



梁式芝書院

Leung Shek Chee College

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School Mission

To uphold the Catholic educational principles and school motto "The Lord is my Strength", we endeavour to provide a holistic education embedded with the spirit of the Gospel, to create an environment conducive to learning, to facilitate our students' spiritual, moral, intellectual, physical, social and aesthetical development, and to nurture them to be positive, virtuous and reflective learners who show passion in learning, love and care for one another and give the best to the society and the world.

School Information

Supervisor / Chairman of School Management Committee	Rev. Wan Kwok Kwong		
Principal (with Qualifications / Experiences)	Ms. Ng Siu Ling Giselle (BA, MPhil, PGDE)		
School Type	Aided	Student Gende	Girls
School Motto	The Lord Is My Strength		
Name of Sponsoring Body	The Catholic Diocese Of Hong Kong		
Area Occupied by the School	About 5000 Sq. M	Religion	
Parent-Teacher Association	Yes	Past Students' Association / School Alumni Association	
Incorporated Management Committee	Established	Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets	
4Rs Mental Health Charter	Yes	Whole School Health Programme	Pledged School

Teaching Staff Information (Including School Head) in the 2024/2025 School Year

Number of Teaching Posts in the Approved Establishment		53
Total Number of Teachers in the School		54
Qualifications and Professional Training (% of Teaching Staff)		
Had Received Teacher Training		85%
Bachelor Degree		100%
Master / Doctorate Degree or above		59%
Special Education Training		52%
Years of Experience (% of Teaching Staff)		
0 - 4 Years	5 - 9 Years	>= 10 Years
22%	9%	69%

Subjects Offered in the 2024/2025 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Chinese History, Ethics/Religious Education, Putonghua (S.1, S.2), Citizenship, Economics and Society (S.1, S.2), Life and Society (S.3), Physical Education
	English as the Medium of Instruction	English Language, Language Arts, Mathematics, Language Across Curriculum
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Geography (S.1-S.3*), History (S.1-S.3*), Science (S.1-S.3*), Computer Literacy (S.1-S.3*), Music (S.1-S.3*), Visual Arts (S.1-S.3*) , Business Fundamentals (S.3*)
S.4 - S.6	Chinese as the Medium of Instruction	Chinese Language, Chinese Literature, Chinese History, Citizenship and Social Development, Ethics and Religious Studies, Tourism and Hospitality Studies, Ethics/Religious Education, Physical Education, Arts Education
	English as the medium of instruction	English Language, Mathematics, Mathematics Modules, Physics, Chemistry, Biology, Geography, History, Economics, Business, Accounting and Financial Studies, Information and Communication Technology
	Adopt a different medium of instruction by class or by group / school-based curriculum	Applied Learning courses, Visual Arts (HKDSE), Music (HKDSE) and other language subjects offered by other institutions as an elective subject

* Subjects with extended learning activities (ELA) in English

Subjects to be Offered in the 2025/2026 School Year

S.1 – S.3	Chinese as the Medium of Instruction	Chinese Language, Chinese History, Ethics/Religious Education, Putonghua (S.1, S.2), Life and Society, Physical Education
	English as the Medium of Instruction	English Language, Language Arts, Mathematics, Language Across Curriculum
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Geography (S.1, S.2*, S.3*), History (S.1, S.2*, S.3*), Science (S.1, S.2*, S.3*), Computer Literacy (S.1-S.3), Music (S.1-S.3), Visual Arts (S.1-S.3), Business Fundamentals (S.3*)
S.4 – S.6	Chinese as the Medium of Instruction	Chinese Language, Chinese Literature, Chinese History, Citizenship and Social Development, Ethics and Religious Studies, Tourism and Hospitality Studies, Ethics/Religious Education, Physical Education, Values Education, Arts Education
	English as the Medium of Instruction	English Language, Mathematics, Mathematics Modules, Physics, Chemistry, Biology, Geography, History, Economics, Business, Accounting and Financial Studies, Information and Communication Technology
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Applied Learning courses, Visual Arts (HKDSE), Music (HKDSE) and other language subjects offered by other institutions as an elective subject

Class Structure & Chargeable Fees (2024/2025)				* Subjects with extended learning activities (ELA) in English		
	S1	S2	S3	S4	S5	S6
No. of Classes	4	4	4	4	4	4
School Fee	-	-	-	-	-	-
Tong Fai	-	-	-	\$340	\$340	\$340
Parent-Teacher Association Fee	\$20					
Student Union / Association Fee	\$20					
Approved Charges for Non-standard Items	\$310 (SA fee \$20, PTA fee \$20, House fee \$20 and Other Learning Facilities \$250)					
Other Charges / Fees	Replacement of student card \$40					

