



# *St. Francis' Canossian College*

*School Report* 2020/21

*School Development Plan* 2018/19 – 2021/22

*Annual School Plan* 2021/22



*School Motto: Live by the Truth in Love*

# *Contents*

## *School Report 2020/21*

|  |    |
|--|----|
| Our School                                   | 3  |
| Major Concerns (Achievements and Reflection) | 4  |
| Our Learning and Teaching                    | 12 |
| Support for Student Development              | 16 |
| Student Performance                          | 21 |
| Financial Summary                            | 31 |
| Report on the use of Special Grants          | 32 |
| Feedback on Future Planning                  | 67 |

## *School Development Plan 2018/19 – 2021/22*

|                                      |    |
|--------------------------------------|----|
| School Motto & School Vision         | 71 |
| School Mission & School Goals        | 72 |
| School Self-Evaluation Mechanism     | 73 |
| Holistic Review                      | 74 |
| SWOT Analysis                        | 82 |
| Major Concerns for 2018/19 – 2021/22 | 84 |
| School Development Plan              | 85 |

## *Annual School Plan 2021/22*

|           |    |
|-----------|----|
| Main Foci | 91 |
|-----------|----|

|                 |   |
|-----------------|---|
| <i>Appendix</i> | Plan on the Use of Capacity Enhancement Grant     |
|                 | Plan on the Use of the Promotion of Reading Grant |
|                 | 有關「非華語學生學習中文津貼」的安排事宜                              |
|                 | Plan on the Use of the Life-wide Learning Grant   |



# School Report

2020/21





# Our School

## Brief Introduction of the School

St. Francis' Canossian College was founded by the Canossian Daughters of Charity, a group of missionaries from Italy in 1869.

The school initially offered a basic education to the poor and needy children living in the Wanchai District. Over the years it expanded and developed into a co-educational primary school and then a girls' college.

St. Francis' is a grant-in-aid secondary school, consisting of Secondary 1 to Secondary 6 classes, with about 700 students and around 80 staff members. It is an English Medium of Instruction school.

Following in the footsteps of Christ and our Foundress, St. Magdalene of Canossa, the Sisters and teachers are dedicated to offering a quality education to the young.

The school places great emphasis on an all-round education. The focus is on helping students to develop their full potential in terms of academic, personal, social and moral development.

The school motto: 'Veritas In Charitate, Live by the Truth in Love' places special value upon one's spiritual growth, social awareness and compassion along with a clear sense of justice.

More information about our school can be found on

- (i) our school's webpage at <http://www.sfcc.edu.hk> and
- (ii) the webpage of our school profile at [https://www.chsc.hk/ssp2020/sch\\_detail.php?li\\_id=2&lang\\_id=1&chg\\_district\\_id=1&sch\\_id=151&return\\_page=sch\\_list.php%3Flang\\_id%3D1%26chg\\_district\\_id%3D1%26search\\_mode%3D%26frmMode%3Dpagebreak%26sort\\_id%3D-1%26district\\_id%3D5](https://www.chsc.hk/ssp2020/sch_detail.php?li_id=2&lang_id=1&chg_district_id=1&sch_id=151&return_page=sch_list.php%3Flang_id%3D1%26chg_district_id%3D1%26search_mode%3D%26frmMode%3Dpagebreak%26sort_id%3D-1%26district_id%3D5)





## Major Concerns (Achievements and Reflection)

### Major Concerns

**1. To reinforce students' identity as Franciscans through the "Grace Upon Grace" celebration**

- To incorporate the School History into the F.1 History Curriculum
- To promote students' appreciation of themselves as Franciscans and provide them with opportunities to learn about the school history by setting up the Student Historical Archive Team, which helps to maintain the Memory Gallery

**2. To foster students' autonomy in learning through Reading to Learn**

- To reinforce independent learning through developing information literacy
- To motivate students to read outside class
- To support staff development on Reading to Learn as a means to promote independent learning among students

**3. To cultivate positive thinking in students and empower them to be persevering and resilient to challenges**

- To enable students' understanding and appreciation of oneself and others
- To equip students with strategies to cope with challenges
- To provide professional support to parents and teachers for promoting positive living among students



## Achievements / Reflections

### 1. To reinforce students' identity as Franciscans through the "Grace Upon Grace" celebration

- To incorporate the School History into the F.1 History Curriculum
- To promote students' appreciation of themselves as Franciscans and provide opportunities for students to learn about the school history by means of setting up the Student Historical Archive Team, which helps to maintain the Memory Gallery

#### Achievements

All the anniversary celebratory events were completed in the school year 2019 – 2020. The school history was also successfully incorporated into the S1 History curriculum with the aim of strengthening students' sense of belonging to the school.

- The school history as part of the Form 1 History curriculum was covered from September to November in 2020 to deepen students' understanding of the school and their identity as Franciscans. In the four lessons, students learnt about types of historical sources and use of timelines and tried to apply related historical concepts.
- With reference to the information displayed in the SFCC Memory Gallery and alumni's sharing, subject teachers developed related teaching and learning materials, as well as arranged visits to the gallery.
- Students learnt to appreciate the value of the artifacts in the School Memory Gallery.
- Students showed immense enthusiasm in the visit to the School Memory in the fourth lesson. By viewing the artifacts, students' learning in the History lessons was consolidated and their interest in the school history was raised.
- The school history was included in the first-term assessment syllabus. Most students did well in identifying and analyzing the artifacts.

From teachers' observation and the first-term assessment results, students learnt more about the school history which was a new addition to the Form 1 History curriculum.



### Reflection

According to the guidelines of the EDB and the Health Department for combating the Covid-19 pandemic, non-academic afterschool activities had to be cancelled. As the training of the Student Ambassadors could not be conducted, the setting up of the Student Historical Archive Team, which is responsible for maintaining the Memory Gallery was deferred.



## 2. To foster students' autonomy in learning through Reading to Learn

- To reinforce independent learning through developing information literacy
- To motivate students to read outside class
- To support staff development in promoting Reading to Learn for students' independent learning

### Achievements

In this digital era and knowledge-based society, students are expected to have a passion for reading and the skills to master Reading to Learn so that their overall learning capacity will be enhanced. With the aim of turning students into autonomous learners through Reading to Learn, various initiatives were in place this academic year.

