

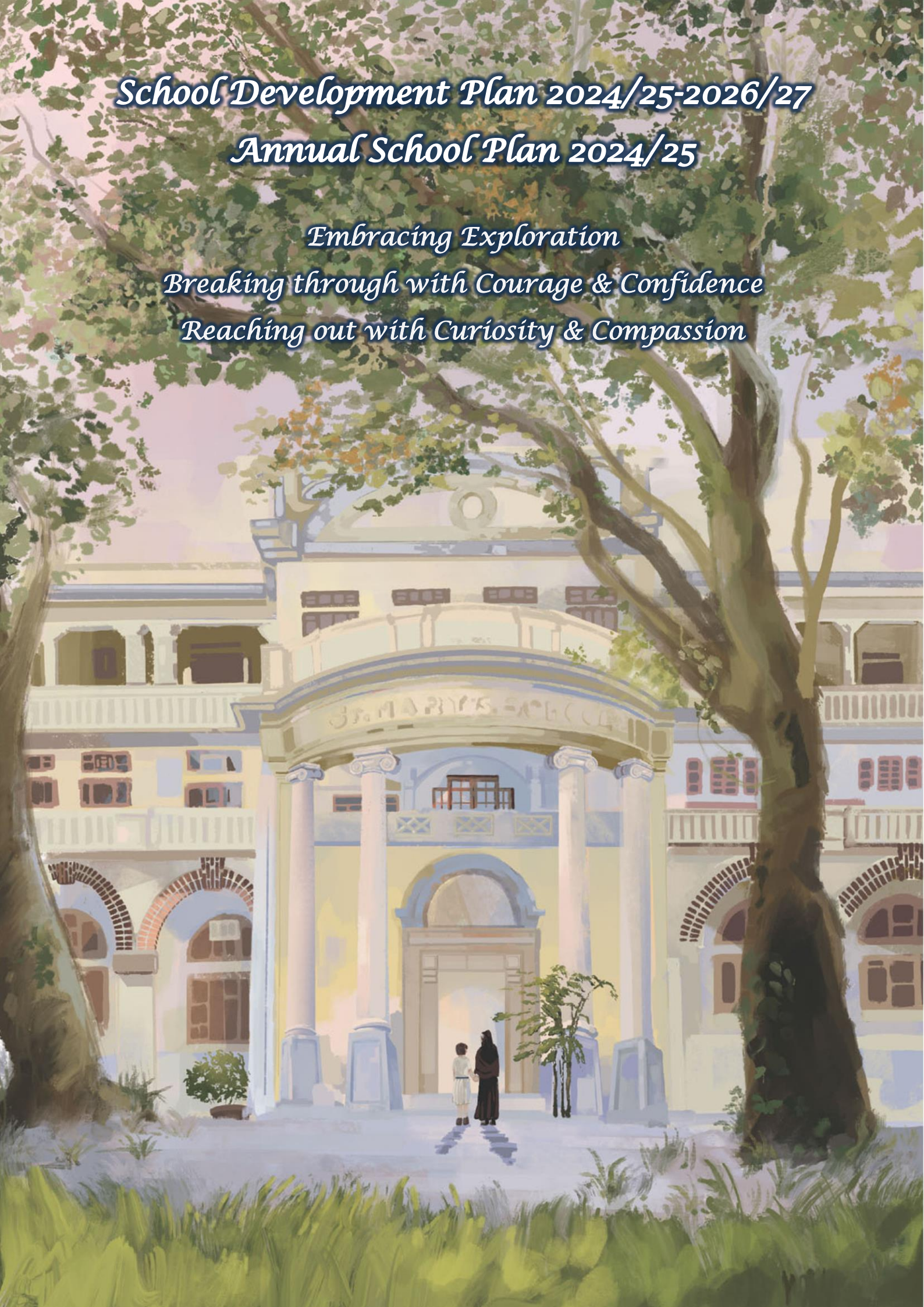
School Development Plan 2024/25-2026/27

Annual School Plan 2024/25

Embracing Exploration

Breaking through with Courage & Confidence

Reaching out with Curiosity & Compassion





St. Mary's Canossian College
School Development Plan 2024/25 – 2026/27
&
Annual School Plan 2024/25

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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.

Holistic Review of School Performance

a. Effectiveness of the School Development Plan in the cycle of 2021/22 - 2023/24

Major Concern and target	Extent of the target achieved	Follow-up action(s)
<p>Major Concern 1: To enhance teachers' assessment literacy to improve learning and teaching effectiveness</p> <p>Targets:</p> <ul style="list-style-type: none"> • <i>Planning effective Assessment for Learning to facilitate and improve student learning</i> • <i>Making effective use of public assessment data to facilitate teachers to review assessment, curriculum, and pedagogies</i> • <i>Making effective use of internal assessment data to facilitate teachers to review curriculum and pedagogies</i> 	Fully achieved	Assessment literacy will continue to be one of the essential goals to achieve in the coming three-year cycle. The school will ensure all subject departments to evaluate, analyse internal and public assessment data (if applicable) to facilitate teaching and boost learning outcome in students. These will become part of the routine for assessments and examinations.
<p>Major Concern 2: To boost student engagement by revamping lesson design and teaching strategies under hybrid learning</p> <p>Targets:</p> <ul style="list-style-type: none"> • <i>Adjusting teaching materials and tools to engage students in online and face-to-face modes</i> • <i>Increasing student engagement and learning outcomes in and beyond lessons with the implementation of Bring Your Own Device (BYOD) Initiative</i> 	Fully achieved	eLearning will be incorporated in routine work. With the full implementation of the BYOD in all junior levels, teachers and students are more ready to use the devices and access online materials and resources inside and beyond classrooms. Students not only use the devices to complete class activities and assignments, but they are encouraged to use the devices to organize and display their learning outcomes.
<p>Major Concern 3: To foster student wellness through cultivating a positive school culture and Environment</p> <p>Targets:</p> <ul style="list-style-type: none"> • <i>Implementing positive education through home-school cooperation</i> • <i>Nourishing students' development with positive education</i> 	Fully achieved	Positive Education will continue to be a major concern in the next development cycle with emphasis on self-reflection and healthy lifestyles.

b. School self-evaluation on fostering whole-person development and lifelong learning of students

i) Achieving the Seven Learning Goals:

Students generally perform satisfactorily in learning activities and assignments, showing mastery of knowledge and skills learnt in various subjects. They can also demonstrate certain generic skills like communication, information technology and problem-solving in the project work which is common in some subjects in junior and senior levels. With the introduction of STEAM elements in junior levels in recent years, students have gained even more chances to apply and integrate the knowledge and skills learnt from at least two different subjects and then produce their work and share it with others.

Nevertheless, some students, in particular the junior levels, need more support in self-management and self-learning skills. Thus, Form 1 and 2 Class Teachers have been invited to deliver packages to guide their class to plan and review their learning in class periods before and after the organized tests and examinations. Students are also guided to evaluate and reflect on their performance and identify areas for improvement in the following term.

Students' language proficiency is generally good as they have relatively strong foundation in English and Chinese Language when compared to other local students. They are provided with an array of activities and take part in competitions inside and outside school in order to broaden their horizons and boost their language proficiency. They are also given opportunities to read regularly during the morning reading periods and also encouraged to read a variety of texts in various subjects. Nevertheless, some of them can be encouraged further to read widely and regularly, not only for leisure reading, but also gaining exposure to social and current issues in online news / newspapers. As such, we would like to strengthen this area in the upcoming school year cycle.

The religious background of the school has laid good foundation in character building and values formation for our students. The various whole-school religious events help to instill positive values and virtues in our students, in particular gratitude, commitment and respect which formulated the School Theme from 2021/22 to 2023/24. Through prayers and sharing every day, students have established a closer relationship with God and treasure the blessings they receive. Besides, they are guided to reflect on the actions that they take for their families and society. Not only have they developed better awareness of the needs of others, but they have also learnt to serve with charity and humility.

In addition to the religious environment, positive values are also promoted through class-based sharing in the whole-school morning assemblies. These are valuable contributions from students as they share their experiences and learning from their own perspectives. Students are generally well disciplined and have strong moral character.

In view of national and global identity, students have developed a positive view and have strong sense of national identity as reflected in the APASO-III. The "Speech under the Flag", morning reading periods, and civic education activities conducted on a level basis and house basis are effective in promoting the sense of identity.

To cultivate a positive culture and environment in school, elements of positive education have been incorporated into the learning experiences of students. Relaxation programmes such as art-based mindfulness programmes are organized to allow students to take time to calm their mind and be more aware of their mental wellbeing. Other than that, topics such as character strength, self-image, stress management, growth mindset and knowing more about emotions, etc., have been included in the class periods as well as talks and workshops. The school-based positive education curriculum has been implemented. Students have got insights on shaping their self-concept and coping with stress from different perspectives.

A positive environment is created by giving regular encouragement and recognition to students. The “Appreciation Corner” set in all junior classes has created opportunities for teachers to commend students’ favourable behaviour and attitude as a class, while “Stars of the Week” focuses more on individual students’ positive qualities that they demonstrate. Both are widely utilized by the teachers which helps to build the self-concept of students.

A wide range of learning experiences in CCA clubs, experiential learning in informal curriculums, such as adventure-based activities as well as leadership training, were available for students to participate in. These learning experiences on one hand unleash students’ potentials and develop confidence, students also have the opportunities to have their generic skills developed. Starting from F.1, all class unions will learn to organize class activities, in which they need to be in charge of a class period and conduct the session so as to create ~~some~~ quality class time with their peers. Students have been given ample opportunities to sharpen different generic skills.