Remarks

S.1 Admission, Orientation Activities & Healthy School Life

Secondary One Admission
Our school will accept discretionary places. Our school will participate in the Secondary School Places Allocation System through central allocation stage (Applicable for admission to S.1 in September 2025). Discretionary Places (DP) with the criteria below: 60% Academic Achievement - Internal School Results & EDB Rank Order 20% Interview & Video Performance 15% Conduct, ECA & Service 5% Student at Catholic Primary Schools
Orientation Activities and Healthy Life
Orientation programmes cover briefing session on school; guidance and discipline policies; Big Sisters Scheme and ECA tasting programme, which help students familiarize themselves with the school culture, develop good learning habits and establish good bonding between class teachers and students. The programme engages the students in setting clear goals in academic development and personal growth, aligning with the spirit of CHEERIANs. At best, students are able to boost their confidence, to build their resilience, to promote their physical, emotional and spiritual well-being.

School Characteristics
School Management
School's Major Concerns: The Theme of the Year is "In Lord, Shine as Cheerians, Thrive with Confidence"
School Management Organisation: Under School-based Management, our school has set up the Incorporated Management Committee, School Executive Committee, School Leadership Council, Parent-Teacher Association and Alumni Association to enhance communication with various stakeholders. Other committees are also formed to coordinate school finance and resources management, teachers' professional development, teaching and learning policies, application of IT in education, as well as whole-person development.
Incorporated Management Committee / School Management Committee / Management Committee: Incorporated Management Committee and School Executive Committee
School Green Policy: Our school has always placed great emphasis on environmental protection and sustainable development. We are committed to promoting a green campus. Over the past few years, the school has implemented various environmental projects, such as the installation of eco-friendly water dispensers, inverter-type split air conditioning systems, and LED lighting fixtures. Students have also gained knowledge about scientific and renewable energy through various visits and experiential learning activities.
Learning and Teaching Plan
Whole-school Language Policy: 1. Promote a Rich English Language Learning Environment – Engage new S1 students in Summer Bridging Programmes with Native Speakers ; Create a team of English Ambassadors ; Establish a signature day for English Broadcast – Insect Thought & English Go Go Go on Wednesdays; Showcase students’ confidence and capacity in Spoken English through English Drama and English Musical Performance; Bud talented young writers by publishing English Newsletters namely Cherub Post and Slainte and writing to Young Post; Promote the joy of Reading through reading-to-learn programmes, book fairs and visit to Book shops; Promote the fun of English Learning through English Festival; Create opportunities for students to meet friends in English-speaking countries through out-of-border study tours. 2. Develop students’ appreciation of Chinese Language and Culture and promote National Identity – Organize Chinese Culture Week; Engage students in workshops on Chinese Tea Arts & Tasting; Groom writers to share their thoughts and insights in Chinese writing via Chinese Newsletter; Organize Literary Walk activities to enable them to appreciate Chinese Literature; Expose students to various programmes, e.g. Book sharing from Chinese writers; Introduce to them Chinese Handicrafts like Chinese Origami, Calligraphy, Knot making to deepen their understanding of the beauty of Chinese Culture; Establish National Flag Raising Team for ceremonies; Establish Civic Education Ambassadors. 3. Putonghua classes for S1-S2 students are in place.
Learning and Teaching Strategies: Targets : To develop students to be self-regulated learners with positive learning attitude, confidence and perseverance. Teaching Strategies : With reference to the theories of Zimmerman & Schunk in regulated learning (1) put in force intra-disciplinary collaborations among panels on lesson designs especially pre-lesson tasks ; (2) launch peer lesson observation (3) share related teaching resources; (4) promote the use of e-learning tools and graphic organisers for note-taking Learning Strategies : (1) help students refine learning files, show them ways to keep track on their learning progress in homework and assessment tasks; (2) cultivate students’ information literacy, good reading habit and promote reading-to-learn (3) encourage students to celebrate and appreciate their learning achievements via various platforms and through active participation in competitions or learning programmes inside or outside school.