The IL curriculum which aimed at reinforcing students' independent learning through Reading Across the Curriculum in S1 and S2 was re-implemented in the new school year. Action research was conducted in the IL lessons which supported the teaching of the English, Chinese and History subjects in S1 and Integrated Science and Life and Society in S2. Working in partnership with Dr. Cheung Suk Ming, Teresa, Senior School Development Officer of the EDB Language Learning Support Section, the school was provided with continuous professional support. Students demonstrated their learning competence in the IL Project Showcase in June. According to a questionnaire survey, all subject teachers concerned agreed that the strategies adopted enabled students to acquire IL skills, e.g. information searching and mind-mapping skills. Over 97% of students agreed that they were able to apply the IL skills to complete the learning activities. In addition, sharing sessions regarding the action research conducted were held to facilitate academic interflow among the staff. Through lesson observation, teachers could also learn from one another how to promote Reading Across the Curriculum in their classes.

The IL framework formed the basis for curriculum infusion in other KLAs. Different subject departments employed meaningful reading strategies to promote a reading culture at different grade levels.

To sustain the reading culture among students during the COVID-19 pandemic, online book sharing sessions and literacy activities were arranged.





### Reflection

To introduce blended learning to the school curriculum, which **integrates technology and digital media with traditional instructor-led classroom activities**, our school will work in collaboration with CUHK in the Jockey Club Flipped-Learning Pilot Scheme. With the new initiative in place, self-directed learning and technology-based learning can be further promoted and students will take ownership of their learning.

Taking into account the growing diversity in today's classroom, three departments, namely Mathematics, Biology and Economics, will join the EDB school-based support programme on differentiated learning. This facilitates the building of an inclusive learning environment that helps increase students' learning incentives.



### 3. To cultivate positive thinking in students and empower them to be persevering and resilient to challenges

- To enable students' understanding and appreciation of oneself and others
- To equip students with strategies to cope with challenges
- To provide professional support to parents and teachers for promoting positive living among students.

#### Achievements

- In-class activities were organized to enhance students' understanding and appreciation of oneself and others.
  - "One Person One Mission Scheme" was held to allow students to explore their talents and strengths and make contributions to their class.
  - The Inter-Class Board Decoration Competition was held. Students worked together towards the same goal and their sense of belonging to the class was enhanced.
- Students' achievements were recognised through different channels.
  - Students' achievements were regularly announced in the Morning Assembly and on our school web.
- Various Functional Teams and subject departments actively engaged in organizing activities for promoting the theme of positive living.
- The Whole School Appreciation Scheme was held to appreciate students' good deeds and positive behaviours
  - The Whole School Appreciation Scheme was smoothly launched. Students' good deeds and positive behaviours in non-academic areas were appreciated. They were awarded with stickers for demonstrating eight Franciscan qualities namely Benevolent, Caring, Courteous, Determined, Peace-loving, Positive, Sunny and Trustworthy.
- Activities on sharing life experiences were organized
  - Ms. Liu, an experienced social worker from Breakthrough, was invited to give us a talk on "Find your pace, Regain your strength" on the Student Formation Day. She shared with our students about time management skills and practical ways to cope with stress. Students were actively engaged in practising grounding and mindfulness exercises to regain their strength.





- Various teachers and students shared on the theme “Positive Living” in the Morning Assembly and through the PA system to promote a positive culture in school.
- The theme “Positive Living” was further promoted by other means.
  - All students were re-introduced to the theme on the School Major Concerns Information Day in early October.
  - A large photo mosaic poster made up of students and teachers’ individual photos was hung up on the school campus to enhance students’ sense of belonging to the school.
- Professional support was provided to parents.
  - Various seminars were successfully organized for parents. They acquired relevant knowledge and skills for promoting positive living. 95.3% of the parents agreed that the seminars were useful to them.
- In the Major Concern Survey, the teachers and students had overwhelmingly positive reviews on the school activities organised for promoting positive living among students:

|     |  | % Agree  |          |
|-----|--|----------|----------|
|     |  | Teachers | Students |
|     | Through the activities held this year,                                 |          |          |
| (a) | students understood and appreciated themselves and the others more.    | 100.00   | 90.63    |
| (b) | students enjoyed working with their classmates.                        | 100.00   | 95.21    |
| (c) | students developed a sense of belonging to their class.                | 100.00   | 92.93    |
| (d) | students recognized their strengths.                                   | 100.00   | 84.51    |
| (e) | students were encouraged to strive their best to fulfill their duties. | 100.00   | 93.12    |
| (f) | students acquired some strategies to face challenges.                  | 100.00   | 92.14    |



### Reflection

- Most of the planned activities were implemented successfully despite the pandemic though a blended mode was used.
- The Whole School Appreciation Scheme will be reviewed to further strengthen students' good behaviours in non-academic areas.
- Opinions from different stakeholders will be collected to finalize the new focus of the next development cycle.



## Our Learning and Teaching

**Below is a brief account on the salient features of learning and teaching in our school.**

- A school-based curriculum, which was subject to ongoing evaluation and modification, was developed and adopted in I.S. (S1), I.L. (S1-2), IT (S1-3) and R.E. (S1-6) to cultivate students' nine generic skills and instill in them a positive attitude towards life.
- As an EMI school, special emphasis was put on the English curriculum and broadening students' exposure to the language so as to foster their interest and enhance their ability in learning English.
  - Medium of Instruction (MOI) measures for enhancing the English language environment and maximizing use of English inside and outside the classroom were stringently enforced throughout the term. The English teachers continued to provide language support to class and subject teachers and students to ensure that both the spoken and written language used for promotional purposes in school was accurate.
  - Language Across the Curriculum was in place to foster students' language skills and enhance learning of subject matter of various disciplines through partnership between English and content subject teachers. An overall action plan detailing how the English language could be integrated into the content subject was included in the Development Plan and curriculum plans of various departments.
  - Co-curricular endeavours were made to enhance language learning. For instance, the English teachers continued to provide support for the Liberal Studies Department in conducting the news analysis over the P. A. system throughout the academic year.
  - S1 and S2 English Language Arts programmes which featured drama-based speaking activities were conducted throughout the school year.
  - S1 to S3 English remedial classes were held to reinforce students' language foundation after school. Potential achievers in the lower forms were offered extra assistance and support in the learning of the second language.
  - The Drop Everything And Read (DEAR) programme was held once per cycle to promote reading among students throughout the year.
  - To promote Reading Across the Curriculum, recommended booklists covering both fiction and non-fiction titles and a range of topics were drawn up for students' reference.
  - The Independent Learning Centre (ILC) was in place to promote self-directed and





independent learning among students. The ILC serves both remedial and enhancement purposes through providing students of all levels with extra language practice in a self-access setting.