More effort has to be dedicated to maintaining a more balanced and healthy lifestyle among students, as reflected from the SHS survey. There is triangulation across the responses from teachers, students and parents which has illustrated this is an area to be addressed by the School in the coming 3-year cycle. Besides, students do not have a strong sense of purpose which lowers their motivation to strive. As such, actions should be taken to help students to identify their goals to pursue, and find meaning in learning.

ii) Enriching students’ learning experiences for their whole-person development and lifelong learning

To keep abreast of the current teaching and learning trends, the school has encouraged all subject departments to tie in various activities / programmes when planning the curriculum and also catering for learner diversity. To maximize the learning time, subject departments usually coordinate with related co-curricular clubs to organize activities for students during school hours and /or after school. They also seek opportunities to introduce subject-related enrichment programmes / competitions to students of different interests and abilities. Students are also encouraged to take part in these programmes to enrich their learning experiences through self-learning and /or bonus tasks. Our school has also provided diverse opportunities for students to showcase their talents and display their achievements in such learning experiences via the morning assemblies and also Student Achievement sharing regularly done at the beginning and towards the end of the school year.

Subject teachers adopt different strategies in different classes even in the same level. Depending on the students’ abilities, interests and needs, differentiated class work, assignments and assessments are set to cater for learner diversity. Learning materials and texts are also regularly reviewed and adjusted to fit students’ language proficiency, learning styles and their existing knowledge and skills. In addition, multimodal elements are incorporated in the teaching and learning processes, enabling students of different needs and styles to display their learning outcomes effectively.

To facilitate and strengthen curriculum interface in the junior levels, summer bridging courses are specially organized for new Form 1 students. This proves to be effective to help these students adapt to the physical and also the language environment. They are also coached by their seniors in the process and the latter can offer timely support to them before the start of the new school year. Vertical planning is also ensured in order to help students to progress from one level to the next, while remedial support measures are regularly carried out, especially in core subjects in the junior levels. Students’ foundation in core subjects is strengthened through our curriculum in the first three years of secondary school.

The Student Quality Committee holds meetings to discuss the needs of students and corresponding support measures. With the collaborative efforts from teachers in student support, together with the SHS and APASO-III survey, the Student Quality Committee has been able to collect feedback and data from different perspectives to help in identifying the needs of the students. Together with the Heads of different student teams in the Committee, there have been in-depth exchanges of ideas on how to support students' whole-person development.

The School has been arranging a diverse range of learning experiences to nurture students' skills, attitudes, character formation and personal growth both inside and outside classrooms. Teachers are very resourceful in utilising external learning opportunities and resources for creating different learning experiences for the students, thus students have abundant opportunities to explore outside classrooms to enrich their learning. In events that are not compulsory for students, they are often encouraged to take an active role by signing up and self-nomination for activities and programmes.

While there are development foci of the whole school, different teams supporting student development also formulate their own plans in supporting students according to the class level of the students. Such practice has created a more targeted approach as the learning experiences could be more tailor-made with reference to the developmental needs and the age of the students. The needs of the students are addressed timely. In view of the change of students' needs after the school has returned to normalcy in the post-pandemic era, teams supporting student development organized special programmes so as to give immediate and appropriate support to the students.

Besides, there are cross-team collaboration in organizing activities for students which could address the needs of the students in a more holistic manner. The School is well-aware of the importance of the learning experiences for students with different abilities, needs, interests and talents, and has been striving to make use of possible means and resources to continue to provide such learning opportunities.

iii) Leadership in continuous improvement and development for students' whole-person development and lifelong learning

Regular meetings among the Sections with the Principal, Vice Principals and Section Heads are conducted to discuss and formulate directions for the school development and coordinate the development of students' academic and non-academic aspects. Also, in response to the school directions, the core committees under L&T and SQD sections meet regularly to discuss further the details of implementation of the school policies and collect views from KLA and/or Team heads to devise plans which fit the needs of the students.

The School holds a staff forum yearly to disseminate data of the SHS and APASO survey to the staff. All teaching staff are engaged in the discussion process which is significant in reaching consensus in prioritizing the developmental direction. This helps to build a shared vision among the staff which leads to more collaborative efforts in envisioning the plans. With the routine of PIE-P established, middle managers follow the PIE-P cycle when setting specific goals for the teams.

On the other hand, the regular meetings between the school management and the middle managers serve as a platform for them to discuss and share views towards school development. With clear goals and directions set, the middle managers formulate specific programmes to echo with the school developmental directions. Some of the middle managers are new in their roles yet they are dynamic and open-minded. Such traits contribute to more exchanges and communication between the school management and the middle managers.

c. School's Self-improvement

i) Students' Needs

As mentioned above, students need to establish regular reading habits to expand their horizons and boost their language and various kinds of subject knowledge. They should also apply learning skills taught to monitor and regulate their learning. Students need to gradually form the habit of reflecting on their performance and then formulating plans or setting targets to achieve or improve further. They are expected to increase their awareness of doing so and self-monitor and regulate their learning from time to time (instead of being instructed by teachers).

Our students need a more balanced and healthy lifestyle. Students are generally academic-oriented and it is no doubt that they focus a lot on pursuing learning and achieving better grades, yet fail to strike a balance between study and rest. Students need to establish a balanced and healthy lifestyle so as to achieve physical, mental and social well-being. The implementation of positive education will be continued to help students to improve their mental well-being. With the initiatives of promoting sports ambience, it would be a good opportunity to develop students' habits of active participation in physical activities. Social relationships are important to adolescents and therefore, strengthening positive and supportive relationships in the school community and in families would be also stressed in the upcoming 3-year cycle.

The effects of the pandemic on personal growth of adolescents is profound and it takes time to cultivate good habits, attitudes and skills among students. Since school resumption after the pandemic, teachers have identified the need to equip student with generic skills and life skills as well as nurture them with positive values and perspectives. The School will continue to work on this area, targeting at preparing our students to become competent, confident and compassionate grown-ups. Grooming students to become leaders would remain as one of the foci. Besides, it has been reflected that students do not have a strong sense of purpose which lowers their motivation to strive. Therefore, there is a need to strengthen the area of life planning for students to help them to set directions for their aspirations.

ii) School's capacity for continuous improvement and development

The school has been playing an active role in seeking continuous improvement and development. Professional development in teaching and non-teaching areas has provided the staff with various opportunities to equip themselves with the necessary subject knowledge and skills and also enable more professional exchanges with other schools, tertiary institutions, and external organisations and so on. Subject departments have been engaged or taken part in school-based support programmes and inter-school and internal professional sharing on a long or short term basis. During the past 3 years, teachers have developed a more open mind to the changes in curriculum and also other learning trends, for instance, eLearning and Assessment Literacy. Therefore, we will continue this practice in this new school development cycle, encouraging and also inviting more subject departments to strengthen in their professional capacity and gain opportunities to increase and share our professional knowledge.

In terms of student support and whole-person development, the School has worked closely with professionals, universities and NGOs. The collaboration has also supported professional development of the teachers for making continuous improvement and development in the aspect of student development. Parents are supportive and share the same vision with the School. This enhances home-school cooperation in supporting the personal growth and values formation of the students. Together with the strong support from the alumni and the liaison with external organizations, the scope of learning experiences for students is broadened and enriched.

Nevertheless, the more diverse needs of students is an area to be addressed. The diverse needs of students demand more strategies from teachers in guiding and coaching the students in the aspect of character building and values formation. Teachers may need to enrich their knowledge and skills in pastoral care and student support with reference to the diverging needs of the students.

iii) School's development priorities for enhancing the whole-person development and lifelong learning of students

It has been noted from teachers, parents and students that students need a more balanced life between study and rest, as well as coping with stress. The School has promoted positive education in the last 3-year cycle with the support from universities. To enlarge the effectiveness, physical health and social health should also be developed for achieving wellness in addition to continuing positive education. The initiatives of promoting sports ambience and the partnership with NGOs could facilitate the promotion of physical health and social health among students. Through instilling values and attitudes, students are empowered to form more healthy habits in establishing a healthy lifestyle.

The need to nurture positive values and perspectives among students is of utmost importance to sustain the good culture and tradition of the School. There are different opportunities and learning experiences to promote positive values. To deepen their learning, the post-activity reflection and the weekly reflection practice are good tools for students to reflect upon what they have learnt and how they could apply this in other scenarios. It is equally important to foster their sense of ownership and autonomy to sustain the performance of the students in both academic and non-academic areas. Under the guidance of the teachers, students set goals and directions for their aspirations.

In order to keep students abreast of the changing needs in society, students need to prepare well to embrace future challenges by equipping themselves with generic skills and life skills. The various learning opportunities, both inside and outside classrooms, are conducive to skills learning. Leadership training would be one of the foci. Besides, students need to breakthrough and broaden their perspectives. Connection with alumni and partnership with external organizations could be potential resources for providing a larger variety of learning opportunities for students, e.g. internships, job shadowing, overseas learning tours, etc.

