



**St. Mary's Canossian College**  
**School Development Plan 2018 – 2021**  
**&**  
**Annual School Plan 2018 – 2019**

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# 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 2018-2021 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 (2018-2021)

### Learning & Teaching

Major Concern	Targets	Time Scale (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: <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 (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>To review the curriculum to cater for students with diverse learning needs and develop their capability as self-directed learners</li> <li>To devise strategies to empower learners to learn on their own effectively</li> <li>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 (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: <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>o Teachers will share good practices in subject department meetings</li> <li>o The revised packages will be used as lesson observation focus.</li> <li>o 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 (Please insert ✓)			A General Outline of Strategies
		18/19	19/20	20/21	
<p><b><i>To groom St. Marians as reflective, transforming and proactive learners</i></b></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><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/</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>			✓	



Major Concern	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		18/19	19/20	20/21	
					<p>programmes/ competitions run by external organizations.</p> <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 (2018-2019)

### Learning & Teaching

**Major Concern:** *“To groom students as reflective, transforming and proactive learners by catering to diversified learning needs”*

**Focus 1:** *Sustaining students’ interests in learning through multiple learning and teaching strategies*

Steps	Time Scale	Success Criteria	Evaluation Methods	People Responsible	Resources Required
<ul style="list-style-type: none"> <li>• Adoption of active learning and teaching strategies to maximize student participation through m-learning, group dynamics and flipped classroom. ( To revise two packages at each level with any two applications )</li> <li>• Sharing good practices in subject department meetings</li> <li>• Using the revised packages as lesson observation focus</li> <li>• Reviewing and revising packages developed last year</li> <li>• Organizing staff development programmes to enrich staff with knowledge on m-learning, group dynamics and flipped classroom</li> </ul>	<p>Whole year</p>	<ul style="list-style-type: none"> <li>• Subject departments have revised two packages at each level with any two applications.</li> <li>• The efforts made to revise teaching packages and the sharing of good practices have been recorded in department documents.</li> <li>• The new packages are ready for use and they are set as the focuses for lesson observations.</li> <li>• The new packages can help to increase the effectiveness of learning and teaching (e.g. longer student-on-task time, more students raising questions or responding in class)</li> <li>• Improved performance of students after using the new packages.</li> <li>• Staff development programmes on m-learning, group dynamics and flipped classroom have been held.</li> </ul>	<ul 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>• Compare HKDSE results</li> <li>• SSE Staff Survey</li> <li>• Student survey</li> <li>• Meetings with HoDs</li> </ul>	<ul style="list-style-type: none"> <li>• Principals</li> <li>• Learning &amp; Teaching Section</li> <li>• Subject Panel Chairs</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Mobile Devices</li> <li>• Accessories for mobile learning</li> <li>• Time for meetings</li> </ul>



**Focus 2: Boosting students' self-confidence through setting achievable learning targets**

Steps	Time Scale	Success Criteria	Evaluation Methods	People Responsible	Resources Required
<ul style="list-style-type: none"> <li>• Tailoring syllabuses with reference to HKDSE assessment frameworks to cater for varied students' abilities</li> <li>• Apportioning marks for questions of different levels of difficulties to ensure the assessments are manageable and challenging</li> <li>• Polishing students' English skills and enhance their confidence in using the language in class and Language Across Curriculum activities</li> <li>• Building self-confidence by sensitizing students to find out their learning styles, abilities and study skills/ habits that work best for them</li> <li>• Setting teaching objectives to build students' positive learning attitudes, to create happy learning experiences and success in lessons</li> </ul>	<p>Whole year</p>	<ul style="list-style-type: none"> <li>• The efforts made to modify syllabuses have been recorded in department documents.</li> <li>• Questions of different levels of difficulties can be found in test and examination papers.</li> <li>• Students are more willing to use English in class and Language Across Curriculum activities.</li> <li>• Students can find out their learning styles and study habits that work best for them.</li> <li>• More students have shown positive learning attitudes and described they have happy and successful learning experiences.</li> </ul>	<ul 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>• Compare HKDSE results</li> <li>• SSE Staff Survey</li> <li>• Student survey</li> <li>• Meetings with HoDs</li> </ul>	<ul style="list-style-type: none"> <li>• Principals</li> <li>• Learning &amp; Teaching Section</li> <li>• Subject Panel Chairs</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Time for meetings</li> <li>• Time for collecting data for analysis</li> </ul>



