

Leung Shek Chee College



School Development Plan 2012-2015

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.

School Motto

The Lord is my Strength

Educational Objectives

- To develop Catholic School culture and cultivate students with faith, hope and love so that they can live up to the Christian values.
- To cultivate students with a sense of responsibility, dignity, self-discipline and perseverance.
- To tailor a curriculum tailors for students' needs and the development of society.
- To enhance students' tri-lingualism and bi-literacy to cope with daily needs.
- To develop students' physical fitness, sports skills, creativity and aesthetic sense.
- To enhance students' ability in using IT to cope with the ever-changing world.
- To help students to become active and autonomous learners and develop life-long learning.
- To enhance students' ability in organising, analysing, independent thinking and problem solving.
- To provide a wide variety of activities to broaden students' horizons and enrich their learning experience so as to cultivate their confidence, leadership skills and interpersonal skills.
- To cultivate students a sense of citizenship so that they will care about their families and the society.
- To optimize resources and develop quality education.
- To enhance communication with all stakeholders and build a favourable learning environment for students.

Holistic Review

Effectiveness of the previous School Development Plan (2009/2010 – 2011/2012)

Major Concerns	Extent of targets achieved, <i>e.g. :Fully Achieved ;Partly achieved ;Not achieved</i>	Follow-up action, <i>e.g. :Incorporated as routine work ; Continue to be major concerns in the next SDP ; Others</i>
1. To glorify God and love others 1.1 To lead an abundant life To develop students' understanding of themselves, appreciate their strengths and limitations and realize their potentials. 1.2 To spread the Christian faith To appreciate how the teachings of Jesus Christ are relevant to life and practise the Christian values of love and care.	<ul style="list-style-type: none"> ● Students are receptive to guidance. ● Students were willing to serve others. There is a high achievement in the volunteer work with a total of 21,870 service hours for 2011-2012. 	<ul style="list-style-type: none"> ● More religious activities and whole school functions could be organized to promote the serving spirit among students.
2. To be proactive in learning 2.1 To actively apply higher order thinking skills and generic skills in the learning process. 2.2 To be exposed to different learning experiences and widen their horizons.	<ul style="list-style-type: none"> ● On-line self-access learning for Chinese Language and English Language were provided to students. 70% of students took initiative to finish such on-line programme. ● As a result of the Enhancement Scheme for Brighter Students in S5, more students took the initiative to request more exam practice from teachers. 	<ul style="list-style-type: none"> ● Teachers could create more chances for students to assume duties and accomplish tasks.
3. To adopt a positive attitude 3.1 To set clear goals and strive for excellence. 3.2 To take an active part in serving others and care for society.	<ul style="list-style-type: none"> ● Over 50% of students who joined the Self Enhancement Programme could finish the programme successfully. 	<ul style="list-style-type: none"> ● Students would be advised to strike a balance between studies and activities ● Time management, study and examination skills and stress management techniques will be taught to students in the coming years.

