list-style-type: none"> Attendance Teacher observation Student feedback 	<ul style="list-style-type: none"> EDB and school funding
	<ul style="list-style-type: none"> Organize "Just Feel" Program 	Whole year / Whole school & parents	<ul style="list-style-type: none"> Guidance Committee 	<ul style="list-style-type: none"> Students' spontaneous participation 	<ul style="list-style-type: none"> Students' feedback Teachers' observation 	<ul style="list-style-type: none"> School funding Support from organizing parties
	<ul style="list-style-type: none"> Set up service duties, including monitress, class club, prefect, SA, Big Sister, librarian, lunch monitress, key monitress, IT prefect, house committee and subject prefect to promote spirit of serving others 	Whole year / whole school	<ul style="list-style-type: none"> All teachers 	<ul style="list-style-type: none"> Students understand their duties, meaning of their work, developing talents, work execution, leadership training, nurture sense of responsibility, serving students and teachers 	<ul style="list-style-type: none"> Teacher observation and student feedback 	<ul style="list-style-type: none"> School funding

Major Concern II: To empower students to handle life challenges by implementation of Positive Education.

透過正向教育增強同學應對生活挑戰的能力。

Targets	Strategies	Time Scale / Student Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
	<ul style="list-style-type: none"> Various subjects adopt student-centered learning approaches by involving students in interactive learning activities like group discussion, set group targets, peer teaching, group cooperation in classroom and outdoor activities Encourage students to form study groups in various subjects 	Whole year / all students	<ul style="list-style-type: none"> Subject panels 	<ul style="list-style-type: none"> Students form mutual respect, trust and team spirit. Students acquire soft skills, persuasion, communication skills, cooperation, etc. 	<ul style="list-style-type: none"> Teacher observation Student feedback and performance 	<ul style="list-style-type: none"> School funding
3. To promote appreciation of individual strengths	<ul style="list-style-type: none"> Promote development of non-academic abilities via subject learning (e.g. through renowned musicians, artists, scientists, historic figures, use of media and IT in AV production, stage performance and management, etc) and extra-curricular activities 	Whole year / all students	<ul style="list-style-type: none"> ECA committees, teacher advisors and subject panels 	<ul style="list-style-type: none"> Students develop all round abilities Student confidence 	<ul style="list-style-type: none"> Teacher observation Student performance 	<ul style="list-style-type: none"> EDB and school funding
	<ul style="list-style-type: none"> Promote development of academic abilities via subject learning 	Whole year / all students	<ul style="list-style-type: none"> All teachers 	<ul style="list-style-type: none"> Good student performance in tests, exams, TSA and public exams 	<ul style="list-style-type: none"> Results of tests, exams, TSA and public exams 	<ul style="list-style-type: none"> EDB and school funding
	<ul style="list-style-type: none"> Organize life planning activities, 「伴飛翔，創職夢」 	Whole year / S5-6 students	<ul style="list-style-type: none"> Careers Committee School Social workers 	<ul style="list-style-type: none"> Students understand and appreciate their strengths and weaknesses 	<ul style="list-style-type: none"> Teacher observation Students' feedback 	<ul style="list-style-type: none"> School funding Support from organizing parties
	<ul style="list-style-type: none"> Implement “一體、一藝、一服務” development programme 	Whole year / S1-2	<ul style="list-style-type: none"> ECA Committee 	<ul style="list-style-type: none"> S1-2 students join one sports/ arts/ service activity 	<ul style="list-style-type: none"> eClass record, club advisors' evaluation APASO 	<ul style="list-style-type: none"> School funding

Major Concern II: To empower students to handle life challenges by implementation of Positive Education.