## Student Quality

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

**Focus 1: “To encourage students to explore and recognize their strengths through reflective practice”**

Strategies / Tasks	Time Scales	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p><u>Guidance</u></p> <ul style="list-style-type: none"> <li>• By running activities that encourage participants to be reflective learners</li> <li>• By inviting students to take part in activities beneficial to their growth</li> </ul>	Whole Year	<p><u>Guidance</u></p> <ul style="list-style-type: none"> <li>• Activities that are considered appropriate have been promoted to students, for example, activities that encourage students to explore and understand their strengths and understand their limitations</li> <li>• Students have the opportunity to reflect upon their strengths and their weakness</li> </ul>	<ul style="list-style-type: none"> <li>• Student participation rate</li> <li>• Programme evaluation reports</li> <li>• Minutes of evaluation meetings</li> <li>• Records of students’ self-evaluation reports</li> <li>• Records of qualitative feedback by participants / teachers</li> <li>• Post-activity evaluation survey</li> <li>• End-of-year survey</li> <li>• JUPAS results statistics</li> </ul>	<ul style="list-style-type: none"> <li>• Guidance Team</li> <li>• Careers Team</li> <li>• Aesthetic Team</li> <li>• Student Support Team</li> <li>• CCA Team</li> <li>• RAFT</li> <li>• CSU</li> </ul>	<ul style="list-style-type: none"> <li>• Funding for training programme</li> <li>• Funding for running activities</li> </ul>
<p><u>Careers</u></p> <ul style="list-style-type: none"> <li>• By providing F.6 students with updated study pathways and helping them to reflect on their own targets, strengths and weaknesses so they can formulate their further study plans</li> <li>• By helping Form 3 to 5 students to set achievable learning targets that match with their abilities.</li> </ul>		<p><u>Careers</u></p> <ul style="list-style-type: none"> <li>• Students find it easier to make more realistic decisions in JUPAS programme selection and further study options.</li> <li>• Selected F.3 – F.5 students have made an action plan on their studies.</li> </ul>			



Strategies / Tasks	Time Scales	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p><u>CCA</u></p> <ul style="list-style-type: none"> <li>• By training student leaders to conduct formal evaluation meetings and individual reflections</li> <li>• By guiding student leaders to conduct evaluation meetings with committee members so as to help them understand more about their strengths and weaknesses</li> <li>• By conducting an experience sharing session to enrich students' experience at the end of each term</li> </ul> <p><u>Aesthetic</u></p> <ul style="list-style-type: none"> <li>• By providing more chances for students to choose, discover and explore different aesthetic activities to see if they are suitable for them so as to help them become more aware of their interest and strengths.</li> </ul> <p><u>Student Support Team</u></p> <ul style="list-style-type: none"> <li>• Provide a platform for students to showcase their talents in diversified areas</li> </ul>		<p><u>CCA</u></p> <ul style="list-style-type: none"> <li>• Student leaders will show improvement in organizing activities during the school year in terms of communication and organization.</li> <li>• Improvement in the quality of activities in Term 2.</li> <li>• Students will be more aware of their strengths and weaknesses.</li> <li>• Attendance rate of the experience sharing session will reach 80%.</li> </ul> <p><u>Aesthetic</u></p> <ul style="list-style-type: none"> <li>• Over 80% students know their own strengths and weaknesses and they choose suitable aesthetic activities for themselves to develop their own potential.</li> </ul> <p><u>Student Support Team</u></p> <ul style="list-style-type: none"> <li>• Students actively enroll themselves in activities and competitions.</li> <li>• Students exhibit their talents in different fields.</li> </ul>			



