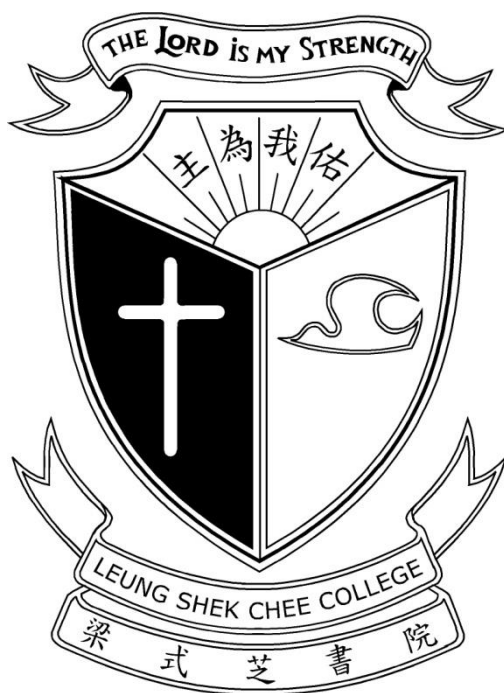


# Leung Shek Chee College



## Annual School Report 2020-2021

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## A. Our School Mission

### School Mission Statement

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

### School Goals

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

### 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 "FAMILY"

**F**orgiveness      **A**cceptance      **M**odesty      **I**ntegrity      **L**oyalty      **sY**nergy

### Highlights of Major Concerns (2018-2021)

Harmony  
Excellence  
Appreciation  
Reflection  
Technology

## B. Our School

### Brief Introduction

- Leung Shek Chee College commenced operation in 1977 as a government aided Catholic girls' school under the Missionary Sister of St. Columban. In September 1996, the Hong Kong Catholic Diocese took over sponsorship of our School and the Incorporated Management Committee was established on 2 May 2014.
- With clear guidelines on good behavior, virtues of good character have been fostered.
- In 2020-2021, there were 24 classes, 4 each from S1 to S6. To facilitate learning and teaching by reducing the student-teacher ratio, the 4 classes in S4 to S6 each were subdivided into 5 groups. Arts and science-related subjects were offered in all forms and commercial-related subjects were offered from S3 to S6.
- Smaller classes were arranged for English Language, Chinese Language and Mathematics in junior forms.
- Tri-lingualism and bi-literacy were promoted in our School. Our School has adopted English as the medium of instruction for all students since 2010. An English-rich learning environment was sought. Activities in English across the curriculum were held throughout the year. Assemblies and announcements were mainly conducted in English. All bulletin boards on campus and school notices were bi-lingual.
- Enhancement classes were arranged for English Language, Chinese Language and Mathematics helped students to catch up. Enrichment classes were also provided to S1 to S3 high achievers in English Language.
- There were 29 standard classrooms and 18 special rooms, including a Lecture Theatre, an Information Technology Learning Centre, a Multi-media Learning Centre, 2 Computer Rooms, a Language Centre, a Student Activity Room, 4 Laboratories, a Careers Room, and a Guidance Room.
- Air-conditioners and internet network were installed to provide a favourable learning environment for students.
- WiFi 900 system was installed in school campus for internet access. Apple TVs were installed in all classrooms and special rooms including all 4 laboratories for more effective learning and teaching purposes.

### School Management

- Starting from 2 May 2014, the School was governed by her Incorporated Management Committee, which is comprised of representatives of the sponsoring body, an independent manager, elected members of parents, alumni, and teachers.
- IMC Members of 2020-21 are:

SSB Managers:	Rev. T Wan	Rev. J Kwan	Mr. B Chan
	Mr. P Kwok	Mr. F Lau	Ms. A Woo
	Ms. D Yeung	Ms. CY Yip (Alternate)	
Independent Manager:	Ms. F Chan		
Ex-officio Manager:	Ms. E Chau		
Parent Manager:	Ms. WS Tang	Ms. Y Lam (Alternate)	
Alumni Manager:	Ms. C Cheng		
Teacher Manager:	Ms. PY Ng	Ms. MY Au Yeung (Alternate)	

### C. Our achievements and reflections on Major Concerns

#### 1. To develop students' potentials for attainment of personal highest in academic results and life goals to achieve self-actualization (*In response to School Goals I to VII and XI*)

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。

##### Achievements

- (i) To help design appropriate learning progress and learning foci to improve students' academic performance, teachers adopted Content-Gap Analysis from HKDSE examination data provided by the HKEAA, percentile ranks in all subjects, and Performance Track Records for individual students in internal examinations. Teachers used this quantitative information to identify individual's needs. Students planned their learning strategies with reference to their academic performance. Special programmes were organized to enhance low-achievers' learning attitude.
- (ii) Learner diversity was addressed by providing ability-oriented learning activities, including the 'Rainbow Scheme' for 35 low achievers in S1 & S2, Debate Team and Loudspeaker Team for brighter students to train public speakers and boost their self-confidence. More students were encouraged to attend activities (like competitions, contests, exchange programmes and university courses) to broaden their horizons.
- (iii) Teachers served at HKEAA and CDI as district-coordinators, subject panel members, textbook reviewers and DSE markers. Such experience enabled teachers to gain in-depth knowledge on the requirements of various subjects and keep abreast of the latest development of different subjects. Students could be updated with the first-hand information and requirements of various subjects.
- (iv) To tally marking standards and benchmarking among different teachers, a system of swap scripts marking and standardization meetings were adopted in all core subjects in all forms.
- (v) Student Mental Health Support Scheme, Sex Education Workshop, AYP Positive Week were organized to cater for students' developmental needs.
- (vi) Rainbow Scheme 勵進計劃 which provided academic support for underprivileged students and slow learners in junior forms was organized.
- (vii) An extra associate teacher was employed to provide support to NCSs in Chinese learning and prepare for future studies.
- (viii) e-Learning
  - To assist learning in and beyond classroom at all times, extensive use of IT was promoted. Kahoot!, eClass, Google Classroom, ZOOM, Explain Everything were used in various subjects across all levels. Different eLearning platforms were set up. As for the hardware, Apple TV devices were installed in classrooms and laboratories to facilitate e-Learning activities. Google Classroom was introduced to all students for more interactive exchanges of learning materials and ideas. More teacher training was held to upgrade IT knowledge and applications. iPad and Apple Pencils were purchased for learning and teaching purposes.
  - Students joined e-Learning activities with diversified e-Learning tools and platforms.
  - Google Classroom was introduced to facilitate flipped learning, distribution of learning materials and collection of homework. Students adapted to the practice well and such practice was extended to all academic subjects.
  - This year, all teachers conducted online learning and teaching through ZOOM and Google Classroom to maintain students' learning under the pandemic and to catch up with the learning

progress. Both learning and assessment needs were served and fulfilled through eLearning.

