



St. Mary's  
Canossian  
College  
2023-24

*School Development Plan 2021/22-2023/24*

*Annual School Plan 2023/24*

*Appreciating Life with Gratitude*

*Fostering Love with Respect*

*Nourishing Growth with Commitment*

to: my  
future  
self  
...



**St. Mary's Canossian College**  
**School Development Plan 2021/22 – 2023/24**  
**&**  
**Annual School Plan 2023/24**

<b>CONTENTS</b>	<b>PAGE</b>
School Vision & Mission.....	2
School Goals.....	3
Profile of SMCC Graduates.....	4
SWOT.....	5
School Development Plan 2021/22-2023/24.....	6
Annual School Plan 2023/24.....	13
Annexes	
1    MOI policy.....	21
2    Budget Summary of EOEBG & Other Grants.....	23
3    Use of Diversity Learning Grant for the 13 <sup>th</sup> Cohort of Senior Secondary Students .....	24
4    Use of Life-wide Learning Grant.....	28
5    Use of Promotion of Reading Grant .....	32
6    Use of Citizenship & Social Development Grant .....	33
Plans endorsed by the Incorporated Management Committee of SMCC .....	34



## School Vision

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

## School Mission

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



### We achieve our mission:

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



# School Goals

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

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

## Profile of an SMCC Graduate

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

#### *embraces Charity in Humility*

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

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

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

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

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

#### *has Faith in God*

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

## SWOT Analysis for 2021/22 to 2023/24 Cycle

### STRENGTHS

- The school has a very strong religious atmosphere emphasizing humility in charity, thus cultivating students' willingness to learn and to serve.
- Students' overall ability is above average, resulting in satisfactory academic performance and public examination results.
- Students are proud of the school's heritage and have developed a strong sense of belonging.
- The school provides numerous opportunities for students to showcase their talents, enabling students to develop their talents, sense of confidence and achievement.
- Most teachers are very experienced and well aware of students' needs.
- After experiencing online learning in the past few years, both teachers and students are now adequately prepared for the implementation of eLearning.
- Parents and past students are supportive to school.
- Parents are enthusiastic in voluntary work in school, thus fostering school-family communication.
- The Past Student Association is well established and proactive in offering support to current students, especially in careers planning.
- The school has established a strong collaborative relationship with SMCS and HACS which foster the smooth operation of the Through-train mode.

### WEAKNESSES

- There is not enough space to accommodate more teachers and classrooms to implement small class teaching to cater for diverse learning needs.
- The limited space in the campus results in the competition for venues among different departments and teams, which limit the frequency, format and variety of curricular and extracurricular activities.
- The absence of elevators in most buildings within the campus limited the usage of rooms in the top floors. It also causes long term physical strain on staff members as a result of frequent negotiating with numerous flights of stairs.
- There is inadequate support from the government in maintaining and preserving the school buildings, two of which have been assessed as Grade 1 Historical Buildings by the Antiquities Advisory Board. Bureaucratic red-tape delays maintenance work which causes inconvenience and even danger to members in the school community.
- The average class size in our school is generally higher than the Hong Kong average. As a result, the government funding policy on class basis results in less resource per student when compared to other schools.
- Students' sense of crisis and self-motivation are lower because of the through-train mode as a place in the secondary section has already been secured since P1. More efforts have to be put in cultivating their resilience, life-long skills and life-planning skills.

### OPPORTUNITIES

- Various government grants are readily available for the school to acquire external manpower and resources to enrich students' exposure and learning experience.
- More organizations are available to offer services to support activities which develop student character, leadership skills and Catholic values.
- Retired teachers are willing to offer support to relieve teachers' workload.

### THREATS

- Extra support has to be offered to help students re-adapt to normal school life and re-establish proper learning habit after a prolonged period of class disruption arising from the pandemic.
- The wave of emigration may result in higher staff turnover and loss of more-experienced teachers.
- Teachers have to take up more administrative work because of the difficulty in recruiting non-teaching staff.

## School Development Plan (2021-2024)

### Learning & Teaching

Major Concern	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		21/22	22/23	23/24	
<b>To enhance teachers' assessment literacy to improve learning and teaching effectiveness</b>	Focus 1: <b><i>Planning effective Assessment for Learning to facilitate and improve student learning</i></b>  1. To align internal assessment with student learning 2. To design assessment tasks with reference to students' current progress in learning 3. To address different levels of student performance and learner diversity 4. To provide equal opportunities for students to demonstrate their achievements	✓	✓	✓	<u>Curriculum</u> <ul style="list-style-type: none"> <li>▪ To ensure the assessment of knowledge, skills, values and attitudes is covered in appropriate proportions</li> <li>▪ To make reference to the curriculum aims, objectives and the intended learning outcomes laid out in EDB curriculum guides</li> <li>▪ To plan summative and formative assessments at appropriate times</li> </ul> <u>Learning &amp; Teaching Strategies</u> <ul style="list-style-type: none"> <li>▪ To make effective use of classroom assessments to understand the strengths and weaknesses of students in classroom learning;</li> <li>▪ To use different levels of questions to facilitate student learning and check their understanding</li> <li>▪ To provide timely and quality feedback to students on how to improve their learning;</li> <li>▪ To give sufficient opportunities to students to learn from various classroom assessments</li> </ul> <u>Assessment</u> <ul style="list-style-type: none"> <li>▪ To ensure assessments incorporating different levels of difficulty and in diverse modes</li> <li>▪ To analyse the test results and revise classroom pedagogies accordingly</li> <li>▪ To bring a balance between Assessment for Learning and Assessment of Learning</li> </ul> <u>Professional Development</u> <ul style="list-style-type: none"> <li>▪ To share good practices, e.g. lesson package /worksheet design, through open classrooms at departmental level, of other departments, or other schools</li> <li>▪ To organise staff development programmes for teachers to enhance their assessment literacy</li> </ul>

Major Concern	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		21/22	22/23	23/24	
<p><b>To enhance teachers' assessment literacy through analysing different types of assessment data</b></p>	<p>Focus 2: <i>Making effective use of public assessment data to facilitate teachers to review assessment, curriculum, and pedagogies</i></p> <ol style="list-style-type: none"> <li>To carefully analyse the public examination results and use the information to facilitate teaching and learning effectiveness</li> <li>To collect and analyse evidence of learning to improve students' future learning</li> <li>To align internal and external assessments</li> </ol>		✓	✓	<p><u>Curriculum</u></p> <ul style="list-style-type: none"> <li>To use the external assessment data to review the public examination trend</li> <li>To review the curriculum holistically and align the junior and senior curriculum</li> <li>To use the assessment data to identify students' strengths and weaknesses in skills / subject content /question types</li> </ul> <p><u>Learning &amp; Teaching Strategies</u></p> <ul style="list-style-type: none"> <li>To identify areas for classroom teaching and consolidation based on the analysis and reports of public examinations</li> <li>To compile sets of various types of questions/skills/topics to help and guide students to practise and prepare better for public examinations</li> </ul> <p><u>Assessment</u></p> <ul style="list-style-type: none"> <li>To give insight into (internal) assessment task design so as to echo the public examination trend</li> </ul> <p><u>Professional Development</u></p> <ul style="list-style-type: none"> <li>To hold formal/informal professional sharing within the subject department and to exchange experiences with other schools</li> <li>To conduct staff development programmes / invite teachers to attend seminars to enhance their knowledge about assessment literacy</li> </ul>