Strategies / Tasks	Time Scales	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p><u>Community Service Union</u></p> <ul style="list-style-type: none"> <li>By encouraging students to be reflective learners through effective evaluation on their roles and responsibilities in the services they have taken part in.</li> </ul> <p><u>RAFT</u></p> <ul style="list-style-type: none"> <li>By organizing religious activities for students to reflect and recognize their identity as the children of God</li> <li>By encouraging students to explore and appreciate their unique features given by God in His creation</li> </ul>		<p><u>Community Service Union</u></p> <ul style="list-style-type: none"> <li>The students will discover their own strengths and weaknesses through taking part in planning, implementation and evaluation.</li> <li>Students have gained a better understanding of themselves as they explore and develop ways to contribute to their communities.</li> </ul> <p><u>RAFT</u></p> <ul style="list-style-type: none"> <li>More students have identified themselves as the children of God. They are able to tell that they have experienced God’s love through the reflection on all the blessings in their unique lives.</li> <li>Students are able to understand that they are made in the image of God. They are able to recognize and appreciate themselves as part of God’s creation which is good and pleasant.</li> </ul>			



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

**Focus 2: “To guide students to understand their limitations and develop positive attitudes towards self-management”**

Strategies / Tasks	Time Scales	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p><u>Discipline</u></p> <ul style="list-style-type: none"> <li>• By nurturing positive attitudes and suggesting different skills on self-management through classroom cleanliness campaign across all levels, and promoting good virtues of honesty and responsibility in level-based programmes</li> <li>• By fostering commitment among students through habits formation and value formation, e.g. implementation of the compulsory reporting scheme for habitually late students</li> <li>• By guiding students to reflect and make improvement plan in case of breaching of school rules</li> <li>• By using positive reinforcement to motivate and show recognition to students who have accomplished the target of self-management</li> </ul> <p><u>Guidance</u></p> <ul style="list-style-type: none"> <li>• By promoting positive attitudes towards self-recognition and self-management in all guidance programmes</li> </ul>	<p>Whole Year</p>	<p><u>Discipline</u></p> <ul style="list-style-type: none"> <li>• Improvement in punctuality of students with habitual lateness</li> <li>• Progress in students’ performance in classroom cleanliness campaign observed</li> <li>• Targets in improvement plans achieved</li> <li>• Level-based programmes promoting good virtues held</li> </ul> <p><u>Guidance</u></p> <ul style="list-style-type: none"> <li>• Participants responded positively that they have been encouraged to develop self-recognition and self-management</li> </ul>	<ul style="list-style-type: none"> <li>• Records of discipline, lateness, cleanliness, etc.</li> <li>• Records of “stars of the week”</li> <li>• Feedback of students and teachers</li> <li>• Records of students’ self-evaluation reports</li> <li>• Mid-year and End-of-year team evaluation meetings held</li> </ul>	<ul style="list-style-type: none"> <li>• Student Support and Quality Development Section</li> <li>• Discipline Team</li> <li>• Guidance Team</li> <li>• Class teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Funding for running activities</li> <li>• Funding for award schemes</li> <li>• Manpower to facilitate the planning, implementing and evaluating programmes</li> </ul>

**Language on Campus Policy**

St. Mary's Canossian College would continue to adopt EMI for all non-language subjects for all Form 1 students admitted in the 2018/19 school year.

**The following "Policy" will continue to be in force:**

- All subjects should be 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. English medium subjects in English, Chinese medium subjects in 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.
- 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 (i.e. Cantonese & 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).
- All messages or notes written on the blackboard should be in proper written English/ Chinese as required. Mixed codes are not allowed.

**Ways to sustain the Language on Campus Policy****a. 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.

**b. 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 language policy,
- regularly hold activities to promote the language policy.

**c. 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 Society, Debate Clubs etc.) should regularly hold activities to promote the language policy,
- demand all general assemblies to be conducted in English.