(ix) 中文科、中國文學科及普通話科

- 制作配合天主教教育理念的教材。
- 在常規課程以外，加入各項不同學習活動（如網上閱讀、文化考察、話劇、電子學習、公開比賽、VR 學習、茶藝坊、社區導賞、藝術表演欣賞，及短片制作等），增加學生的學習興趣，照顧學習差異，和適應不同的學習模式。
- 中文科、中國歷史科及圖書館作跨學科合作。推出活動鼓勵同學融匯貫通，對中國文化作更全面的理解。
- 舉辦「5\*\*分享會」，邀請成績優異的舊生分享讀書心得。另外亦有書籍展覽、說話演練、文學創作、茶藝和武術等活動。
- 推廣閱讀，參與聯校文學散步，通過閱讀、交流和體驗，創作自己的作品。亦為初中每級選取合適篇章，與圖書館推行閱讀計劃和書展。推行網上閱讀計劃，培養閱讀習慣和擴闊閱讀面。
- 在不同年級舉辦說話訓練，增加同學小組討論的經驗及提升說話能力。
- 在中六級推行教師和同學協作學習，課題為「小組討論訓練」及「綜合應試技巧」。
- 配合學習需要設立拔尖補底措施。如中一至中三設輔導班、中一二設增潤班、給予非華裔學生安排 IGCSE 訓練、於圖書館添置合適學習材料，以供閱讀，及聽障學生特別照顧。其他以中文授課的科目亦有提供特別教材給 NCSs，又為能力較佳的學生提供額外的學習活動和訓練，以加強她們的語文能力。
- 中國文學科提供不同的學習活動，如開設文學創作及賞析班、參觀書展等。又為成績稍遜的中五中六同學設補底班，和邀請獲優異成績的同學分享讀書心得。
- 普通話科利用不同形式的課業和活動，如分享、短講、歌曲、遊戲、朗誦和演講培養同學不同的聽講能力。
- 安排非華裔學生參加特別課程，任教老師亦有出席相關交流會。
- 與其他科目合辦推廣中國文化的活動。
- 各級教師協作教學，促進專業交流。

(x) English

- In addition to the formal curriculum, a variety of learning opportunities (talks, dramas, visits, competitions, Virtual Fest, 5\* alumni sharing, etc.), both local and overseas, were provided to facilitate learning of students of different abilities in English, as well as to accommodate different learning styles and to arouse learning interests.
- Special classes were set-up to customize learning items for brighter and weaker students. Different levels of difficulties and learning paces were adopted to facilitate student-centered learning.
- Other EMI schools were liaised to organize joint school oral practices to strengthen language proficiencies for DSE, future study and work.
- Talks, visits, drama performances, contests (including online Light Sail, EPIC, online INY Times, online SCMP, Speech Festival, speaking competition, writing competition, RTHK Speaking Competition, HKVEP Workplace English Contest, summer reading scheme, book fairs, summerbridge) were organised to widen students' horizon and perspectives.

(xi) Mathematics

- The foci of learning and teaching were on the development of mathematical concepts and computational abilities. Students' performance was closely monitored in daily practices, homework assignments and tests.
- To cater for learning diversity, special classes including both elite and enhancement were offered. Extra classes were provided to S1, S3 and S4 students with weaker abilities in algebra. With this

practice, it helped to build solid foundation for future learning in mathematics.

- Learning activities outside classroom were adopted, including 3D models making, Google Classroom, online tutorials, media Q & A sessions, and statistical creative writing.
- Use of IT (including Google Classroom, Apple TV, iPad) was common in Mathematics to illustrate abstract concepts.
- Students were encouraged to join courses and competitions held inside and outside school, including HKUST Dual Program. The activities widened students' horizon and built their confidence.

#### (xii) Liberal Studies, Life and Society

- 與中文科及中史科合作教學和安排學習活動，鼓勵把不同科目知識融合，養成多角度及獨立思考。
- 安排高中同學參加「全港通識理財問答比賽 2020」
- 籍分組討論、時事分享、課堂匯報、每月新聞提要、及比賽等以提升學生的批判思維、傳意能力、對時事的敏感度及多角度分析力。
- 使用 E-學習作研習、討論和網上搜尋。同時亦常使用 iPad, Google Classroom 及 ZOOM。
- 學生參與不同活動以達至自我實現，包括短片制作、新聞分享、《凝視香港》的教短片制作比賽，戲劇欣賞等。

#### (xiii) Other Subjects

- Arts education was provided by Music and Visual Art Panels. There were school teams of junior and senior choirs, recorder band, string classes, handbell classes, drum set classes, electric guitar classes, instrument teams, string ensemble and orchestra. Students had the opportunity to use iPad as a tool to compose music, write lyrics, perform, and appreciate masterpieces. S4 students used iPad app "Letscapella" to compose a full acapella song by combining different students' performance. Great composers' achievements were introduced together with guided listening. Learning of arts was facilitated by both printed and electronic materials. Students were encouraged to criticize other students' work at the end of each lesson to foster their artistic appreciation abilities. Students' art works were displayed in the campus to promote mutual appreciation and sense of belonging. They also participated in designing mosaic murals of school themes. 4 students joined "天上人間" exhibition and received certificates.
- Physical education aimed at training of students' physique, widening students' exposure to a large scope of sports, monitoring of their physical conditions, prevention of injuries, and promotion of a healthy lifestyle. A variety of sports activities were promoted to students. Coaches and promoters from relevant sports organizations were invited to hold taster programmes for the students during PE lessons. Interested students were recruited to join further training and some even participated in competitions. Various sports were introduced this year, including fencing, gymnastics, lawn bowling, bicycle riding, orienteering, bowling, billiard, golf, rope-skipping, folk dancing, social dancing, and dodge ball. There was an introduction of virtual coaching with face-to-face training. PE lessons promoted students' awareness on physical health and their life habits. Group cooperation, team spirit, resilience and pressure relief skills were nurtured to cope with academic and other life challenges.
- STEM education was an important goal. S1-4 were involved this year. Maker programmes, coding training, IoT and engineering activities were arranged in Science, ICT, and Math lessons for students in different levels. The aims were to promote learning of programming, use of data loggers, engineering, making, use of IoT, AI, and electrical engineering. QEF was applied and approved for upgrading Student Activity Room to better accommodate STEM activities. Various STEM-related installations, furniture, equipment, and restructuring were included. Our school lobbied tertiary institutions (PolyU & EdU) to give advice to our STEM programmes during this school year.

- 10 S6 students enrolled in Hong Kong Biology Literacy Award. All students received Active Participation Awards and Merits Awards. Teachers consolidated students' learning through the use of IT. eClass and Explain Everything were used to help students to learn and revise at their own pace, and thus achieving student-centered and self-directed learning. Communication software and social media were used to link to students and teachers so that teacher could provide timely assistance to students. Elite classes were arranged for more capable students to improve their examination skills. Various learning activities were provided for junior form students, in particular, STEM learning activity for all S1 & 2 students. They use science, engineering, and mathematics knowledge in doing Heat Smart and Food Smart projects. AI x Textile Stem activity was conducted for all S3 students.
- Science and STEM subjects adopted eLearning extensively (like eClass, ZOOM, Google Classroom, WhatsApp, on-line assessment).
- Cross-disciplinary reading was organized by school library and student participation was satisfactory. The total book loans this year increased (2319 entries), especially for eBooks.
- Promotion of reading activities was organized throughout the school year, including reading report competitions, book-crossing activity, book sharing, book fair, Campus TV book promotion, and "Meet-the-author" talk series.
- PSHE subjects arranged online lessons during class suspension. Use of AR, videos, news, links, virtual field trip, exam skills drilling, answer skills, field camp, field trips, historical research competition, territory-wide history project research competition, 歷史文化學堂—香港街道紀行, news sharing, analysis of China-US trade relationship, HKICPA/HKABE BAFS programmes, Company Program by Junior Achievement HK (and receive "Best offering prize).
- Different subjects adopted various measures to promote student learning. The measures include joining university outreach program, academic result enhancement scheme, sharing of learning and exam skills among high and low achievers, joining academic research and creativity programmes, recruitment of subject ambassadors, news sharing on subject-related topics, attendance of workshops and talks, joining of subject-related competitions.
- Various activities were held to broaden students' exposure in extracurricular learning.

#### (xiv) My SMART Goals

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

#### (xv) Career Education and Life Planning

- "Life Buddies Scheme", Career Mapping", and "Weave-a-dream" were organized to increase students' confidence to embrace the future.
- Senior form students joined life planning programmes to better prepare students for their academic / career choices. Various university admission talks and individual career guidance were provided for S5 and S6 students.
- Mock interview workshops were held to enhance S6 students' interview skills.
- JUPAS talks, life planning talks and university admission talks (both local and overseas) were organized to update students' understanding of career paths.
- Past students' sharing was organized to equip students with essential knowledge to handle life challenges.