Major Concerns of the 2024/25 – 2026/27 School Development Cycle

Based on the above holistic review of school performance, the major concerns in order of priority are:

- 1. Cultivating healthy lifestyles among students to foster well-being**
- 2. Nurturing students with positive values and perspectives towards themselves and life**
- 3. Empowering students with versatile skills to embrace an evolving future**

School Development Plan (2024/25 - 2026/27)

Major Concern 1: Cultivating healthy lifestyles among students to foster well-being

Targets	Outline of Strategies	Time Scale			Seven Learning Goals
		1 st Year	2 nd Year	3 rd Year	
<ul style="list-style-type: none"> To review and revamp assignment types and design with a view to build subject-based knowledge and skills To ensure coherence between the assignments and assessments and both are manageable by students 	<ul style="list-style-type: none"> To review the assessment and assignment policy so as to cater for students learning needs and maintain a balance between academic and non-academic development To make use of assessment data to review learning and teaching effectiveness and take appropriate follow up measures 	✓	✓	✓	Healthy Lifestyle
<ul style="list-style-type: none"> To empower students in adopting healthy lifestyles in physical, social, mental and spiritual aspects through developing skills and attitudes To emphasize better self-management and building healthy and good habits 	<ul style="list-style-type: none"> To promote physical wellbeing through MVPA60 To nurture various generic skills among students in order to develop their competence to handle different situations. To introduce different activities which foster mental wellbeing To build on the religious atmosphere to achieve spiritual wellness To engage parents in the building up of healthy lifestyles of their daughters To connect students to each other and nature to achieve social wellbeing 	✓	✓	✓	Healthy Lifestyle Information Literacy

Major Concern 2: Nurturing students with positive values and perspectives towards themselves and life

Targets	Outline of Strategies	Time Scale			Seven Learning Goals
		1 st Year	2 nd Year	3 rd Year	
<ul style="list-style-type: none"> ● To incorporate the teaching of values in and beyond classroom teaching and learning ● To promote national education and Chinese culture elements and values in and beyond classroom teaching and learning 	<ul style="list-style-type: none"> ● To incorporate values education in lessons, reading sessions and extended learning activities ● To promote professional development programmes to enrich teachers' knowledge in incorporating values education in the curriculum ● To map and review the various values to be incorporated across the subject curriculum ● To utilize external resources to promote values education 	✓	✓	✓	National and global identity Breath of Knowledge
<ul style="list-style-type: none"> ● To foster students' development through coaching of teachers ● To review the elements and programmes delivered through teams under Student Quality Development Section to cater for students' needs ● To strengthen students' habit and skills of self-reflection 	<ul style="list-style-type: none"> ● To conduct professional development programmes to enrich teachers' skills in coaching students ● To enrich the elements of life-education and values education programmes ● To utilize various platforms other than lesson time to promote positive values and perspectives ● To offer adequate learning opportunities for students to develop their confidence ● To institutionalize the practice of post-activity reflection 	✓	✓	✓	National and global identity Life planning

Major Concern 3: Empowering students with versatile skills to embrace an evolving future

Targets	Outline of Strategies	Time Scale			Seven Learning Goals
		1 st Year	2 nd Year	3 rd Year	
<ul style="list-style-type: none"> • To foster regular reading habits among students • To equip study skills in junior levels and help students form good study habits • To equip students with the necessary generic skills and other related ones to enhance their learning effectiveness and meet their needs in a fast-changing world • To broaden students' horizons towards national and global issues 	<ul style="list-style-type: none"> • To equip students with subject-specific learning skills and various study skills through the curriculum • To build and strengthen students' generic skills, thinking skills and personal & social skills in lessons and assignment /assessment design 	✓	✓	✓	Language Proficiency Generic Skills Information Literacy
	<ul style="list-style-type: none"> • To enable students to acquire life skills and increase their competence through different programmes • To provide students adequate learning opportunities, both internal and external, to practice and sharpen their generic skills • To connect with alumni in providing diverse information and programmes for careers and further studies 	✓	✓	✓	Generic Skills

School Annual Plan (2024/25)

Major Concern 1: Cultivating healthy lifestyles among students to foster well-being

Targets on Learning & Teaching:

- ✓ To review and revamp assignment types and design with a view to build subject-based knowledge and skills
- ✓ To ensure coherence between the assignments and assessments and that both are manageable by students

Strategies	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ol style="list-style-type: none"> 1. Subject panels to formulate subject-based Assignments and Assessments (A&A) Policy 2. Subject panels to regularly evaluate and review the assignment type, frequency, marking and weighting as well as the assessment type, frequency and weighting 3. Subject panels to bring a balance between assessment for learning and assessment of learning 4. Subject panels to evaluate the effectiveness of measures taken in panel meetings and present it in the mid-year and year-end reports 5. L&T Section to regularly review and record the subject departments' A&A policies 6. L&T Section to evaluate the practices with subject panels regularly as well as offer advice and support to subject panels 7. L&T Section to monitor progress made, evaluate and report to all staff at the end of the school year 	Whole year	<ul style="list-style-type: none"> • Students display good knowledge and skills in their assignments and assessments • Students apply what they have learnt from the assignments to tackle the assessments. • Students can manage both the assignments and assessments. 	<ul style="list-style-type: none"> • Check departments' DDP & department reports/minutes • Check departments' Schemes of Work • Check Assignment and Assessment Policy • Check assignment inspection records • Meetings with KLA Heads and HoDs 	<ul style="list-style-type: none"> • Principals • Learning & Teaching Section (LTS) • Subject Department Heads • Level Coordinators and teachers 	<ul style="list-style-type: none"> • Time for meetings • Time for implementation • Time to conduct survey, collect & process data

Major Concern 1: Cultivating healthy lifestyles among students to foster well-being

Targets on Student Quality Development:

- ✓ **To empower students in developing skills and attitudes conducive to healthy lifestyles in physical, social, mental and spiritual aspects**
- ✓ **To equip students with better self-management and build healthy and good habits**

Strategies	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ol style="list-style-type: none"> 1. To nurture students' spiritual well-being through Eucharistic Celebration 2. To emphasize the importance of spiritual satisfaction via religious programmes 3. To foster bonding and support networks among students through class periods, pastoral programmes and community services programmes 4. To sharpen the communication skills and social skills of junior students 5. To strengthen time management skills among students 6. To enhance students' awareness and skills in coping with stress and emotions 7. To organize activities of different nature (e.g. relaxation workshops, game sessions, nature walk, music appreciation newly emerge sports, etc.) to foster the mental health of students 8. To connect students with the nature by promoting a green and environmental friendly life 9. To engage parents in building up healthy lifestyles of their daughters 	Whole year	<ul style="list-style-type: none"> • Students practise healthy lifestyles with appropriate skills and proper attitude. • Students build at least 1 good habit conducive to a healthy lifestyle. • Students form positive and supportive relationships with others in school through effective communication. • Students participate in different activities that promote mental wellbeing. • Students apply different skills and adopt a positive attitude to manage their school work and activities. • Students show improvement in time management. 	<ul style="list-style-type: none"> • Post-activity feedback from students and teachers • Observation from teachers • Reflection done by students • End-of-year evaluation meetings of various teams • Stakeholders' survey • APASO 	<ul style="list-style-type: none"> • Teams of SQD section • Class Teachers 	<ul style="list-style-type: none"> • Time • Venue • Funding • Manpower

Major Concern 2: Nurturing students with positive values and perspectives towards themselves and life

Targets on Learning & Teaching:

- ✓ To cultivate positive values among students by incorporating the teaching of values in and beyond classroom learning activities
- ✓ To strengthen students' national identity and appreciation of Chinese culture, as well as to promote national education and the values of Chinese culture both in and outside the classroom

Targets / Strategies	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ol style="list-style-type: none"> 1. Subject panels to incorporate the teaching of values in classroom teaching and learning and subject-related activities beyond classroom e.g. life-wide learning activities, internal and external competitions, exchange tours 2. Subject panels to select texts for students to regularly read / view in assignments, assessments, and assigned texts during the morning reading periods 3. Subject panels to organise and encourage students to take part in subject-related activities / competitions inside and outside school 4. Subject teachers and Class Teachers to create opportunities for students and guide them to reflect and share what they have learnt from their own subject and also on the whole 5. 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 6. Subject panels to equip teachers with the necessary skills and knowledge via different modes e.g. collaborative lesson planning, school visits, online /department-based training 7. L&T Section to map and review the various values to be incorporated across the subject curriculum 8. L&T Section to evaluate the practices with subject panels regularly as well as offer advice and support to subject panels 9. L&T Section to disseminate relevant training information online from time to time 10. L&T Section to monitor progress made, evaluate and report to the whole staff at the end of the school year 	Whole year	<ul style="list-style-type: none"> • Students learn the various values via classroom teaching and activities outside classroom. • Students understand and reflect on the values reflected in the texts they read / view. • Students are able to share what they have learnt with regard to values in class and also outside class. 	<ul style="list-style-type: none"> • Check departments' DDP & department reports/minutes • Check departments' Schemes of Work • Check Assignment and Assessment Policy • Check assignment inspection records • Check departments' lesson observation records • SSE Staff Survey • Student Survey • Meetings with KLA Heads and HoDs • Meetings with Class Teachers 	<ul style="list-style-type: none"> • Principals • Learning & Teaching Section (LTS) • Subject Department Heads • Level Coordinators and teachers • Class Teachers • Reading and Thinking Enhancement Team 	<ul style="list-style-type: none"> • Time for meetings • Time for implementation • Time to conduct survey, collect & process data • Time for professional development

Major Concern 2: Nurturing students with positive values and perspectives towards themselves and life

Targets on Student Quality Development:

- ✓ **To instill positive values and outlooks on life among students by immersing them in a values-rich environment**
- ✓ **To strengthen students' awareness and habit of self-reflection through teachers' coaching**
- ✓ **To further widen students' exposure and enrich their learning experiences with refined experiential learning programmes**

Strategies	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ol style="list-style-type: none"> 1. To keep teachers abreast of the latest development of life planning through professional development programmes 2. To provide teachers with the opportunity to enhance their relationships in shaping students' values 3. To organize life education programmes of local and global contexts, covering topics such as life morality, social issues and moral values 4. To organize level-based values education programmes which advocate positive attitude towards emerging adolescent issues such as interpersonal relationships, cyber activities, sex education, substance use, etc. 5. To build up students' confidence and positive self-concept through unleashing their unique potentials via performing different roles in student-led activities 6. To engage students in promoting positive values and perspectives through various means such as sharing in morning assembly, classroom board decoration, organizing club activities, etc. 7. To sustain the habit of self-reflection by institutionalizing post-activity reflection in selected activities 8. To develop students' social awareness by connecting them to different groups in the society via community service programmes 	Whole year	<ul style="list-style-type: none"> • Students show understanding towards the values embedded in different learning experiences. • Students agree that teachers give support to them in personal development. • Students seize opportunities to play a role in influencing others with positive values and perspectives. • Students take a positive perspective when forming opinions. • Students understand themselves better and develop a more positive self-concept. • Students are able to devise plans for self-improvement. • Students are proactive in reaching out to the needy. 	<ul style="list-style-type: none"> • Post-activity feedback from students and teachers • Observation from teachers • Reflection done by students • End-of-year evaluation meetings of various teams • Stakeholders' survey • APASO 	<ul style="list-style-type: none"> • Teams of SQD section • Class Teachers 	<ul style="list-style-type: none"> • Time • Venue • Funding • Manpower

