



St. Mary's Canossian College

COR UNUM ET VIA UNA



CHAPEL



*School Development Plan 2018/19-2020/21*  
*Annual School Plan 2020/21*

*Action is the foundational key to all success*  
*Quality St. Marians as Proactive Learners*



**St. Mary's Canossian College**  
**School Development Plan 2018/19 – 2020/21**  
**&**  
**Annual School Plan 2020/21**

| <b>CONTENTS</b>  | <b>PAGE</b> |
|--|-------------|
| School Vision & Mission.....   | 2           |
| School Goals.....  | 3           |
| Profile of SMCC Graduates.....                                       | 4           |
| SWOT.....  | 5           |
| School Development Plan 2018/19 to 2020/21.....                      | 6           |
| Annual School Plan 2020/21.....                                      | 11          |
| Annexes  |             |
| 1    MOI policy 2020/21.....   | 16          |
| 2    Budget Summary of EOEBG & Other Grants 2020/21.....             | 18          |
| 3    Use of Diversity Learning Grant 2020/21 to 2022/23.....         | 19          |
| 4    Use of Life-wide Learning Grant 2020/21.....                    | 23          |
| 5    Use of Promotion of Reading Grant 2020/21.....                  | 30          |
| Plans endorsed by the Incorporated Management Committee of SMCC..... | 31          |

## **School Vision**

**It is God's greatest glory that each and every St. Marian will be honored and distinguished as she is and what she can become.**



## **School Mission**

**We are committed to a belief that all our students CAN develop to their full capacity. We provide a positive learning environment for the promotion of the whole person grounded in Christian virtues and the formation of heart, to empower them all to make the best use of God's given talents in service to their fellowmen.**

### **We achieve our mission:**

- **By instilling in our students a love for learning with the ability to think critically and creatively**
- **By placing our hope in everyone and encouraging all of them to work and to develop their God given abilities and talents.**
- **By inculcating the Christian virtues of charity, humility and moral integrity which are fundamental to individual growth**
- **By enabling students to achieve clearly-defined goals which give meaning to their lives**
- **By means of concerted effort of the whole staff in grooming students as responsible citizens who are committed to serving the needy and contributing to the well-being of our society and our country.**

# School Goals

## St. Mary's aims at achieving the following:

- 1) 一個充滿關愛、和諧的校園  
*A caring and harmonious school environment*
- 2) 培育學生有高遠廣闊的胸襟視野及對社會的承擔精神  
*Grooming outward looking and socially responsible students*
- 3) 提供合宜的環境，以造就學生優異的學術、道德、靈性的發展  
*Providing opportunity for excellent academic and moral & spiritual development*
- 4) 啟發學生的創造力，提供學生積極參與課餘活動及發展領導能力的途徑  
*Encouraging students' creativities and leadership through active participation in extra- / co-curricular activities*
- 5) 培育學生成為自發性高、自律或擁有高度情緒智商的青少年  
*Grooming self-motivated and self-disciplined students with high EQ*
- 6) 重視高層次道德行為及精神價值的發展  
*Cherishing solid virtues and spiritual values*
- 7) 注重多元性思維發展及鼓勵自由表達的空間  
*Supporting free and diverse thinking and expressions*
- 8) 提供充分的機會讓學生發展美育及藝術潛能  
*Providing opportunity for artistic and aesthetic expression*
- 9) 重視健康生活，加強學生的體質與體能的訓練  
*Giving importance to good sporting opportunities and healthy living*
- 10) 提供高科技設施，以支援高效能的學與教環境  
*Providing high technological facilities to support an effective learning and teaching environment*
- 11) 強調全方位自學及創意思維的訓練  
*Stressing independent whole-life learning and creative thinking*

## Profile of an SMCC Graduate

### A graduate of St. Mary's:

#### *embraces Charity in Humility*

- is able to love, respect and appreciate other people and life.
- has matured as a person emotionally and is considerate for others.
- has a sense of compassion for and is ready to support those who are in need.
- appreciates the joy of giving.

#### *is a Dynamic, Goal-directed and Self-motivated Learner*

- is goal oriented, proactive and able to collaborate.
- is knowledgeable, logical, critical, creative and innovative.
- is persevering, self-confident and resilient with effective problem solving skills.
- is able to broaden their horizons, evaluate an issue from multiple perspectives and formulate one's own opinion.
- is able to communicate fluently and proficiently in English and Chinese.
- has a habit of reflection on experiences to seek self-improvement.

#### *is a Responsible Citizen with Global Outlook*

- is concerned about community and world issues, and is open and respectful to the opinions of others.
- is ready to take up her responsibilities as a global citizen to contribute to the betterment of the world.
- is able to relate current events to their historical causes and appreciate her own cultural heritage.

#### *has Faith in God*

- is able to understand and respect teachings in the Gospels.
- is able to reflect on her experience of God's love, and realizes the need for prayer and for growth in faith.
- has a sense of wonder: an interest in a wide range of beauty, goodness and truth with a thankful heart.
- appreciates and realizes one's abilities and God's given talents.
- is able to choose a style of life in accordance to Christian values.

## SWOT Analysis for 2018/19-2020/21 Cycle

### STRENGTHS

- The school has a very strong religious atmosphere emphasizing humility in charity, thus cultivating students' willingness to learn and to serve.
- Students' overall ability is above average, resulting in satisfactory academic performance and public examination results.
- Most teachers are very experienced and well aware of students' needs.
- Parents and past students are supportive to school.
- Students are proud of the school history and its architecture and have developed a strong sense of belonging.
- The school provides numerous opportunities for students to showcase their talents, enabling students to develop their talents, sense of confidence and achievement.
- Parents are enthusiastic in voluntary work in school, thus fostering school-family communication.
- The Past Student Association is well established and proactive in offering support to current students, especially in careers planning.

### WEAKNESSES

- There is not enough space to accommodate more teachers and classrooms to implement small class teaching to cater for diverse learning needs.
- The limited space in the campus results in the competition for venues among different departments and teams, which limit the frequency, format and variety of curricular and extracurricular activities.
- The absence of elevators in most buildings within the campus limited the usage of rooms in the top floors. It also causes long term physical strain on staff members as a result of frequent negotiating with numerous flights of stairs.
- There is inadequate support from the government in maintaining and preserving the school buildings, two of which have been assessed as Grade 1 Historical Buildings by the Antiquities Advisory Board. Bureaucratic red-tape delays maintenance work which causes inconvenience and even danger to members in the school community.
- The average class size in our school is generally higher than the Hong Kong average of 27.6 (1718). As a result, the government funding policy on class basis results in less resource per student when compared to other schools.