Major Concern	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		21/22	22/23	23/24	
	<p>Focus 3:</p> <p><b><i>Making effective use of internal assessment data to facilitate teachers to review curriculum and pedagogies</i></b></p> <ol style="list-style-type: none"> <li>1. To carefully analyse the internal examination results and use the information to facilitate teaching and learning effectiveness</li> <li>2. To provide effective feedback to students and sustain their momentum in learning</li> <li>3. To collect and analyse evidence of learning systematically to improve students' future learning</li> </ol>		✓	✓	<p><u>Curriculum</u></p> <ul style="list-style-type: none"> <li>▪ To use the assessment data to identify students' strengths and weaknesses in each teaching topic</li> <li>▪ To use the assessment data to review and shape the focuses in future lessons</li> </ul> <p><u>Learning &amp; Teaching Strategies</u></p> <ul style="list-style-type: none"> <li>▪ To analyse the test results and revise class instructions afterwards</li> <li>▪ To adjust teaching strategies to support students who perform poorly in classroom assessments</li> <li>▪ To adjust teaching strategies to support students who perform well in classroom assessments</li> <li>▪ To give immediate feedback to students and employ different means to show them how to make improvements</li> <li>▪ To provide concrete evidence for students to keep up with their learning and reflect from classroom assessments</li> </ul> <p><u>Assessment</u></p> <ul style="list-style-type: none"> <li>▪ To design better assessment tasks and set questions and /or tasks to cater for learners of different needs and abilities</li> </ul> <p><u>Professional Development</u></p> <ul style="list-style-type: none"> <li>▪ To hold formal/informal professional sharing within the subject department and to exchange experiences with other schools</li> <li>▪ To conduct staff development programmes / invite teachers to attend seminars to enhance their knowledge about assessment literacy</li> </ul>

Major Concern	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		21/22	22/23	23/24	
<p><i>To boost student engagement by revamping lesson design and teaching strategies under hybrid learning</i></p>	<p>Focus 1: <i>Adjusting teaching materials and tools to engage students in online and face-to-face modes</i></p> <ol style="list-style-type: none"> <li>1. To convert face-to-face content online effectively</li> <li>2. To maximise teaching and learning effectiveness under hybrid learning mode</li> <li>3. To facilitate and motivate students to learn in and beyond classroom</li> </ol>	✓	✓	✓	<p><u>Curriculum</u></p> <ul style="list-style-type: none"> <li>▪ To revise lesson plans and materials to fit in with virtual and face-to-face mode</li> <li>▪ To re-define teaching and learning focuses of face-to-face lessons</li> <li>▪ To choose suitable topics for flipped and self-learning</li> </ul> <p><u>Learning &amp; Teaching Strategies</u></p> <ul style="list-style-type: none"> <li>▪ To adopt student-centred learning to engage students more in and outside classroom</li> <li>▪ To adopt appropriate online apps/tools to allow students to interact / collaborate with one another, share their learning with others</li> <li>▪ To help students develop habits of preparing for lessons and completing flipped learning tasks</li> <li>▪ To help students tackle core/challenging contents in class</li> </ul> <p><u>Assessment</u></p> <ul style="list-style-type: none"> <li>▪ To make effective use of online tools to assess and monitor student learning other than using conventional assessment modes</li> <li>▪ To incorporate peer and self-assessments to allow students to learn from one another and reflect their learning</li> </ul> <p><u>Professional Development</u></p> <ul style="list-style-type: none"> <li>▪ To hold formal/informal professional sharing within the subject department and to exchange experiences with other schools</li> <li>▪ To conduct staff development programmes / invite teachers to attend seminars to enhance their knowledge about IT in education, flipped learning, etc.</li> </ul>

Major Concern	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		21/22	22/23	23/24	
	<p>Focus 2:</p> <p><b><i>Increasing student engagement and learning outcome in and beyond lessons with the implementation of BYOD Initiative</i></b></p> <ol style="list-style-type: none"> <li>1. To maximise teaching and learning effectiveness under hybrid learning mode</li> <li>2. To facilitate and motivate students to learn in and beyond classroom</li> <li>3. To design varied tasks to cater for learner diversity</li> </ol>	✓	✓	✓	<p><u>Curriculum</u></p> <ul style="list-style-type: none"> <li>▪ To review lesson plans and materials to fit in with the use of mobile devices in class</li> <li>▪ To design various types of teaching and learning activities in face-to-face lessons and outside class</li> </ul> <p><u>Learning &amp; Teaching Strategies</u></p> <ul style="list-style-type: none"> <li>▪ To use appropriate online apps/tools to allow teachers to view student responses and assess their learning more effectively e.g. check if students have completed the flipped learning tasks</li> <li>▪ To provide timely feedback to students once student submit their responses online</li> <li>▪ To promote peer learning in and outside classroom</li> <li>▪ To engage students in learning with the multimodal tasks and resources online</li> </ul> <p><u>Assessment</u></p> <ul style="list-style-type: none"> <li>▪ To make effective use of online tools to assess and monitor student learning</li> <li>▪ To incorporate online peer and self-assessments to allow students to learn from one another and reflect their learning</li> </ul> <p><u>Professional Development</u></p> <ul style="list-style-type: none"> <li>▪ To hold formal/informal professional sharing within the subject department and to exchange experiences with other schools</li> <li>▪ To conduct staff development programmes / invite teachers to attend seminars to enhance their knowledge about IT in education, flipped learning, etc.</li> </ul>

## School Development Plan (2021/22-2023/24)

### Student Quality

Major Concern	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		21/22	22/23	23/24	
<p><b><i>Promoting Student Wellness through Cultivating a Positive School Culture and Environment</i></b></p>	<p>Focus 1: <b><i>To implement positive education through home-school cooperation</i></b></p> <ol style="list-style-type: none"> <li>1. To arrange Staff Development Programmes on Positive Education</li> <li>2. To arrange talks and workshops on positive education for parents</li> <li>3. To develop and review the school-based values education framework</li> </ol>	✓	✓	✓	<p>Staff Development Programmes:</p> <ul style="list-style-type: none"> <li>• Exploring different strategies of positive education that fit the needs of our students and school context</li> <li>• Equipping staff with knowledge and skills of positive education in school settings</li> <li>• Empowering staff to support and accompany students with elements of positive education</li> </ul> <p>Parent Education Talks and Workshops:</p> <ul style="list-style-type: none"> <li>• Equipping parents with knowledge and skills of positive education in family settings</li> <li>• Empowering parents to support and accompany daughters with elements of positive education</li> </ul> <p>School-based Values Education Framework:</p> <ul style="list-style-type: none"> <li>• Mapping of level-based themes of class periods, OLE programmes and CCA activities with reference to the core values of the school and positive education</li> <li>• Incorporating the core values of the school and elements of positive education into CP lessons, OLE programmes and CCA activities</li> <li>• Implementing the school-based values education framework by adopting a whole-school approach</li> </ul>
	<p>Focus 2: <b><i>To nourish students' development with positive education</i></b></p> <ol style="list-style-type: none"> <li>1. To nurture positive values in students</li> <li>2. To encourage students to practice gratitude</li> <li>3. To enhance students' self-management skills and social skills</li> </ol>	✓	✓	✓	

Major Concern	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		21/22	22/23	23/24	
					<p>Students' Positive Education:</p> <ul style="list-style-type: none"> <li>• Cultivating a caring, respectful and supportive school atmosphere</li> <li>• Organizing a variety of programmes and activities to establish positive relationships and connections in the student body</li> <li>• Adopting a whole-school approach in nurturing the positive values in students</li> <li>• Displaying features of positivity around school campus</li> <li>• Promoting positive education in whole-school activities, e.g. Student Council and Catholic Society</li> <li>• Consolidating positive values by incorporating elements of positive education in different team activities</li> <li>• Reinforcing elements of positive education in morning assembly sharing</li> <li>• Developing students' gratitude habits and virtue of appreciation through a variety of internal and external programmes</li> <li>• Designing and trying out the teaching packages of class periods for F.1 and F.2 classes</li> <li>• Reviewing and fine-tuning teaching packages of class periods for the purpose</li> <li>• Developing students' sense of empathy and respect through participation in community services</li> <li>• Encouraging students to build up a sense of commitment through deeds</li> </ul>