Major Concern 3: Empowering students with versatile skills to embrace an evolving future

Targets on Learning & Teaching:

- ✓ **To foster regular reading habits among students**
- ✓ **To equip junior levels with effective study skills and help students form good study habits**
- ✓ **To equip students with the necessary generic and related skills to enhance their learning effectiveness**

Targets / Strategies	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ol style="list-style-type: none"> 1. Subject panels to help students develop note-taking and self-study skills and learn further 2. Subject panels to provide students with assigned reading texts regularly to enrich their subject knowledge 3. Subject panels to choose quality readings relevant to their subjects and current local and global issues 4. Subject panels to build and strengthen students' generic skills, thinking skills and personal & social skills in lessons and assignment /assessment design 5. Subject panels to incorporate self / peer assessments to facilitate students to reflect on own work as well as learn from peers and provide feedback to one another 6. Class and subject teachers to guide students to focus on study and revision strategies other than time management and study planning 7. Class teachers to hold regular class sharing of books and assigned readings to allow students to exchange what they have read during morning reading periods 8. 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 9. L&T Section to evaluate the practices with subject panels regularly as well as offer advice and support to subject panels 10. L&T Section to disseminate relevant training information online from time to time 11. L&T Section to monitor progress made, evaluate and report to the whole staff at the end of the school year 	Whole year	<ul style="list-style-type: none"> • Students are engaged in lessons and learn from one another. • Students can follow the teaching, take notes and complete class work effectively in lessons. • Students read widely and increase their subject and common knowledge • Students master various essential learning skills through various subjects and respective tasks • Students can reflect on their own work and revise it accordingly • Students can plan and manage their studies • Students share and can show understanding of what they have learnt through the readings with peers 	<ul style="list-style-type: none"> • Check departments' DDP & department reports/minutes • Check departments' Schemes of Work • Check Assignment and Assessment Policy • Check departments' academic performance evaluation reports • Check assignment inspection records • Check departments' lesson observation records • SSE Staff Survey • Student Survey • Meetings with KLA Heads and HoDs • Meetings with Class Teachers 	<ul style="list-style-type: none"> • Principals • Learning & Teaching Section (LTS) • Subject Department Heads • Level Coordinators and teachers • Class Teachers • Reading and Thinking Enhancement Team 	<ul style="list-style-type: none"> • Time for meetings • Time for implementation • Time to conduct survey, collect & process data • Time for staff development

Major Concern 3: Empowering students with versatile skills to embrace an evolving future

Targets on Student Quality Development:

- ✓ To enrich students’ learning experience and unleash their potential in order to boost self-confidence and courage to accept challenges
- ✓ To equip students with lifelong skills so as to enhance their capacity to face changes

Strategies	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ol style="list-style-type: none"> 1. To enhance students’ ability and sense of ownership in making plans for their studies and careers 2. To develop students’ life skills to better cope with changes and challenges in life through various programmes 3. To sharpen leadership skills among student leaders through organizing anniversary celebration activities 4. To develop leadership skills of selected F.3 students with potential through leadership training programmes 5. To groom junior students’ competencies and life skills via activities of a different nature 6. To broaden students’ horizons and equip them with lifelong skills by enrolling them in external programmes and courses 	Whole year	<ul style="list-style-type: none"> • Students have better understanding of the skills need in the 21st century and the requirement of the job market. • Students are able to devise and implement their plans for careers and further studies. • Students are confident and willing to take initiatives to try. • Students demonstrate self-management and problem-solving skills in their daily lives. • More students participate in external programmes and courses. 	<ul style="list-style-type: none"> • Post-activity feedback from students and teachers • Post-training feedback from students and teachers • Post-activity sharing from students • Observations from teachers • End-of-year evaluation meetings of various teams • Stakeholders’ survey • APASO 	<ul style="list-style-type: none"> • Teams of SQD section • Class Teachers 	<ul style="list-style-type: none"> • Time • Venue • Funding • Manpower

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:

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.

iii) 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 of EOEBG, CEG & TRG

a. EOEBG

Programme Item	Funds available (\$)	Approved Budget (\$)
EOEBG Surplus Bal from previous years and income of current school year	6,924,645.39	
Premises & Administration		4,143,300
Curriculum - Subjects		329,610
Pastoral		467,750
Total Budget from EOEBG		4,940,660

b. Capacity Enhancement Grant & Teacher Relief Grant

Items	Total
Teaching Assistant for School Administration	Capacity Enhancement Grant \$895,600
Chinese Language Highflyers' Programmes	
Full-time Social Worker Service	
Drama Consultant	Teacher Relief Grant \$2,067,655.89
Language Consultant	
2 Full-time Teachers	
Teaching Assistant	

St. Mary's Canossian College

Annual Programme Proposal for DLG-funded Other Programme (Gifted Education) 2024/25

Domain	Programme	Objective(s)	Targets (No./level/selection)	Duration / Start Date	Deliverables	Teacher i/c	Budget
Student Support Team	Suitable external science workshops organized by tertiary institutes/ NGO	To nominate and prepare scientifically gifted students to take science/ technology related workshops to develop their talents	NSS students gifted in Science and Technology Invention	Science workshops/ seminar	Through taking workshops, students will excel in and demonstrate their talents in their learning or future studies.	Ms Angel Chan	\$1,000
Student Support Team	Cat-walk training for Fashion Show	To organize workshops for students on skills required for walking on the runway and let them experience on-stage artistic creation	NSS students gifted in Visual Arts	3 sessions (1 hr 30 min@)	Student models will receive training on postures, balance and techniques on catwalk.	Ms Cathy Ching	\$5,000
Student Support Team	Artist-in-Residence Programme	<ul style="list-style-type: none"> To learn professional skills in viewing, interpreting and giving critical judgements based on photographic analytics To analyse photographs and be more sensitive to ideas conveyed in photographic art and other visual artworks 	NSS students gifted in Visual Arts	2 sessions (2 hrs@)	Students will learn professional methodology to analyse photographs and are more sensitive to ideas conveyed in modern visual artworks.	Ms Cathy Ching	\$4,500
Student Support Team	Summer gifted programmes offered by tertiary institutions	To facilitate gifted students to further develop their potential through enrichment courses offered by tertiary institutions	F.4-5 academically gifted students	2 months	Students will further broaden their horizon and excel in their areas of giftedness.	Ms Carmen Cheng & Ms Echo Wong	\$60,000
Chin Lang Dept	高中拔尖寫作班	通過不同媒體及篇章輸入，讓同學認識不同的寫作風格，拓闊視野，刺激學生寫作靈感，累積寫作材料。學生掌握適當運用記敘、描寫以及抒情等元素寫作，以提高文章的立意。	2024年10月至2025年3月共8堂(每堂1.5小時)	中四及五級中文科成績達五等或以上	<ul style="list-style-type: none"> 學生於公開寫作比賽的參與率 學生於公開寫作比賽獲得優異成績或以上的比率 學生於平日課業及考試的表現 	中大科科主任	\$18,000
Scholarship and Award Coordination Team	Gifted programmes offered by tertiary institutions and /or other institutes e.g. HKFYG	<ul style="list-style-type: none"> To subsidize students with potential to participate in enrichment courses offered by tertiary institutions or other external institutes 	F.4-5 students from SMCC Outstanding Student Network (SMCCOSN) and other gifted students	Sept – Nov 2024 Feb – May 2025 Jul - Aug 2025	Participants <ul style="list-style-type: none"> will further broaden their horizons and excel in their areas of giftedness 	Ms Jenny Chan & Ms Bridget Ho	\$10,000

St. Mary's Canossian College

Annual Programme Proposal for DLG-funded Other Programme (Gifted Education) 2024/25

Domain	Programme	Objective(s)	Targets (No./level/selection)	Duration / Start Date	Deliverables	Teacher i/c	Budget
		<ul style="list-style-type: none"> To enhance potential student leaders with skills and leadership training 			<ul style="list-style-type: none"> are more likely to be shortlisted when applying for external awards and contests 		
Music	Music Enrichment Courses	To subsidize students talented in music to enrol in external courses to enhance their music skills and further develop their giftedness	F.4 or F.5 music gifted students	Music lessons from Sept 2024 to June 2025	Selected students will participate in different public music performances or competitions showcasing their enhanced skills.	Ms Viola Chan	\$3,000
Co-curricular Activities	Leadership Training	To enhance students' leadership skills and their competence to organize quality activities	Committee members of CCA clubs	1 whole day (Oct 2024)	Student leaders will <ul style="list-style-type: none"> acquire techniques in organizing activities and build networks discharge their duties with more confidence successfully hold activities echoing the annual school themes 	Ms Clare Chan	\$36,000
						Total	\$142,000