- A NET teacher-led writing course was conducted for 20 high-achieving S6 learners in the first term. Small groups of students were offered extra opportunities to polish their writing skills after school.
  - The English Club held some English-related activities to promote the target language.
  - Students of all levels took part in the Hong Kong Schools Speech Festival and the results were satisfactory.
  - Some S1 students took part in a reading aloud contest and they achieved satisfactory results.
  - Several proficient users of English in the lower forms took part in the Humanities Programme for gifted students organised by the Hong Kong Academy for Gifted Education.
  - Four students from S2 took part in “Teen Time” Open Space sharing about the topic ‘Boredom Busters for Teens Stuck at Home’ at RTHK.
  - A number of junior and senior form students took part in the Biliteracy Trilingualism Composition and Speech Competition 2020.
  - Students from various forms joined the Hong Kong Federation of Youth Groups English Public Speaking Contest in January 2021, which helped to develop their public speaking skills.
- 
- Science, Technology, Engineering and Mathematics (STEM) education and skills development plays an important role in society nowadays. It aims to develop among students a solid knowledge base and to enhance their interests in Science, Technology and Mathematics. Through STEM education, students’ abilities to integrate and apply knowledge and skills are strengthened and their innovation and creativity are nurtured. In our school, STEM education is implemented in both the school curriculum and extra-curricular activities.
  - Elements of STEM education can be found extensively in our curriculum. Our S1 and S2 students explored their potential in STEM through self-directed learning projects in Integrated Science and Information Technology respectively. Students self-learned block-based coding using Scratch by choosing a theme of their interest from Google’s CS First curriculum. The technology of 3D printing was also incorporated into our S3 IT curriculum. Moreover, our S1 students created their own fabric patterns using a ScanNCut scanner and printer in the Technology and Living lessons. Our S4 students also learned the principles of STEM through a project which involved the principles of





the crash cushion system.

- STEM education was also implemented in the S1 and S2 OLE lessons. Twenty S1 students explored the principles of app inventor while twenty-five S2 students worked on micro:bit projects. With the broad and balanced curriculum in place, students had diverse learning experiences which helped to foster their whole-person development.
- In addition, a series of extra-curricular activities and programmes were organised in 2020-2021 to transform our students into tinkers, thinkers and makers in STEM:
  - Three S4 and five S5 ICT students joined the STEM 4 Girls Mentorship Programme 2021. The Kickoff Ceremony was held on 3 October 2020 online. Two of the participants, Samantha Cheung and Yoyo Sze were named prize winners.
  - Three teams of S5 and S6 ICT students took part in an online competition, the Hong Kong Cyber Security New Generation Capture the Flag Challenge 2020 from 6-8 November 2020.
  - Two S5 ICT students attended Hong Kong x Taiwan K12 Girls Coding Webinar held online on 19 December 2020.
  - One S6 ICT student was nominated by the school to take part in the AI for the Future Virtual Boot Camp 2020 held online by CUHK Jockey Club AI for the Future Project (中大賽馬會「智」為未來計劃) in December 2020.
  - One S1 student joined the online forum 青協：Facebook 「We Think Digital」 數碼素養論壇：培養學生正確應用網絡態度 from March to May 2021.
  - Four teams of students participated in the Online Quiz Challenge of the 18th Green Carnival 2021 organized by the Green Council on 3 April 2021.
  - Four S5 girls participated in the 'JUMPSTARTER IdeaPOP!' organised by the Alibaba Entrepreneurs Fund and they got into the pre heat with twenty-three other teams.
  - Thirty S3 students participated in the AI workshop organized by CLP in June 2021.
  - Two of the S5 students, Yannes Ng and Chloe Lee were invited to be the MCs for the CLP E-playground's Opening Ceremony which was broadcast live online. The CLP E-playground, Hong Kong's first power engineering, energy and environment-themed playground, was officially opened on 12 April 2021.



- Our school adopted an integrated model of implementing civic education across the curriculum and through various extra-curricular activities. The Civic Education Team conducted interesting and creative programmes in relation to the main theme selected for the school year. The theme of 2020-2021 was “Poverty”. We organised talks and home programmes to enable students to understand the meaning of poverty and its impacts on the lives of the underprivileged group, especially under the threat of the COVID-19 pandemic. The plight of the poor in developing countries and the difficulties they experienced were introduced to the students. Working in collaboration with the Liberal Studies Department, the Form 4 students learnt about the poverty issue in Hong Kong and gave meaningful suggestions on how to improve the livelihood of the poor. At the end of the school year, the team’s work received overwhelmingly positive reviews from both the teachers and the students as shown in the evaluation survey.
- A variety of assessment methods were adopted to gauge students’ competence in terms of knowledge, skills, values and attitudes. In addition to teacher assessment of students’ performance in tests and examination, the Continuous Assessment Scheme was in place to evaluate students’ learning progress and outcomes throughout the year
- At the end of the school term, subject evaluation that involved S1 to S5 students was conducted for English, Chinese, Mathematics and Liberal Studies. This enabled the teachers to identify their areas of concern and ways of improving their teaching and students’ learning.