- Self-understanding programmes were held in junior forms to promote self-understanding and setting of life goals.
- Students were nominated to join different careers programmes including Leadership Training Program for youngsters, and CityU Bold Buddy.
- Students were introduced to various school principals' nomination schemes, like Yew Chung College, APA, and HSUHK.
- Online participation was adopted to overcome difficulties due to class suspension during COVID pandemic.

(xvi) Extra-curricular activities

- Among the 56 student ECA clubs and groups, 31 were related to music and art, 9 were related to sports, 8 were related to exposure, and 6 were service groups. 604 students joined these activities, and the headcount of students participating in these activities was 1163. 2 new clubs were formed (Chinese Culture Club and Bowling class). Besides, students also form Student Association, served as prefects, Big Sisters, and librarians. Despite the COVID pandemic, students across junior and senior forms took charge in planning, promoting, implementing, and evaluating all activities. They also recruited their own members and managed the finances. Teacher advisors guided students in organizing activities. Students learned solid organization skills, communication, and cooperation skills in running activities which are essential to their future academic and career development.
- School teams were set up and participated in various competitions.
- Diversified student activities were organized, including arts, sports, services, academic, leisure, performance, English Week, Loud speaking Club, English, and Chinese Drama, Writing and Drawing Club, STEM Team, etc..
- One life one art/sports/service scheme for all S1 & S2 students was organized to develop life-long interests and to deal with the pressure in life.
- Student Association was elected by all students. They started preparation, publicity, and organized a forum. Election was conducted in a democratic manner.

(xvii) Territory-wide competition awards and prizes

- In the 73<sup>rd</sup> HK School Music Festival, 1B Lareina Wong won Silver Award in Erhu Solo - Intermediate; 2A Trinity Wong won Gold Award in Graded Piano Solo-Grade 4; 3A Ada Cheung won Silver Award in Zheng Solo-Intermediate; 3C Angel Fung won Silver Award in Graded Piano Solo-Grade 6. 5D Angel Szeto received RTHK Radio 4 Chinese Instruments Scholarship.
- 1B Hazel Leung won 3rd prize in 72nd Hong Kong Schools Speech Festival (S1 Grade Solo Verse Speaking) 2020. Other S1 students got 53 merits and 51 proficiency certificates in the same competition.
- 3A Alice Lee received a 2<sup>nd</sup> Runner-up in the 32<sup>nd</sup> Book Report Competition. 1C So Man Yin & 2D Li Hoi Ching received 1<sup>st</sup> Runner-up in a competition held by Hong Kong School Music and Speech Association.
- 6B Tiffany Wong received Rev. Joseph Carra Memorial Education Grant.
- 5E Bobo Man received Ng Teng Fong Scholarship.
- 6E Kathy Yuen received Multi-faceted Excellence Scholarship 2021-22. Tiffany Lee & Angel Yu received The Indian Chamber of Commerce Scholarships 2020-21.
- 5E Kitty Cheng, Celia Yan & Percy Yan received Harvard Book Prize, Scholarship and Essay Award 2020.
- 4A Angel Wong was shortlisted for the SCMP Student of the Year (Best Improvement) 2020-21 Award.
- 6C Stella Cheung & 6C Mia Huang received HK Catholic Diocesan Schools Religious Education Award.
- 5B Jabe Lee, 5D Jessica Leung & 5E Bobo Man received Future Stars-Upward Mobility Scholarship

2021.

- 4D Becky Lam received 超凡校園學生嘉許計劃獎學金 2021-21.
- 8 students participated in Physics Olympiad organized by HK Academy for Gifted Education, and "Borderless 365" organized by PolyU.
- 5D Hailey Chan and 5D Szeto Suk Ching were nominated as Arts Ambassadors of the HK Arts Development Council.
- S5 Kitty Fung received HKICPA/HKABE scholarships for BAFS.
- 27 students participated in the "4.23 World Book Day Creative Competition" organized by the HK Public Library. Outstanding Award was received.
- 25 students participated in the "32<sup>nd</sup> Book Report Competition for Secondary School Students" organized by the HK Educational Publishing Company Ltd. Our students received 2<sup>nd</sup> runner-up award.
- Three S5 students received Harvard Book Prize Honour Award.
- S4 students joined True Light Girl's Invitational Math Contest 2020, S1-2 and S5 students joined Statistical Project Competition 2020-21.
- Students joined 華夏杯。6 students joined CDSC competition and received merits. Other students joined Math activities, including Math Project Competition, HK Dual Program, Math Book Report Competition, and On-site seminar on quantum computing.
- 4A 蔡燕媚 於世界閱讀日創作比賽高中組獲優勝獎。
- 5D 李倩雯獲星島第三十六屆全港校際辯論比賽最佳辯論員及最佳交互問答員。
- 同學於第七十屆香港學校朗誦節比賽(粵語組)獲得一項亞軍、一項優異獎及兩項良好獎。
- 林嘉琪同學在賽馬會「三代.家添愛」計劃:「寫意.傳情」全港原子筆書法比賽的三代家庭組獲優異獎。
- 7位高中同學在「兩代情」徵文比賽獲優異獎。

## Reflection

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

- Adoption of Performance Track Records System and Percentile Ranking System could provide a more accurate, objective, and quantitative information for planning of improvement measures.
- Training for teachers is essential to use IT in administration work and teaching.
- Increased flexibility of teachers in engaging e-Learning and online teaching to enhance learning motivation and efficiency; as well as preparing for possible class suspension in the future.
- Subjects may make use of IT further by adopting eReading.
- Various online teaching and learning approaches were adopted throughout the year. All staff collaborate to ensure continuation of learning during class suspension and maintenance of safety when class resumed.
- All subject panels and committees explored the possibility and implementation of learn-from-home and work-from-home. It encouraged the use of education technologies.
- All subjects and committees endeavoured to realize the Catholic Education Core Values.
- Development of soft skills is essential for whole person development.
- Cooperation of different subjects in organizing life-wide learning.
- Adoption of teaching technologies and novel learning activities to motivate learning.
- STEM curriculum needs to be integrated among related subjects and be incorporated into formal curriculum. Pull out programmes and outside activities are to be encouraged. The trial of S1 Heat Smart, and Food Smart (hydroponics) in S2 were successful. It will be conducted with some modifications next year. S3 Eat Smart will be introduced next year.
- Use of resources funded by QEF to provide learning support for students in need.
- Students' engagement in social services and relations in their neighborhood should be further promoted.