20 September 2024

Category 1: To organise / participate in life-wide learning activities

Schools are required to complete this part							Completion of this part is not mandatory									
No.	Activity Name	Proposed Date	Target Students		Estimated Expenses (\$)	Estimated Expenses per Person (\$)	Brief Description and Objective of the Activity (less than 30 words)	Domain (Please select or fill in the domain of the activity as appropriate)	Brief Description of the Monitoring / Evaluation Mechanism	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)					Subject Panel / Teacher-in-charge	
			Level	Estimated Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences		
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes															
1	BAFS activities	whole year	F.4-F.5	80	\$3,000.00	\$37.50	To enhance students' business knowledge through competitions and activities	BAFS							✓	Mandy Chau
2	Biology activities	whole year	F.5	55	\$11,200.00	\$203.64	To enrich students' exposure and experience through activities in Science	Biology	Students' participation and performance	✓						Angel Chan
3	Chemistry activities	whole year	F.4-F.5	100	\$3,500.00	\$35.00	To enrich students' exposure and experience through activities in Science	Chemistry		✓						Daniel Lau
4	Chinese History local education tour	June/ July 2025	F.4-F.5	35	\$8,000.00	\$228.57	To provide opportunities for students to visit and appreciate the recent development of the country	Chinese History		✓						Sharon Fu
5	演辯學會辯論員訓練工作坊	whole year	F.1-F.5	40	\$16,500.00	\$412.50	提升同學的辯論知識及技巧，提高同學的語言表達、動態語運用、批判思考、分析解難及資訊處理等能力。	Chinese Language	從同學在各項校內及校外比賽的表現，檢視訓練內容的適切性。	✓					✓	Agnes Lui & Amy Lee
6	校刊校報採訪與報道寫作訓練班	whole year	F.3-F.5	20	\$9,000.00	\$450.00	培訓學生採訪技巧及撰寫訪問稿的方法，裝備學生事實查證的技巧。		編委於校刊撰稿的表現，以及教師的觀察評估。	✓					✓	
7	Economics visit to Monetary Authority	Mar 2025	F.5	50	\$600.00	\$12.00	To provide a chance for students to visit Hong Kong Monetary Authority	Economics	Students' evaluation form and teacher observation	✓	✓				✓	Bonnie Leung
8	Economics activities	whole year	F.4-F.5	90	\$800.00	\$8.89	To enhance students' financial knowledge under an interactive learning environment			✓	✓					
9	English ERS activities	whole year	F.1-F.3	550	\$46,500.00	\$84.55	To enrich students' life-wide learning experiences through activities	English Language	Feedback from teachers and students	✓						Evita Lai & Elaine Lam
10	English Learning Centre activities	whole year	whole school	800	\$52,000.00	\$65.00	To enrich students' life-wide learning experiences through activities			✓						
11	English Debate	whole year	F.1-F.5	200	\$24,000.00	\$120.00	To enhance students' skills of literary appreciation and boost their confidence in presentation			✓						
12	AFTEC "From Page to Stage" Programme	whole year	F.2	180	\$5,000.00	\$27.78	To enhance students' skills of literary appreciation and boost their confidence in presentation	Literature in English		✓						Bridget Ho
13	Integrated Science programme	whole year	F.1-F.5	100	\$3,000.00	\$30.00	To enrich students' exposure and experience through activities in Science	Integrated Science		✓						Angel Chan
14	Life & Society competition	whole year	F.1-F.3	50	\$1,000.00	\$20.00	To enrich students' learning experiences through activities	Citizenship, Economics & Social Development	Students' participation and performance	✓						Iris To
15	Life & Society visit to museum	whole year	F.1-F.4	200	\$3,000.00	\$15.00	To provide opportunities for students to visit museum			✓						
16	Mathematics competition	whole year	F.1-F.5	50	\$2,000.00	\$40.00	To organize different kinds of Maths activity for F.1-6 students	Mathematics		✓						Ma WH & Kwok YF
17	Physics workshop	whole year	F.4-F.5	100	\$10,000.00	\$100.00	To allow students to apply their physics knowledge to the mechanical rides and hands-on experiments at the theme park.	Physics		✓						Tom Chow
18	Physics competition	whole year	F.4-F.5	30	\$2,500.00	\$83.33	To broaden students' horizon in physics competition			✓						
19	Hong Kong Schools Music Festival	whole year	F.1-F.5	400	\$41,850.00	\$104.63	To organize after-school music classes and rehearsals for music competitions	Music	Students' performance in competitions			✓				Viola Chan
20	Hong Kong Youth Music Festival	whole year	F.1-F.5	400	\$23,000.00	\$57.50	To organize after-school concert band and Chinese orchestra for music competitions					✓				
21	Regular Training: payment for concert band, orchestra and Chinese orchestra conductors	whole year	F.1-F.5	400	\$240,000.00	\$600.00	To train concert band, orchestra and Chinese orchestra for music competitions					✓				
22	Swimming Gala	Oct 2024	whole school	935	\$4,700.00	\$5.03	To provide a chance for all students to join various events on Swimming Gala	Physical Education	Students' participation and performance		✓	✓				Meaco Kwok
23	Sports Day	Apr 2025	whole school	814	\$6,300.00	\$7.74	To provide a chance for all students to join various athletic events on Sports Day				✓	✓				
24	Inter-school matches and Sports Teams Training	whole year	F.1-F.5	600	\$111,000.00	\$185.00	To provide professional coaching support to sports teams in various Inter-school competitions		Students' performance in various Inter-school competitions			✓	✓			
25	Religious Education: Talk for students' spiritual and personal formation	whole year	whole school	935	\$1,000.00	\$1.07	To cultivate correct attitudes based on Catholic faith	Religious Education	Students' sharing on worksheets and teachers' observation		✓					Teresa Law
26	HK Schools Dance Festival & other dance performances	whole year	F.1-F.5	30	\$50,385.00	\$1,679.50	To enrich students' exposure to dance and enhance their sense of aesthetic appreciation	Aesthetic Development	Students' performance in competitions			✓				Viola Chan
27	Fashion Show	Mar 2025	F.4-F.6	300	\$13,500.00	\$45.00	To provide a platform for VA students to showcase their creativity and skill; and for F4 and F5 students to learn and appreciate the artistic concept of fashion designs		Students' performance and participation			✓				
28	Music performances by external organizations	whole year	F.1-F.5	800	\$4,000.00	\$5.00	To enrich students' exposure to music and enhance their sense of aesthetic appreciation				✓	✓				
29	School picnic	Nov 2024	whole school	935	\$189,650.00	\$202.83	To enhance students to build class spirit	Co-curricular Activities	Feedback from teachers and students		✓	✓				Clare Chan
30	Expenses for Service Awards	whole year	whole school	935	\$3,000.00	\$3.21	To encourage students to serve schools via different posts				✓	✓				
31	Leadership training for CCA Clubs Exco Members (one day)	Oct 2024	F.2-5	100	\$8,000.00	\$80.00	To provide training for student leaders				✓	✓				
32	Leadership training camp for F.3 students (OBHK)	Jul 2025	F.3	24	\$69,000.00	\$2,875.00	To provide training for student leaders				✓	✓				
33	Leadership training camp for F.3 potential leaders	Jul 2025	F.3	40	\$1,000.00	\$25.00	To provide training for potential leaders				✓	✓				
34	Inter-class activities for F.1 & 2 students	Jul 2025	F.1-F.2	400	\$6,000.00	\$15.00	To enhance class spirit among students				✓	✓				
35	Post exam activity for F.3 students	Jul 2025	F.3	159	\$31,000.00	\$194.97	To enhance class spirit among students				✓	✓				
36	Leadership training for student leaders (overnight camp)	Oct 2024	F.4-5	70	\$2,500.00	\$35.71	To provide training for student leaders				✓	✓				
37	Inter-house Civic Education Cup	whole year	whole school	40	\$1,000.00	\$25.00	To enhance students' understanding of the developments of the country and HK	Civic Education	Students' performance in the activities		✓					Maggie Chan
38	Publication of Careers Newsletters	whole year	whole school	917	\$3,200.00	\$3.49	To allow students to gain more information about their further studies planning	Career & Further Studies	Feedback from teachers and students						✓	Queenie Mui
39	F.1 & F.2 Class-based Careers Programme	Feb-Apr 2025	F.1 & F.2	390	\$40,000.00	\$102.56	To allow students to understand the importance of setting goals, the basic understanding of different learning styles and the different job types in the market								✓	
40	JUPAS Seminar	2nd Term	F.6	120	\$3,500.00	\$29.17	To allow F.6 parents and students to understand the procedures in JUPAS application								✓	
41	Form-based talks and seminars	whole year	whole school	917	\$3,500.00	\$3.82	To allow students to gain more information about their further studies planning								✓	
42	F.5 class-based service project	Oct 2024 - Apr 2025	F.5	126	\$20,800.00	\$165.08	To develop students' social responsibility and empathy through planning and participating in community services	Community Service	Feedback from teachers and students					✓		Vivian Leung
43	Service projects for students	Oct 2024 - Jul 2025	F.1-F.5	814	\$16,300.00	\$20.02	To develop students' responsibility through participatin in community service							✓		
44	Discipline Prefects' training day & camp	Oct 2024	F.4-F.5	40	\$12,440.00	\$311.00	To equip students leadership skills	Discipline Team	Students' evaluation form and teacher observation		✓					
45	"Star of the Week" Scheme	whole year	whole school	917	\$5,000.00	\$5.45	To give positive rewards for students				✓					Clara Leung
46	Anti-drugs programme for F.1 students	2nd Term	F.1	211	\$9,000.00	\$42.65	To cultivate healthy lifestyle towards students				✓					
47	Talks and workshops on conservation work	whole year	whole school	917	\$10,000.00	\$10.91	To enhance students' on conservation work	Environmental Education	Students' participation							Angel Leung
48	Environmental Education: Nets for making recycled paper	whole year	F.1-F.5	40	\$800.00	\$20.00	To develop students' wellness on environmental conservation									
49	Environmental Education field trip	2nd Term	F.1-F.5	40	\$5,000.00	\$125.00	To enrich students' exposure on the conservation of natural landscape in Hong Kong				✓					