透過正向教育增強同學應對生活挑戰的能力。

Targets	Strategies	Time Scale / Student Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
	<ul style="list-style-type: none"> Promote Positive Education through art therapy workshops to develop students' Character Strengths 	Whole year / all students	<ul style="list-style-type: none"> Guidance, Discipline Values Formation, Careers Life Planning Committee School Social Worker 	<ul style="list-style-type: none"> Students understand and appreciate individual strengths Nurture willpower and ability to conquer life difficulties 	<ul style="list-style-type: none"> Teacher observation Students' performance and feedback APASO 	<ul style="list-style-type: none"> Learning packages from Positive Education and Character Strengths development
	<ul style="list-style-type: none"> Set up service duties, including monitress, class club, prefect, SA, Big Sister, librarian, lunch monitress, key monitress, IT prefect, house committee and subject prefect 	Whole year / all students	<ul style="list-style-type: none"> All teachers 	<ul style="list-style-type: none"> Students understand the meaning of their duties, develop their talents, effective execution of their offices, nurture leadership and responsibility, willing to serve others 	<ul style="list-style-type: none"> Teacher observation Student feedback 	
	<ul style="list-style-type: none"> Establish clear conduct guidelines and punishment routine, well explained criteria and standards 	Whole year / all students	<ul style="list-style-type: none"> All teachers 	<ul style="list-style-type: none"> Students exercise self-discipline in their deeds, understand their strengths and weaknesses, establish self-esteem and build confidence 	<ul style="list-style-type: none"> Attendance record and sharing Teacher observation Student feedback 	

Major Concern II: To empower students to handle life challenges by implementation of Positive Education.

透過正向教育增強同學應對生活挑戰的能力。

Targets	Strategies	Time Scale / Student Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
	<ul style="list-style-type: none"> Provide structured music & arts education and Physical education curricula with pull-out programmes for elite students to form school choir, instrument classes, musical teams and bands, and sports teams Arrange in-school and outside competitions, visits, performances and overseas coaching tours for students 	Whole year / all students	<ul style="list-style-type: none"> Music, Visual arts and PE panels 	<ul style="list-style-type: none"> Students develop non-academic abilities, have opportunities to develop different talents and provide variety in learning Students realize their talents in different areas and have proper ways to explore further 	<ul style="list-style-type: none"> Teacher observation Students' feedback, participation and performance 	<ul style="list-style-type: none"> EDB and school funding
	<ul style="list-style-type: none"> Organize "Love Express" program 	Whole year / S1 students	<ul style="list-style-type: none"> Social workers Guidance Committee 	<ul style="list-style-type: none"> Appreciate the value of serving others 	<ul style="list-style-type: none"> Students' sharing 	<ul style="list-style-type: none"> School funding
4. To develop students' character and ability to deal with pressure and adversity in life	<ul style="list-style-type: none"> Nurture students' abilities to handle life problems through organization of various ECA activities and assumption of various student leadership roles 	Whole year / all students	<ul style="list-style-type: none"> All teachers 	<ul style="list-style-type: none"> Students develop good character and have high ability to deal with pressure and life adversity 	<ul style="list-style-type: none"> Teacher observation Students' feedback in APASO 	<ul style="list-style-type: none"> EDB and school funding
	<ul style="list-style-type: none"> Organize alumni sharing, join Life Buddies Scheme, personal guidance and organize job tasting programmes 	Whole year / all students	<ul style="list-style-type: none"> Alumni Association, Careers Committee, Life Planning Committee 	<ul style="list-style-type: none"> Students have better understanding of the environment outside school and future challenges 	<ul style="list-style-type: none"> Teacher observation Students' feedback APASO 	<ul style="list-style-type: none"> School funding Support from alumnae and organizing parties
	<ul style="list-style-type: none"> Organize "Pass It On" activity 	1 st term / S1-5	<ul style="list-style-type: none"> Guidance Committee 	<ul style="list-style-type: none"> Students' willingness to participate 	<ul style="list-style-type: none"> Teachers' observation and students' feedback 	<ul style="list-style-type: none"> School funding Support from organizing parties
	<ul style="list-style-type: none"> Facilitate Student Mental Health Support Scheme (SMHSS) 	Whole year / S1-5	<ul style="list-style-type: none"> Guidance Committee social workers 	<ul style="list-style-type: none"> Students' willingness to participate 	<ul style="list-style-type: none"> Teachers' observation and students' feedback 	<ul style="list-style-type: none"> Support from organizing parties

Major Concern II: To empower students to handle life challenges by implementation of Positive Education.
 透過正向教育增強同學應對生活挑戰的能力。