# Annual School Plan (2023/24)

## Learning & Teaching

**Major Concern: “To groom students as positive and effective lifelong self-directed learners”**

*Focus 1: To empower students' lifelong learning skills and promote self-directed learning in and beyond lessons*

Targets / Strategies	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ol style="list-style-type: none"> <li>1. L&amp;T Section to collaborate with CUHK-QSIP Team to organise staff development programmes catering to the needs of all teachers and Heads of Departments</li> <li>2. Core subject departments and some other subject departments to seek assistance from CUHK-QSIP Team in developing students' lifelong learning skills, e.g. note-taking skills, and obtain advice for improvement</li> <li>3. Subject panels to set certain teaching topic(s) / skills to encourage students to reflect on own learning experiences and strategies used.</li> <li>4. Subject panels to encourage members to design lessons / tasks which help create room for peer learning and collaboration e.g. pair / group discussions, presentations, mini-projects.</li> <li>5. Subject teachers to teach and help students develop effective study skills and form good study habits (e.g. taking notes / keeping learning logs /using online tools / learning platforms) to monitor their own learning</li> <li>6. L&amp;T Section to facilitate subject panels to collaborate with other subject panels to promote students to integrate different subject learning and</li> </ol>	Whole year	<ol style="list-style-type: none"> <li>1. Subject departments have adopted the recommended strategies to help develop students' lifelong learning skills in and beyond class.</li> <li>2. Teachers have applied good practices and effective strategies from professionals in their lessons and material/ task design.</li> <li>3. Teachers have helped students develop lifelong learning skills and strategies to facilitate them to do revision after class.</li> <li>4. More students report they have made changes in their study skills and habits for improvement.</li> <li>5. Subject departments have selected topics /skills and set tasks to promote peer learning and collaboration.</li> <li>6. Subject teachers have selected students' work as samples /records to demonstrate students' learning among peers.</li> </ol>	<ol style="list-style-type: none"> <li>1. Check departments' DDP &amp; department reports/minutes</li> <li>2. Check departments' Schemes of Work</li> <li>3. Check departments' academic performance evaluation reports</li> <li>4. Check departments' lesson observation records</li> <li>5. Check assignment inspection records</li> </ol>	<ul style="list-style-type: none"> <li>▪ Principals</li> <li>▪ Learning &amp; Teaching Section (LTS)</li> <li>▪ Subject Department Heads</li> <li>▪ Level Coordinators and teachers</li> <li>▪ Class Teachers</li> <li>▪ Staff Development and Appraisal Team</li> </ul>	<ul style="list-style-type: none"> <li>▪ Time for meetings</li> <li>▪ Time for implementation</li> <li>▪ Time to conduct survey, collect &amp; process data</li> <li>▪ Time for staff development</li> </ul>

Targets / Strategies	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>widen their learning opportunities.</p> <p>7. Form 1 Class Teachers to seek assistance from CUHK-QSIP Team in facilitating their classes to review and direct their own learning in Class Periods and obtain advice for improvement</p> <p>8. Class teachers to help guide students to prepare better for the examinations and evaluate their study habits and strategies before the release of report cards on Parents' Day</p> <p>9. 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</p> <p>10. L&amp;T Section to evaluate the practices with subject departments regularly as well as offer advice and support to subject panels</p> <p>11. L&amp;T Section to disseminate relevant training information online from time to time</p> <p>12. L&amp;T Section to monitor progress made, evaluate and report to the whole staff at the end of the school year</p>		<p>7. Sharing of good practices among teachers in panels have been recorded in department documents.</p> <p>8. The materials and tasks in Class Periods have facilitated students to prepare for revision and examinations and review their study habits and strategies.</p> <p>9. School-based training workshops have been conducted and the training record of relevant seminars /workshops of panel members have been maintained for easy retrieval.</p> <p>10. Review reports to show adjustments made have been submitted.</p> <p>11. Evaluation reports to assess effectiveness have been submitted.</p> <p>12. L&amp;T Section has reported to all staff about the effectiveness of the focus.</p>	<p>6. SSE Staff Survey</p> <p>7. Student survey</p> <p>8. Meetings with HoDs</p> <p>9. Meetings with Class Teachers</p>		

## Learning & Teaching

**Major Concern: “To groom students as positive and effective lifelong self-directed learners”**

***Focus 2: To create a positive e-learning environment conducive to student engagement and peer learning***

<i>Targets / Strategies</i>	<i>Time Scale</i>	<i>Success Criteria</i>	<i>Methods of Evaluation</i>	<i>People Responsible</i>	<i>Resources Required</i>
<ol style="list-style-type: none"> <li>1. L&amp;T Section to coordinate with IT Committee on upgrading the classroom facilities e.g. Interactive Flat Panel Displays and Ceramic Whiteboards to create a conducive eLearning environment in school</li> <li>2. L&amp;T Section to coordinate with IT in Education Team on organising training sessions to equip the staff with the necessary skills and knowledge on using the new facilities in classrooms</li> <li>3. Subject teachers to adopt student-centred learning and adopt appropriate online apps/tools to allow students to interact / collaborate with one another, share their learning with others before, during and/or after class.</li> <li>4. Subject teachers to engage students in learning with the multimodal tasks and resources online in and beyond lessons</li> <li>5. Subject teachers to provide timely and quality feedback to students once student submit their responses online</li> <li>6. Peer and self-assessments to be incorporated to allow students to learn from one another and reflect on their learning using online tools.</li> </ol>	Whole year	<ol style="list-style-type: none"> <li>1. More students have reported that they have been more engaged in lessons and learnt from one another.</li> <li>2. More students have reported that they can follow the teaching, take notes and complete class work effectively in lessons.</li> <li>3. Teachers have made use of eLearning tools to promote peer learning and collaboration in and outside class</li> <li>4. Teachers have utilised multimodal tasks and resources online to engage students in learning</li> <li>5. Teachers have been more sensitive to students’ learning needs and progress and frequency of giving timely and effective feedback in lessons has increased.</li> <li>6. Teachers have adopted different modes of assessments, including allowing students to do self and peer assessments to monitor their own learning progress/outcomes.</li> </ol>	<ol style="list-style-type: none"> <li>1. Check departments’ DDP &amp; department reports/minutes</li> <li>2. Check departments’ Schemes of Work</li> <li>3. Check assignment inspection records</li> <li>4. Check departments’ lesson observation records</li> <li>5. SSE Staff Survey</li> <li>6. Student Survey</li> <li>7. Meetings with HoDs</li> </ol>	<ul style="list-style-type: none"> <li>▪ Principals</li> <li>▪ Learning &amp; Teaching Section (LTS)</li> <li>▪ Chairs of Subject Panels</li> <li>▪ Level Coordinators and teachers</li> <li>▪ IT Committee</li> <li>▪ IT in Education Team</li> <li>▪ Working Group of ‘BYOD Scheme’</li> </ul>	<ul style="list-style-type: none"> <li>▪ Time for meetings</li> <li>▪ Time for implementation</li> <li>▪ Time to conduct survey, collect &amp; process data</li> <li>▪ Time for staff development</li> </ul>