Evaluation of the School Overall Performance

PI Areas	Major Strengths	Areas for Improvement
1. School Management	<ul style="list-style-type: none"> ● School Managers are supportive and generous in allocating resources to facilitate student development. 	<ul style="list-style-type: none"> ● More discussions could be held with stakeholders.
2. Professional Leadership	<ul style="list-style-type: none"> ● Teachers are experienced and stable. 	<ul style="list-style-type: none"> ● More discussions could be held among teams.
3. Curriculum and Assessment	<ul style="list-style-type: none"> ● Teachers work hard to go through curriculum. 	<ul style="list-style-type: none"> ● More cross curriculum tasks could be created.
4. Student Learning and Teaching	<ul style="list-style-type: none"> ● Students are receptive to guidance. 	<ul style="list-style-type: none"> ● Systematic study and examination skills, time-management and stress management techniques could be taught.
5. Student Support	<ul style="list-style-type: none"> ● Students' personality and confidence is further enhanced by the joint efforts of the Social Worker, Education Psychologist and dual Form Teachers. ● The School provides various extra-curricular activities and OLE for students to broaden their horizons. 	<ul style="list-style-type: none"> ● To widen the scope of experience, career choices and study opportunities for students. ● More support should be given to gifted students.
6. Partnership	<ul style="list-style-type: none"> ● Teachers build up relationship with Diocesan schools via Diocesan school meetings and activities. ● Good relationship with PTA, Alumni Association, Police Force, Diocesan Schools and NGOs has been fostered. 	<ul style="list-style-type: none"> ● More communication means like systematic parent gathering could be arranged.
7. Attitude and Behaviour	<ul style="list-style-type: none"> ● Caring school ethos and good peer relationship have been rooted in school. ● Good relationship between teachers and students has been developed. ● Students were friendly, self-disciplined and obedient. ● There is a high attendance rate among students. ● Students are eager to serve others with a total of 21,870 service hours in 2011-2012. 	<ul style="list-style-type: none"> ● To further promote students' sense of belonging to the school. ● To promote a rich and harmonious school life.

SWOT analysis for 3-year School Development Plan

(1) Learning and teaching

<p style="text-align: center;"><u>Strengths</u></p> <ul style="list-style-type: none"> • Students are well-disciplined, diligent and receptive to guidance. • Students' performance in public examinations has remained stable. • Teachers are experienced and dedicated. • Most graduates who are furthering their studies in tertiary institutes are doing well. 	<p style="text-align: center;"><u>Weaknesses</u></p> <ul style="list-style-type: none"> • Some students tend to be passive. • Some students have weak foundation in Maths and Science. • Most S1 students come from Chinese primary schools and it takes time for them to adjust to EMI (English as medium of instruction). • Under the new secondary school system, there is great learner diversity among students.
<p style="text-align: center;"><u>Opportunities</u></p> <ul style="list-style-type: none"> • We have satisfactory student intake (especially since switching to EMI in 2010) • The New Academic Structure (NAS) encourages student-centred learning and the exposure of students to a broader range of learning experiences. • Extra funding and support from the government as well as the Hong Kong Catholic Diocese help raise the learning and teaching effectiveness. • The optimization of class structure allows greater flexibility in the deployment of resources. 	<p style="text-align: center;"><u>Threats</u></p> <ul style="list-style-type: none"> • There is an overall declining student population in Hong Kong • The increased teaching and administrative workload arising from NAS, e.g. SBA, OEA, SLP, IES, etc. may have a negative impact on quality of teaching..

SWOT analysis for 3-year School Development Plan

(2) Professional Development

<p style="text-align: center;"><u>Strengths</u></p> <ul style="list-style-type: none">• Teachers are dedicated and eager to seek professional development.• The good networking with universities, Diocesan schools and other religious schools facilitates school exchange and inter-school professional development.	<p style="text-align: center;"><u>Weaknesses</u></p> <ul style="list-style-type: none">• Most teachers lack professional training in dealing with students with special education needs.• Further teacher training on information technology is required to keep pace with latest demands of IT in education and expectations of the community.
<p style="text-align: center;"><u>Opportunities</u></p> <ul style="list-style-type: none">• Under the New Academic Structure (NAS), teachers are given more opportunities to pursue professional development.• Non-profit organizations (NGOs) and the Alumni Association are valuable resources for professional support to teachers.	<p style="text-align: center;"><u>Threats</u></p> <ul style="list-style-type: none">• The mismatch of curriculum and teaching hours in some NAS subjects exerts heavy pressure on teachers.• Varied and increasing societal expectations of teachers necessitate professional development in some new and even unconventional areas.• The optimization of class structure affects manpower deployment and this may have negative impact on team morale.