School-based Curriculum: 1. Electives: 3X. THREE elective subjects or elective subjects with Applied Learning Courses offered. Students are given the chance to make informed decision under teachers' guidance through workshops on Subject Selection. The criteria is based on their capacity, competence and interest. 2. Curriculum highlights: School-based and vertical curriculum in Language and Computer Literacy are in place and adopted in our junior form subjects to cater for learners’ needs.
Major Renewed Emphases in the School Curriculum: To date, two projects have been launched with EDB Language Learning Support Section namely (1) Curriculum Leadership Development Programme for English Panel and Language across Curriculum for S2; (2) Curriculum mapping in the teaching of junior form NCS. Inside school, refinement of vertical curriculum between junior and senior forms will be underway across panels. The school’ s Technology Education Team has engaged in the project with external organisation TramPlus under the funding of Innovation Lab to embark the workshops on programming and AI application.
Life Planning Education: To promote students’ aspiration for their future endeavours, the school’ s CLP Committee embarks a series of workshops to equip students to prepare for their multiple pathways: Provide them with the updates on JUPAS ; and give advice on JUPAS choices; Help them produce comprehensive portfolios; Hone their interview skills; Arrange visits to tertiary institutes; Engage them in tasting programme or summer courses in the universities; Conduct Subject Selection Workshops or talks for S3 parents and students ; Provide support to HKDSE candidates before and after release of HKDSE results; Co-organise Career Days with alumna association and invite alumna to share on their career plans.
Student Support
Whole School Approach to Catering for Learner Diversity: Policy and implementation strategies to catering for learner diversity has been coordinated by the School’ s Support for Learning Diversity Committee. A school-based Talent Pool has been underway for clear and strategic identification of students with different learning needs. Student Support Team comprising Educational Psychologist, Social Workers, Special Education Needs Coordinator, Guidance & Discipline Mistress and concerned Panels focus on giving timely support to students with learning difficulties and emotional issues. Technology Education Committee helps gifted digital natives in school to hone their computer literacy and STEAM skills; Rainbow Scheme coordinated by Guidance Team is in force to help underprivileged students. Sports Psychology Programmes have been introduced to enhance the stamina and endurance of talented members in sports teams. Strategic classroom management measures have been encouraged or taken by class teachers or subject teachers like grouping or peer learning in daily teaching and learning. High achievers will be encouraged to join territory-wide competitions.
Whole School Approach to Integrated Education: Aligned with the principle of promoting equal opportunities and eliminating discrimination stipulated in Equal Opportunities Commission, the school adopts the Three-Tier Intervention Model to promote Integrated Education at school. Personnel in Student Support Team namely Educational Psychologist, Speech Therapist, School Social Workers, Special Education Needs Coordinator, Guidance Committee map out the remedy for students with special needs accordingly with the assistance of concerned class teachers and subject teachers; Outsourcing clinical psychological counselling services and therapeutic programmes; Empowering the teachers’ knowledge and knowhow on SEN Education; Re-adjustment on learning tasks and assessment ; Exploring multiple pathways for SENs.
Education Support for Non-Chinese Speaking (NCS) Students: Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; appointing additional teacher(s)/teaching assistant(s) to support NCS students’ learning of Chinese; arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc.; developing school-based Chinese Language curriculum and/or adapting learning and teaching materials; and organising activities to create an inclusive learning environment in the school. Through the EDB's "Funding for Enhancing Support for Learning and Teaching Chinese for NCS Students", NCS students not only make improvement in Chinese learning but also strengthen their proficiency in Chinese. Most importantly, they learn and grow with local students in an inclusive learning environment.
Measures to Provide Adaptation for Learning and Assessment: (1) Grouping in Chinese Language, English Language and Mathematics teaching for S.1, S.2 and S.5 (2) Enhancement classes during 9th periods (3) level-based or subject-based assessment during 9th period on Tuesdays or Thursdays (4) adoption of formative assessment (i.e. Continuous Assessment) for all subjects and summative assessment (5) class-based study groups (6) adoption of regulated learning strategies especially pre-lesson tasks will be the focus of 2024-2025.