### OPPORTUNITIES

- More resources have been allocated to upgrade school IT infrastructure, thus facilitating the implementation of eAdministration and mLearning to enhance efficiency.
- More funds are available for school to hire extra manpower for after-school interest classes to realize holistic development.
- Retired teachers are willing to offer support in various administration units to relieve teachers' workload.
- There are more non-government organizations offering services to support activities which help develop student character, leadership skills and Catholic values.
- The Through-train Steering Committee, formed by representatives of SMCC, SMCS and HACS, enables effective communication and collaboration among the three schools to ensure the smooth operation of the Through-train mode.

### THREATS

- The implementation of Through-train mode results in diverse abilities among students which require teachers to spend extra time and efforts in designing graded curriculum and tasks to cater to the wider learner spectrum.
- The more competitive atmosphere which might not have been so explicit in primary school life causes stress among students and gives rise to mental health issues.
- Students seem to lack resilience, self-management skills and social skills because of being over-protected at home.
- Students are spending much time on electronic gadgets, resulting in sleeping problem, hence, poor response during lessons.
- Learning motivation and sense of crisis of students appear to be lower because of the through-train mode as a place in the secondary section has already been secured since P1.
- A number of experienced senior teachers will retire within 5 years, and hence giving rise to the urgency for succession planning.

## School Development Plan (2018/19-2020/21)

### Learning & Teaching

| Major Concern  | Targets  | Time Scale<br>(Please insert ✓) |       |       | A General Outline of Strategies  |
|--|--|---------------------------------|-------|-------|--|
|  |  | 18/19                           | 19/20 | 20/21 |  |
| <p><i>To groom students as reflective, transforming and proactive learners by catering to diversified learning needs</i></p> | <p>Focus 1:<br/><b><i>Boosting students' self-confidence through setting achievable learning targets.</i></b></p> <ol style="list-style-type: none"> <li>1. To fine-tune the curriculum to cater for students with diverse learning needs</li> <li>2. To devise strategies to match teaching with students' learning style</li> <li>3. To enhance students' English ability across the curriculum</li> <li>4. To design a variety of assessment types to ensure that assessments are <i>for</i> learning and <i>of</i> learning</li> </ol> | ✓                               | ✓     | ✓     | <p><u>Curriculum</u></p> <ul style="list-style-type: none"> <li>- Tailoring syllabuses with reference to HKDSE assessment frameworks to cater for varied students' abilities.</li> <li>- Setting teaching objectives to build students' positive learning attitudes, to create happy learning experiences and success in lessons.</li> </ul> <p><u>Learning &amp; Teaching Strategies</u></p> <ul style="list-style-type: none"> <li>- Sensitizing students to find out their learning styles, abilities and study skills/ habits that work best for them.</li> <li>- Polishing students' English skills and enhance their confidence in using the language in class and Language Across Curriculum activities.</li> </ul> <p><u>Assessment</u></p> <ul style="list-style-type: none"> <li>- Apportioning marks for questions of different levels of difficulties to ensure the assessments are manageable and challenging.</li> </ul> |

| Major Concern | Targets  | Time Scale<br>(Please insert ✓) |       |       | A General Outline of Strategies  |
|---------------|--|---------------------------------|-------|-------|--|
|               |  | 18/19                           | 19/20 | 20/21 |  |
|               | <p>Focus 2:</p> <p><b><i>Promoting students to self-direct and self-regulate their learning</i></b></p> <ol style="list-style-type: none"> <li>1. To review the curriculum to cater for students with diverse learning needs and develop their capability as self-directed learners</li> <li>2. To devise strategies to empower learners to learn on their own effectively</li> <li>3. To design tasks to enhance students' sense of control and metacognitive skills</li> </ol> | ✓                               | ✓     | ✓     | <p><u>Curriculum</u></p> <ul style="list-style-type: none"> <li>- Reviewing the curriculum with a focus to equip varied students with skills and knowledge to engage in learning inside and outside class (e.g. help students develop information literacy skills to support their learning)</li> </ul> <p><u>Learning &amp; Teaching Strategies</u></p> <ul style="list-style-type: none"> <li>- Encouraging students to take the initiative in planning their learning, assume responsibility for their own learning, carry out their learning plans, take calculated risks and learn from mistakes</li> <li>- Promoting various resources and strategies for learning to students to allow them to learn at their own pace and exhibit their learning achievements</li> <li>- Developing learning communities where students support each other's learning</li> </ul> <p><u>Assessment</u></p> <ul style="list-style-type: none"> <li>- Setting questions and /or tasks of different modes to assess self-directed learning</li> <li>- Adopting multiple means of assessment to cater for different learning styles</li> </ul> <p><u>Professional Development</u></p> <ul style="list-style-type: none"> <li>- Sharing good practices / professional sharing at departmental level</li> </ul> |

| Major Concern  | Targets   | Time Scale<br>(Please insert ✓) |       |       | A General Outline of Strategies  |
|--|---|---------------------------------|-------|-------|--|
|  |   | 18/19                           | 19/20 | 20/21 |  |
| <p><i>To groom students as reflective and proactive learners through multiple learning and teaching strategies</i></p> | <p>Focus 3:<br/><i>Through frequent use of multiple learning and teaching strategies in classrooms to motivate and activate students' passion and enthusiasm in learning.</i></p> <ol style="list-style-type: none"> <li>1. To maximize student participation through m-learning, group dynamics and flipped classroom</li> <li>2. To design new teaching packages to make learning more interactive</li> <li>3. To monitor the progress of the scheme</li> <li>4. To organize staff development programmes to enrich staff with knowledge on m-learning, group dynamics and flipped classroom</li> </ol> | ✓                               | ✓     | ✓     | <p><u>Curriculum</u></p> <ul style="list-style-type: none"> <li>- Reviewing the curriculum to incorporate the new learning and teaching strategies.</li> </ul> <p><u>Learning &amp; Teaching Strategies</u></p> <ul style="list-style-type: none"> <li>- Each department has to prepare teaching packages applying one to three of the following focuses: m-learning, group dynamics and flipped classroom in progressive stages. <ul style="list-style-type: none"> <li>○ Teachers will share good practices in subject department meetings</li> <li>○ The revised packages will be used as lesson observation focus.</li> <li>○ The revised packages will be reviewed and revised continuously.</li> </ul> </li> <li>- To help students learn effectively by adopting the new mode of learning progressively.</li> </ul> <p><u>Professional Development</u></p> <ul style="list-style-type: none"> <li>- The newly developed teaching packages will be the focus of lesson observation.</li> <li>- Professional sharing within the subject department will be held to exchange experience.</li> <li>- Staff development programmes will be conducted to help colleagues to learn more about m-learning, group dynamics and flipped classroom.</li> </ul> |