**d. For Subject Teachers :**

- observe the policy on teaching medium,
- monitor and demand students to express themselves fully in proper language,
- speak to students in the same language used for teaching inside and outside the classroom. \*\*\*\*\*



**Diversity Learning Grant****Three-year-plan – Provision of Gifted Education Programmes for the 10<sup>th</sup> cohort of senior secondary students (from 2018/19 to 2020/21 school year)**

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

Domain (Dept/Team)	Strategies & benefits anticipated	Name of programme(s)	Duration of programme(s)	Target students	Estimated no. of students involved in each school year			Evaluation of student learning / success indicators	Teacher- in-charge	Expected expenditure
					17/18	18/19	19/20			
Student Support Team	To further develop students' giftedness in math and help them excel in external math competitions	F.4 Mathematics High flyer Programme	12–16 sessions (1hr 15min@)	F.4 students gifted in Mathematics	10-15	0	0	Students will be awarded prizes in external Mathematics competitions.	Ms Flora Poon	<b>\$4,800</b>
Student Support Team	To further cultivate scientifically gifted students to develop their talents through participation in external science competitions	Coaching and training sessions for various science competitions	3–4 months	NSS students gifted in Science and Technology Invention	10	10	0	Students will be shortlisted to the final and awarded prizes in competitions.	Ms Ada Cheng	\$1750/yr x2 = <b>\$3,500</b>
Student Support Team	To experience on-stage artistic creation	Cat-walk training for Fashion Show	5 sessions (1 hr 30 min@)	NSS students gifted in Visual Arts	0	20	0	Models will have their on-stage practice. Cat-walking of models will develop good posture, balance and technique.	Ms Cathy Ching	<b>\$5,000</b>



Domain (Dept/Team)	Strategies & benefits anticipated	Name of programme(s)	Duration of programme(s)	Target students	Estimated no. of students involved in each school year			Evaluation of student learning / success indicators	Teacher-in-charge	Expected expenditure
					17/18	18/19	19/20			
Student Support Team	To enable students to discover how photographic works create meaning and apply the learnt methodology to make appreciation and criticism	Artist-in-Residence Programme	2sessions (2 hrs@)	NSS students gifted in Visual Arts	20	0	0	Students have opportunities to analyse photographs with ideas conveyed in visual culture.	Ms Cathy Ching	<b>\$4,000</b>
Student Support Team	To enable students to participate in enrichment courses offered by tertiary institutions	Summer gifted programmes offered by tertiary institutions	2 months	F.4-5 academically gifted students	18	18	0	Students will further broaden their horizon and excel in their areas of giftedness	Ms Carmen Cheng & Ms Echo Wong	\$27350/yr x 2 = <b>\$54,700</b>
Chin Language	To provide intensive training to enhance students' speaking skills in Chinese	Chinese Language Oral Highflyers' Programme	6-7 lessons in summer vacation (3 hours per lesson)	F.4-F.6 students gifted in Chinese Language	30	30	30	Selected students will achieve excellent results in the HKDSE Chinese Language Exam	Mrs Kapo Lee & Ms Agnes Lui	\$3,000/yr x 3 = <b>\$9,000</b>



Domain (Dept/Team)	Strategies & benefits anticipated	Name of programme(s)	Duration of programme(s)	Target students	Estimated no. of students involved in each school year			Evaluation of student learning / success indicators	Teacher-in-charge	Expected expenditure
					17/18	18/19	19/20			
English Language	<ul style="list-style-type: none"> <li>To groom more potential 5** English speakers in DSE Paper 4 as well as SBA presentations</li> <li>To further enhance selected students' public speaking skills</li> </ul>	Speaking Enhancement Programme	2 years	Achieving students nominated by F.4 /F.5 English teachers and English Debate Club Advisors	14	14	0	<ul style="list-style-type: none"> <li>Nominated students able to get 5** in the HKDSE English Language Paper 4 exam.</li> <li>English Debate Team able to achieve good results in external competitions</li> </ul>	Ms Maria Chan & Ms Karen Wong	\$6,500/yr x 2 = <b>\$13,000</b>
English / Editorial Board (English Section)	<ul style="list-style-type: none"> <li>To sharpen students' skills and techniques of writing various types of writings for school publication e.g. feature articles, interviews</li> <li>To help students develop critical thinking skills and raise key questions</li> <li>To heighten students' awareness of social / current issues</li> </ul>	English Writing Workshops	2 years	F4- F5 Editors	40	20	0	Quality writing produced in the school publication	Ms Jenny KM Chan	\$12,000 + \$6,000 = <b>\$18,000</b>