SWOT analysis for 3-year School Development Plan

(3) Student Support

<p style="text-align: center;"><u>Strengths</u></p> <ul style="list-style-type: none">• The dual form-teacher system is effective.• Good rapport has been developed among teachers and students.• The SEN Committee helps align with EDB's inclusive education policy and cater for learner diversity.• There is a rich repertoire of experience of different levels in Discipline, Guidance and Careers Guidance Committee.• The Education Psychologist of the Hong Kong Catholic Diocese provides prompt assistance to students.	<p style="text-align: center;"><u>Weaknesses</u></p> <ul style="list-style-type: none">• Most students come from grass-root families where parents have limited time and resources to support students' diversified learning needs.• Junior form students need to become more aware of the importance of career planning and the opportunities available to them.
<p style="text-align: center;"><u>Opportunities</u></p> <ul style="list-style-type: none">• There is abundant financial support from the society, e.g. School-based After-School Learning and Support Programmes, The Hong Kong Jockey Club Life-wide Learning Fund and Community Care Fund, which subsidizes students participating in different activities.• The Hong Kong Catholic Diocese Scholarships are granted to university students who are academically high achievers but poor.• Tertiary institutions and the society provide rich information on NAS and future prospects for DSE students.	<p style="text-align: center;"><u>Threats</u></p> <ul style="list-style-type: none">• The funding cycle of P.A.T.H.S. will come to an end in 2012 and this may mean less subsidies for students' activities.• Under the inclusive education, the school has to cater for students of diverse background and needs.

SWOT analysis for 3-year School Development Plan

(4) Moral and Whole Person Development

<p style="text-align: center;"><u>Strengths</u></p> <ul style="list-style-type: none">• Most students are honest, well-disciplined and receptive to guidance.• Students are willing to participate in extra-curricular activities (ECA) and other learning experience (OLE).• Students are willing to take up voluntary work and community activities.	<p style="text-align: center;"><u>Weaknesses</u></p> <ul style="list-style-type: none">• Some students lack clear goals and perseverance.• Quite many students lack confidence.• Some Catholic students are not eager in religious formation activities. Their religious faith is yet to be developed.• Teachers are busy with administrative work resulting in less time for teacher-student interaction.
<p style="text-align: center;"><u>Opportunities</u></p> <ul style="list-style-type: none">• NAS provides more opportunities for students to have an all-round development.• Non-profit organizations (NGO) offer more professional support to students and school.	<p style="text-align: center;"><u>Threats</u></p> <ul style="list-style-type: none">• The prevailing social norm which equates success to material gains has been a negative influence on young people's values.

SWOT analysis for 3-year School Development Plan

(5) School Management

<p style="text-align: center;"><u>Strengths</u></p> <ul style="list-style-type: none">• Many committees have been set up to facilitate school-based management.• School managers are available to engage in dialogue with teachers and to offer support in terms of school management and professional development.• The school has adequate resources to support student activities and staff development.• The school campus is well maintained and kept clean.	<p style="text-align: center;"><u>Weaknesses</u></p> <ul style="list-style-type: none">• There could be more transparency in decision making with increased teacher participation.• The distribution of workload among teachers is yet to be improved.• The infra-structure and application of information technology in learning and teaching as well as administration can be further enhanced.
<p style="text-align: center;"><u>Opportunities</u></p> <ul style="list-style-type: none">• The establishment of Incorporated Management Committee in 2013-2014 offers ample opportunities to revisit the school vision, re-examine and review the school administration to promote more team work.	<p style="text-align: center;"><u>Threats</u></p> <ul style="list-style-type: none">• Different stakeholders are exerting higher demands on the school, creating pressure for teachers and the school management.

SWOT analysis for 3-year School Development Plan

(6) Stakeholder Collaboration

<p style="text-align: center;"><u>Strengths</u></p> <ul style="list-style-type: none">• The good communication with parents results in a smoothly functioning PTA.• There is good working relationship with the District Office, Regional Education Office and other government departments and NGOs.• The good networking with local universities, other Diocesan schools and the school sector in general helps facilitate sharing of good practices.	<p style="text-align: center;"><u>Weaknesses</u></p> <ul style="list-style-type: none">• More co-operation with the Alumni Association is yet to develop.• More active school promotion can be launched.
<p style="text-align: center;"><u>Opportunities</u></p> <ul style="list-style-type: none">• The setting up of IMC can further enhance collaboration with all stakeholders.	<p style="text-align: center;"><u>Threats</u></p> <ul style="list-style-type: none">• The complaint culture of the society and the bias of certain mass media pose threats to the school.