No.	Activity Name	Proposed Date	Target Students		Estimated Expenses (\$)	Estimated Expenses per Person (\$)	Brief Description and Objective of the Activity (less than 30 words)	Domain (Please select or fill in the domain of the activity as appropriate)	Brief Description of the Monitoring / Evaluation Mechanism	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)					Subject Panel / Teacher-in-charge
			Level	Estimated Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences	
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes														
50	Board game	whole year	F.1-F.6	917	\$5,000.00	\$5.45	To help students relieve their stress and build up class spirit	Extended & Experiential Learning	Teacher observation		✓				Clara Leung
51	Activity Day: Adventure-based activity	Apr 2025	F.1	211	\$49,500.00	\$234.60	To train student self-discipline		Students' evaluation form and teacher observation		✓	✓			
52	Activity Day: China Tour	Apr 2025	F.2	190	\$48,750.00	\$256.58	To build up students' sense of national identity		Students' evaluation form and teacher observation		✓				
53	Activity Day: STEAM Workshop	Apr 2025	F.3	159	\$111,200.00	\$699.37	To explore students' potential in STEAM area				✓				
54	Activity Day: Adventure-based Training Program	Apr 2025	F.4	128	\$121,550.00	\$949.61	To develop students' leadership skills				✓	✓			
55	Activity Day: Workshop and social service	Apr 2025	F.5	126	\$28,700.00	\$227.78	Encourage students to serve and to take care of the needy				✓		✓		
56	Post Exam Activities: Rock climbing	Apr 2025	F.1	211	\$59,500.00	\$281.99	To help students relieve their stress and build up class spirit				✓	✓			
57	Post Exam Activities: Rock Climbing	Apr 2025	F.2	190	\$59,500.00	\$313.16			✓	✓					
58	Summer Bridging Guidance Programmes	Aug 2025	F.1	200	\$3,100.00	\$15.50	To let F.1 new comers to adapt new school life	Guidance Team	Feedback from teachers and students		✓			Vivian Leung	
59	Peer Induction Scheme - "Big Sisters Scheme"	whole year	F.1	60	\$77,700.00	\$1,295.00	To cultivate different moral values in students		Students' participation		✓				
60	Shining Teens Programme	whole year	F.2-F.3	15	\$23,100.00	\$1,540.00					✓				
61	Smart Zone Leadership Programme	whole year	F.3-F.4	15	\$23,100.00	\$1,540.00				✓					
62	Cheers: Inclusive programme for Non-Chinese Speaking students	whole year	F.1-F.5	30	\$20,000.00	\$666.67	To provide more learning activities for Non-Chinese Speaking students				✓				
63	Relaxation Programmes	whole year	whole school	917	\$36,000.00	\$39.26	To encourage students to release pressure through the activities				✓				
64	Parents-child workshops	whole year	whole school	100	\$10,000.00	\$100.00	To develop good communication between parents and students				✓				
65	Class Periods	whole year	F.1-F.6	917	\$40,000.00	\$43.62	To cultivate different moral values in students through different workshops and activities			✓					
66	Guidance Prefects Trainings	whole year	F.4-F.5	20	\$2,000.00	\$100.00	To provide training for guidance prefects		✓						
67	Language workshops for students	whole year	F.1-F.5	50	\$10,000.00	\$200.00	To cultivate good language environment for students	Language Environment and Support Team	Teacher observation		✓			Flora Poon	
68	Inter-school/ International Contests/ Gifted Programmes	whole year	F.1-F.6	100	\$13,000.00	\$130.00	To encourage students to participate external competitions	Student Support Team	Students' performance in competitions	✓	✓			Flora Poon	
69	Competitions for gifted students	whole year	F.1-F.6	50	\$5,000.00	\$100.00				✓				Flora Poon & Carmen Cheng	
69	Gifted Programme for F.1-F.3 students (Maths)	whole year	F.1-F.3	30	\$51,000.00	\$1,700.00	To organize Maths courses for high achievers from F.1 to F.3 students		✓						
70	Seminar on Proper Attitude towards Dating	Nov 2024	F.4	128	\$1,000.00	\$7.81	To cultivate proper attitude towards dating	Sex & Health Education Team	Students' evaluation form and teacher observation		✓			Carmen Cheng	
71	Seminar on Proper Attitude towards Pre-marital Sex	Oct 2024	F.5	126	\$1,000.00	\$7.94	To cultivate proper attitude towards pre-marital sex			✓					
72	School Opening Mass	Sept 2024	whole school	917	\$25,000.00	\$27.26	To encourage students to pray for God's protection and guidance in the new academic year	Religious Activities & Formation	Students' participation		✓			Teresa Law	
73	Foundress Mass (Formation programme)	May 2025	whole school	917	\$5,000.00	\$5.45	To encourage students to learn the virtues of our Foundress				✓				
74	Advent activities/ Christmas celebration	Dec 2024	whole school	917	\$10,000.00	\$10.91	To encourage students to prepare themselves for the birth of Jesus Christ				✓				
75	Marian celebration	May 2025	whole school	917	\$1,500.00	\$1.64	To encourage students to learn the virtues of our Heavenly Mother				✓				
76	Leadership training camp	Nov 2024	F.4-F.5	40	\$2,000.00	\$50.00	To provide spiritual formation to the Catholic students who are the potential leaders		Students' performance in organizing religious activities		✓				
77	Catholic Meetings	whole year	F.1-F.6	400	\$15,000.00	\$37.50	To provide spiritual formation to the Catholic students	Students' participation		✓					
78	Evangelization activities	Feb 2025	whole school	917	\$10,000.00	\$10.91	To spread God's love to all students		✓						
79	New F.1 Catholic Students' Orientation	Aug 2025	F.1	100	\$1,500.00	\$15.00	To provide spiritual formation to the Catholic new comers and their families	Students' participation and parents' feedback		✓					
80	External STEAM competitions	whole year	F.1-F.5	100	\$50,000.00	\$500.00	To train students to participate in external STEAM competitions	STEAM	Students' performance in competitions	✓				Angel Chan	
81	STEAM workshops and training programme	whole year	F.1-F.5	40	\$40,000.00	\$1,000.00	To train students to participate in external STEAM competitions			✓					
82	Positive Education Programmes held in class periods	whole year	F.1-F.5	814	\$47,500.00	\$58.35	To promote wellness among students	Student Quality Development	Feedback from teachers and students		✓			Amanda Tang	
83	Relaxation Programmes for non-Catholic students held in class periods	whole year	F.1-F.6	500	\$120,000.00	\$240.00	To allow students to learn ways to relax their body and mind			✓					
85	125th Anniversary Programme	whole year	F.1-F.6	917	\$200,000.00	\$218.10	To celebrate school anniversary	Working Group of Open Day	Students' participation and visitors' feedback		✓			Clare Chan & Ma WH	
(Please insert rows above if the space provided is insufficient.)															
Sub-total of Item 1.1				28,882	\$2,465,225.00										
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons														
1	Non-Local STEAM exhibitions or competitions	Oct 2024	F.3-F.5	6	\$127,200.00	\$21,200.00									
2	Exchange Tour to Guangzhou	1-2 Apr 2025	F.2	190	\$9,500.00	\$50.00									
3	Exchange Tour to Singapore	1-5 May 2025	F.4-F.5	30	\$48,000.00	\$1,600.00									
4	Exchange Tour to Vienna (Music performance)	1-12 Jul 2025	F.1-F.3	30	\$90,000.00	\$3,000.00									
5	Exchange Tour to the United Kingdom	17-30 Jul 2025	F.1-F.3	20	\$96,000.00	\$4,800.00									
(Please insert rows above if the space provided is insufficient.)															
Sub-total of Item 1.2				276	\$370,700.00										
Total for Category 1				29,158	\$2,835,925.00										

Category 2: To procure equipment, consumables or learning resources for promoting life-wide learning (Compulsory)

No.	Item	Purpose	Estimated Expenses (\$)
e.g.	STEM Learning Kits	STEM Interest Group Activity	\$50,000.00
1	Musical instruments, musical accessories, piano maintenance and tuning fees	To maintain musical equipment for students' use to enrich their life-wide learning experiences through musical training	\$83,900.00
2	Sports equipment	Sports activities and training	\$120,000.00
3	Consumable materials for Flag Raising Ceremonies and Civic Education Activities	National Education activities	\$800.00
4	Consumable materials for STEAM activities and projects	STEAM Interest Group Activity	\$50,000.00
(Please insert rows above if the space provided is insufficient.)			
Estimated Expenses for Category 2			\$254,700.00
Estimated Expenses for Categories 1 & 2			\$3,090,625.00

Category 3: Estimated Number of Student Beneficiaries (Compulsory)

Total number of students in the school:	935
Estimated number of student beneficiaries:	935
Percentage of students benefitting from the Grant (%):	100%
Name of Contact Person for LWL:	Bonnie Leung
Post of Contact Person for LWL:	SGM

Plan on the Use of the Promotion of Reading Grant **2024/25**

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	19,400.00	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	8,000.00	English Language Department
3	Procurement of reading materials, such as newspapers, magazines and books for student access in the school library	32,180.00	All Subject Departments (except Chinese Language and English Language Departments)
4	Book coupons for Reading Award Scheme	11,000.00	Reading & Thinking Enhancement Team
5	Reading materials, stationery and prizes for Reading & Thinking Activities	1,300.00	
6	Procurement of books, newspapers, magazines and consumable stores for School Library Programmes	16,150.00	School Library
Total		\$88,030.00	

Plan on Sister School Exchanges 2024/25

Name of the Mainland Sister School: Shanghai No.3 Girls' High School 上海市第三女子中學

A. Name and Content of the Exchange Activity

- Students from Shanghai No. 3 Girls' School will be invited to visit our school from 19th to 22nd January 2025.
- Teachers and students will take part in the 125th Anniversary Open Day of our school, and join the lessons with our students on a normal school day.
- A one-day tour will be organized to introduce the city life and culture of Hong Kong and foster the exchange of students of the two schools.

B. Intended Objectives

- To enhance social and communication skills by providing students with opportunities to receive students from sister school with hospitality.
- To strengthen students' understanding about local culture through being buddies of students from sister school during their stay in Hong Kong.