**2. To empower students to handle life challenges by implementation of Positive Education (In response to School Goals VIII to X and XII)**

透過正向教育增強同學應對生活挑戰的能力。

**Achievement**

**(i) Religious Education**

- To promote Catholic Education Core Values as principles of students' lives, "Love Makes a Family" was set as an annual educational theme of 2020-2021. Subject panels and committees geared their planning and work towards the core values and school motto. Religious symbols and artworks were displayed in campus to enrich the religious atmosphere. This helped to build ownership of students on the core values and promote their understanding of these important values.
- A collection of reading materials on Catholic Core Values was available in the school library to promote Catholic education.
- Religious Affairs Committee and Faith Garden organized various activities to guide students in seeking strength from God in times of challenges. Led by Catholic students, various activities including prayers, gatherings, liturgy, religious week, S6 Gratitude Day, mural design, and other online activities. Both Catholic and non-Catholic students joined the activities. We started our study and work with a morning prayer led by junior and senior students every day.
- Incorporation of Catholic Core Values and Catholic ideas of moral values in various subjects (including LS).
- 在中文科課程加入天主教教育理念，在中史科加入天主教來華歷史，讓學生體會天主教核心價值的意義。
- To promote and consolidate Catholic faith and achieve missionary purposes, various religious activities were held throughout the school year, including retreats, gatherings, catechumen classes, RCIA, Catholic Week, prayer meetings, masses, and Gratitude Day.
- A Staff Capacity Enhancement programme was organized for teachers to better understand the meaning of "Family" - our school theme for the current year. The programme was conducted by our school manager, Fr. J Kwan. Various subjects incorporated our Core Values and annual theme in their curriculum.
- Students' virtues as illustrated in the School Song, especially about friendship, trust and care were nurtured.
- Facilitated merging of common parts of Visual Arts, Religious Education and School Environment Committee helped students understand, reflect and evaluate Catholic values in school.
- Participation in Caritas-Hong Kong Charity Raffle Ticket sale helped raising funds to help the needy in realization of Catholic values.
- Religious messages were broadcast through "Canteen TV" according to Catholic annual calendar, and thus encouraging students to enhance knowledge of Christianity.

**(ii) Character development**

- Big Sister Scheme offered guidance programmes to junior form students as well as training for senior form students. Students participated in Mindshift+ program organized by HKU to promote mental health in school.
- Hosted Quality Education Fund workshop for Positive Education programme "Teens Angel" to help boost self-confidence of students to build resilience. Various activities (for resilience, self-understanding, Pass it on, psychological health, pressure relief, team building, voluntary social services, positive thinking, parents education, and so on.) were organized for all students. Training was also provided for all teachers to better understand and facilitate the progress of the program in the whole school year.
- 透過經文誦讀和分享聖經故事，啟發思維，學習迎難而上。
- 在各科課包涵和社配合天主教教育理念，通過品德情意教育，鼓勵學生思考人生，並了解

中國文化精神作反思和評價，提升思維層次。

- Diversified sports taster programmes were organized to cater for students' different interests and talents and widened their horizons.
- Through sports training and participation, positive attitude, resilience, strive for excellence, how to handle failure, how to solve problems, acceptance of limitations, appreciation of one another, team spirit, cooperation, collaboration, communication, goal setting, importance of fair play and justice, facing challenges with constructive attitude for the sake of students were nurtured.
- Students were asked to take VIA on-line tests to check their character strengths. Form teachers observed and analyzed the results with the students and guided them to further develop their strengths and understand their weaknesses. The results were discussed with the parents on Parents' Day to help parents understand their girls better and promote home-school cooperation.
- A positive school image was maintained by providing positive information to the public by an updated school website and newsfeed to various newsletters outside school.
- S1, S2 and S4 students took part in 超凡學生手記 reading scheme which helped them to reflect on their growth process and values, thereby helping them understand their life meaning.
- Teacher training on Positive Education was conducted and teachers' feedback was satisfactory as reflected in post-activity questionnaire.
- Leadership training was provided to student leaders including Head Prefect and Vice Head Prefects.
- To diagnose the current situation of students, staff and other stakeholders, data from APASO, KPM and SHS were analyzed. This provided a solid base for planning, implementation and evaluation of various measures and practices of the school. Detailed analysis and comparison were highlighted for school administration's and IMC's reference. Data showed that most students' attitude towards school was positive and their perception improved as they continue their study and know the school more. Independent learning ability, moral standard, ability to learn, leadership, self-image, interpersonal relationship, sense of belonging on national citizenship were generally improved.
- To instill positive values, establish good self-image, self-management, personal skills, and attitudes towards life in students, Values Formation Committee and Guidance and Counselling Committee organized a series of activities for students, including course work tuition, role plays, talks, drama, and workshops. Including 禁毒音樂劇、尊重互聯網上的智識產權、宣明會講座、廉政互動劇場、及器官捐贈講座等。
- Discipline Committee organized a series of activities, including 中一新生迎新日、禮貌大使、領袖生朋輩調解訓練、校園欺‘零’日、領袖生訓練營、毅能計劃、自我提升計劃、班際學行表現比賽、社交禮儀講座、守時及勤到獎、記功及獎狀、禮貌約章等。 They are aimed at establishment of law-abiding attitude and upholding of justice, confidence-building, developing talents and problem-solving skills, resilience, self-improvement, promotion of Catholic Core Values and an attitude of pursuit of excellence.
- Guidance Committee organized Teen Angels Scheme 鳳蝶計劃 to promote self-image and resilience for junior form students with low esteem through positive behaviours like attendance and responsibilities.
- Ethnic minority students' (NCS) needs were catered for by organizing learning skills group to arrange senior form ethnic minority students to pass on knowledge and skills in catering and overcoming difficulties of learning in local schools.
- STEM design and investigation targeted at the needy for solving life problems and coping with challenges was launched with social service projects. This promoted observation of peoples' needs, respect for life, environment and nurturing of people, virtues advocated in our Core Values and School Motto.
- Other virtues including environmental protection, respect to life, conservation of nature, and so on were incorporated in various subjects.

- A diversity of ECA activities were organized to cater for different needs and develop various characters. Service and uniform groups were formed to nurture positive values. Sports and artistic groups enabled self-development and understanding, train skills, develop resilience and nurture creativity. Students' participation in ECA helped their social skills development as well as internalization of moral values. Their school life was more interesting, memorable, and challenging.
- Positive values and life attitudes were further strengthened through reading. The 5 Catholic Core Values and sharing culture were also reinforced.

(iii) Behaviour

- Nurture the sense of belonging and identity of our mother country by National Flag raising and singing the National Anthem on special days, and introduction of National Constitution.
- School services opportunities, including Big Sisters, Careers and Life Planning ambassadors, prefects, librarians, key monitresses, monitresses, lunch monitresses and class club committees were recruited to promote the spirit of serving one another.
- To promote the spirit of service and caring for others as illustrated in School Motto, S4 students planned, implemented, and hosted activities targeting at S1 students under the Big Sister Scheme.
- Students were helped to build confidence through a culture of encouragement and appreciation. Students with good performance in studies and behaviours were awarded, through praises, encouragement card, small gifts, and so on.
- Life Buddies Scheme was organized to build self-confidence and help face life challenges.

(iv) Student activities

- Students developed positive attitudes, sportsmanship, justice, life, and love through participation in ECA activities and sports. Students became more mature with positive attitudes in facing difficulties and challenges. Students acquired various skills, safety skills, team spirit, formulation of strategies, perseverance, communication, reaching consensus, responsibility, facing challenges, acceptance of failures, recovery, broadening of their horizons, development of potentials, formation of characters, acquisition of leadership skills, social skills, working skills, and actualization of moral and social values. All these made their school life more challenging, rewarding, and interesting.
- ECA used life-wide learning categories (5 essential elements) to classify students' activities: Arts, Music, Sports, Services and Exposure. More wholesome in personal development by participating in different categories. School requested S1 and S2 students to join at least one activity in the first 4 categories.

**Reflection**

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

- Incorporation of Catholic Core Values, Catholic religion, and moral values in subject curricula to infuse these values in students' life.
- Organization of activities for the promotion of Catholic Core Values and School Motto.
- Introduction of religious components in campus to enrich Catholic faith atmosphere in the school environment.
- Diversified learning activities in values education including sports, talks, competitions, and exhibitions to be organized.
- Extensive use of physical and sports activities to nurture communication, cognitive, social, and physical skills development. The concepts of healthy lifestyles will be reinforced to facilitate personal growth.
- Continuation of Positive Education, helping students to build resilience and character strengths.

- Analysis of data from APASO, KPM and SHS to monitor the situation of the school and guide the design of suitable measures for the benefits of students and all other stakeholders.
- More encouragement and appreciation of students' academic and non-academic achievements.
- Continuation and improvement on service and caring activities to promote the spirit as stated in the School Motto.