## Student Quality

| Major Concern   | Targets  | Time Scale<br>(Please insert ✓) |                            |                            | A General Outline of Strategies  |
|---|--|---------------------------------|----------------------------|----------------------------|--|
|   |  | 18/19                           | 19/20                      | 20/21                      |  |
| <p><i>To groom St. Marians as reflective, transforming and proactive learners</i></p> | <p>Focus 1:</p> <p><b><i>To embrace own strengths and weaknesses</i></b></p> <ol style="list-style-type: none"> <li>1. To create opportunities for students to understand own strengths and weaknesses</li> <li>2. To enhance students' self-management skills</li> <li>3. To help students to utilize their strengths and tackle /address their weaknesses</li> </ol>     | <p>✓</p> <p>✓</p> <p>✓</p>      | <p>✓</p> <p>✓</p> <p>✓</p> | <p></p> <p></p> <p>✓</p>   | <p><u>Understanding own strengths &amp; weaknesses</u></p> <ul style="list-style-type: none"> <li>- A wide variety of activities will be promoted and organized for students so that they have a better self-understanding and develop self-recognition.</li> <li>- Different teams will support students to explore their strengths in different disciplines and provide platforms for them to showcase their strengths.</li> <li>- Student leaders will be nurtured to reflect upon their strengths and weaknesses when taking up different roles and responsibilities in organizing activities.</li> <li>- Students will be guided to explore, adopt a positive attitude towards and respect one's unique features through Religious Education.</li> </ul> <p><u>Attaining a balanced development of strengths &amp; weaknesses</u></p> <ul style="list-style-type: none"> <li>- Student leaders and students with potential will be groomed so that they know how to utilize their strengths and manage their weaknesses for leadership roles.</li> <li>- Students who need more support in self-management and habit formation will be guided to set achievable targets and to make progress by class teachers, discipline teachers and guidance teachers.</li> <li>- Various types of positive reinforcement will be given to students as a recognition of their achieved targets and progress.</li> <li>- Students will be encouraged to take a more active role in developing their strengths through participating in courses/ programmes/ competitions run by external organizations.</li> </ul> |
|   | <p>Focus 2:</p> <p><b><i>To develop a sense of compassion and thoughtfulness towards the others</i></b></p> <ol style="list-style-type: none"> <li>4. To foster an atmosphere of gratitude on campus</li> <li>5. To promote the value of appreciating the joy of giving</li> <li>6. To encourage students to take initiative in the act of giving with humility</li> </ol> | <p></p> <p></p> <p></p>         | <p></p> <p></p> <p></p>    | <p>✓</p> <p>✓</p> <p>✓</p> |  |

| Major Concern | Targets | Time Scale<br>(Please insert ✓) |       |       | A General Outline of Strategies  |
|---------------|---------|---------------------------------|-------|-------|--|
|               |         | 18/19                           | 19/20 | 20/21 |  |
|               |         |                                 |       |       | <ul style="list-style-type: none"> <li>- Additional resources will be tapped to build up students' capacity and strengths in different arenas.</li> </ul> <p><u>Utilizing own strengths to bring positive influence on others</u></p> <ul style="list-style-type: none"> <li>- The value of gratitude will be advocated via class period lessons, CCA activities and OLE activities.</li> <li>- Students will be guided to see into the needs of others in student activities, school events and class period lessons, and understand the positive impacts that they can have on others.</li> <li>- Students will be motivated to show their care and concern about social issues through Religious Education lessons and civic education activities.</li> <li>- Students will be encouraged to respond proactively to the needs of our society by participating in internal and external activities and programmes.</li> <li>- Students will be offered a variety of activities, such as services, to unleash their potential and serve others with their own strengths.</li> <li>- Additional resources will be tapped to nurture students for promoting the joy of giving and the act of giving.</li> </ul> |

# Annual School Plan (2020/21)

## Learning & Teaching

**Major Concern: “To groom students as proactive and self-regulated learners through blended learning mode and self-directed learning”**

**Focus 1: To sustain good online learning practices to enhance teaching effectiveness and promote self-directed learning**

| Targets / Strategies  | Time Scale | Success Criteria  | Methods of Evaluation   | People Responsible  | Resources Required   |
|---|------------|---|---|---|--|
| <ol style="list-style-type: none"> <li>Teachers to blend face-to-face learning with online learning (blended learning)</li> <li>Teachers to use flipped learning on certain topic(s) at least once per term per level e.g. assign tasks on online learning platforms / use various online learning apps and / or share online resources to facilitate students’ preparations before class explore the topics in a deeper manner and /or work on high-order tasks in class</li> <li>Subject panels to set policies to strike a balance in the proportion of in-class learning tasks and take-home assignments</li> <li>Teachers to i) set online assignments /quizzes etc. and mark students’ work online and ii) (optional) assign differentiated materials / tasks to cater for learners of different abilities (e.g. self-learning tasks)</li> <li>Subject panels to organize department-based training and arrange panel members to attend training online / face-to-face to increase readiness and to acquire the necessary skills</li> <li>Subject panels to i) evaluate the effectiveness of measures taken in panel meetings and present it in the mid-year and year-end reports and ii) set the aforesaid targets as a lesson observation focus</li> <li>L&amp;T Section to coordinate staff development sessions to equip staff with the necessary knowledge on the</li> </ol> | Whole year | <ol style="list-style-type: none"> <li>Students’ study skills and knowledge in various subjects are boosted.</li> <li>Subject departments have selected appropriate topics at each level for flipped learning.</li> <li>The outcomes / end products of the efforts made to review/modify / differentiate teaching materials, assignments, learning tasks and the sharing of good practices have been recorded in department documents.</li> <li>The reviewed materials are ready for use and are set as the focuses for lesson observations.</li> <li>The reviewed materials/ tasks/ assignments can help promote self-learning among students and increase their learning outcomes.</li> <li>Different learners are given ample learning opportunities and differentiated materials /tasks / assignments can help to stretch elite students’ abilities and potentials as well as develop their high-order thinking skills and creativity. / Online assignments have been differentiated</li> </ol> | <ol style="list-style-type: none"> <li>Check departments’ DDP &amp; department reports/minutes</li> <li>Check departments’ Schemes of Work</li> <li>Check departments’ lesson observation records</li> <li>Check assignment inspection records</li> <li>SSE Staff Survey</li> </ol> | <ul style="list-style-type: none"> <li>Principals</li> <li>Learning &amp; Teaching Section (LTS)</li> <li>Chairs of Subject Panels</li> <li>IT in Education Team</li> </ul> | <ul style="list-style-type: none"> <li>Time for meetings</li> <li>Time for implementation</li> <li>Time to conduct survey, collect &amp; process data</li> <li>Time for staff development</li> </ul> |

| Targets / Strategies  | Time Scale | Success Criteria  | Methods of Evaluation                                 | People Responsible | Resources Required |
|---|------------|---|---|--------------------|--------------------|
| <p>above strategies e.g. share exemplars of flipped learning online and disseminate relevant training information online from time to time</p> <p>8. L&amp;T Section to monitor progress made, evaluate and report to the whole staff at the end of school year</p> |            | <p>to allow less able learners to complete parts suitable to their levels and there are parts for stretch elite students' abilities and potentials as well as develop their high-order thinking skills and creativity.</p> <p>7. Department-based training in online learning/ flipped classroom/ using various learning tools etc. have been conducted and the training record of relevant seminars /workshops of panel members are maintained.</p> <p>8. Review reports submitted to show adjustments made.</p> <p>9. Evaluation reports submitted to assess effectiveness.</p> <p>10. L&amp;T Section reports to the whole staff about the effectiveness of the focus.</p> | <p>6. Student Survey</p> <p>7. Meetings with HoDs</p> |                    |                    |