## Support for Student Development

**Below is a brief account on the salient features of support measures for students' personal and academic development in our school.**

- S1 Orientation Day was organised for the S1 students to enable them to adapt to the new school life. They were introduced to the Guidance Assistance Scheme and the counselling work of the school social worker.
- The Guidance Assistance Scheme and the counselling services provided by the team assisted new S1 students in their adjustment to a new study environment.
- A training programme for the Guidance Assistants was organized by the school social worker from Caritas in the beginning of the academic year.
- A summer bridging programme was held in late August. The new S1 students spent five days in preparation for a smooth transition from their primary to secondary school life.
- The two Catholic groups, the Legion of Mary and the Catholic Society trained Christian leaders and strengthened students' faith through prayers and formative and sharing sessions. Guidance was given to students in regular meetings and through services.
- The S1 students were streamed based on their results in the three language subjects. The language enrichment class was in place to stretch students' language potential. For the English remedial class, the split class arrangement helped to cater for the language needs of the weak students.
- The focus of last year's Student Formation Programmes was to cultivate positive thinking in students and empower them to be persevering and resilient to challenges. It aimed at enhancing students' understanding and appreciation of oneself and others as well as equipping them with strategies to cope with challenges.
- Various measures were in place to cater for learner differences. These include remedial classes for potential achievers as well as enrichment classes for high achievers.
- The Independent Learning Centre equipped with a wide range of graded reading, listening, grammar, vocabulary tasks continued to be in place. With the service provided



by the teacher facilitators who interacted with learners on a one-to-one basis, the centre catered for students' diverse language learning needs and readily served both language enhancement and remedial purposes.

- The goal of IT in education at our school is to ensure that students can have access to quality learning experiences and are engaged with the world using the resources and connections readily available to them. A new learning model comes with the “new normal” during the pandemic – a blended learning mode where face-to-face lessons are conducted alongside online delivery. Students, teachers, parents and the school all have roles to play to ensure the best learning experience in this challenging time.
  - The move to a blended learning environment is a shift for all stakeholders. Before the start of the school year, our teachers attended a series of professional development workshops to equip themselves with the skills to adopt blended learning and use various digital technologies. Our teachers are constantly reshaping lessons and expectations to fit this scenario with intentionality and commitment to teaching and learning.
  - Learning management systems such as Google Classrooms serve as the platform for academic collaboration for all levels of the school. Online lessons were conducted using Google Meet and Zoom; students were highly engaged in online lessons with the use of collaborative online whiteboard which makes group work possible in the virtual world.
  - Effective teach-from-home digital tools were used to deploy assignments and assessments. They enabled teachers to distribute and grade assignments, conduct virtual group discussions and send feedback to our students.
  - Our school conducted online parent seminars related to academic matters and students' growth using Zoom. The use of technology encouraged effective communication between students, teachers and parents.
  - Students and teachers each have a school issued email address which is used for internal communication and taking part in academic-related activities. Digital home-school communication in the form of emails and instant messages on mobile applications helped to keep students and parents connected with our school.



- To ensure our students' whole-person development and person growth, the Morning Assembly and various school events were broadcast live to students even when they were not physically on campus. Other Learning Experiences (OLE) activities and workshops were conducted online to facilitate a balanced and extensive development of our students.
- To help our students to take accountability for their own learning, an eLearning management platform is used to showcase and manage students' learning records in the form of Student Learning Profiles (SLP), which chronicles students' academic journey through their senior secondary years.
- A shift in learning mode is never easy for a community. As the social circumstances shift, so too will our structures and response to this new teaching and learning mode. We hope everyone – students, parents and teachers – will approach this venture with a growth-mindset and recognize that we are partners on this journey.



### **Supporting services which promote students' healthy development**

The following activities were arranged to encourage students to live a healthy life:

- Two Home Programmes were organised for students. The first programme on “Cyber traps” was conducted in December 2020 for S1 and S2 students. Another programme “Dating apps” was conducted in April 2021 for S3 and S4 students. Both programmes were conducted in form of online seminars by guest speakers from *The Society for Truth and Light*.
- An Instagram Photo competition was held in December 2020. The competition aimed at promoting the message of keeping our environment clean.
- A newsletter “Staying Healthy in COVID-19” was issued in May 2020. It introduced to the readers a healthy recipe, simple eye workouts, stretching exercises and mindfulness activities. It also included interviews with teacher and janitor staff on how they led a healthy life during the pandemic. A Health Quiz on the content of the newsletter was conducted.
- An online survey on “Prevalence of Breathing, Nose and Skin Problems in Children” conducted by the University of Hong Kong and the United Christian Hospital was carried out in July 2020. The study aimed to explore the breathing, nose and skin problems in school children, and to examine the psychosocial impacts of the severity of these health problems on children and their parents. Students and parents of F.2 and F.3 were invited to fill in a set of related online health questionnaires. Upon completion of the online questionnaire, parents would receive an individualized skin report of their child.

### **Progress of the implementation of Integrated Education**

- The Special Education Needs (SEN) Team provided support for students who have special learning difficulties.
- These learning difficulties include Specific Learning Difficulties (SpLD), Intellectual Disability, Autism Spectrum Disorder (ASD), Attention Deficit/ Hyperactivity Disorder (ADHD), Physical Disability, Visual Impairment (VI), Hearing Impairment (HI), Speech and Language Impairments (SLI) and emotional issues.