C. Evaluation Results

- Teachers' and students' survey
- Observation of students' participation in the activities
- Post-activity tasks, e.g. reflective journals

D. Reflection and Follow-up

- Activities inside school - \$3,000
- One day tour - \$10,000.00

Plan on the Use of Citizenship & Social Development Grant 2024/25

Items		Target Groups	Estimated expenses (\$)
1	Teaching resources & materials e.g. National Education Game design materials	F.5 students	\$3,000
2	Library books	All senior form students	\$3,000
3	Guilin 3-day Study Tour		\$100,000
4	Local tour on cultural security senior form students		\$75,500
TOTAL			\$181,500

Annual Plan of One-off grant on Mental Health at School 2024/25

Area	Programme & Brief Description	Budget	Responsible Person
i. Organising activities and programmes related to enhancing the mental health of students and teachers	Mental health days (“Soul Chill So Fun”) with booths for making handcrafts and enjoying snacks during recess and lunch time for all students and teachers	\$45,000	Guidance Team Student Support Team
ii. Providing support services related to enhancing the mental health of students and teachers	Emotion management programs and stress relief workshops after Common Tests Days & Exams	\$12,000	Guidance Team Student Support Team
iii. Purchasing items, furniture and equipment to enhance the mental health of students and teachers	Support package for F.6 students before DSE	\$3,000	Guidance Team
Total Amount Budgeted (HK\$)		\$60,000	

Annual Plan of One-off grant for Mental Health of Parents and Students 2024/25

Area	Programme & Brief Description	Budget	Responsible Person
i. Organising parent-child or parent activities relating to promotion of the mental health of students and parents	<p><u>Parent-child Aromatherapy Massage Workshop</u> 20 pairs of parents and students will learn how to apply aromatherapy massage to help each other to reduce stress, relieve muscle pain and improve sleep quality.</p>	\$4,700	Ms Carmen Cheng & Ms Cathy Ching
	<p><u>Parent-child Bouldering Workshop</u> 20 pairs of parents and students will experience success with each other's support and encouragement through indoor rock climbing without the use of ropes. It helps strengthen their physical and mental abilities.</p>	\$12,000 (\$300 x 40)	
ii. Promoting information related to the mental health of students and parents, publications or providing resource platforms	<p><u>Parent-daughter Appreciation Campaign</u> Each student will write a heartfelt message on a pre-designed card to thank her parents for their loving care and support. The cards will be sent to the parents on the Annual Parents' Day.</p>	\$1,300	Ms Carmen Cheng & Ms Cathy Ching
iii. Providing training programmes or activities to equip parents with the knowledge and skills related to mental health	<p><u>Talk on "How to Live a Healthier and Happier Life"</u> A Psychiatrist will be invited to conduct a sharing with parents and teachers on how to reduce stress and anxiety in daily life.</p>	\$2,000	Ms Carmen Cheng & Ms Cathy Ching
v. Others (Please specify):			
Total Amount Budgeted (HK\$)		\$20,000	

3 Years' Plan of One-off grant for Promotion of Chinese Culture Immersion Activities

	2024/25	2025/26	2026/27
i. 舉辦有關中華文化的科本及跨科組學生學習／體驗活動或講座	中華茶道文化體驗工作坊（於中六班主任課舉行，延伸活動：配合中六文化單元學習，設寫作活動，引導學生從茶道體會道家文化精神。） 預算：\$4,000	變臉活動講座（中三班班主任課舉行，延伸：視藝科教授繪畫臉譜的技法） 預算：\$5,000	變臉活動講座（中三級班主任課舉行，延伸活動：視藝科教授繪畫臉譜的技法） 預算：\$5,000
		中華茶道文化體驗工作坊（於中六班主任課舉行，延伸活動：配合中六文化單元學習，設寫作活動，引導學生從茶道體會道家文化精神。） 預算：\$1,000 X 6= \$6,000	中華茶道文化體驗工作坊（於中六班主任課舉行，延伸活動：配合中六文化單元學習，設寫作活動，引導學生從茶道體會道家文化精神。） 預算：\$1,000 X 6= \$6,000
ii. 舉辦或資助學生參加有關中華文化的本地或內地的聯校活動或比賽	中樂敲擊訓練及購買樂器 預算：\$30,000	資助學生參加學校舞蹈節比賽（包括添購服裝） 預算：\$15,000	資助學生參加學校舞蹈節比賽（包括添購服裝） 預算：\$15,000
		文化學會文化日(新春前後舉辦，內容包括寫揮春、摺花燈猜燈謎、做湯圓等) 預算：\$1,000	文化學會文化日(新春前後舉辦，內容包括寫揮春、摺花燈猜燈謎、做湯圓等) 預算：\$1,000
iii. 舉辦或資助學生參加本地文化考察或參觀活動	欣賞中樂音樂會/粵劇表演（音樂科課外延伸活動）(中一學生) 參觀西九文化區粵目賞心一茶館劇場教育專場 預算：\$80 X 220= \$17,600	欣賞中樂音樂會/粵劇表演（音樂科課外延伸活動） 欣賞音樂會 預算：\$20,000	欣賞中樂音樂會/粵劇表演（音樂科課外延伸活動） 欣賞音樂會 預算：\$20,000

	2024/25	2025/26	2026/27
	嶺南之風園林之旅，讓學生認識並欣賞中國的園林藝術的布局及建築特色。(中二學生) 預算：交通費\$1,500	嶺南之風園林之旅，讓學生認識並欣賞中國的園林藝術的布局及建築特色。(中一二學生) 預算：交通費\$7,000	嶺南之風園林之旅，讓學生認識並欣賞中國的園林藝術的布局及建築特色。(中一二學生) 預算：交通費\$7,000
		屏山文化考察（中二級中史科課外延伸活動） 預算：\$40,000	屏山文化考察（中一級中史科課外延伸活動） 預算：\$40,000
iv. 發展有關中華文化的課程	山水畫課程：（高中視藝科學生） 聘請導師（連材料） 預算：\$9,000	山水畫課程：（高中視藝科學生） 聘請導師（連材料） 預算：\$9,000	山水畫課程：（高中視藝科學生） 聘請導師（連材料） 預算：\$9,000
v. 採購及發展中華文化學與教資源	購買與中國文化有關的書籍、多媒體資源等（或與學校閱讀組合辦讀書會/問答比賽等跟進活動） 預算：\$500	購買與中國文化有關的書籍、多媒體資源等（或與學校閱讀組合辦讀書會/問答比賽等跟進活動） 預算：\$500	購買與中國文化有關的書籍、多媒體資源等（或與學校閱讀組合辦讀書會/問答比賽等跟進活動） 預算：\$500
vi. 資助學生及隨團教師前往內地，參加學習中華文化的交流活動		資助老師參加文化考察團 預算：\$15,000	資助老師參加文化考察團 預算：\$15,000
vii. 其他（請註明）			
每年總開支金額（HK\$）	\$62,600	\$118,500	\$118,500
三年總開支金額（HK\$）			\$299,600

Annual Plan of One-off grant for Promotion of Chinese Culture Immersion Activities (2024/25)

範疇	項目	學習目標	預算		負責人
			細明	總額	
i. 舉辦有關中華文化的科本及跨科組學生學習／體驗活動或講座	中華茶道文化體驗工作坊（於中六班主任課舉行，延伸活動：配合中六文化課題的學習，引導學生從茶道體會道家文化精神）	了解茶葉種類、茶的歷史，從而認識中華文化；導師透過茶道示範、指導學生沖泡技巧，體驗泡茶的樂趣。	演講費及茶具租用 \$4,000	\$4,000	Ms Agnes Lui
ii. 舉辦或資助學生參加有關中華文化的本地或內地的聯校活動或比賽	中樂敲擊訓練及購買樂器 預算：\$30,000	認識中國樂器，增強對傳統文化的認同和理解；通過訓練，提升演奏技巧和音樂表現能力。	\$30,000	\$30,000	Ms Viola Chan
iii. 舉辦或資助學生參加本地文化考察或參觀活動	欣賞中樂音樂會/粵劇表演 參觀西九文化區粵目賞心一茶館劇場教育專場： (全體中一學生)	讓學生認識和欣賞中國悠久的戲曲藝術傳統；通過觀賞粵劇，學生可以學習其獨特的表演藝術，如唱腔、武術、造型等，培養對中華文化的興趣和認同感。	\$80 X 220= \$17,600	\$17,600	Ms Viola Chan
	嶺南之風園林之旅 (中二學生)	讓學生認識並欣賞中國的園林藝術的布局及建築特色	\$1,500	\$1,500	Ms Agnes Lui
iv. 發展有關中華文化的課程	高中視藝科山水畫課程	藉由資深中國繪畫大師的指導，讓高中視藝的同學更深入認識中國水墨繪畫的技法及欣賞水墨畫中的奧妙和動人之處	聘請導師教授高中視藝科學生約 15 名 \$3,000 X 3 每節 1.5-2 小時	\$9,000	Ms Joan Chik
v. 採購及發展中華文化學與教資源	購買與中國文化有關的書籍、多媒體資源等（或與學校閱讀組合辦讀書會/問答比賽等跟進活動）	豐富中國文化資源庫，讓學生對中華文化有更多元及深入的知識。	\$500	\$500	Ms Agnes Lui
vi. 資助學生及隨團教師前往內地，參加學習中華文化的交流活動					
vii. 其他（請註明）					
本年總開支金額（HK\$）				\$62,600	

3 Years' Plan of One-off grant for Promotion of Sports Ambience & MVPA60 in Schools

Area	2024/25	2025/26	2026/27
i. To develop or procure PE-/sports-related IT services, mobile applications and related software, as well as PE-/sports-related activity kits and supporting tools	To purchase a one-year Robocoach AI Exercise Mobile and Data Management System for students (from Jan – Dec 2025) Budget: \$38,000	To set up an indoor rowing competition system with the use of smart TV. Budget: \$3,000	
ii. To organise or subsidise students' participation in diversified PE-/sports-related learning activities/competitions	To organize Inter-house/Inter-class ball game competitions. Budget: \$500	To organize Inter-house/Inter-class ball game competitions. Budget: \$500	To organize Inter-house/Inter-class ball game competitions. Budget: \$500
iii. To organise or subsidise the participation of students, teachers and coaches in PE-/sports-related exchange activities/study visits in the Mainland/overseas	To organize a 3-day badminton and table tennis training tour to Guangzhou Date: 20-22 June, 2025. Budget: \$12,000	To organize an offshore sports training camp Budget: \$14,000	To organize an offshore sports training camp Budget: \$14,000