## Learning & Teaching

**Major Concern: “To groom students as proactive and self-regulated learners through blended learning mode and self-directed learning”**

*Focus 2: To extend learning opportunities to elite students to enrich their learning experiences and increase their exposure academically and non-academically*

| Targets / Strategies  | Time Scale | Success Criteria   | Methods of Evaluation   | People Responsible  | Resources Required  |
|---|------------|--|---|---|---|
| <ol style="list-style-type: none"> <li>1. Subject departments and teams to provide extended learning opportunities to junior elite classes and groom talents in their subjects/fields</li> <li>2. Such extended learning opportunities include:                             <ul style="list-style-type: none"> <li>- organizing / encouraging elite students to take part in (internal / external) enrichment activities/ programmes / competitions related to the subject /team</li> <li>- holding joint-departments /teams/ schools programmes / competitions</li> <li>- exploring and deploying external support and resources (e.g. alumni, service providers)</li> </ul> </li> <li>3. Subject departments to evaluate the effectiveness of the above in panel meetings. The evaluation report is included in the mid-year and year-end reports.</li> </ol> | Whole year | <ol style="list-style-type: none"> <li>1. More extended learning opportunities have been arranged for elite students to stretch their abilities and potentials, develop high-order thinking skills and creativity and transfer skills learnt in various areas.</li> <li>2. More extended learning activities have been given to able learners to increase their exposure to learning experiences outside classrooms, boost their confidence, learn across curriculum and enrich their world knowledge.</li> <li>3. Evaluation about the programmes / activities has been conducted.</li> <li>4. Evaluation reports submitted to assess effectiveness.</li> </ol> | <ol style="list-style-type: none"> <li>1. Check departments’ DDP &amp; department reports/minutes</li> <li>2. SSE Staff Survey</li> <li>3. Student Survey</li> <li>4. Meetings with HoDs</li> </ol> | <ul style="list-style-type: none"> <li>▪ Principals</li> <li>▪ Learning &amp; Teaching Section (LTS)</li> <li>▪ Chairs of Subject Panels</li> </ul> | <ul style="list-style-type: none"> <li>▪ Time for planning and arrangement of programmes/ activities</li> <li>▪ Time to conduct survey, collect &amp; process data</li> </ul> |

## Student Quality

**Major Concern: “To Groom St. Marians as Proactive Learners”**

**Focus 1: “To practise gratefulness and appreciate the goodness in one’s life with a thankful heart”**

| Strategies / Tasks   | Time Scales       | Success Criteria   | Methods of Evaluation   | People Responsible   | Resources Required   |
|--|-------------------|--|---|--|--|
| <ul style="list-style-type: none"> <li>• To conduct life-experience programmes to nurture the students with an attitude of appreciation towards daily life events</li> <li>• To cultivate students’ gratefulness by fostering/ taking reflective practices, e.g. sharing during class periods and morning assemblies</li> <li>• To promote students’ self-recognition and self-efficacy through providing opportunities for them to excel</li> <li>• To foster positive relationship with others by promoting thankfulness and appreciating individual uniqueness</li> <li>• To encourage students to live in peace and harmony and treasure the resources in the world with a thankful heart</li> <li>• To promote the theme of the Catholic Society which is ‘Be joyful, prayerful and thankful’ to whole school</li> <li>• To guide Catholic students to reflect on how to be joyful, prayerful and thankful Christians in their daily lives</li> </ul> | <p>Whole year</p> | <ul style="list-style-type: none"> <li>• Activities have been arranged and promoted to broaden students’ horizons and to allow students to excel.</li> <li>• Students have expressed their gratitude through different means.</li> <li>• Students have adopted the practice of gratefulness.</li> <li>• Students have been encouraged to develop positive self-image and positive relationship with others.</li> <li>• Students learn to appreciate self-worth through reflective practices and excel themselves.</li> <li>• Students have shown appreciation to God’s blessings, protection and guidance to every individual.</li> <li>• Students have learnt to treasure themselves and the resources they have.</li> <li>• Catholic students have been guided to reflect upon their daily lives in becoming joyful, prayerful and thankful Christians.</li> </ul> | <ul style="list-style-type: none"> <li>• Post-activity feedback from students and teachers</li> <li>• Post-training feedback from students and teachers</li> <li>• Reflection done by students</li> <li>• Evaluation meetings of club committee members</li> <li>• End-of-year evaluation meetings</li> <li>• Stakeholders’ survey</li> </ul> | <ul style="list-style-type: none"> <li>• Teams of Student Support &amp; Quality Development Section</li> <li>• Class teachers</li> </ul> | <ul style="list-style-type: none"> <li>• Life-wide Learning Grant</li> <li>• Moral &amp; National Education Support Grant</li> <li>• School funds</li> </ul> |

## Student Quality

**Major Concern: “To Groom St. Marians as Proactive Learners”**

**Focus 2: “To serve with humility and to discover the joy of giving”**

| Strategies / Tasks  | Time Scales       | Success Criteria  | Methods of Evaluation   | People Responsible   | Resources Required   |
|---|-------------------|---|---|--|--|
| <ul style="list-style-type: none"> <li>• To broaden students’ horizons and enrich their life experience so as to raise their social awareness</li> <li>• To nurture proactiveness among students so that they are sensitive to the needs of the community</li> <li>• To cultivate the Canossian spirit and altruism among students</li> <li>• To encourage students to serve on campus, in family and in the society</li> <li>• To promote different service programmes and target groups to students</li> <li>• To equip students with skills to build a caring and supportive school environment</li> <li>• To develop skills of students in serving others through pre-service workshops and training, student leaders’ trainings, etc.</li> </ul> | <p>Whole year</p> | <ul style="list-style-type: none"> <li>• Students have observed the needs in the society.</li> <li>• Students have cultivated an attitude to take care of the others with a humble heart.</li> <li>• Students have contributed their effort generously and discovered the joy of sharing when serving others.</li> <li>• Students have made use of their strengths as they serve.</li> <li>• A number of service programmes have been promoted via different channels.</li> </ul> | <ul style="list-style-type: none"> <li>• Post-activity feedback from students and teachers</li> <li>• Post-training feedback from students and teachers</li> <li>• Reflection done by students</li> <li>• Evaluation meetings of club committee members</li> <li>• End-of-year evaluation meetings</li> <li>• Stakeholders’ survey</li> </ul> | <ul style="list-style-type: none"> <li>• Teams of the Student Support &amp; Quality Development Section</li> <li>• Class teachers</li> </ul> | <ul style="list-style-type: none"> <li>• Life-wide Learning Grant</li> <li>• Moral &amp; National Education Support Grant</li> <li>• School funds</li> </ul> |

## Medium of Instruction

English is adopted as the medium of instruction at St. Mary's Canossian College for all subjects except Chinese Language, Putonghua and Chinese History.