<i>Targets / Strategies</i>	<i>Time Scale</i>	<i>Success Criteria</i>	<i>Methods of Evaluation</i>	<i>People Responsible</i>	<i>Resources Required</i>
<p>7. Subject departments to equip teachers with the necessary skills and knowledge about conducting effective lessons via different modes e.g. collaborative lesson planning, school visits, online /department-based training.</p> <p>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</p> <p>9. L&amp;T Section to disseminate relevant training information online from time to time</p> <p>10. L&amp;T Section to monitor progress made, evaluate and report to the whole staff at the end of school year</p>		<p>7. Subject teachers have selected students' work as samples /records to demonstrate students' learning among peers.</p> <p>8. Sharing of good practices among teachers in panels have been recorded in department documents.</p> <p>9. Subject teachers have attended professional seminars / workshops and /or shared good practices with other staff members/ schools.</p> <p>10. Whole-school and /or department-based training in online learning/ flipped classroom/ using various learning tools etc. have been conducted and the training records have been maintained for easy retrieval.</p> <p>11. Review reports to show adjustments made have been submitted.</p> <p>12. Evaluation reports to assess effectiveness have been submitted.</p> <p>13. L&amp;T Section has reported to the whole staff about the effectiveness of the focus.</p>			

## Student Quality

**Major Concern: “Promoting Student Wellness through Cultivating a Positive School Culture and Environment”**

**Focus 1: “To further implement positive education by incorporating into students’ learning experiences”**

Strategies / Tasks	Time Scales	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> <li>• To foster a positive school culture and environment through board displays inside classrooms and on corridors</li> <li>• To sustain the rapport of students across levels and strengthen the sense of belonging via whole-school events and functions</li> <li>• To continue creating opportunities for students to experience and achieve in various types of activities, e.g. external, whole-school, team-based, level-based, and class-based</li> <li>• To create more opportunities and platforms for students to step out of their comfort zone, showcase their strengths and develop their sense of purpose</li> <li>• To develop student leaders’ skills and build up their self-confidence in organizing club and school activities</li> <li>• To develop junior students’ potentials to become future leaders</li> <li>• To refine school-based positive education curriculum</li> </ul>	<p>Whole year</p>	<ul style="list-style-type: none"> <li>• Elements of positivity are displayed on boards in classroom and on school campus.</li> <li>• Whole-school activities are arranged by various teams.</li> <li>• Students are given opportunities to participate and contribute in various activities.</li> <li>• Various extended and experiential programmes, such as adventure-based programmes, and leadership training days are organized.</li> <li>• A variety of programmes are organized for students to unleash their potentials.</li> <li>• Student-led activities are planned and organized.</li> <li>• Positive education programmes and packages are refined and conducted in class periods for students of different levels.</li> </ul>	<ul style="list-style-type: none"> <li>• Post-activity feedback from students and teachers</li> <li>• Post-training feedback from students and teachers</li> <li>• Reflection done by students</li> <li>• End-of-year evaluation meetings of various teams</li> <li>• Stakeholders’ survey</li> </ul>	<ul style="list-style-type: none"> <li>• Teams of Student Quality Development Section</li> <li>• Class teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Life-wide Learning Grant</li> <li>• School funds</li> </ul>

<ul style="list-style-type: none"> <li>• To enhance students' capabilities via extended and experiential programmes, e.g. organising skill-based and career-related activities</li> <li>• To promote healthy life choices of different aspects (physical, mental and social) to students via class period programmes and workshops</li> <li>• To foster engagement in class so as to strengthen supportive teacher-student and student-student relationships</li> <li>• To organize whole-school religious activities based on the theme of Catholic Society, "We are the Salt and the Light" and guide students to think of how they can practise in their daily life</li> <li>• To organize talks or related-activities for parents on Positive Education for building a good rapport with their daughters</li> </ul>		<ul style="list-style-type: none"> <li>• Professional development programmes are arranged to equip teachers with strategies to implement positive education at class level.</li> <li>• Special skill-based and career-related workshops are organized</li> <li>• Programmes emphasizing physical health, mental health and social health are organized and delivered to students.</li> <li>• Activities are arranged to strengthen bonding and build supportive relationships among students and teachers.</li> <li>• Whole-school activities are arranged by the Religious Activities and Formation Team to promote positive values</li> <li>• At least 1 parents' talk or related-activity is arranged on Positive Education</li> </ul>			
---	--	---	--	--	--

**Focus 2: “To foster students’ positive values and attitudes through extended learning and reflection”**

Strategies / Tasks	Time Scales	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> <li>• To sustain the positive values in students with a whole-school approach</li> <li>• To foster students’ habits in keeping reflective weekly journals</li> <li>• To enrich reflective weekly journals with elements of applications in daily life and positive values</li> <li>• To introduce staff framework of doing post-activity reflection</li> <li>• To guide students to evaluate their activity plans and implementation and make modifications</li> <li>• To make use of different occasions and learning experiences for values formation of students, e.g. environmental protection, appreciation of Chinese culture, sense of curiosity, gratitude, empathy, etc.</li> <li>• To foster students’ proper manners and etiquette, as well as commitment to building positive relationships with others on campus and outside school</li> <li>• To make collaborative efforts among teachers in providing positive and constructive feedback to students</li> </ul>	<p>Whole year</p>	<ul style="list-style-type: none"> <li>• Elements of positive values are included in sharing in morning assemblies, class periods, clubs and team activities, and school events.</li> <li>• Morning class period is arranged every week for students to complete the reflective weekly journal</li> <li>• The reflective weekly journal has been enriched with content of applications in daily life and positive values.</li> <li>• Professional development programme on post-activity reflection has been conducted.</li> <li>• Students have done evaluations after conducting activities and have demonstrated learning in the process.</li> <li>• Students are able to demonstrate positive values in various extended and experiential learning activities, both held in school and outside school</li> </ul>	<ul style="list-style-type: none"> <li>• Post-activity feedback from students and teachers</li> <li>• Post-training feedback from students and teachers</li> <li>• Reflection done by students</li> <li>• Evaluation meetings of club committee members</li> <li>• End-of-year evaluation meetings</li> <li>• Stakeholders’ survey</li> </ul>	<ul style="list-style-type: none"> <li>• Teams of Student Quality Development Section</li> <li>• Class teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Life-wide Learning Grant</li> <li>• School funds</li> </ul>

<ul style="list-style-type: none"> <li>• To sustain positive behaviour and good deeds of students via Appreciation Corner in classrooms and “Stars of the Week”</li> <li>• To organize Catholic meetings and religious activities which encourage students to recognize and share their blessings with their schoolmates</li> </ul>		<ul style="list-style-type: none"> <li>• Students acquire and practise positive values in daily life</li> <li>• Students demonstrate proper manners and etiquette, and are able to maintain relationships with others on good terms</li> <li>• Teachers show recognition to students’ participation and efforts made</li> <li>• Teachers make use of the Appreciation Corner and “Stars of the Week” to express appreciation and commendation to students’ behaviour</li> <li>• Students recognize and share the blessings they receive from God</li> </ul>			
---	--	---	--	--	--

## Medium of Instruction

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

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

### Language on Campus Policy

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

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

#### ii) Related to Student Activities:

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

### **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 2023/24

### A. EOEBG Baseline

Programme Item	Approved Budget (\$)
Premises	616,500
Administration	2,374,950
Curriculum - Subjects	297,450
Pastoral	796,850
<b>Total Budget from Baseline</b>	<b>4,085,750</b>

### B. Other Grants

<u>Task Area</u>	<u>Remarks:</u>
Teaching Assistant for School Administration	Capacity Enhancement Grant \$877,276-
Chinese Language Highflyers' Programmes	
Full-time Social Worker Service	
Drama Consultant	Teacher Relief Grant \$720,900-
Language Consultant	
Teaching Assistant for English Language	