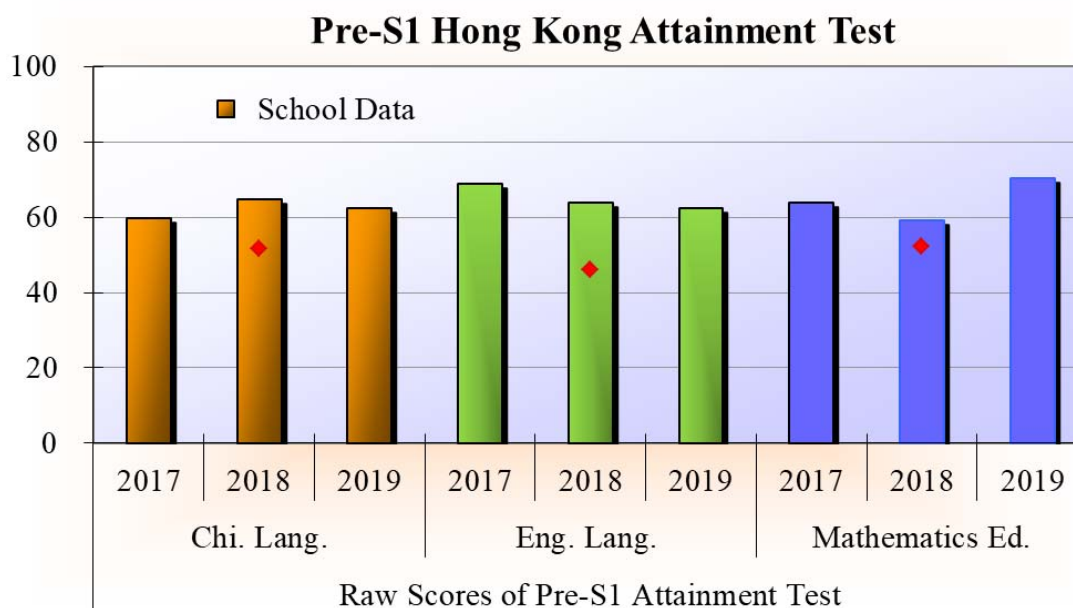


- The SEN Team consists of eight members, including the School Social Worker, Coordinator of the Counselling Team, a representative or the junior panel head of the English, Mathematics and Chinese Department and the representatives from the Academic Team and the Examination Team.
- Information was collected from all S1 students through questionnaires to identify the SEN students and their symptoms. The SEN Team then arranged regular meetings to discuss and review the educational plans for such student. Class meetings were also held to provide information about the students with SEN to the subject teachers. The team was in close contact with the parents concerned to collect background information about the SEN students in order to provide them with the support they need.
- A 3-tier-support model was adopted to cater to the specific needs of each SEN student.
  - Tier 1 students are those having transient or mild learning difficulties. Early identification and quality teaching helped them to learn in a regular classroom.
  - Tier 2 students who have persistent learning difficulties were given additional support such as learning skills and self-development enhancement training so that their learning abilities and social skills would be improved.
  - Tier 3 students who have severe learning difficulties were given intensive individualized support. An Individual Educational Plan (IEP) was prepared and implemented to support the student's learning in various aspects of her school life.
- A Student Support Officer was stationed at school on all school days to provide academic assistance and counselling service to SEN students.
- An educational psychologist from the EDB provided support services for the school and carried out professional assessments for suspected SEN cases.

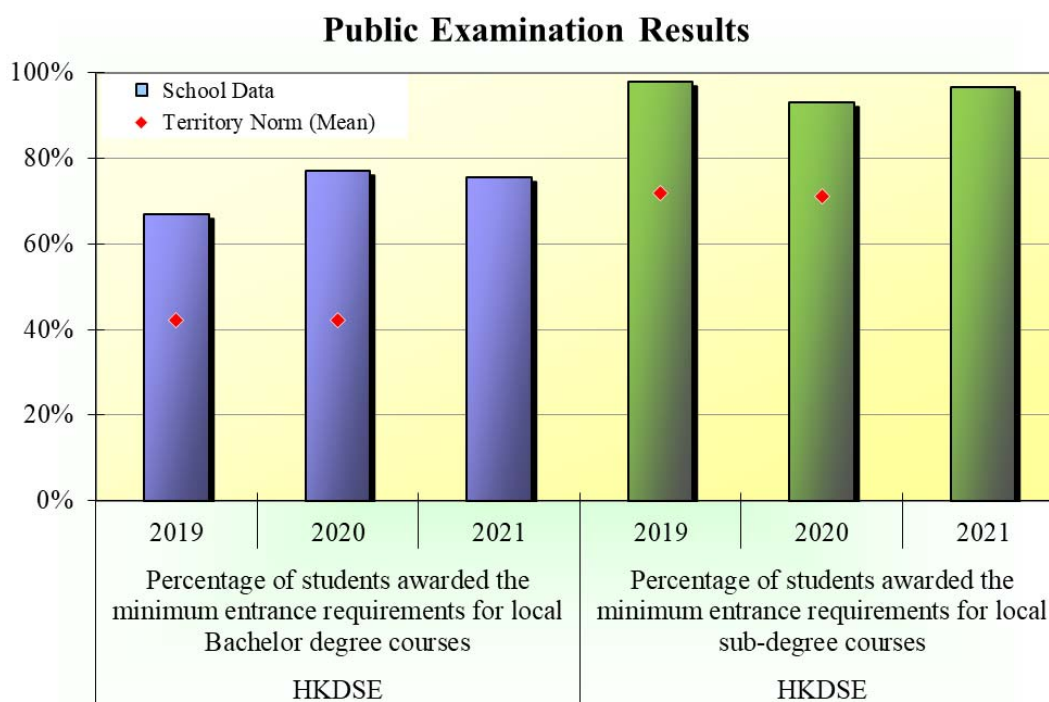


# Student Performance

## Academic Performance

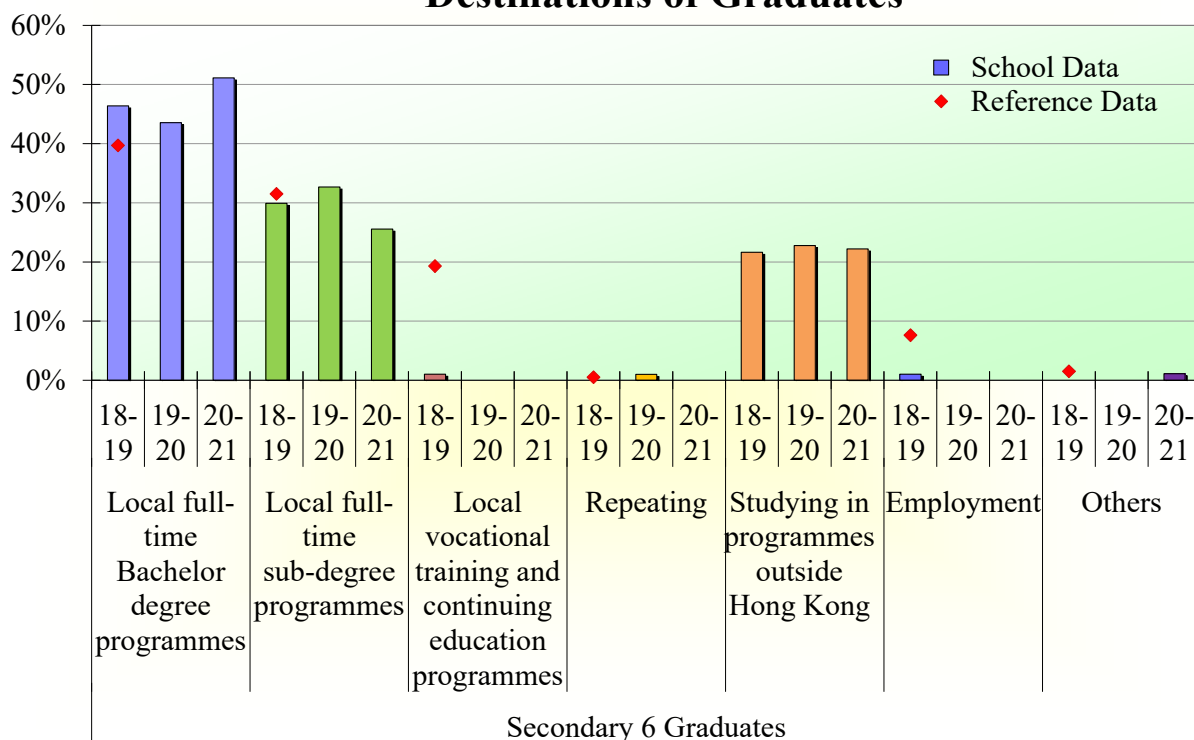


(The Pre-S1 Attainment Test 2020 was cancelled due to the coronavirus pandemic.)