We have put the 'Language on Campus Policy' in place to enrich the English Language environment. Details of the policy are as follows:

### Language on Campus Policy

#### i) Related to Learning and Teaching:

- All subjects are taught in English except Chinese related subjects.
- Outside the classroom, teachers should speak to the students in the same language that they use in the classroom, i.e. English medium subjects in English and Chinese medium subjects in Putonghua (PTH).
- To maintain high standards in use of language on campus, students are required to speak in full language at all times, that is, using proper and accurate English and Chinese (PTH), inside and outside the classroom.
- Students should use dignified language and refrain from using unacceptable language at all times.
- Students should make the effort and encourage one another to exchange views in English/PTH at all times on campus and should avoid using mixed codes in their conversations.

#### ii) Related to Student Activities:

- **All whole school assemblies** should be conducted in English, except for specific occasions as needs arise.
- **School functions and club activities** should be conducted primarily in English supplemented by Chinese (Putonghua) or completely in PTH if deemed appropriate and necessary.
- Proper language should be used for **materials on display boards and all publicity documents such as circulars, notices, etc.** All written documents should be in proper written form and mixed codes are not accepted.
- **All class announcements** should be made in proper English (except those related to subjects taught in Chinese or PTH).
- **All messages or notes written on the blackboard** should be in proper written English / Chinese as appropriate. Mixed codes are not allowed.

## **Ways to sustain the Language on Campus Policy**

- **For Class Teachers :**
  - explain the language policy included in the School Core Values in Practice in the student handbook,
  - regularly monitor students' conscientiousness in observing the language policy,
  - spot check and make rectifications where necessary.
  
- **For Student Council :**
  - incorporate the language policy requirements in the guidelines given to all student bodies,
  - check and monitor to ensure all publicity materials are written or made according to language policy,
  - check and monitor to ensure all activities are conducted according to the language policy,
  - regularly hold activities to promote the language policy.
  
- **For House Advisors and CCA Advisors :**
  - incorporate the language policy requirements in the guidelines or instructions given to houses and clubs,
  - monitor and maintain the standard of language used in announcements, meetings and publication materials,
  - language related clubs (i.e. English Society, Chinese Culture Society, Debate Clubs, etc.) should regularly hold activities to promote the language policy,
  - ensure all general assemblies are conducted in English.
  
- **For Subject Teachers :**
  - observe the policy on teaching medium,
  - monitor and ensure that students express themselves fully in proper language,
  - speak to students in the same language used for teaching inside and outside the classroom.

## Budget Summary 2020/21

### A. EOEBG

| Programme Item   | Funds available for 20/21 (\$) | Approved Budget 20/21 (\$) |
|--|--------------------------------|----------------------------|
| <b>EOEBG Surplus Bal from previous years and income of 2020/21</b><br>(3,712,744.65+ 2,523,322.71) | 6,236,067.36                   |                            |
| Premises   |                                | 681,000                    |
| Administration   |                                | 1,930,573                  |
| Curriculum - Subjects  |                                | 271,150                    |
| Pastoral   |                                | 160,000                    |
| <b>Total Budget from EOEBG</b>   |                                | <b>3,042,723</b>           |

### B. Other Grants

| <u>Task Area</u>                        | <u>Remarks:</u>  |
|---|--|
| Teaching Assistant for English Language | Capacity Enhancement Grant<br>\$695,780                  |
| Writing Programme for F2 & 3 Highflyers |  |
| Enhancement Programme for F2            |  |
| Enhancement Programme for F6            |  |
| Full-time Social Worker Service         |  |
| Speaker for JUPAS Talk                  | Careers & Life Planning Grant<br>\$606,180               |
| Interview Workshop                      |  |
| F1 Target Group Careers Programme       |  |
| Teachers for English Language           |  |
| Programme Consultant                    | Teacher Relief Grant<br>\$105,000                        |
| Programme Consultant                    |  |
| Supply Teachers                         | Senior Secondary Curriculum Support Grant<br>\$1,364,563 |
| Teachers for English Language           |  |
| Language & Drama Consultant             |  |
| Programme Consultant                    |  |

**St. Mary's Canossian College**

**Three-year-plan – Provision of Gifted Education Programmes for the 12<sup>th</sup> cohort of senior secondary students (from 2020/21 to 2022/23 school year)**

The following programmes are adopted with the support of EDB's Diversity Learning Grant (DLG):

Annex 3

| Domain<br>(Dept/Team)      | Strategies & benefits<br>anticipated  | Name of<br>programme(s)   | Duration of<br>programme(s)                                    | Target students   | Estimated no. of<br>students involved in<br>each school year |       |       | Evaluation of student<br>learning / success<br>indicators   | Teacher-<br>in-charge | Expected<br>expenditure               |
|----------------------------|---|---|--|---|--|-------|-------|---|-----------------------|---------------------------------------|
|                            |   |   |  |   | 20/21  | 21/22 | 22/23 |   |                       |                                       |
| Student<br>Support<br>Team | To organize training sessions to further develop students' giftedness in Math and help them excel in external math competitions   | F.4 Mathematics Highflyer Programme   | 20 sessions (1hr 15min@)                                       | F.4 students gifted in Mathematics                      | 10-15  | 0     | 0     | Students will be awarded prizes in external Mathematics competitions.   | Ms Karen Yu           | <b>\$6,000</b>                        |
| Student<br>Support<br>Team | To nominate and prepare scientifically gifted students to participate in external science competitions or taking science/ technology related workshops to develop their talents | Suitable external science competitions or workshops organized by tertiary institutes/ NGO | - 3-4 months for competitions<br>- 1 day or more for workshops | NSS students gifted in Science and Technology Invention | 20   | 20    | 0     | - Students will be shortlisted to the final and expected to receive awards in competitions.<br>- Through taking workshops, students will excel in and demonstrate their giftedness in their learning or future studies. | Ms Ada Cheng          | \$1,500/yr<br>x 2<br>= <b>\$3,000</b> |