## Annual Programme Proposal for DLG-funded Other Programme (Gifted Education) 2023/24

Domain	Programme	Objective(s)	Targets (No./level/selection)	Duration /Start Date	Deliverables	Teacher i/c	Budget
Student Support Team	F.4 Mathematics Highflyer Programme	To organize training sessions to further develop students' giftedness in Math and help them excel in external Math competitions	F.4 students gifted in Mathematics	16 sessions (1hr 15min@)	Participants will be awarded in external Mathematics competitions.	Ms Karen Yu	<b>\$12,500</b>
Student Support Team	Suitable external science competitions or workshops organized by tertiary institutes/ NGO	To nominate and prepare scientifically gifted students to participate in external science competitions or taking science/ technology related workshops to develop their talents	NSS students gifted in Science and Technology Invention	1-day for Science competitions/ examinations 1-day workshops/ seminar	<ul style="list-style-type: none"> <li>Participants will be shortlisted to the final round and receive awards in competitions.</li> <li>Through taking workshops, participants will excel in and demonstrate their talents in their learning or future studies.</li> </ul>	Ms Angel Chan	<b>\$3,000</b>
Student Support Team	Cat-walk training for Fashion Show	To organize workshops on skills required for walking on the runway to let participants 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 the catwalk.	Ms Cathy Ching	<b>\$5,000</b>
Student Support Team	Artist-in-Residence Programme	To organize photography workshops to enable students to discover how photographic works	NSS students gifted in Visual Arts	3 sessions (2 hrs@)	Participants will learn professional photo-taking skills and are able to analyse photographs and are	Ms Cathy Ching	<b>\$5,000</b>

**Annual Programme Proposal for DLG-funded Other Programme (Gifted Education) 2023/24**

Domain	Programme	Objective(s)	Targets (No./level/selection)	Duration /Start Date	Deliverables	Teacher i/c	Budget
		create meaning and apply the learnt methodology to show appreciation and make criticisms			more sensitive to ideas conveyed in visual works.		
Student Support Team	Summer gifted programmes offered by tertiary institutions	To process and subsidize gifted students' application for enrichment courses offered by tertiary institutions to further develop their potential	F.4-F.5 academically gifted students	2 months	Participants will further broaden their horizons and excel in their areas of giftedness.	Ms Carmen Cheng & Ms Echo Wong	<b>\$60,000</b>
Chin Lang Dept	Chinese Language Writing Highflyers' Programmes	<p><u>Programme 1:</u></p> <ol style="list-style-type: none"> <li>To provide intensive training to enhance participants' reading and writing skills in Chinese Language</li> <li>The selected students will achieve excellent results in the HKDSE Chinese Language Paper 1(Reading) &amp; 2 (Writing) Exam</li> </ol> <p><u>Programme 2:</u></p> <ol style="list-style-type: none"> <li>To provide intensive training to enhance participants' writing skills in Chinese Language</li> <li>The selected students will show</li> </ol>	<p><u>Programme 1:</u></p> F.6 students gifted in Chinese Language nominated by Chinese Language Department with specific criteria	<p><u>Programme 1:</u></p> 10 lessons from Sept to Dec 2023 (1.5 hrs@)	<p><u>Programme 1:</u></p> Participants will achieve better results in external competitions	Ms Agnes Lui	<p><u>Programme 1:</u></p> <b>\$22,500</b> <p><u>Programme 2:</u></p> <b>\$17,400</b>

**Annual Programme Proposal for DLG-funded Other Programme (Gifted Education) 2023/24**

Domain	Programme	Objective(s)	Targets (No./level/selection)	Duration /Start Date	Deliverables	Teacher i/c	Budget
		outstanding performance in writing or achieve good results in writing competitions outside school.					
Scholarship and Award Coordination Team	Gifted programmes offered by tertiary institutions or other external institutes e.g. HKFYG	<ul style="list-style-type: none"> <li>To subsidize students with potential to participate in enrichment courses offered by tertiary institutions or other external institutes</li> <li>To enhance potential student leaders with skills and leadership training</li> </ul>	F.4-F.5 students from SMCC Outstanding Student Network (SMCCOSN) and other gifted students	<ul style="list-style-type: none"> <li>Oct –Dec 2023</li> <li>Feb – May 2024</li> <li>Jul - Aug 2024</li> </ul>	<ul style="list-style-type: none"> <li>Participants will further broaden their horizons and excel in their areas of giftedness</li> <li>Participants are more likely to be shortlisted when applying for external awards and contests</li> </ul>	Ms Jenny Chan and Ms Bridget Ho	<b>\$10,000</b>
Music	Music Enrichment Courses	To subsidize students talented in music to enroll in external courses to enhance their music skills and further develop their giftedness	F.4 & F.5 music gifted students	Music lessons from Sept 2023 to June 2024	Selected students will participate in different public music performances or competitions showcasing their enhanced skills.	Ms Viola Chan	<b>\$3,000</b>
Co-curricular Activities	Leadership Training	To organize training sessions to improve leadership skills and ability to organize quality activities	Student leaders from Student Council, Drama Core Production Team,	2 days / year	Student leaders will <ul style="list-style-type: none"> <li>acquire techniques in organizing activities and build networks</li> </ul>	Ms Clare Chan	<b>\$50,000</b>

**Annual Programme Proposal for DLG-funded Other Programme (Gifted Education) 2023/24**

Domain	Programme	Objective(s)	Targets (No./level/selection)	Duration /Start Date	Deliverables	Teacher i/c	Budget
			CCA clubs and prefect boards		<ul style="list-style-type: none"> <li>discharge their duties with more confidence</li> <li>successfully hold activities echoing the annual school themes</li> </ul>		
Co-curricular Activities	Leadership Training	To sharpen leadership skills of potential student leaders	F.4 potential student leaders	June / July 2024	Student leaders will acquire skills in organizing activities, and be competent leaders in various student bodies in the subsequent school year.	Ms. Clare Chan	<b>\$28,000</b>
						<b>Total</b>	<b>\$216,400</b>

## Plan on the Use of Life-wide Learning Grant 2023/24

Schools are required to upload this Plan or the Annual School Plan which consist of this Plan endorsed by their SMCs / IMCs onto the homepage of the schools for the sake of enhancing transparency and in accordance with the established practice.  
Declaration: We understand clearly the principles on the use of the Life-wide Learning Grant and, after consulting teachers on the allocation of the resources, plan to deploy the Grant for promoting the following items.