Targets	Strategies	Time Scale / Student Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
	• Organize S1 Adventure Camp	Sept / S1 students and Big Sisters	• Guidance Committee • Social workers	• 80% attendance	• Teachers' observation and students' feedback	• School funding
	• Various talks on moral values and character formation, e.g. self-understanding programme, volunteering work, Working Attitude, life education, Equal Opportunity, Respect of Intellectual Property, Family, organ donation, UNICEF talk, World Vision, anti-cyber-bullying, legal information, anti-drugs, anti-corruption, 文化覺醒、婚姻講座、正向人生、生命教育	Whole year / all students	• Values Education Committee • Guidance Committee	• Students understand their talents and develop desirable characters, strive for excellence, handle hardships and challenges in study and work with positive attitudes and catholic values	• Teachers' and students' feedback • APASO	• School funding • Support from organizing parties
	• Students are given course works that demands critical thinking on self, country and global perspectives	Whole year / all students	• Subject panels	• Students' whole-person development with integrity, respectable moral standard and values	• Teachers' observation, students' performance • APASO	• School funding
	• Implement 「共創成長路」 program	Whole year / S1 to S3 students	• Value Education Team	• Nurture positive values and beliefs, establish self-esteem, respect and caring for others	• Teacher observation and student performance • APASO	• School funding • Support from organizing parties
	• 毅能訓練計劃	1 st term / S1 students	• Discipline committee	• Students demonstrate resilience, concentration, team work, cooperation • 80% find it useful	• Student questionnaire	• School funding • Support from organizing parties

Major Concern II: To empower students to handle life challenges by implementation of Positive Education.
 透過正向教育增強同學應對生活挑戰的能力。

Targets	Strategies	Time Scale / Student Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
	<ul style="list-style-type: none"> Organize Student Mental Health Support Scheme SMHSS 醫教社同心計劃 to arouse concerns on mental health 	S2 students and referrals	<ul style="list-style-type: none"> Guidance Committee 	<ul style="list-style-type: none"> Medical professionals assess students' progress 	<ul style="list-style-type: none"> Meetings with professionals to evaluate students' performance 	<ul style="list-style-type: none"> Support from organizing parties
	<ul style="list-style-type: none"> Provide speech therapy assessment and training to students on speaking and hearing 	Whole year / S1-6 SEN students	<ul style="list-style-type: none"> Guidance Committee SENCO 	<ul style="list-style-type: none"> 80% attendance 	<ul style="list-style-type: none"> Students' progress reports 	<ul style="list-style-type: none"> EDB and school funding
	<ul style="list-style-type: none"> Organize 正向週 activities and workshops (Positive Education Week) 	Whole school	<ul style="list-style-type: none"> Guidance Committee Social workers 	<ul style="list-style-type: none"> Students able to elevate self-image to self-actualization level 	<ul style="list-style-type: none"> Reflection on program results, APASO 	<ul style="list-style-type: none"> School funding QEF
	<ul style="list-style-type: none"> Nominate prefects to join overseas tour and leadership training programs 	Whole year / prefects	<ul style="list-style-type: none"> Discipline Committee 	<ul style="list-style-type: none"> Students' horizon widened 	<ul style="list-style-type: none"> Student feedback 	<ul style="list-style-type: none"> EDB and school funding
5. To help students internalize Catholic Education Core Values through reflection	<ul style="list-style-type: none"> Promote school Core Values and Motto in teaching, ECA, other school activities 	Whole year / whole school	<ul style="list-style-type: none"> All staff 	<ul style="list-style-type: none"> Students understand school Core Values and Motto 	<ul style="list-style-type: none"> Teacher observation, Student performance, APASO, SHS 	
	<ul style="list-style-type: none"> Provide teacher training programmes to explain the meaning of the school theme and Catholic Education Core Values 	Whole year / all teachers	<ul style="list-style-type: none"> Staff Capacity Enhancement Committee Religious Affairs Committee 	<ul style="list-style-type: none"> Teachers understand the meaning and apply the values in their work 	<ul style="list-style-type: none"> Teachers' feedback 	

Major Concern II: To empower students to handle life challenges by implementation of Positive Education.