**St. Mary's Canossian College**

**Three-year-plan – Provision of Gifted Education Programmes for the 12<sup>th</sup> cohort of senior secondary students (from 2020/21 to 2022/23 school year)**

| Domain<br>(Dept/Team)      | Strategies & benefits<br>anticipated   | Name of<br>programme(s)                                   | Duration of<br>programme(s)  | Target students                    | Estimated no. of<br>students involved in<br>each school year |       |       | Evaluation of student<br>learning / success<br>indicators  | Teacher-<br>in-charge          | Expected<br>expenditure                 |
|----------------------------|--|---|------------------------------|------------------------------------|--|-------|-------|--|--------------------------------|---|
|                            |  |   |                              |                                    | 20/21  | 21/22 | 22/23 |  |                                |   |
| Student<br>Support<br>Team | To organize workshops on skills required for walking on the runway to let students experience on-stage artistic creation   | Cat-walk training for Fashion Show                        | 5 sessions<br>(1 hr 30 min@) | NSS students gifted in Visual Arts | 0  | 20    | 0     | Student models will receive training on postures, balance and techniques on the catwalk.   | Ms Cathy Ching                 | <b>\$5,000</b>                          |
| Student<br>Support<br>Team | To organize photography workshops to enable students to discover how photographic works create meaning and apply the learnt methodology to show appreciation and make criticisms | Artist-in-Residence Programme                             | 2 sessions<br>(2 hrs@)       | NSS students gifted in Visual Arts | 20   | 0     | 0     | Students will learn professional photo-taking skills and are able to analyze photographs and are more sensitive to ideas conveyed in visual works. | Ms Cathy Ching                 | <b>\$4,500</b>                          |
| Student<br>Support<br>Team | To process and subsidize gifted students' application for enrichment courses offered by tertiary institutions to further develop their potential                                 | Summer gifted programmes offered by tertiary institutions | 2 months                     | F.4-5 academically gifted students | 15   | 15    | 0     | Students will further broaden their horizons and excel in their areas of giftedness  | Ms Carmen Cheng & Ms Echo Wong | \$40,000/yr<br>x 2<br>= <b>\$80,000</b> |

**St. Mary's Canossian College**

**Three-year-plan – Provision of Gifted Education Programmes for the 12<sup>th</sup> cohort of senior secondary students (from 2020/21 to 2022/23 school year)**

| Domain<br>(Dept/Team)                      | Strategies & benefits<br>anticipated  | Name of<br>programme(s)                        | Duration of<br>programme(s)              | Target students   | Estimated no. of<br>students involved in<br>each school year |       |       | Evaluation of student<br>learning / success<br>indicators   | Teacher-<br>in-charge       | Expected<br>expenditure                  |
|--|---|--|--|---|--|-------|-------|---|-----------------------------|--|
|  |   |  |  |   | 20/21  | 21/22 | 22/23 |   |                             |  |
| Chinese<br>Language                        | To organize a programme to provide intensive training to enhance students' speaking skills in Chinese   | Chinese Language Oral Highflyers' Programme    | 6-7 lessons in summer vacation (3- hrs@) | F.4-F.6 students gifted in Chinese Language   | 30   | 30    | 30    | Selected students will achieve excellent results in the HKDSE Chinese Language Exam   | Ms Agnes Lui & Ms Nancy Yum | \$3,200/yr<br>x 3<br>= <b>\$9,600</b>    |
| Chinese<br>Language                        | To organize an advanced Chinese writing programme<br>• to enhance writing skills in Chinese Language<br>• to achieve excellent results in the HKDSE Chinese Language Paper 2 (Writing) Exam | Chinese Language Writing Highflyers' Programme | 5 lessons in October 2018 (1.5 hrs@)     | F.4-F.5 students gifted in Chinese Language nominated by Chinese Language Department with specific criteria | 12   | 8     | 0     | Selected students will receive intensive training and obtain better results in Paper 2 (Writing) in both internal and external examinations | Ms Agnes Lui & Ms Nancy Yum | \$3,000/yr<br>x 3<br>= <b>\$9,000</b>    |
| Language<br>Environment<br>Support<br>Team | To organize English public speaking workshops:<br>• to polish student presenters' oral delivery skills<br>• to train and groom student MCs  | Vocal Training Workshops                       | Sept – Dec 2018 (6 sessions, 1.5 hrs@)   | F.4-F.5 good and confident English speakers with potential  | 20   | 15    | 0     | The language quality in the school broadcasting will be higher and there are more competent student MCs in school events                    | Ms Jenny KM Chan            | \$15,000 /yr<br>x 2<br>= <b>\$30,000</b> |

**St. Mary's Canossian College**

**Three-year-plan – Provision of Gifted Education Programmes for the 12<sup>th</sup> cohort of senior secondary students (from 2020/21 to 2022/23 school year)**

| Domain<br>(Dept/Team)    | Strategies & benefits<br>anticipated  | Name of<br>programme(s)  | Duration of<br>programme(s)           | Target students  | Estimated no. of<br>students involved in<br>each school year |       |       | Evaluation of student<br>learning / success<br>indicators  | Teacher-<br>in-charge | Expected<br>expenditure             |
|--------------------------|---|--------------------------|---------------------------------------|--|--|-------|-------|--|-----------------------|-------------------------------------|
|                          |   |                          |                                       |  | 20/21  | 21/22 | 22/23 |  |                       |                                     |
| Music                    | To subsidize students talented in music to enroll in external courses to enhance their music skills and to further develop their giftedness | Music Enrichment Courses | 4 music lessons x 2                   | F.4 & F.5 music gifted students  | 4  | 1     | 0     | Selected students will participate in different public music performances or competitions showcasing their enhanced skills.  | Ms Viola Chan         | \$8,500 + \$2,000 = <b>\$10,500</b> |
| Co-curricular Activities | To organize training sessions to improve students' leadership skills and enable them to organize quality activities                         | Leadership Training      | 2 years (4 hrs mass programme / year) | Student Council members, executive committee members of CCA clubs and prefect boards | 50   | 50    | 0     | Students leaders <ul style="list-style-type: none"> <li>• will acquire techniques in organizing activities and build networks</li> <li>• can discharge their duties with more confidence</li> <li>• can successfully hold activities echoing the annual school themes</li> </ul> | Ms Meaco Kwok         | \$4,500 /yr x2 = <b>\$9,000</b>     |
| <b>\$166,600</b>         |   |                          |                                       |  |  |       |       |  |                       |                                     |

St. Mary's Canossian College (2020/21)  
Plan of Life-wide Learning Grant

Annex 4

**Declaration:** We understand clearly the principles on the use of the Life-wide Learning Grant and, after consulting teachers on the allocation of the resources, plan to deploy the Grant for promoting the following items.