### 3. Other achievements

#### Achievements

##### (i) Teaching Staff

- To enhance staff capacity to maintain a sustainable development of professionalism and leadership of the staff team at different levels of roles and responsibilities, the Staff Capacity Enhancement Committee arranged a wide range of continuous professional development programmes for all staff, including Catholic Education Core Values, positive education, physical fitness, sex education, e-Learning, and so on. Teachers rated these activities useful and their confidence level in teaching and administrative duties was improved.
- New staff appraisal system was used this year. The process was smoothed and satisfactory feedbacks were received.

##### (ii) Infrastructure

- Virtual desktop and virtual server were set up for teachers' use.
- LED wall and interactive whiteboards were at trial stage.
- New Medical Room, printing room, reflooring of LT and renewal of curtains were completed.
- Application of QEF for upgrading Student Activity Room to accommodate STEM activities were approved. Renovation will begin soon.

##### (iii) Learning environment

- Science subjects and STEM Team collaborated to run programmes related to conservation, energy-saving, and STEM.
- Language subjects and school library collaborated to build literature archives to encourage and help students build good reading habits.

##### (iv) External relationship

- S1 Information Day was organized for P6 students. about 400 primary students joined the face-to-face and ZOOM event.
- Public activities, school website, news, and social media for school promotion were utilized for school promotion. Updated news articles and school information were sent to newspapers and were posted.
- Stakeholder survey was used to collect various stakeholders' opinions for reflection, evaluation, and improvement purposes of the whole school.
- Students' learning, physical, social, and mental well-being were monitored by APASO. Results were analyzed and reported to all staff and IMC for their further actions.
- KPM data was collected and submitted to EDB.

#### Reflection

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

- Continuously upgrade of school infrastructure to improve learning environment.
- Identify the training needs of teachers and provide quality development programmes for staff.
- Make arrangement to enhance the use of IT in daily learning and teaching. Upgrade IT equipment and teachers' IT skills.
- Encourage collaboration across curricula, committees, and departments in providing suitable

environment for students' learning.

- Evaluate the arrangement of succession in panels and committees. The performance of assistant coordinators in committees will also be introduced and monitored.
- Encourage teachers and staff to explore their talents and abilities in taking new roles and duties.

## **D. Our Learning and Teaching**

### **Measures to facilitate implementation of EMI and catering learner diversity**

- Ample assistance was given to junior form students in helping them adopt English as the learning medium. Split classes and remedial programmes were provided in junior and senior forms to cater learner diversity, including both gifted and weaker students. Special programmes were designed and implemented for non-Chinese students.
- Language Across Curriculum Committee coordinated cooperation among English Department and other EMI subjects. Tailored curricula, learning tasks and school-based programmes were used to facilitate students in developing special language skills necessary in learning various subjects.
- Lunch-time and after-school language activities like movie appreciation, song appreciation, scrabble competitions, English Café where they were free to chat in English, Loudspeakers Club where they can practice speaking on various topics, etc.
- Annual English Fest where students of senior forms run booths of language games for junior form students was conducted and they all have fun while getting opportunities to practice and learn English.
- Every year S1 newcomers were invited to join a one-week summer bridging course after their registration. The main focus of the bridging course is to familiarize them with the English environment and to prepare for lessons to be conducted in English.
- To help boost students' confidence in English Speaking, all S1 students join Solo Verse Speaking Competition of the Hong Kong Schools Speech Festival. The experience of performing on stage in English gives them fun in learning of English and be confident.
- Subscription of online reading materials and newspapers was provided for students and staff. Authentic English environment was established among students for language learning.

### **Cross curricula cooperation**

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

### **eLearning and Use of IT in Teaching**

- iPads were purchased, installed and upgraded for teachers and students to promote mobile learning. Teacher training was provided to encourage teachers to adopt more IT in learning and teaching.
- Teachers used various eLearning platforms, such as Edmodo, Kahoot!, eclass, Google Classroom, and ZOOM to facilitate eLearning.
- Teachers and students used social media for instant communication, sharing of ideas and delivery of course materials extensively. This allowed students to learn at their own pace and extended lesson time.

### **Transition from junior to senior form**

- Different subjects incorporated DSE type learning requirements and examination skills in S3 to facilitate smooth transition as well as early preparation for the public examination.

### **Data driven analysis of examination results to evaluate learning effectiveness**

- HKDSE result data of each subject was disseminated to all panels for analysis and evaluation. Strengths and weaknesses of students were identified to guide modification of pedagogies in all subjects.
- Content-Gap Analyses were compiled to supplement learning. They were extensively used during S6 revision period.

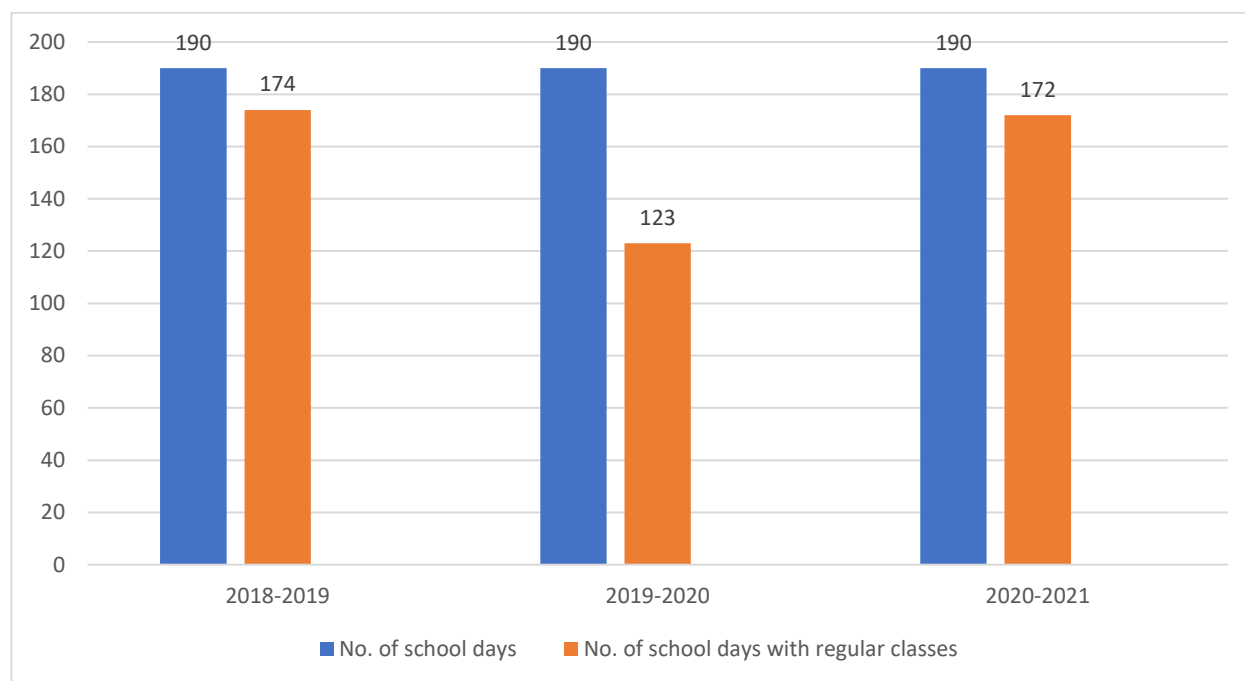


- Tracking of students' performance in examinations was followed closely by form teachers and subject teachers to evaluate the efficiency of learning and teaching, and the progress of individual students.
- DSE level projections were compiled for students' and teachers' reference. Better planning and implementation of study strategies and procedure were enabled.
- Percentile ranks were compiled to provide more accurate information to guide learning and teaching.