Domain (Dept/Team)	Strategies & benefits anticipated	Name of programme(s)	Duration of programme(s)	Target students	Estimated no. of students involved in each school year			Evaluation of student learning / success indicators	Teacher-in-charge	Expected expenditure
					17/18	18/19	19/20			
Music	To enhance students' music skills and to further develop giftedness in music	Music Enrichment Courses	4 music lessons x2	F.4 & F.5 music gifted students	1	1	0	Students will participate in different music public performances or competitions and will improve their music skills in music performance	Ms Viola Chan	\$ 1,500/yr x 2= <b>\$ 3,000</b>
Co-curricular Activities	Students can improve their leadership skills and able to organize quality activities that focus on the school theme.	Leadership Training	2 years (4 hours mass programme / year)	NSS Student leaders chosen by <ul style="list-style-type: none"> <li>• election</li> <li>• interview</li> <li>• teachers' nomination</li> <li>• form position (top 100) with good conduct (B+ or above)</li> </ul>	50	50		<ul style="list-style-type: none"> <li>• Attendance of students</li> <li>• Students acquired techniques in organizing activities and build up network.</li> <li>• Students had more confidence to be leaders.</li> <li>• Student activities are successfully held echoing the school themes</li> </ul>	Ms Meaco Kwok	\$4,000 /yr x2 = <b>\$8,000</b>
<b>\$123,000</b>										



**Plan on Use of CEG / CLP / TRG / SSCSG in 2018-19**

<u>Task Area</u>	<u>Remarks:</u>	<u>Key</u>
0.5 Pastoral Worker	CEG \$1,180,103	Capacity Enhancement Grant
Coach of Chinese Debate		
1.5 Teaching Assistants for School Administration		
1 Teaching Assistant for English Language		
Coaches for Sports Teams		
Instructor for Dance Team		
Conductors for School Orchestra		
Professional Services for School Development & Documents		
Drama Support		
Speaker for JUPAS Talk	CLP \$566,753	Careers and Life Planning Grant
Interview Workshop		
F1 Target Group Careers Programme		
0.4 Teachers for English Language		
0.3 Teacher for Science Subjects		
Programme Consultant	TRG \$279,815	Teacher Relief Grant
0.5 Teacher for Humanities & Music		
1.1 Teachers for English Language	SSCSG \$968,044	Senior Secondary Curriculum Support Grant
Lang & Drama Consultant		



**Budget Summary - General**  
**for the period from 1/9/2018 to 31/8/2019**

<b>Programme Item</b>	<b>Funds available for 18/19 \$</b>	<b>Approved Budget 18/19 \$</b>
<b>EOEBG Surplus Bal from previous years and income of 18/19</b> (4,005,105.59 + 2,425,733.04)	6,430,897.04	
Premises		
Administration		3,371,388
Curriculum - Subjects		642,890
Pastoral		836,970
<b>Total Budget from EOEBG</b>		<b>4,851,248</b>

Others

**Administration Grant - Ordinary**

Funds for 18/19	4,626,492	
<b>Budget for 18/19</b>		<b>4,290,902</b>

**Teachers Relief Grant**

Surplus from 17/18 (a)	0.00	
Estimated amount for 18/19 (b)	278,285	
<b>Total TRG available (a+b)</b>	<b>278,285</b>	
<b>Budget for 18/19</b>		<b>279,815</b>



**St. Mary's Canossian College**  
**School Development Plan 2018 – 2021**  
**Annual School Plan 2018 – 2019**

Endorsed by:

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

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Sr. Cynthia Chan  
Supervisor/Chairperson  
16<sup>th</sup> October 2018