## 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	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	<b>Local Activities:</b> 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														
e.g.	Career Experience Activity	Nov 2022	S1-S3	200	\$20,000.00	\$100.00									
1	Competitions	Whole year	F.4-5	20	\$1,500.00	\$75.00	To arouse students' interest	BAFS	Students' performance in competitions and teacher's evaluation	✓					Mandy Chau
2	Workshops and Talks	Whole year	F.4-5	40	\$4,850.00	\$121.25	To arouse students' interest	Biology	Students' performance in workshops and teacher's evaluation	✓					Angel Chan
3	Workshops	2nd Term	F.5	40	\$10,000.00	\$250.00	To enrich students' exposure and experiences through activities in science	Physics	Feedback from teachers and students concerned	✓					Tom Chow
4	Competitions	Whole year	F.4 - F.5	30	\$2,500.00	\$83.30	To enrich students' exposure and experiences through activities in science	Physics	Feedback from teachers and students concerned	✓					Tom Chow
5	Workshops and Talks	Whole year	F.1-2	390	\$2,000.00	\$5.10	To enrich students' exposure and experiences through activities in science	Integrated Science	Feedback from teachers and students	✓					Angel Chan
6	Training Workshops for Competitions	Mar 2023	F.1-3	20	\$2,000.00	\$100.00	To further develop students' giftedness in math and help them excel in external math competitions	Mathematics	Students' performance in competitions and teacher's evaluation	✓					Ma Wai Hong Kwok Yu Fai
7	Visits to local monetary organizations	Whole year	F.4-5	40	\$500.00	\$12.50	To provide opportunities to visit and to appreciate the recent development of local monetary organizations	Economics	Feedback from teachers and students	✓	✓				Bonnie Leung
8	Visit to Legislative Council	Nov 2023	F.4	25	\$700.00	\$28.00	To let students understand the legislation-making process in Hong Kong which can facilitate their learning of the HKDSE History topic "Political and Institutional Changes in Hong Kong"	History	Students' participation in the Q & A session with the legislators, and students' reflection reports after the activity	✓	✓				Maggie Chan
9	Local tours	Whole year	F.1-6	80	\$8,000.00	\$100.00	To provide opportunities to visit and to appreciate the recent development of Hong Kong	Chinese History	Feedback from teachers and students	✓	✓				Sharon Fu
10	Chinese Language Activities	Whole year	F.1-6	100	\$1,000.00	\$10.00	To arouse students' interest in Chinese Language	Chinese Language	Feedback from teachers and students	✓					Agnes Lui
11	Chinese Debate Training	Whole year	F.1-5	50	\$16,500.00	\$330.00	To enhance students' public speaking skills and boost their confidence in debate competitions	Chinese Language	Students' performance in competitions and teacher's evaluation	✓	✓				Queenie Lam
12	Training Workshops for School Magazine Editors	Whole year	F.4-5	20	\$7,200.00	\$360.00	To enrich student editors' exposure and experiences through workshops in editing	Chinese Language	Feedback from teachers and students	✓					Agnes Lui
13	English Language Centre Activities & Related Competitions	Whole Year	F.1-6	917	\$5,200.00	\$5.70	To sustain interest in English language learning outside the classroom	English Language	Feedback from teachers and students	✓					Evita Lai
14	English Language Activities	Whole Year	F.1-6	917	\$43,000.00	\$46.90	To enhance students' skills of literary appreciation and boost their confidence in presentation	English Language	Students' performance in competitions and teacher's evaluation	✓					Evita Lai
15	English Debate Training	Whole year	F.1-5	40	\$21,000.00	\$525.00	To enhance students' public speaking skills and boost their confidence in debate competitions	English Language	Feedback from teachers and students; Students' achievement	✓					Evita Lai
16	Creative Workshop	Jan - Feb 2024	F.1-5	30	\$10,200.00	\$340.00	To enhance students' creative writing skills	English Language	Feedback from teachers and students; Students' work	✓					Elaine Lam
17	Hong Kong School Drama Festival	Jan - Feb 2024	F.1-5	15	\$10,000.00	\$666.66	To arouse students' interests and proficiency in English Language through performing arts	English Language	Feedback from teachers and students; Performance in the Drama Festival	✓	✓				Elaine Lam
18	Hong Kong Schools Music Festival	Whole year	F.1-5	400	\$51,850.00	\$129.60	To organize after-school music classes and rehearsals for students to take part in music competitions and to build confidence	Music	Students and teachers' evaluations		✓	✓			Viola Chan
19	Hong Kong Youth Music Interflow	Whole year	F.1-5	400	\$18,000.00	\$45.00	To prepare the school concert band and Chinese orchestra for music competitions	Music	Students and teachers' evaluations		✓	✓			Viola Chan
20	Regular Training of School Orchestras	Whole year	F.1-5	400	\$209,000.00	\$522.50	To train the school concert band, orchestra and Chinese orchestra for music competitions to realize their potential	Music	Feedback from teachers and students concerned		✓	✓			Viola Chan
21	Swimming Gala	26 Sept 2023	F.1-6	917	\$4,500.00	\$4.90	To allow students to take part in swimming events, observe or cheer for competitors and enhance house spirit.	Physical Education	Students and teachers' evaluations		✓	✓			Meaco Kwok
22	Sports Day	14 March 2024	F.1-5	795	\$5,800.00	\$7.30	To allow students to take part in athletics events, and enhance their skills and sportsmanship	Physical Education	Students and teachers' evaluations		✓	✓			Meaco Kwok
23	Inter-class, Inter-house and External Sports Competitions	Sept 2023 – May 2024	F.1-6	200	\$23,900.00	\$119.50	To enhance students' experience in sports competitions and enhance their skills and sportsmanship	Physical Education	Students and teachers' evaluations		✓	✓			Meaco Kwok
24	Regular Training of Sports Teams	Sept 2023 – Aug 2024	F.1-6	200	\$80,000.00	\$400.00	To provide regular training for school teams to get good results in competitions	Physical Education	Students and teachers' evaluations		✓	✓			Meaco Kwok
25	Fashion Show	12 Dec 2023	F.4 - F.5	268	\$12,800.00	\$47.80	To enrich students' exposure to fashion designs and enhance their sense of aesthetic appreciation	Aesthetic Development	Students and teachers' evaluations		✓	✓			Viola Chan