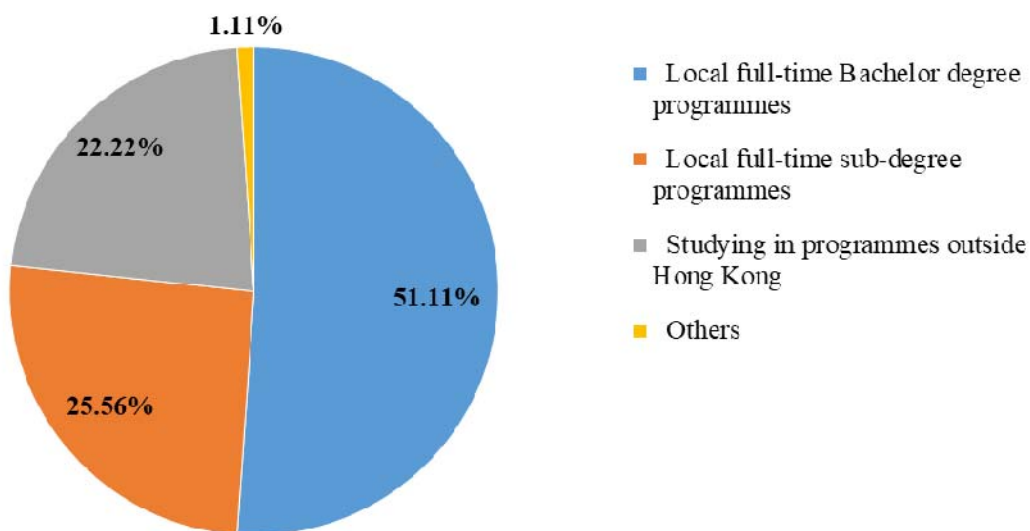




## Destinations of Graduates



## Destination of Graduate 2021



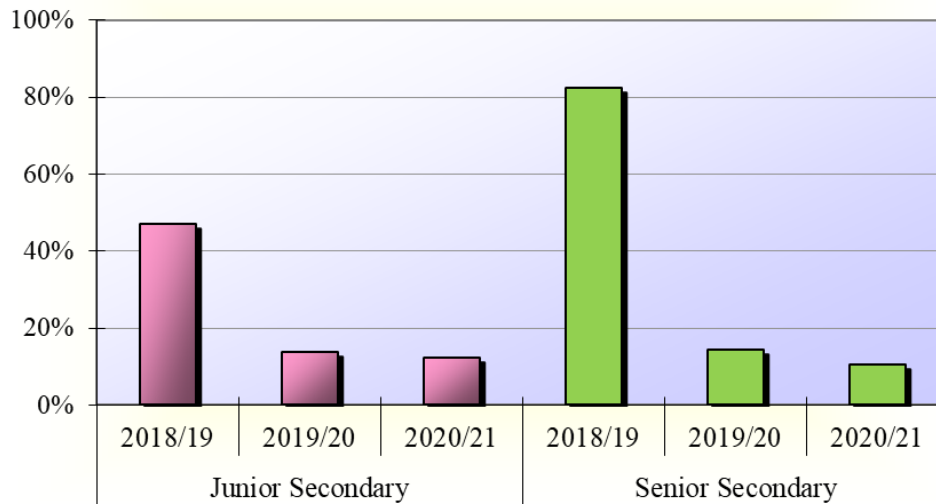


## Non-academic Performance

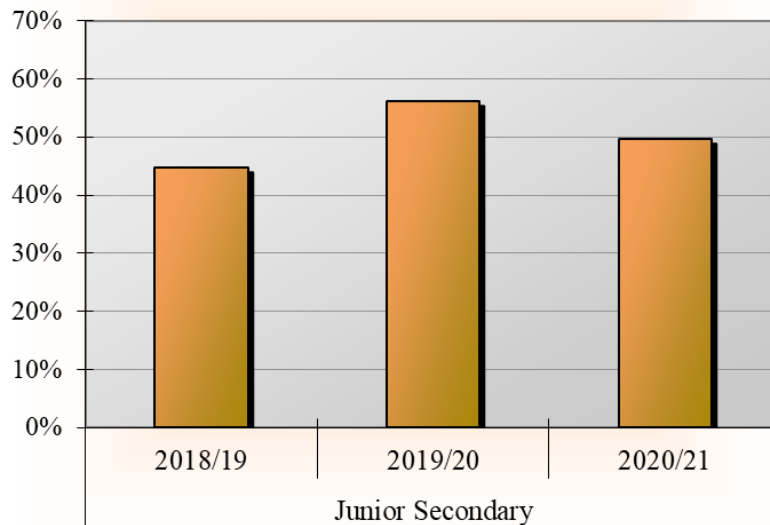
### Student Participation in Inter-school Events and Uniform/Social and Voluntary Services Groups

Students' participation (number of participating students divided by total number of students in the school) in inter-school events and uniform/social and voluntary services in the past year:

**Percentage of Students Participating in Territory-wide Inter-school Competitions**



**Percentage of junior students participating in uniform groups/external community services within a school year**



*\*Remarks: In view of the pandemic saturations in 2019 - 2021, classes were suspended and most of the inter-school events and uniform/social and voluntary services were cancelled.*