Home-School Co-operation and School Ethos
Home-School Co-operation: Ever since the establishment of the Parent-Teacher Association (PTA) in 1993, PTA has involved in the school development in the following areas: Active participation in the School’ s Executive Committee, giving advice on school’ s policy. Publication of PTA newsletter to give updates on PTA activities to all parents; Liaise with all parents through PTA annual general meeting. Coordination of parent-student workshops and talks on parenting. Organization of PTA Picnic Day; and Giving financial assistance or offering grants or scholarship to students.
School Ethos: Following in the footsteps of Jesus Christ and the legacy of the school’ s sponsoring body namely the Missionary Sisters of St. Columban and the Catholic Diocese of Hong Kong, the school ethos takes its root from the Catholic Education Core Values – Truth, Life, Love, Justice and Family and the School Motto – The Lord is My Strength. Thereby, students are nurtured to be CHEERIANS, place “Christ” as the shepherd of their life journey; demonstrate Humility, Endurance, Empathy in character formation; uphold Respect and Integrity; show Aspiration and Novelty in their Career & Life Planning, and savouring Sisterhood. Such a distinctive student profile has been further fostered and strengthened by our school's academic and whole person development programmes. CHEERIANS are groomed as well-mannered, positive and persevering all-rounded girls in their endeavours and contributing themselves to the society, sowing the seeds of faith, hope and love in their workplace and life journey.
Future Development
School Development Plan: Major concerns for 2024-2027: 1. To gear up students to live out the spirit of CHEERIANS embedded with Catholic Education Core Values of Truth, Life, Family, Justice & Love. 2. To nurture students to be self-regulated learners with confidence.
Teacher Professional Training and Development: Adhere to the hard and soft standard of EDB and the professional ladder stipulated in COTAP, the school-based teacher professional training & development contain (1) at most three full-day programmes optimizing teachers’ teaching pedagogies; assisting their promotion of student development and giving them spiritual nourishment in the promotion of Catholic education. (2) visits or retreat or religious programmes on school evangelization (3) dissemination of information related to tours to Mainland China for new teachers or middle managers; (4) participation in the School Sponsoring Body’ s Catholic School Leadership training and attachment programme; (5) provision of platforms for SEN trainings; (6) engagement in learning circles or professional exchanges of T& L with EDB or among Secondary Schools; (7) participation in talks or workshops on promoting National Security Education; and (8) Out-of-border visit or exchange.
Life-wide Learning (Including Five Essential Learning Experiences to be Provided through Key Learning Areas, Extra-curricular Activities, Co-curricular Activities, etc.)
The school's ECA & Global Exposure Committee is in charge of a total 60 clubs which are divided into five key categories, fostering students’ leadership; showcasing their multi-intelligence, unleashing their potentials and promoting their holistic development in the area of Sports, Art, Music, Service and Global Exposure. In essence, there are (1) enrolment of S.1 and S.2 students in a ‘One Sport and One Art for Each Student’ Scheme; (2) introduction of new interest classes e.g. Kinball Team; (3) programme collaboration e.g. Art Exhibition and Festive Art & Music Week; (4) promotion of school’ s signature school team namely Cheering Team – Sparkle; (5) budding student leaders and student-led clubs; (6) nomination of ECA members or leaders to take part in competitions, visits and exchange programmes. The school takes pride in the accolades in five essential learning experiences : Our school teams have achieved excellent results in different inter-school competitions. Our Volleyball Team (B Grade) was the 1st runner up in Inter-School Volleyball Competition 22-23 Division 2 (Kowloon) Girls B Grade. In Hong Kong Inter-School Rope Skipping Competition 2024, our school’ s Rope Skipping Team won the overall championship. In the Asia Jump Rope Championship 2024 in Japan, they achieved third place in the pairs freestyle and the four-person freestyle. In the realm of music, our school's handbell team, Chinese orchestra, choir, and string ensemble won silver awards at the 2024 Inter-School Music Competition. For performance art, our school's Pop Dance Club was awarded an outstanding award in jazz and street dance (group dance) category in the 60th Schools Dance Festival; Chinese Drama Club received Outstanding Actor Awards at the Hong Kong School Drama Festival, while the entire team was honored with the Outstanding Collaboration Award. The English Drama Club received the Outstanding Performance Award at the Association of English Medium Secondary Schools' Drama Festival.
School Facilities
Number of Classroom(s): 29
School Facilities: Our school has 29 classrooms and 18 special rooms. Science and Technology Education: 4 laboratories, STEM Room and Information Technology Learning Centre. Religious and Arts Education: Chapel, Dance Studio, Lecture Theatre, Library, Music Room and Art Room. Sports and Recreation: multi-purpose court, two covered playgrounds and multi-purpose canteen. Wi-Fi network and Apple TV system have been installed throughout the school. All classrooms are equipped with interactive whiteboards and tablets are used in classes to enhance teacher-student interaction and e-teaching and e-learning.
Facility(ies) for Supporting Students with Special Educational Needs: Accessible lift and Accessible toilet.
Others
Awardees of Scholarships: HK Jockey Club Striding On Scholarship; Concord Fortune Ming Tak Scholarship; Sir Edward Youde Memorial Prizes; Ng Teng Fong Scholarship; Scholarship from The Zubin Foundation Recipient of Academic Awards: Kowloon Region Outstanding Students’ Award. Sports Awards : Rope Skipping Team: Asia Jump Rope Championship 2024 - third place in pairs freestyle, third place in four-person freestyle; Volleyball Team – first runner up in Inter-School Volleyball Competition 2023-2024 Division Two (Kowloon) Girls B Grade. Exchange Programmes: Denmark & Iceland Study Tour ; Dublin & Galway Study Tour; Summer Bridge in London, Pilgrimage to Nagasaki; Volleyball Training in Thailand.
Direct Public Transportation to School
Accessible by public transportation: Bus No. 1A, 13X, 601, 93A, 13M; Green minibuses: 34S, 76B; and Red minibuses : Route from Sau Mau Ping to Mongkok or Jordan Road