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	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	
26	Music Performances by external organizations	2nd Term	F.3-4	300	\$4,000.00	\$13.30	To enrich students' exposure to music and enhance their sense of aesthetic appreciation	Aesthetic Development	Students and teachers' evaluations		✓	✓			Viola Chan
27	HK Schools Dance Festival & other dance performances	Whole year	F.1-5	30	\$41,385.00	\$1,379.50	To enrich students' exposure to dance and enhance their sense of aesthetic appreciation	Aesthetic Development	Students and teachers' evaluations		✓	✓			Viola Chan
28	School Picnic	10 Nov 2023	F.1-6	917	\$183,400.00	\$200.00	To give students a temporary relief from their studies and to enjoy a day outdoors	Co-curricular Activities	Evaluation from teachers and students		✓	✓			Clare Chan
29	Expenses for Service Awards	Whole year	F.1-6	917	\$3,000.00	\$0.75	To encourage students to provide services at school and recognize their efforts.	Co-curricular Activities	Evaluation from teachers and students		✓	✓			Clare Chan
30	Leadership training for CCA Clubs Exco Members	Oct 2023	F.3-5	120	\$56,000.00	\$466.70	To provide training for student leaders to take up responsible posts and serve their schoolmates	Co-curricular Activities	Evaluation from teachers and students		✓	✓			Clare Chan
31	Leadership Training for F.3 students	July 2024	F.3	137	\$28,000.00	\$204.40	To train students to become potential leaders	Co-curricular Activities	Evaluation from teachers and students		✓	✓			Clare Chan
32	Civic Education Activities	Whole year	F.1-6	917	\$2,500.00	\$2.70	To develop and cultivate students' positive attitudes and behaviours	Civic Education	Evaluation survey from students		✓				Maggie Chan
33	Parents' Evening (F.3, F.4 & F.6)	26 Jan, 8 Mar & 10 May 2024	F.3, F.4 & F.6	397	\$2,000.00	\$5.00	To provide information about F.4 subject selection, studying pathways and university admissions for parents	Career & Further Studies	Feedback from students and teachers		✓				Queenie Mui
34	Publication of Careers Newsletters	Whole year	F.1-6	917	\$1,000.00	\$1.10	To provide latest information and advice on studies and careers for students	Career & Further Studies	Feedback from students and teachers		✓				Queenie Mui
35	F.1 & F.2 Class-based Careers Programme	Whole year	F.1 & F.2	390	\$40,000.00	\$102.60	To provide relevant information on life planning for junior form students	Career & Further Studies	Feedback from students and teachers		✓				Queenie Mui
36	JUPAS Seminar	2nd Term	F.6	122	\$5,000.00	\$41.00	To provide updated information about JUPAS and undergraduate programme selection	Career & Further Studies	Feedback from students and teachers		✓				Queenie Mui
37	Career Talk/ Workshop relating to the Greater Bay Area	2nd Term	F.4-6	25	\$3,600.00	\$144.00	To provide updated information about the development in the Greater Bay Area to prepare students for their life planning	Career & Further Studies	Feedback from students and teachers		✓				Queenie Mui
38	Form-based Talks and Seminars	Whole year	F.1-6	917	\$3,500.00	\$3.80	To arouse our students' social awareness and prepare them to be confident and knowledgeable volunteers	Community Service	Statistical analysis of students' participation and student self-evaluation				✓		Vivian Leung Amy Lee
39	F.5 Class-based Service Project	Oct 2023 – Apr 2024	F.5	130	\$14,400.00	\$110.80	To develop students' social responsibility, empathy and self-efficacy through planning and participating in community services	Community Service	Statistical analysis of students' participation and student self-evaluation				✓		Vivian Leung Amy Lee
40	Service Projects	Oct 2023 – Jul 2024	F.1-6	917	\$23,950.00	\$26.10	To develop students' responsibility through participating in community services	Community Service	Statistical analysis of students' participation and student self-evaluation				✓		Vivian Leung Amy Lee
41	Board Games Afternoon	1st Term	F.1-6	917	\$5,000.00	\$5.50	To let students have fun and explore their character strengths	Extended & Experiential Learning	Students' participation and feedback		✓	✓			Clara Leung
42	Activity Day: Learning Trip to Organic Farm	Apr 2024	F.1	209	\$64,177.25	\$307.10	To allow F.1 students to learn and experience organic farming, and learn to cherish health and food source	Extended & Experiential Learning	Students' participation and feedback		✓	✓			Clara Leung
43	Activity Day: Adventure-based Training Program	Apr 2024	F.2	181	\$55,501.00	\$306.60	To let students develop their potential	Extended & Experiential Learning	Students' participation and feedback		✓	✓			Clara Leung
44	Activity Day: Rock Climbing	Apr 2024	F.3	137	\$64,000.00	\$467.20	To let students develop their potential	Extended & Experiential Learning	Students' participation and feedback		✓	✓			Clara Leung
45	Activity Day: Adventure-based Training Program	Apr 2024	F.4	138	\$59,453.20	\$430.80	To develop students' leadership skills	Extended & Experiential Learning	Students' participation and feedback		✓	✓			Clara Leung
46	Activity Day: Adventure-based Training Program	Apr 2024	F.5	130	\$42,999.00	\$330.80	To develop students' leadership skills	Extended & Experiential Learning	Students' participation and feedback		✓	✓			Clara Leung
47	Post Exam Activities: Adventure-based activities	July 2024	F.1	155	\$39,400.00	\$254.20	To let students develop their potential	Extended & Experiential Learning	Students' participation and feedback		✓	✓			Clara Leung
48	Post Exam Activities: Rock Climbing	July 2024	F.2	155	\$38,000.00	\$245.20	To let students develop their potential	Extended & Experiential Learning	Students' participation and feedback		✓	✓			Clara Leung
49	Competitions/ Activities on Environmental Education	Whole year	F.1-6	917	\$2,000.00	\$2.20	To promote environmental education	Environmental Education	Feedback from students and teachers		✓				Lisa Chan
50	School-based discipline and guidance programmes during class periods	Sept 2023 – Jul 2024	F.1-6	917	\$188,250.00	\$205.30	To cultivate different moral values in students through talks, workshops and activities by social workers and teachers	Guidance & Discipline	Statistical analysis of students' evaluation and student self-evaluation		✓				Clara Leung Vivian Leung
51	Support for organizing school functions (e.g. Summer Bridging Programmes, PIS Closing Ceremony, Shining Teens Programme, i-Ambassador Leadership Programme etc.)	Sept 2023 – Jul 2024	F.1-6	917	\$7,700.00	\$8.40	To cultivate different moral values in students through talks, workshops and activities by social workers and teachers	Guidance & Discipline	Statistical analysis of students' evaluation and student self-evaluation		✓				Clara Leung Vivian Leung
52	Training for Discipline & Guidance Prefects	Whole year	F.4-5 Prefects	100	\$20,916.00	\$209.20	To train Discipline and Guidance Prefects' communication skills and leadership skills	Guidance & Discipline	Statistical analysis of students' evaluation and student self-evaluation		✓				Clara Leung Vivian Leung
53	Training Workshop for Gifted Students	Whole year	F.1-3 gifted students in Maths	60	\$37,500.00	\$625.00	To further develop students' giftedness in Mathematics	Student Support	Students' participatio and teacher's evaluation	✓					Flora Poon
54	Competitions for Gifted Students (e.g. Science Competitions, Chinese Writing & Speaking Competitions, ICAS assessments etc.)	Whole year	F.1-5 gifted students	90	\$9,500.00	\$105.60	To further develop students' giftedness in different academic areas	Student Support	Students' participatio and teacher's evaluation	✓					Flora Poon
55	Inter-school/ International Contests	Whole year	F.1-6	30	\$12,000.00	\$400.00	To further develop students' giftedness in different academic areas	Scholarship & Award	Students' participatio and teacher's evaluation	✓					Jenny Chan