Major Concerns for a period of 2012-2015

1. Promoting effective learning and teaching
2. Broadening students' horizons and strengthening their confidence
3. Fostering collaboration for sustainable development of the School

School Development Plan (2012/13 – 2014/15)

1. Promoting effective learning and teaching

Major Concerns	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		2012-2013	2013-2014	2014-2015	
1.1 To enhance students' ability to adapt to an English learning environment especially in junior forms	<ul style="list-style-type: none"> To ensure a smooth transition for F.1 students and help them acquire a solid foundation in English in junior forms 	✓	✓	✓	<ul style="list-style-type: none"> Courses on phonics and pronunciation will be introduced to F.1 & F.2 students Glossary list, required sentence patterns and relevant writing skills will be identified by different panels Differentiated pedagogy with pacing techniques to help students with weaker English ability Students use e-class for interactive learning
1.2 To strengthen students' basic knowledge and ability in Maths and sciences in junior forms	<ul style="list-style-type: none"> To better prepare students for the senior secondary curriculum 	✓	✓	✓	<ul style="list-style-type: none"> Differentiated curriculum/pedagogy and remedial classes in junior forms Enrich e-class contents for students' interactive self-learning Collaborative lesson planning will be adopted for Maths Mini projects will continually be carried out by I.S. to develop students' interest in scientific investigation Visits to Science Parks, Space Museum. Maths & Science competition will be arranged.
1.3 To upgrade teachers' general ability in adopting IT in learning and teaching	<ul style="list-style-type: none"> To enhance teachers' I.T. skills in teaching, assessment and organizing activities 	✓	✓	✓	<ul style="list-style-type: none"> Training courses on I.T. teaching and learning techniques will be organized.

School Development Plan (2012/13 – 2014/15)

2. Broadening students' horizons and strengthening their confidence

Major Concerns	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		2012-2013	2013-2014	2014-2015	
2.1 To build higher aspirations among students	<ul style="list-style-type: none"> To enable students to set higher targets in life 	✓	✓		<ul style="list-style-type: none"> Sharing from successful people, talks on career planning and workshops on interview skills will be held.
2.2 To help students develop an appropriate set of life-skills and to broaden their horizons	<ul style="list-style-type: none"> To instil in students the concept and habit of life-wide and life-long learning 	✓	✓	✓	<ul style="list-style-type: none"> To organize career activities for junior students and their parents so as to enable them to plan ahead for their careers To carry out a three-year scheme for junior students to cultivate an interest in sports and fine arts so as to broaden their horizons To provide structured programmes on other learning experiences To encourage students to attend inter-school activities / competitions / exchange programmes and university courses

School Development Plan (2012/13 – 2014/15)

3. Fostering collaboration for sustainable development of the School

Major Concerns	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		2012-2013	2013-2014	2014-2015	
<p>3.1 For students</p> <p>3.1.1 To promote a rich and harmonious school life</p>	<ul style="list-style-type: none"> To promote teacher-student relationships and peer support 	✓	✓	✓	<ul style="list-style-type: none"> To organize activities to promote teacher-student relationship To hold theme-based activity weeks and to organize more inter-class competitions/ activities
<p>3.1.2 To encourage students to adopt a healthy life style</p>	<ul style="list-style-type: none"> Students are always content both physically and mentally 	✓	✓		<ul style="list-style-type: none"> To promote sports and recreational activities along the theme of "Active Life Style", training students to be physically and mentally fit To provide talks and courses on leading a healthy life style

School Development Plan (2012/13 – 2014/15)