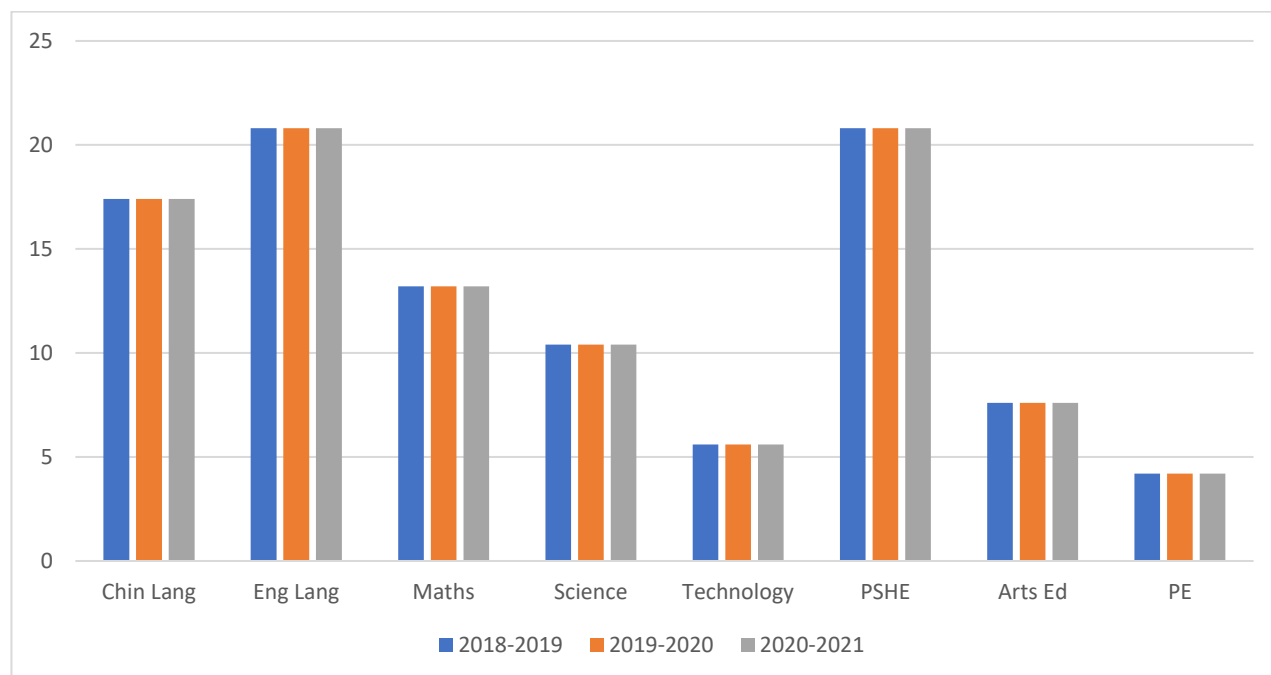
#### **Measures during COVID-19 pandemic**

- Each subject established virtual learning through Google Classroom throughout the year.
- Daily ZOOM classes were scheduled for all students during suspension of face-to-face lessons.
- All subjects disseminated online tasks and assessments (including video, news, questions, feedback) to ensure continuous and effective learning during the class suspension period.
- Summer extra face-to-face and online lessons were scheduled to increase lesson time for senior forms.
- Faucet sensors were installed in toilets.
- Floating class arrangement was minimized.
- Physical contact in PE lessons was kept to minimal.
- Thermal scan and hand-sanitizers were installed at school entrance for all students and staff when they entered the campus.
- Hand sanitation was made compulsory before entering school.
- Social distancing in classrooms and canteen (face-to-back seating) was maintained.
- Furniture disinfection during recess and breaks was carried out.
- Desk partitions were installed in special rooms.
- Ozone sanitation was used in special rooms.
- Seating arrangement with proper social distancing was implemented at tuck-shop and covered playground.
- Group vaccination for students was arranged. Over 120 students received their jabs.

## Number of Active School Days



## Percentage Lesson Time for the 8 Key Learning Areas



## **E. Our Support for Student Development**

### **Religious Formation**

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

### **Values Formation**

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

### **Leadership Training**

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

### **Careers counselling, Life planning and Character Formation**

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

### **Student support**

- Teachers endeavoured to provide a caring environment in which personal guidance for students was prioritized. Positive attitude was cultivated among students.
- Besides taking case referral, our school social worker (Ms. B Cheung and Ms. H Yeung), her assistant (Ms. P Wan) and our educational psychologist (Ms. A Lam) provided expert support for development and counselling of students. Leadership training was provided to Big Sisters so that they became more confident and competent in mentoring S1 girls. Ms. H Yeung, Ms. B Cheung, and Ms. A Lam provided expert advice on student counselling, assessment of SEN students and communication with parents.
- An additional social worker (Ms. G Chung) funded by QEF was hired to facilitate positive education activities.
- Ms. R Lau assumed the duties of SEN Coordinator. A team of experienced teachers were assembled to provide support to SEN students. Inclusive learning workshop was organized for S1 students to help their speedy integration to the harmonious learning environment.

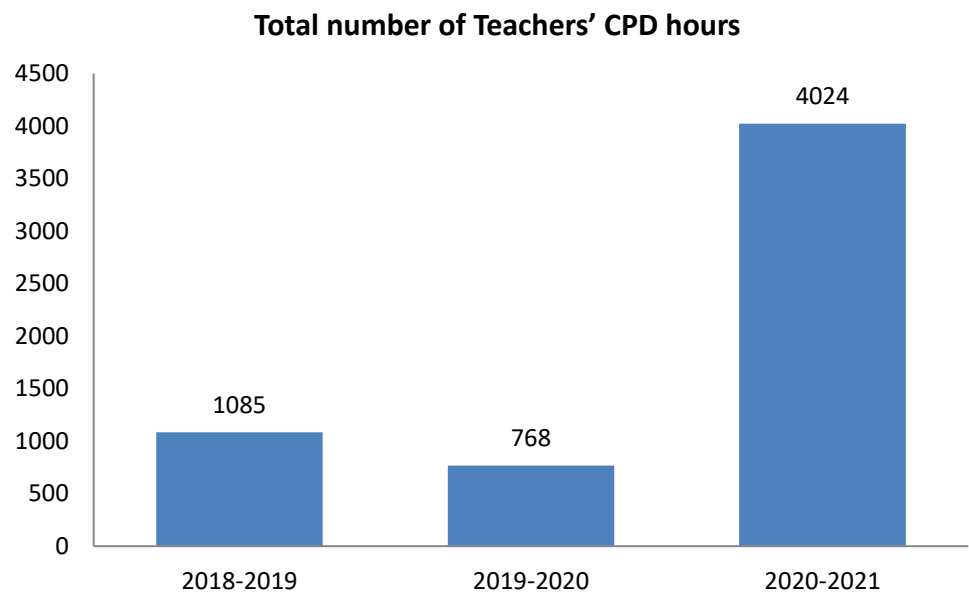
- Good discipline was emphasized, following a just, fair, and positive approach. The concept of being responsible for one's behavior was imprinted in students' mind. Most students observed the code of good behavior both inside and outside school. They were in general decent, polite, considerate, respectable,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