## Other Learning Experiences

- Eight Other Learning Experiences (OLE) days were organised in the academic year 2020-2021 and various kinds of OLE programmes were conducted in different forms.
- All S1 and S2 students were grouped under six domains: Drama, Music (Percussion), Dance, Chinese and Western Paintings and STEM according to students' preferences. Tutors from different external organisations taught students the basic skills in various areas in school. These OLE programmes last for two years and they will thus continue in the next academic year.
- Project Learning was conducted in S4. Students each joined a class that belonged to one of the five domains offered, namely Music (African drum), Modern dance, Art (Fashion design), Videography and Drama (Musical).
- In S5, five OLE days featuring Wing Tsun Martial Arts and Yoga were organised to foster students' physical development. Three other OLE days were held to promote their aesthetic development. Programmes included Acapella performances and an art demonstration by Arts with Disabled Association.
- Extra-curricular activities are grouped under five major categories, namely School Teams, Religious Groups, Service and Uniform Groups, Interest Groups and Academic Groups.
- The School Red Cross Association, the School Choir, the School Dance Team and the School Sports Team made outstanding achievements in inter-school competitions.
- A leadership training programme for student executive committee members was jointly organised by our school and the Hong Kong Playground Association.
- A leadership training day camp for potential student leaders was jointly organised by our school and the Salvation Army in June 2021.
- Students were nominated to participate in various leadership training programmes such as "I-Leader" Series organized by The HKFYG Leadership Institute.
- To encourage active participation in community service, our school has joined the Volunteer Movement organised by the Social Welfare Department. Each student has a community service logbook for recording the voluntary service rendered throughout the year.



### Activities for the Gifted Students

The school has adopted the "Three-Tier Implementation Model" to plan and implement our school-based gifted education to explore and develop the potential of our gifted students systematically and strategically by providing them with opportunities to receive education at appropriate levels in a flexible teaching and learning environment.

- Working in collaboration with external professionals, action research was carried out in various KLAs to tap the potential of junior form students in the aspect of enhancing their creativity, critical thinking, problem-solving and leadership skills in the regular classroom.
- Eight S1 and S2 students selected by the teachers participated in “Hong Kong Academy for Gifted Education 2020”, with one S1 and one S2 student in the domain of English, four S3 students in the domain of Mathematics and one S3 and one S5 student in the domain of Sciences.
- Nine students took part in the “Dual Programme (2020)” organised by the Hong Kong University of Science and Technology. Three S3 students and one S4 student joined their Mathematics programme. Three S4 students took part in the Life Science programme. One S3 student and one S4 student participated in the Physics and the Chemistry programmes respectively.
- Thirty-nine S5 students joined the “Chemists Online Self-study Award Scheme” organised by the Hong Kong Virtual University.



## Inter-school Activities and Prizes Won in the Past 3 Years

| Nature                           | Name of Competition / Organization   | Award / Prize details  |  |   |
|----------------------------------|--------------------------------------|--|--|---|
|                                  |                                      | 2018/19  | 2019/20  | 20120/21  |
| Music                            | HK Schools Music Festival and others | 71 <sup>st</sup> Hong Kong Schools Music Festival Plain Song Junior Choir 3rd  | (In view of the novel coronavirus epidemic, the majority of the events in the 72nd Hong Kong Schools Music Festival were cancelled.)   | 73 <sup>rd</sup> Hong Kong Schools Music Festival Descant Recorder Solo – Zheng Solo -Senior (S4) 2nd<br>Descant Recorder Solo - Secondary School - Age 16 or under (S2) 3 <sup>rd</sup><br><br>2020 菁藝盃音樂比賽<br>- 創意藝術發展協會<br>中學鋼琴 S5 - S6 (中六) 冠軍<br><br>2020 Hong Kong International Music & Arts Festival — H.K. Region (International Musicians & Artist Association) Piano Open Class - Junior Class Hong Kong (S6) 3rd<br><br>The Sixth Asia Piano Competition: Junior Group Parsons Music Foundation (Hong Kong Music Tutors Unions) Hong Kong Region - Amateur Group (S6) 1st |
| Art, Drama & Performing Art      |                                      | Exhibition of Student Visual Art Work Silver Award (S2)<br><br>English Drama Fest 2019 Outstanding Creativity SFCC Outstanding Performer (S2)<br><br>第五十五屆學校舞蹈節中學組中國舞(群舞)梅(古典) 甲級獎 | Hong Kong Specimen Drawing Competition 2019 1st (S5)<br>Highly commended award (S5)<br><br>第五十六屆學校舞蹈節中學組中國舞(獨舞)雪中梅(膠州秧歌) 優等獎   | Maintenance and Appreciation of Historical Buildings” Creativity Competition (Photography section) (S5) 2 <sup>nd</sup><br><br>看漢教育主辦 NCS 學生表演比賽中學組 (中一、中四) 亞軍  |
| Scholarships & Leadership Awards |                                      | 2018 年香港島(灣仔區)傑出學生選舉 高中組 香港島十大優秀學生 (中六) 初中組 灣仔區傑出學生 (中三)<br><br>2018 年灣仔區傑出青年選舉 灣仔區傑出青年學生組 (中五)<br><br>第三十一屆香港特別行政區傑出學生選舉 優異學生 (中六)  | 2019 年香港島(灣仔區)傑出學生選舉 高中組 香港島十大傑出學生 (中六) 初中組 分區優秀學生 (中三)<br><br>2019 年灣仔區傑出青年選舉 灣仔區傑出青年學生組 (中六)<br><br>2019 第五屆全港青少年進步獎 (中二、中三、中四)<br><br>Sir Robert Black Trust Fund Grants for Talented Students in Non-academic Fields 2019-20 (S5 & S6) | 2020 年香港島傑出學生選舉 高中組 灣仔區傑出學生 (中六) 初中組 十大傑出學生 (中三)<br><br>2020 年灣仔區傑出青年選舉 灣仔區傑出青年 學生組 (中六)<br><br>Sir Robert Black Trust Fund Grants for Talented Students in Non-academic Fields 2020-21 (S2, S4)<br><br>The Rev. Joseph Carra Memorial Education Grant (S5)   |