透過正向教育增強同學應對生活挑戰的能力。

Targets	Strategies	Time Scale / Student Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
	<ul style="list-style-type: none"> Various talks on character formation, e.g. self-understanding programme, participation in ECA activities, Say no to drugs 	Whole year / S1-5	<ul style="list-style-type: none"> Careers Committee Values Formation Committee ECA Committee 	<ul style="list-style-type: none"> Students understand their talents and develop desirable characters, strive for excellence, handle hardships and challenges in study and work with positive attitudes 	<ul style="list-style-type: none"> Teachers' and students' feedback APASO 	<ul style="list-style-type: none"> School funding Support from organizing parties
	<ul style="list-style-type: none"> Various subjects infuse Catholic Education Core Values, School Motto, moral values and life virtues in their curricula e.g. Catholic faith and church development in Europe (Hist), missionaries in China (Chin Hist) 	Whole year / all students	<ul style="list-style-type: none"> Subject panels, school library 	<ul style="list-style-type: none"> Students develop high moral standard and values 	<ul style="list-style-type: none"> Teacher observation and student behavior APASO 	<ul style="list-style-type: none"> School funding
	<ul style="list-style-type: none"> Religious Education Week 	2 nd term / all students	<ul style="list-style-type: none"> Religious Affairs Committee 	<ul style="list-style-type: none"> Students receive religious information and develop an interest in Catholicism 	<ul style="list-style-type: none"> Teacher observation Students' feedback 	<ul style="list-style-type: none"> School funding
	<ul style="list-style-type: none"> Organize catechumenate 	Whole year / Whole school	<ul style="list-style-type: none"> Religious Affairs Committee 	<ul style="list-style-type: none"> Students understand Catholic faith and plan to be baptized 	<ul style="list-style-type: none"> Teacher observation Students' feedback 	<ul style="list-style-type: none"> Spiritual Director
	<ul style="list-style-type: none"> Student retreat 	1 st term / Catholic students	<ul style="list-style-type: none"> Religious Affairs Committee 	<ul style="list-style-type: none"> Students receive religious formation and reflect on their relationship with God 	<ul style="list-style-type: none"> Teacher observation Students' feedback 	<ul style="list-style-type: none"> School funding Spiritual Director

Major Concern II: To empower students to handle life challenges by implementation of Positive Education.
 透過正向教育增強同學應對生活挑戰的能力。

Targets	Strategies	Time Scale / Student Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
	<ul style="list-style-type: none"> Faith Garden activity, Catholic students “查聚” 及 Committee training 	Whole year / all Catholic students	<ul style="list-style-type: none"> Religious Affairs Committee 	<ul style="list-style-type: none"> Growth of spiritual life, mutual understanding, team building and nurture friendship 	<ul style="list-style-type: none"> Teacher observation Students’ feedback 	
	<ul style="list-style-type: none"> Caritas Bazaar and joint school social service activities 	1 st term / Big Sister, Social Service Group, Faith Garden committee	<ul style="list-style-type: none"> Religious Affairs Committee Guidance Committee 	<ul style="list-style-type: none"> Respecting others, develop talents, cultivate caring spirit 	<ul style="list-style-type: none"> Teacher observation Students’ feedback 	<ul style="list-style-type: none"> Support from organizing parties
	<ul style="list-style-type: none"> Prayer gathering, Masses, Confession, Passover feast, The Way of the Cross, etc. 	Whole year	<ul style="list-style-type: none"> Religious Affairs Committee 	<ul style="list-style-type: none"> Students take part in prayer gathering and mass and understand the meaning of liturgies 	<ul style="list-style-type: none"> Teacher observation Student questionnaire 	
	<ul style="list-style-type: none"> Morning prayer and life sharing 	Whole year	<ul style="list-style-type: none"> All teachers 	<ul style="list-style-type: none"> Students become more positive through religious and life sharing 	<ul style="list-style-type: none"> Teacher questionnaire 	
	<ul style="list-style-type: none"> Teacher retreat 	2 nd term / Catholic teachers	<ul style="list-style-type: none"> Religious Affairs committee 	<ul style="list-style-type: none"> Teachers receive religious formation and reflect their relationship with God 	<ul style="list-style-type: none"> Teacher feedback 	<ul style="list-style-type: none"> School funding Spiritual director
	<ul style="list-style-type: none"> Religious mosaic design activity 	Whole year / whole school	<ul style="list-style-type: none"> RE, School Environment Enhancement Committee and VA panels 	<ul style="list-style-type: none"> students express their vision and understanding of Catholic Core Values in designing mosaic 	<ul style="list-style-type: none"> Voting for the best design 	<ul style="list-style-type: none"> School funding

Major Concern II: To empower students to handle life challenges by implementation of Positive Education.
 透過正向教育增強同學應對生活挑戰的能力。

Targets	Strategies	Time Scale / Student Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
6. To promote National Education	<ul style="list-style-type: none"> National Flag raising, singing of National Anthem National Education activities 	Oct / Whole year / all students	<ul style="list-style-type: none"> Values Education Committee 	<ul style="list-style-type: none"> Students understanding and appreciation of the ceremonies and activities 	<ul style="list-style-type: none"> Teacher observation 	<ul style="list-style-type: none"> School funding