Area	2024/25	2025/26	2026/27
iv. To organise sports-related activities involving the participation of various school stakeholders, including teachers and parents, with the students	<p>To stimulate school stakeholders to do exercise and have an active lifestyle.</p> <p>For teachers, regular exercise habits and healthy lifestyle will be promoted in eClass. They can use Robocoach or other means to do exercise.</p>	<p>To stimulate school stakeholders to do exercise and have an active lifestyle.</p> <p>For teachers, regular exercise habits and healthy lifestyle will be promoted in eClass. They can use Robocoach or other means to do exercise.</p>	<p>To stimulate school stakeholders to do exercise and have an active lifestyle.</p> <p>For teachers, regular exercise habits and healthy lifestyle will be promoted in eClass. They can use Robocoach or other means to do exercise.</p>
	<p>For students, please refer to area vi.</p>	<p>For students, please refer to area vi.</p>	<p>For students, please refer to area vi.</p>
	<p>For parents, a parent-child bouldering workshop will be organized by the PTA.</p> <p>The ‘Parent-daughter Obstacle Race’ will be organized on Sports Day and invite parents to join.</p> <p>An eNotice about the importance of regular exercise habits and healthy lifestyle will be issued to stimulate family members to do exercise together.</p> <p>Budget: \$3,000</p>	<p>For parents, a parent-child bouldering workshop will be organized by the PTA.</p> <p>The ‘Parent-daughter Obstacle Race’ will be organized on Sports Day and invite parents to join.</p> <p>An eNotice about the importance of regular exercise habits and healthy lifestyle will be issued to stimulate family members to do exercise together.</p> <p>Budget: \$3,000</p>	<p>For parents, a parent-child bouldering workshop will be organized by the PTA.</p> <p>The ‘Parent-daughter Obstacle Race’ will be organized on Sports Day and invite parents to join.</p> <p>An eNotice about the importance of regular exercise habits and healthy lifestyle will be issued to stimulate family members to do exercise together.</p> <p>Budget: \$3,000</p>
v. To purchase or upgrade PE/sports equipment in the school	<p>To purchase and replace an obsolete indoor rowing machine. To purchase sports stacking cups Budget: \$17,000</p>	<p>To purchase new equipment in promoting sports ambience and MVPA60 in the school campus. Budget: \$6,500</p>	<p>To purchase and replace tennis racket and equipment for ‘Time-Out Work-Out’. Budget: \$5,000</p>

Area	2024/25	2025/26	2026/27
vi. To develop/enhance the policy on the development of an active and healthy school campus/MVPA60	To develop and implement an MVPA60 Award Scheme to record students' exercise habits and recognize students who have met the requirements under the Scheme Budget: \$5,000	To implement the MVPA60 Award Scheme to record students' exercise habits and recognize students who have met the requirements under the Scheme Budget: \$5,000	To implement the MVPA60 Award Scheme to record students' exercise habits and recognize students who have met the requirements under the Scheme Budget: \$5,000
vii. To hire additional non-teaching staff/qualified coaches or procure services to assist in promoting sports ambience and MVPA60 in the school	To enrol 80 students in dodgebee training courses under the 'LCSD School Sports Programme' Budget: \$5,000	To enrol 70 students in wushu training courses under the 'LCSD School Sports Programme' Budget: \$5,000	To enrol 80 students in two dodgebee training courses under the 'LCSD School Sports Programme' Budget: \$5,000
viii. Others (Please specify):	--	--	--
Yearly Budget (HK\$)	\$80,500	\$34,000	\$35,500
3 years' Budget (HK\$)			\$150,000

Annual Plan of One-off grant for Promotion of Sports Ambience & MVPA60 in Schools (2024/25)

Area	Item	Objective	Budget		Responsible Person
			Breakdown	Total	
i. To develop or procure PE-/sports-related IT services, mobile applications and related software, as well as PE-/sports-related activity kits and supporting tools	To purchase a one-year Robocoach AI Exercise Mobile and Data Management System for students. \$38,000	Students can make use of the Robocoach AI Exercise Mobile Apps to understand, fulfil and perform the correct actions of the twelve given fitness elements. Students can gradually develop regular exercise habits by using the Robocoach AI Exercise Mobile Apps based on individual exercise plan.	One-year subscription and service (Jan 2025 to Dec 2025) \$38,000	\$38,000	Ms Meaco Kwok
ii. To organise or subsidise students' participation in diversified PE-/sports-related learning activities/ competitions	To organize Inter-house/Inter-class ball game competitions. \$500	Students can develop ball games skills, strategies and a sense of belonging to their Houses and Classes.	Medals and prizes: \$500	\$500	Ms Iris Tang
iii. To organise or subsidise the participation of students, teachers and coaches in PE-/sports-related exchange activities/study visits in the Mainland/overseas	To organize a 3-day badminton and table tennis training tour to Guangzhou. Date: 20-22 June, 2025. Budget: \$12,000	Students can learn more techniques and game strategies, experience diversified training methods and develop a sense of belonging to their teams.	Teachers' subsidy: \$12,000	\$12,000	Ms Meaco Kwok

<p>iv. To organise sports-related activities involving the participation of various school stakeholders, including teachers and parents and students</p>	<p>To stimulate school stakeholders to do exercise and have an active lifestyle.</p> <p>For teachers, regular exercise habits and healthy lifestyle will be promoted in eClass. They can use Robocoach or other means to do exercise.</p> <p>For students, please refer to area vi.</p> <p>For parents, a parent-child bouldering workshop will be organized by the PTA.</p> <p>The ‘Parent-daughter Obstacle Race’ will be organized on Sports Day and invite parents to join.</p> <p>An eNotice about the importance of regular exercise habits and healthy lifestyle will be issued to stimulate family members to do exercise together.</p> <p>Budget: \$3,000</p>	<p>Different stakeholders will develop regular exercise habits and lead a healthy lifestyle.</p>	<p>Parent-child bouldering workshop: \$3,000</p>	<p>\$3,000</p>	<p>Ms Meaco Kwok Ms Iris Tang Ms Clara Leung</p>
<p>v. To purchase or upgrade PE/sports equipment in the school</p>	<p>To purchase and replace an obsolete indoor rowing machines. To purchase sports stacking cups. Budget: \$17,000</p>	<p>Students can experience the joy of indoor rowing and sports stacking cups.</p>	<p>Rower: \$12,000 Sports stacking cups: \$5,000</p>	<p>\$17,000</p>	<p>Ms Meaco Kwok</p>

vi. To develop/enhance the policy on the development of an active and healthy school campus/MVPA60	To develop and implement an MVPA60 Award Scheme to record students' exercise habits and recognize students who have met the requirements under the Scheme Budget: \$5,000	Students will develop regular exercise habits which meets MVPA60.	Booklet: \$3,000 Prizes: \$2,000	\$5,000	Ms Meaco Kwok Ms Iris Tang Ms Clara Leung
vii. To hire additional non-teaching staff/qualified coaches or procure services to assist in promoting sports ambience and MVPA60 in the school	To enrol 80 students in dodgebee training courses under the 'LCSD School Sports Programme' Budget: \$5,000	Students will experience and develop interests in different types of sports other than those offered in school.	Training fee : \$3,000 Equipment: \$2,000	\$5,000	Ms Meaco Kwok Ms Iris Tang Ms Clara Leung
i. Others (Please specify):					
Total Amount Budgeted (HK\$)				\$80,500	

3 Years' Plan of One-off grant on Parent Education

Area	2024/25	2025/26	2026/27
i. Organizing structured or thematic parent education programmes	Thematic parent education programme on promoting effective parent-child communication \$6,000	Thematic parent education programme on promoting value and religious education \$5,000	Thematic parent education programme on maintaining a harmonious parent-child relationship \$5,000
ii. Designing and producing school-based parent education resources	Online learning platform for parents on Strand I: Understanding of adolescent development \$20,000	Online learning platform for parents on Strand I: Understanding of adolescent development Strand II: Promotion of healthy, happy and balanced development of adolescents \$45,000	Online learning platform for parents on Strand I: Understanding of adolescent development Strand II: Promotion of healthy, happy and balanced development of adolescents) Strand III: Promotion of parents' physical and psychological well-being Strand IV: Fostering home-school co-operation and communication \$45,000
iii. Organizing school-based parent education promotional activities relating to the "Positive Parent Campaign"	School-based family education series to promote positive mental health among parents and students \$25,000	School-based family education series to promote positive well-being among parents and students \$25,000	School-based family education series to build resilience in parents and students \$25,000
iv. Others (Please specify):			
Yearly Budget (HK\$)	\$51,000	\$75,000	\$75,000
3 years' Budget (HK\$)			\$210,000

Annual Plan of One-off grant on Parent Education 2024/25

Area	Item	Objective	Budget		Responsible Person
			Breakdown	Total	
i. Organizing structured or thematic parent education programmes	Thematic parent-child workshop on promoting effective parent-child communication	To help parents and students master effective parent-child communication skills to enhance their love and bonding	\$ 6,000	\$ 6,000	Ms Carmen Cheng & Ms Cathy Ching
ii. Designing and producing school-based parent education resources	Online learning platform for parents on Strand I: Understanding of adolescent development	To enrich parents with the knowledge, skills and attitude on parent education based on Strand I of EDB's curriculum framework	\$20,000	\$20,000	Ms Carmen Cheng & Ms Cathy Ching
iii. Organizing school-based parent education promotional activities relating to the "Positive Parent Campaign"	School-based family education series to promote positive parenting and education in the family	To promote positive mental health among parents and students	\$25,000	\$25,000	Ms Carmen Cheng & Ms Cathy Ching
iv. Others (Please specify):					
Total Amount Budgeted (HK\$)				\$51,000	

St. Mary's Canossian College
School Development Plan 2024/25 – 2026/27
Annual School Plan 2024/25

Endorsed by:

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

Sr. Veronic FOK
Supervisor/Chairperson
9th November 2024