#### **Relationship with stakeholders**

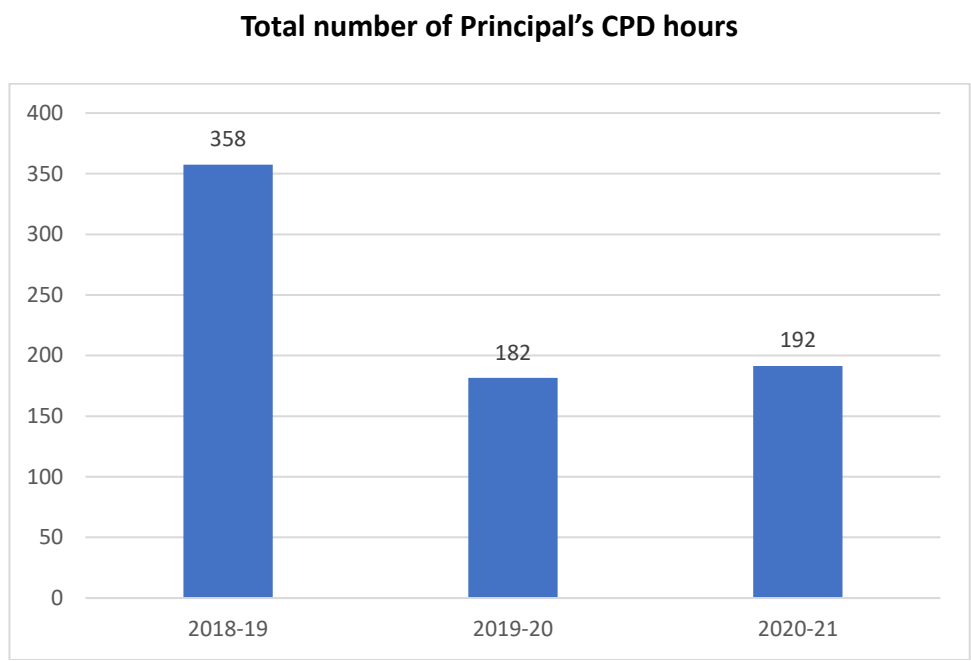
- We maintained good communication and working relationship with parents through daily contact and the Parent-Teacher Association. Close ties were maintained with alumni through frequent contacts with the Alumni Association. Parent and Alumni managers and representatives in IMC and SEC were elected. The associations offered annual scholarships and financial assistance to needy students.
- The School worked in close liaison with the community and parish. There was a good relationship among teachers, students, and other outside organizations. Joint activities were organized in cooperation with primary schools, community organizations and NGOs.

**F. Our Teachers**

**Teachers’ Continuing Professional Development (CPD)**



**Principal’s Continuing Professional Development (CPD)**



## G. Our Students

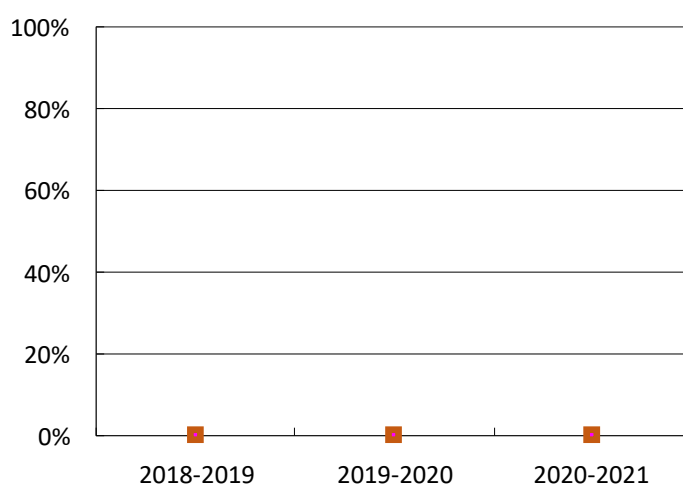
### Class Organization

The Class Structure (2020-2021) was shown as follows:

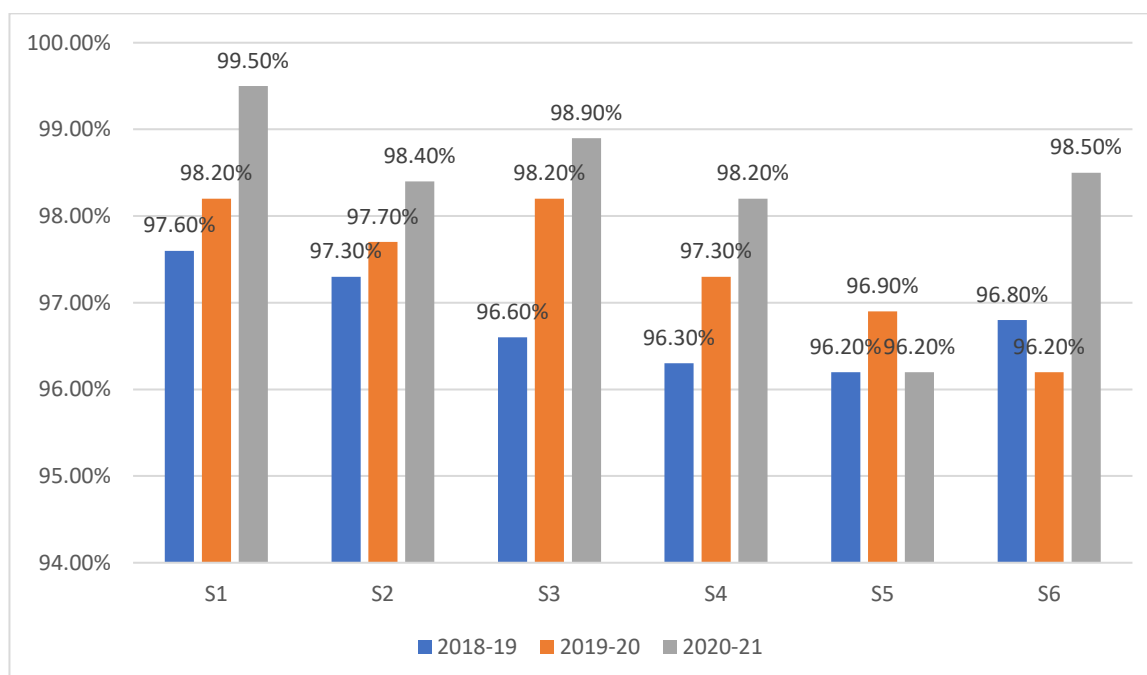
Level	S1	S2	S3	S4*	S5*	S6*	Total
No. of classes	4	4	4	5	5	5	27
No. of students	136	136	128	122	121	123	766