| Domain   | Brief Description of the Activity   | Objective  | Date          | Target Student<br>(Level and estimated number of participants) | Brief Description of the Monitoring / Evaluation Mechanism | Estimated Expenses (\$) | <b>Essential Learning Experiences</b><br>(Please put a ✓ in the appropriate box(es); more than one option can be selected) |   |   |   |   |
|--|---|--|---------------|--|--|-------------------------|--|---|---|---|---|
|  |   |  |               |  |  |                         | I  | M | P | S | C |
| <b>Category 1 To organize / participate in life-wide learning activities</b> |   |  |               |  |  |                         |  |   |   |   |   |
| <b>1.1</b>   | <b>Local Activities: To organize life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises, thematic learning day)</b> |  |               |  |  |                         |  |   |   |   |   |
| Chinese Language   | Chinese Language Activities   | Enriching students' life-wide learning experiences through activities                              | Whole year    | All students   | Students and teachers' evaluations                         | \$2,000                 | ✓  | ✓ |   |   |   |
|  | Debate Activities   | Enriching students' life-wide learning experiences through activities                              |               |  |  | \$25,000                | ✓  | ✓ |   |   |   |
|  | Speech Festival   | Enhancing students' skills of literary appreciation and building their confidence in presentations | Sept-Dec 2020 | F.1 students   |  | \$2,000                 | ✓  | ✓ |   |   |   |

|                              |  |   |                      |                             |                                     |                  |   |  |   |  |  |
|------------------------------|--|---|----------------------|-----------------------------|-------------------------------------|------------------|---|--|---|--|--|
| English Language             | English Learning Centre Activities & other competitions                              | Enriching students' life-wide learning experiences through activities   | Whole year           | All students                | Students and teachers' evaluations  | \$13,000         | ✓ |  |   |  |  |
|                              | Drama Fest   | Enriching students' life-wide learning experiences through activities   |                      |                             |                                     | \$48,000         | ✓ |  |   |  |  |
|                              | Speech Festival  | Enhancing students' skills of literary appreciation and building their confidence in presentations  | Sept-Dec 2020        | F.1 students                |                                     | \$2,000          | ✓ |  |   |  |  |
| Mathematics                  | Mathematics Activities   | Enriching students' learning experiences in Mathematics through activities  | Whole year           | All students                | Students and teachers' evaluations  | \$2,000          | ✓ |  |   |  |  |
| Physical Education           | Swimming Gala  | Broadening students' life-wide learning experiences through various internal and external sports competitions   | 29/9/2020            | All students                | Feedback from teachers and students | \$4,700          | ✓ |  | ✓ |  |  |
|                              | Sports Meet  |   | 6/5/2021             |                             |                                     | \$5,900          | ✓ |  | ✓ |  |  |
| Aesthetic Development Team   | <b>Music</b><br>1. OLE performances by the external organizations<br>2. Talent Quest | Enriching students' exposure to arts and enhancing their sense of aesthetic appreciation through regular lessons, school-based activities and inter-school competitions | Nov 2020 & July 2021 | 1. F.1-5<br>2. All students | Feedback from students              | \$7,000          |   |  | ✓ |  |  |
| <b>Sub-total of Item 1.1</b> |  |   |                      |                             |                                     | <b>\$111,600</b> |   |  |   |  |  |

| 1.2                        | Local Activities: To organize diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes (e.g. activities on multiple intelligences; physical, aesthetic and cultural activities; leadership training; service learning; clubs and societies; school team training; uniform groups; military camps) |   |            |                       |   |           |   |   |   |  |  |
|----------------------------|--|---|------------|-----------------------|---|-----------|---|---|---|--|--|
| Aesthetic Development Team | <u>Dance</u><br>1. Participation in the HK Schools Dance Festival & other dance performances<br>2. Hiring a coach for the dance team   | Enriching students' exposure to arts and enhancing their sense of aesthetic appreciation through regular lessons, school-based activities and inter-school competitions | Whole year | Dance Team members    | Feedback from students; Evaluation with team coach; Evaluation of students' performances in the inter-school competitions | \$40,720  |   |   | ✓ |  |  |
|                            | <u>Visual Arts</u><br>Fashion Show   |   | 11/12/2020 | F.3-5                 | Feedback from students  | \$8,000   |   |   | ✓ |  |  |
| Co-curricular Activities   | Membership fee of students' associations   | Encouraging students' active participation in CCA   | Whole year | Student leaders       | Feedback from teachers and students   | \$1,000   | ✓ | ✓ |   |  |  |
| Drama                      | Professional services for School Drama   | Enriching students' life-wide learning experiences through drama production   | Whole year | Drama Production Team | Feedback from guests/ audience, teachers and students   | \$150,000 | ✓ |   | ✓ |  |  |
| Music                      | Music Festival & Music Interflow, hiring conductors for music teams  | Enriching students' life-wide learning experiences through musical training and competitions  | Whole year | All students          | Students and teachers' evaluations  | \$242,121 | ✓ |   | ✓ |  |  |
| Physical Education         | Membership fees, competition fees, hiring charges and transportation fees  | Broadening student' life-wide learning experiences through various internal and external sports competitions  | Whole year | All students          | Feedback from teachers and students   | \$15,300  | ✓ |   | ✓ |  |  |

|  |   |  |                |              |  |          |   |   |   |  |   |
|--|---|--|----------------|--------------|--|----------|---|---|---|--|---|
| Physical Education                           | School Teams Training and Competitions  | Enriching students' life-wide learning experiences through sports training and competitions                | Whole year     | All students | Students and teachers' evaluations                                   | \$70,000 | ✓ |   | ✓ |  |   |
| Student Support Team                         | Battle of Books Competitions Writing, Speaking, Math, Science and Art external competitions | Fostering students' giftedness in different academic areas and helping them excel in external competitions | Whole year     | F.1-5        | Students' participation and awards attained in external competitions | \$9,000  | ✓ |   | ✓ |  |   |
|  | F.2-3 Math Highflyer Programme  | Fostering students' giftedness in Math and helping them excel in external Math competitions                | Whole year     | F.2-3        |  | \$12,000 | ✓ |   |   |  |   |
| Health and Sex Education                     | Seminar on Healthy Eating   | Developing students' habits on healthy eating  | Nov - Dec 2020 | F.2          | Feedback from nurses and students                                    | \$700    |   | ✓ |   |  |   |
|  | Seminar on Proper Attitude towards Dating and Pre-marital Sex                               | Instilling the right attitude and knowledge on health and sex related issues in students                   | Mar 2021       | F.4-5        | Feedback from teachers and students                                  | \$1,700  |   | ✓ |   |  |   |
| Other Learning Experiences Coordination Team | Skincare & Makeup Workshop  | Equipping students with basic skills in skincare and makeup  | Dec 2020       | F.6          | Teachers and students' feedback and evaluation                       | \$36,000 |   | ✓ |   |  | ✓ |
|  | Chinese Shaolin Kung Fu Training  | Cultivating students' appreciation of Chinese Kung Fu  | Apr - May 2021 | F.5          |  | \$24,000 |   | ✓ | ✓ |  |   |
|  | Social Etiquette Workshop   | Fostering social manner and etiquette  | Mar 2021       | F.4          |  | \$30,000 |   | ✓ |   |  | ✓ |
|  | Photography Workshop  | Polishing students' photo-taking skills  | Mar 2021       | F.4          |  | \$30,000 |   | ✓ | ✓ |  |   |
|  | OLE & SLP Workshop  | Introducing aims and objectives of OLE under the NSS curriculum  | Oct 2020       | F.4          |  | \$3,000  | ✓ | ✓ |   |  |   |
|  | Workshop on Finance Management  | Providing students with smart money management skills  | Feb 2021       | F.2          |  | \$12,000 |   | ✓ |   |  |   |