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	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	
56	Student Achievements Exhibition	Whole year	F.1-6	917	\$1,000.00	\$1.10	To recognize and display gifted students' achievements in different academic areas	Scholarship & Award	Students' participatio and teacher's evaluation	✓					Jenny Chan
57	Workshop on enhancing performance in face-to-face / online public speaking (contests)	Whole year	F.1-5	15	\$10,000.00	\$666.70	To boost skills and confidence in public speaking so as to gain better results in competitions	Language Environment Support	Feedback from students and teachers	✓					Bridget Ho
58	Seminar on Healthy Eating	2nd Term	F.2	181	\$1,000.00	\$5.50	To cultivate students' healthy eating habits	Health and Sex Education	Feedback from students and teachers		✓				Carmen Cheng
59	Seminar on Proper Attitude towards Dating	2nd Term	F.4	138	\$1,000.00	\$7.20	To cultivate proper attitude towards dating	Health and Sex Education	Feedback from students and teachers		✓				Carmen Cheng
60	Seminar on Proper Attitude towards Pre-marital Sex	2nd Term	F.5	130	\$1,000.00	\$7.70	To instil in students the right attitude and knowledge on health and sex related issues	Health and Sex Education	Feedback from students and teachers		✓				Carmen Cheng
61	School Opening Mass	Sept 2023	F.1-6	917	\$6,000.00	\$6.50	To cultivate a thankful and prayerful atmosphere at the beginning of the academic year	Religious Activities & Formation	To observe students' participation in the activity		✓				Teresa Law
62	Foundress Mass	May 2024	F.1-6	917	\$6,000.00	\$6.50	To express gratitude towards God for our Foundress and to encourage students to practise the Canossian spirits in their daily lives.	Religious Activities & Formation	To observe students' participation in the activity		✓				Teresa Law
63	Advent Activities	Nov 2023	F.1-6	917	\$500.00	\$0.50	To prepare for the coming of Jesus Christ and deepen students' understanding of Christmas	Religious Activities & Formation	To collect feedback from teachers and students participated in the activities		✓				Teresa Law
64	Christmas Celebration	Dec 2023	F.1-6	917	\$1,500.00	\$1.60	To share the joy and peace brought by the birth of Jesus Christ	Religious Activities & Formation	To observe students' participation in the activity		✓				Teresa Law
65	Lenten Activities	Mar 2024	F.1-6	917	\$500.00	\$0.50	To prepare for the death and resurrection of Jesus Christ	Religious Activities & Formation	To collect feedback from teachers and students		✓				Teresa Law
66	Easter Celebration	Apr 2024	F.1-6	917	\$1,500.00	\$1.60	To share the joy and hope brought by the risen Lord	Religious Activities & Formation	To observe students' participation in the activity		✓				Teresa Law
67	Evangelization Activities	Feb 2024	F.1-6	917	\$3,000.00	\$3.30	To provide more opportunities for the non-Christians to learn more about the Christian faith	Religious Activities & Formation	To collect feedback from teachers and students participated in the activities		✓				Teresa Law
68	Marian Celebration	May 2024	F.1-6	917	\$1,500.00	\$1.60	To learn the virtues of Mother Mary	Religious Activities & Formation	To observe students' participation in the activity		✓				Teresa Law
69	Formation Programmes	May 2024	F.1-6	917	\$5,000.00	\$5.50	To provide spiritual formation to the students and strengthen their Catholic faith	Religious Activities & Formation	To observe students' participation in the activity		✓				Teresa Law
70	Leadership Training Camp	Nov 2023	F.4-5 Catholic students	10	\$2,000.00	\$200.00	To groom student leaders in organizing religious activities	Religious Activities & Formation	To observe students' participation in the activity		✓				Teresa Law
71	Catholic Meetings	Whole year	F.1-6 Catholic students	400	\$15,000.00	\$37.50	To provide spiritual formation to the students and strengthen their Catholic faith	Religious Activities & Formation	To observe students' and parents' participation in the activity		✓				Teresa Law
72	Students' spiritual and personal formation	Whole year	F.1-6	917	\$1,000.00	\$1.10	To enrich students' spiritual and personal formation	Religious Education	Students and teachers' evaluations	✓	✓				Teresa Law
73	New F.1 Catholic Students' Orientation	Aug 2023	F.1 Catholic students	100	\$1,500.00	\$15.00	To welcome the new F.1 Catholic students and pray for God's grace in their new school life	Religious Activities & Formation	To observe students' and parents' participation in the activity		✓				Teresa Law
74	Positive Education Programmes	Whole year	F.1-5	795	\$47,800.00	\$60.10	To promote wellness among students and to motivate them to contribute positively to their families and communities	Student Quality Development	Feedback from students and teachers		✓				Amanda Tang
75	Class Period Programmes for non-Catholic students	Whole year	F.1-6	510	\$408,000.00	\$800.00	To introduce and promote mindfulness among non-Catholic students	Student Quality Development	Feedback from students and teachers		✓	✓			Amanda Tang
76	Outsourced STEAM Training/ Workshops/ Activities (e.g. AI fun day, STEAM workshop etc.)	Whole year	F.1-6	150	\$82,000.00	\$546.70	To arouse students' interests and raise their standard in STEAM	STEAM	Students' performance in competitions and teacher's evaluation	✓					Benedict Kwok
77	External STEAM competitions/ courses	Whole year	F.1-6	50	\$50,000.00	\$1,000.00	To arouse students' interests and raise their standard in STEAM	STEAM	Students' performance in competitions and teacher's evaluation	✓					Benedict Kwok
<b>Sub-total of Item 1.1</b>				<b>31,126</b>	<b>\$2,256,931.45</b>										
1.2 <b>Non-Local Activities:</b> To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons															
e.g.	Exchange Tour to the Greater Bay Area	10-12 Apr 2023	S4-S5	88	\$100,000.00	\$1,136.36									
1	Cultural Exchange Tours to Guangdong-HK-Macao Greater Bay Area, Okinawa, Shanghai and United Kingdom	Mar-Aug 2024	F.1-5	120	\$202,200.00	\$1,685.00	To provide opportunities for students to experience different cultures, interact with people from different countries and broaden their horizons	Cultural Enrichment	Feedback from students and teachers						
2	Non-local exhibition/ competitions on STEAM (e.g. Infomatrix/ International Exhibition of Inventions Geneva)	2nd Term	F.1-5	4	\$130,000.00	\$32,500.00	To arouse students' interests in STEAM and let them have chance to participate international competitions	STEAM	Feedback from students and teachers						
<b>Sub-total of Item 1.2</b>				<b>124</b>	<b>\$332,200.00</b>										
<b>Total for Category 1</b>				<b>31,250</b>	<b>\$2,589,131.45</b>										

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

No.	Item	Purpose	Estimated Expenses (\$)
e.g.	STEAM Learning Kits	STEAM Interest Group Activity	\$50,000.00
1	Laboratory equipment and consumable materials to promote STEAM activities	STEAM Interest Group Activity	\$10,000.00
2	Chemicals and consumable materials for STEAM activities	STEAM Interest Group Activity	\$41,000.00
3	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	\$74,900.00
4	Sports equipment	Sports activities and training	\$32,500.00
5	Consumable materials for Flag Raising Ceremonies and Civic Education Activities	National Education activities	\$500.00
(Please insert rows above if the space provided is insufficient.)			
<b>Estimated Expenses for Category 2</b>			<b>\$158,900.00</b>
<b>Estimated Expenses for Categories 1 &amp; 2</b>			<b>\$2,748,031.45</b>

**Category 3: Estimated Number of Student Beneficiaries (Compulsory)**

Total number of students in the school:	917
Estimated number of student beneficiaries:	917
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 2023/24

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	10,000.00	Chinese Language Department
2	Procurement of reading materials, such as newspapers, magazines and books for student access in the school library and Extensive Reading Scheme of English Language	29,500.00	English Language Department
3	Procurement of reading materials, such as newspapers, magazines and books for student access in the school library	31,800.00	All Subject Departments (except Chinese Language and English Language Departments)
4	Book coupons for Reading Award Scheme	9,000.00	Reading & Thinking Enhancement Team
5	Reading materials, stationery and prizes for Reading & Thinking Activities	25,800.00	
6	Procurement of books, newspapers, magazines and consumable stores for School Library Programmes	24,300.00	School Library
<b>Total</b>		<b>\$130,400.00</b>	

### Plan on the Use of Citizenship & Social Development Grant

Items		Target Groups	Estimated expenses (\$)	
			2023/24	2024/25
1	Teaching resources & materials e.g. DVD, models, Chinese cultural craftwork packages	CSD Teachers & Students	\$10,000	\$5,000
2	Procurement of relevant reading materials e.g. newspaper, magazine, books for student access in the library	CSD students	\$5,000	\$5,000
3	School-based One-day Study Tour outside Hong Kong	CSD students	\$24,000	\$15,000
4	School-based Two-day Study Tour to Guangzhou	CSD students	\$50,000	---
5	School-based Four or Five-day Study Tour to Shanghai	CSD students	---	\$91,000
6	Visit to Palace Museum	CSD students	\$26,680	\$13,260
7	National Education Activities	CSD Students	\$15,000	\$4,500
8	National Education Week e.g. Game booths, prizes & exhibition	CSD Students	---	\$4,500
<b>TOTAL</b>			<b>\$130,680</b>	<b>\$138,260</b>
			<b>\$268,940</b>	

**St. Mary's Canossian College**  
**School Development Plan 2021/22 – 2023/24**  
**Annual School Plan 2023/24**

Endorsed by:

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

---

Sr. Agnes LAW  
Supervisor/Chairperson  
26<sup>th</sup> October 2023