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

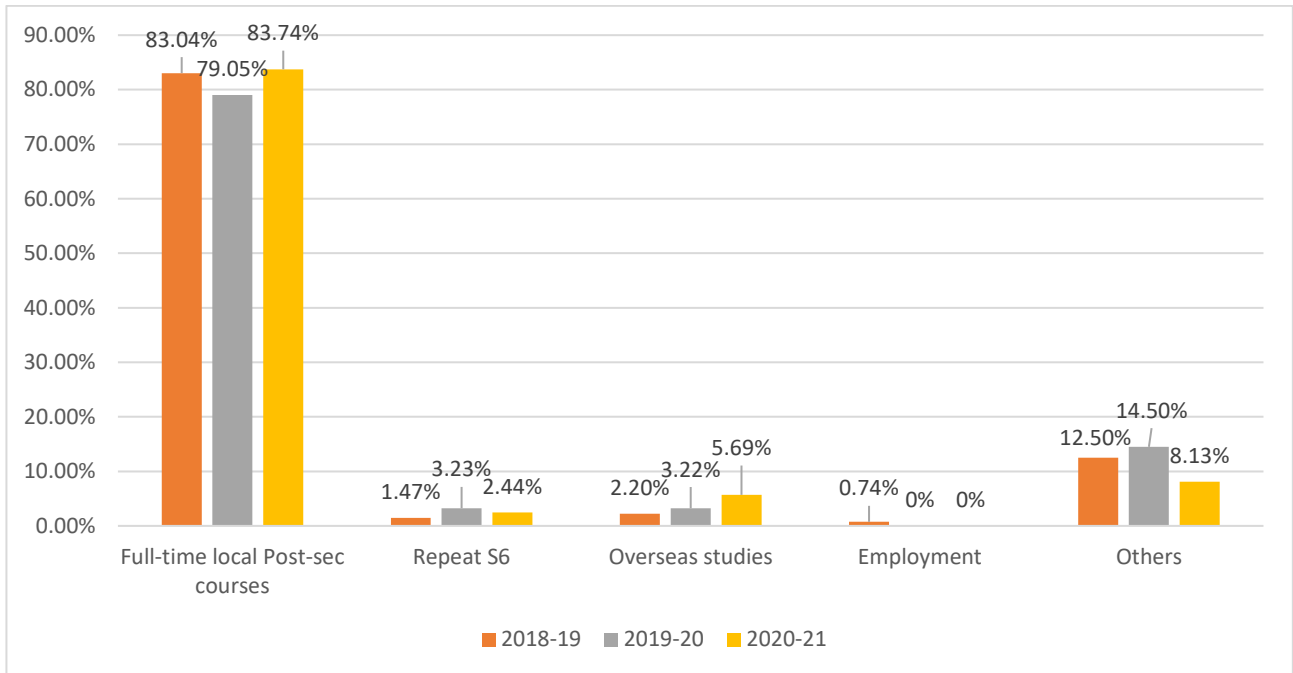
### Percentage of Unfilled Places



### Students' Attendance

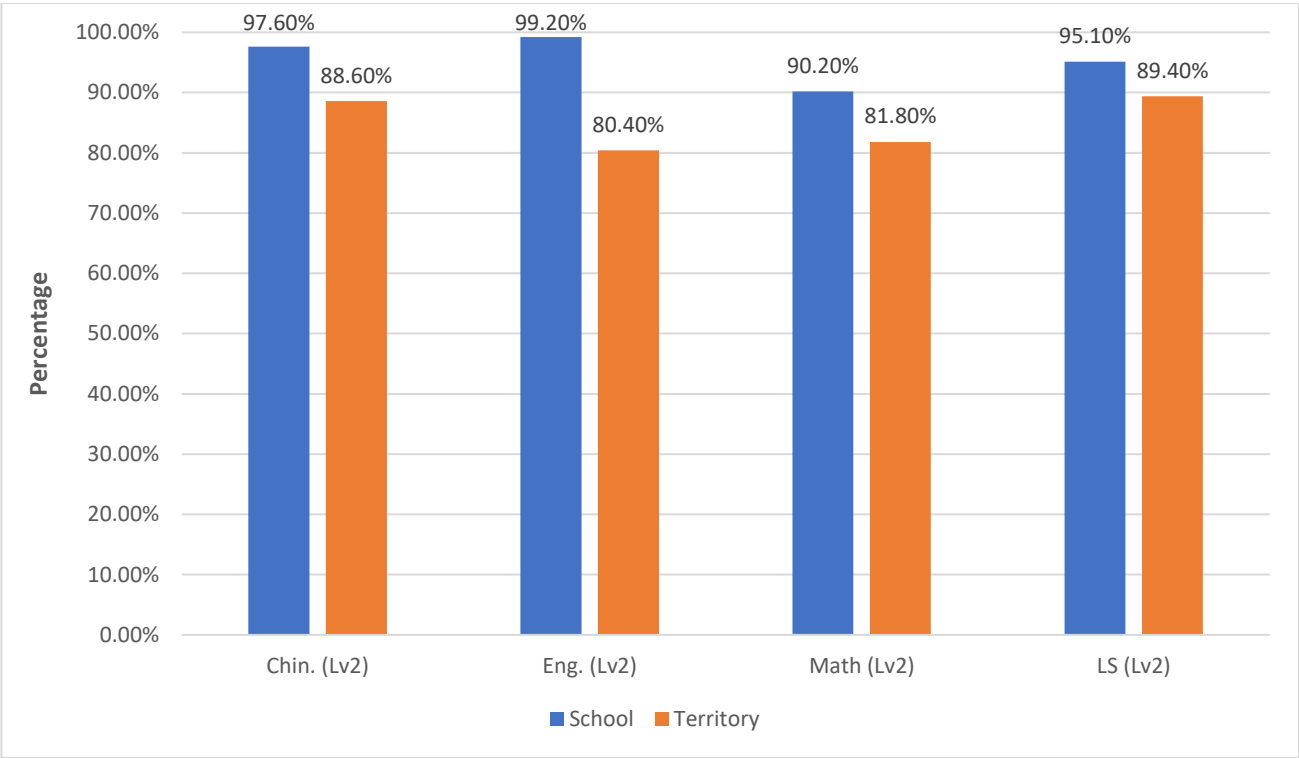


- **Current Pursuits of Graduates**



H. Our Student Performance

- HKDSE





## I. Financial Summary (2020/2021)

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

Items	Income (\$)	Expenditure (\$)
<b>Balance B/F (Government Funds and School Funds)</b>	6,574,296.00	
<b>I. Government Funds</b>		
(1) EOEBG		
(a) Baseline Reference	2,054,614.67	923,305.59
(b) Administration Grant	4,026,288.00	3,866,482.20
(c) Composite IT Grant	617,372.00	588,150.41
(d) Air-conditioning Grant	560,670.00	614,506.00
(e) Capacity Enhancement Grant	638,461.00	615,007.59
(f) School-based Management Top-up Grant	50,350.00	38,935.00
<b>Sub-total:</b>	<b>7,947,755.67</b>	<b>6,646,386.79</b>
(2) Outside EOEBG		
(a) Home-School Cooperation Grant	14,240.00	2,469.00
(b) School-based After-school Learning & Support Prog.	204,000.00	8,200.00
(c) Teacher Relief Grant	3,011,296.45	2,960,623.38
(d) Learning Support Grant	407,835.00	408,074.33
(e) Diversity Learning Grant	93,600.00	22,663.40
(f) Enhanced Funding for Non-Chinese Speaking Students	300,000.00	271,476.28
(g) One-off Grant for the Promotion of Chinese History and Culture	0.00	62,154.00
(h) Information Technology Staffing Support Grant	319,559.00	303,710.81
(i) Promotion of Reading Grant	62,414.00	74,815.84
(j) Life-wide Learning Grant	1,166,106.00	640,780.06
(k) Student Activities Support Grant	179,400.00	2,768.00
(l) Other Grants	17,680.00	179,940.00
<b>Sub-total:</b>	<b>5,776,130.45</b>	<b>4,937,675.10</b>
<b>II. School Funds</b>		
(1) Tong Fai	125,120.00	135,813.18
(2) Donations & Scholarships	495,023.20	320,091.60
(3) Collection of fees for specific purposes	0.00	206,715.00
<b>Sub-total:</b>	<b>620,143.20</b>	<b>662,619.78</b>
<b>Surplus for 2020/2021</b>	2,097,347.65	
<b>Accumulated surplus as at the end of 2020/2021</b>	8,671,643.65	

## **J. School Major Concerns (2021-2024)**

1. To nurture reflective learners who can develop their potential to the highest to face future challenges.  
培養同學在反思中學習，讓其能盡展潛能，以迎向未來挑戰。
2. To cultivate enterprising and innovative students who uphold Catholic Core Values and lead a positive life.  
培養同學銳意進取，開拓的創新，持守天主教的核心價值及建立正向人生。
3. To formulate and implement measures to maintain a safe and orderly learning environment in school and nurture students to become good law-abiding citizens.  
制定並落實推行措施，以維護安全有序的校園環境，並培育同學成為守法的良好公民。

## **K. Educational Theme (2021-2022)**

The Lord is My Strength      主為我佑