|  |  |   |                |              |  |                    |   |   |   |   |
|--|--|---|----------------|--------------|--|--------------------|---|---|---|---|
| Other Learning Experiences Coordination Team | Workshop on Aesthetic Performance  | Developing students' aesthetic appreciation   | Nov 2020       | F.1          | Teachers and students' feedback and evaluation | \$12,000           | ✓ | ✓ |   |   |
|  | Activity Days  | Enriching students' learning experiences outside classroom                              | 28-30 Jan 2021 | F.1-5        |  | \$267,000          | ✓ | ✓ | ✓ |   |
|  | School Picnic  | Developing students' generic skills and maintaining a healthy lifestyle                 | 19/11/2020     | All students |  | \$115,800          | ✓ | ✓ |   |   |
| STEM Education Team                          | External STEM-related competitions or courses application fees                 | Encouraging students to participate in external STEM-related trainings and competitions | Whole year     | All students | Teachers and students' evaluation              | \$9,000            | ✓ |   |   | ✓ |
| STEM Education Team                          | Outsourced trainings/ workshops/ activities, e.g. microbit, camera drone, etc. | Motivating students to learn more about STEM  | Whole year     | All students | Teachers and students' evaluation              | \$40,000           | ✓ |   |   | ✓ |
| <b>Sub-total of Item 1.2</b>                 |  |   |                |              |  | <b>\$1,129,341</b> |   |   |   |   |

|  |   |   |                |       |                                   |                    |   |   |  |  |
|--|---|---|----------------|-------|-----------------------------------|--------------------|---|---|--|--|
| <b>1.3</b>                               | <b>Non-Local Activities: To organize or participate in non-local exchange activities or non-local competitions to broaden students' horizons</b>  |   |                |       |                                   |                    |   |   |  |  |
| Cultural Enrichment Team                 | Cultural Exchange Tours: <ul style="list-style-type: none"> <li>▪ Okinawa</li> <li>▪ Taiwan</li> <li>▪ Xi'an</li> <li>▪ United Kingdom</li> </ul> | Broadening students' horizons through cultural exchange experiences | Jan - Aug 2021 | F.1-5 | Teachers and students' evaluation | \$177,000          | ✓ | ✓ |  |  |
| <b>Sub-total of Item 1.3</b>             |   |   |                |       |                                   | <b>\$177,000</b>   |   |   |  |  |
| <b>Estimated Expenses for Category 1</b> |   |   |                |       |                                   | <b>\$1,417,941</b> |   |   |  |  |

| Domain               | Item   | Purpose  | Estimated Expenses (\$)                            |                    |
|----------------------|--|--|--|--------------------|
| <b>Category 2</b>    | <b>To procure equipment, consumables or learning resources for promoting life-wide learning</b>                    |  |  |                    |
| Student Support Team | Stationery and postage<br>Prizes and souvenirs   | To award students achieving outstanding results in ICAS UNSW assessments                         | \$3,000  |                    |
| Music                | Musical instruments & accessories  | To provide equipment to enrich students' life-wide learning experiences through musical training | \$50,000   |                    |
| STEM Education Team  | Teaching resources & STEM materials  | To encourage students to learn more about STEM   | \$1,000  |                    |
|                      | Composite furniture & equipment: Laboratory equipment, Teaching aids & related resources                           | To encourage students to learn more about STEM   | \$10,000   |                    |
|                      | Consumable stores: Materials to promote STEM activities in IS subject and CCA                                      | To encourage students to learn more about STEM   | \$11,400   |                    |
|                      | External STEM-related competition expenses e.g. materials for experiments, printing posters for oral presentations | To encourage students to participate in external STEM-related trainings and competitions         | \$4,000  |                    |
|                      | Composite furniture & equipment: Laboratory equipment, teaching aids & related resources                           | To encourage students to learn more about STEM   | \$12,500   |                    |
| Drama                | Desktop Computer   | To use computer applications for the annual production   | \$10,000   |                    |
|                      |  |  | <b>Estimated Expenses for Category 2</b>           | <b>\$101,900</b>   |
|                      |  |  | <b>Estimated Expenses for Categories 1 &amp; 2</b> | <b>\$1,519,841</b> |

**Estimated Number of Student Beneficiaries**

|  |      |
|--|------|
| Total number of students in the school:                | 1062 |
| Estimated number of student beneficiaries:             | 100% |
| Percentage of students benefitting from the Grant (%): | 100% |

Contact Person for Life-wide Learning (Name & Post):

Miss Bonnie Leung  
(OLE & CCA Coordinator)

---

### Plan on the Use of the Promotion of Reading Grant 2020/21

| Item         |   | Estimated Expenses (\$)                              | Responsible Team/Dept               |
|--------------|---|--|-------------------------------------|
| 1            | Procurement of reading materials, such as newspapers, magazines and books for student access in the school library and Extensive Reading Scheme of Chinese Language | 11,000.00  | Chinese Language Department         |
| 2            | Procurement of reading materials, such as newspapers, magazines and books for student access in the school library and Extensive Reading Scheme of English Language | 10,500.00  | English Language Department         |
| 3            | Procurement of reading materials, such as newspapers, magazines and books for student access in the school library  | 28,100.00  | All Subject Departments             |
| 4            | Book coupons for Reading Award Scheme   | 13,000.00  | Reading & Thinking Enhancement Team |
| 5            | Reading materials, stationery and prizes for Reading & Thinking Activities  | 200.00   |                                     |
| 6            | Procurement of books, newspapers, magazines and consumable stores for School Library Programmes   | 29,240.00  | School Library                      |
| <b>Total</b> |   | <b>\$92,040</b> (Disbursement in 2020/21 - \$72,310) |                                     |

**St. Mary's Canossian College**  
**School Development Plan 2018/19 – 2020/21**  
**Annual School Plan 2020/21**

Endorsed by:

The Incorporated Management Committee  
Of  
St. Mary's Canossian College

---

Sr. Agnes LAW  
Supervisor/Chairperson  
7<sup>th</sup> October 2020