3. Fostering collaboration for sustainable development of the School

Major Concerns	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		2012-2013	2013-2014	2014-2015	
<p>3.2 <i>For teachers</i></p> <p>3.2.1 To build up a learning community among teachers</p>	<ul style="list-style-type: none"> To enhance teachers' knowledge on post-secondary and other education opportunities, gifted education and special education needs 	✓	✓	✓	<ul style="list-style-type: none"> To organize various professional development courses To encourage teachers to take up at least two types of professional development programme other than their own subjects To arrange sharing of good practices in and outside school.
<p>3.2.2 To review and upgrade the School's I.T. infrastructure to facilitate teaching and learning as well as to enhance internal and external communication</p>	<ul style="list-style-type: none"> An updated ICT system with appropriate utilities for effective teaching/ learning and communication 	✓	✓	✓	<ul style="list-style-type: none"> Plan to more broadly apply IT-based techniques in teaching and learning through enhanced teacher training Panels are required to submit e-learning and teaching packages. Students are required to submit assignments on-line. Encourage students to take advantage of the School's IT infrastructure in self-learning and group learning
<p>3.2.3 To prepare for and effect Change-over to an IMC (Incorporated Management Committee) structure by September 2014</p>	<ul style="list-style-type: none"> Ensure proper planning and formation of IMC with appropriately elected teacher, parent and alumni members 	✓	✓		<ul style="list-style-type: none"> Teachers and alumni to draw up proper election procedures for IMC membership by mid-2013 Audit of school assets and other structural preparations to be completed by the end of 2013

School Development Plan (2012/13 – 2014/15)

3. Fostering collaboration for sustainable development of the School

Major Concerns	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		2012-2013	2013-2014	2014-2015	
<p>3.3 <i>For students and teachers</i> 3.3.1 To enhance communication with students and teachers</p>	<ul style="list-style-type: none"> To promote effective communication with students and teachers 	✓	✓		<ul style="list-style-type: none"> To organize meetings with student leaders to reflect students' opinions to the School To review school organization structure to facilitate more collaborative management
<p>3.4 <i>For students and alumni</i> 3.4.1 To enhance students' pride in being a member of the LSCC community both while at school and as alumni</p>	<ul style="list-style-type: none"> To enhance students' sense of belonging to the School and to reinforce the links between the School and alumni To raise students' self-confidence and awareness of the working world through sharing with established alumni 	✓	✓	✓	<ul style="list-style-type: none"> Newly graduated alumni are invited to share their past experience on DSE application with F.6 students in September and October, 2012 and 2013. "Careers Prospects and Experience Sharing from Alumni" for both junior (F.3/4) and senior (F.5/6) students will be held, like nursing / social work / accounting / banking / flight attendant etc. A pilot "Mentoring Scheme" is designed for about TWELVE F.4/5 students in pairs and SIX alumni mentors will provide sharing and practical advice for the students. The teams will meet 2 or 3 sessions in the form of luncheon meetings or visit to the alumni's offices so as to give the students an authentic experience in the workplace.

School Development Plan (2012/13 – 2014/15)

3. Fostering collaboration for sustainable development of the school

Major Concerns	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		2012-2013	2013-2014	2014-2015	
<p><i>3.5 For parents</i> 3.5.1 To strengthen collaboration with parents</p>	<ul style="list-style-type: none"> To enhance communication and collaboration between parents and teachers in promoting students' learning and personal development 	✓	✓	✓	<ul style="list-style-type: none"> F.1 and F.2 Parents' sharing, F.3 Parents' Talk on Subject Selection and Parents' gathering for senior forms are to be organized.
<p><i>3.6 For stakeholders outside school</i> 3.6.1 To adopt a more outreach approach to promote the School</p>	<ul style="list-style-type: none"> To foster closer links with external bodies 	✓	✓		<ul style="list-style-type: none"> An upgraded School website to facilitate external communication and to promote the School The School Promotion Committee will contact primary schools on a more proactive basis. Teachers are encouraged to serve in CDI, HKEAA and other public bodies. Students will participate more actively in inter-school activities and competitions.