(Cont'd)

| Nature   | Name of Competition / Organization                   | Award / Prize details  |  |  |
|----------|--|--|--|--|
|          |  | 2018/19  | 2019/20  | 20120/21   |
| Academic | Hong Kong School Speech Festival and others          | 70 <sup>th</sup> Hong Kong Schools Speech Festival Solo-Verse Speaking – Non-Open (S1-3,S5) 1st, 2nd&3rd<br>Prose Reading – Non-open<br><br>第 70 屆香港學校朗誦節<br>普通話詩詞獨誦 (中一) 季軍<br><br>The Thirteenth Speaking Contest For Hong Kong Schools<br>Outstanding School Award 2nd<br><br>Hong Kong Bebras International Challenge on Computational Thinking 2018<br>Gold Award (S2-5)<br>Silver Award (S1-4)<br>Bronze Award (S1-4)<br><br>杜葉錫恩教育基金<br>2018 第四屆全港青少年進步獎<br><br>Secondary School Mathematics and Science Competition 2019<br>Chemistry– High Distinction (S5) | 71 <sup>st</sup> Hong Kong Schools Speech Festival Solo-Verse Speaking – Non-Open (S1,S2,S3) 1st, 2nd & 3rd<br><br>第 71 屆香港學校朗誦節<br>普通話詩詞獨誦 (中二) 亞軍<br>普通話散文獨誦 (中二) 亞軍<br>二人朗誦 (中五) 季軍 | 72 <sup>nd</sup> Hong Kong Schools Speech Festival Solo-Verse Speaking – Non-Open (S1, S3, S4) 2nd & 3rd<br>Prose Reading – Non-open (S5) 3rd<br><br>年度中國歷史人物選舉 2020 專題研習報告比賽(高中組)<br>(中五) 冠軍及季軍<br><br>「香港拼圖」中文寫作比賽(中學組) 亞軍<br><br>The Harvard Book Prize, Scholarship, and Essay Award 2021 (S5) 1st, 2nd & 3rd<br><br>Future Stars – Upward Mobility Scholarship 2020 (S6)<br><br>星島日報主辦「星島第三十六屆全港校際辯論比賽」中文組最佳辯題獎<br><br>國史教育中心主辦「年度中國歷史人物選舉 2020 專題研習報告比賽」高中組小組 中五 冠軍及季軍 |
|          |  | Hong Kong Red Cross Wan Chai District Nursing Competition 2nd<br><br>Hong Kong Red Cross Youth Attainment Badge (S5)<br><br>Hong Kong Red Cross Hong Kong Island Division Nursing Competition  | Youth First Aid Competition (Wanchai District) SFCC 2nd&3rd<br><br>Lady Jane's Guide Award<br>香港女童軍「紫燕榮譽女童軍獎章」(S6)   | 香港女童軍紫燕榮譽女童軍獎章 (S6)<br>香港紅十字會「漸進式活動計劃(深造章)」(S6) 榮譽章  |
| Services | Steering Committee on Promotion of Volunteer Service | Award for Volunteer Service 2018 (Steering Committee on Promotion of Volunteer Service)<br>Gold Award (Organisation) for Volunteer Service<br><br>2018 北京、西安航天科技考察團研習成果彙報比賽 C3 分隊 季軍   | Award for Volunteer Service 2019 (Steering Committee on Promotion of Volunteer Service)<br>Gold Award (Organisation) for Volunteer Service   | Award for Volunteer Service 2020 (Steering Committee on Promotion of Volunteer Service)<br>Award (Individual) for Volunteer Service (S6)<br><br>Silver   |





(Cont'd)

| Nature | Name of Competition / Organization            | Award / Prize details   |  |  |
|--------|---|---|--|--|
|        |   | 2018/19   | 2019/20  | 20120/21   |
| Sports | Inter-school Swimming Championship and others | Inter-School Swimming Competition 2018-2019<br>Division Three<br>A Grade 4 x 50m Medley Relay 4th<br>B Grade 4x 50m Freestyle Relay 2nd<br>Overall B Grade 4th<br>C Grade 50m Butterfly 2nd<br>C Grade 50m Back Stroke 2nd<br>C Grade 4 x 50m Medley Relay 4th<br><br>Inter-School Team Fencing Competition 2018-2019<br>A Grade Girl's Foil Individual 2nd<br>B Grade Girl's Foil Individual 3rd<br>Girl's Foil Team 4th<br><br>Inter-School Athletics Competition 2018-2019<br>Division Three Area 3<br>B Grade 200m 1st<br>B Grade 400m 1st<br>B Grade Shot Put 2nd<br>C Grade 100m 1st<br>C Grade 400m 2nd<br>C Grade 1500m 2nd<br>C Grade Long Jump 3rd<br><br>21st Hong Kong Life Saving Marathon<br>Student Girls Self-survival 1600m 1st&2nd<br><br>Inter-School Basketball Competition 2018-19<br>Hong Kong Island Division Two<br>Girls C Grade 4th<br><br>All Hong Kong Inter-Secondary Schools Life Saving Competition 2018-2019<br>A Grade Girls Line Throw 2nd<br>A Grade Girls Overall 4th<br><br>A.S. Watson Group HK Students Sports Awards 2018-2019<br><br>2018-2019I invitation Relay in Annual Sports Meet<br>by Precious Blood Secondary School 1st<br>by Pui Tak Canossian College 1st<br>by Canossa College 2nd | Inter-School Swimming Competition 2019-2020<br>Division Three<br>A Grade 100m Breaststroke 2nd<br>A Grade 4 x 50m Freestyle Relay 4th<br>B Grade 50m Freestyle 3rd<br>B Grade 100m Freestyle 4th<br>B Grade 4 x 50m Freestyle Relay 2nd<br>C Grade 50m Breaststroke 3rd<br>C Grade 100m Breaststroke 2nd, 4th<br>C Grade 4 x 50m Freestyle Relay 4th<br>Girl's Overall 2nd<br>Overall B Grade 4th<br>Overall C Grade 3rd | A.S. Watson Group Hong Kong Students Sports Awards 2020-2021 (S5)<br><br>(In view of the novel coronavirus epidemic, many interschool competitions and events were cancelled.) |



### Merits, Certificates of Merit and Achievements in 2020-2021

| Name of Competitions, Events and Achievements   | No. of students |
|---|-----------------|
| <i>(In view of the novel coronavirus epidemic, many inter-school competitions and events were cancelled.)</i> |                 |
|   |                 |
| <b>第 72 屆香港學校朗誦節</b>  |                 |
| 二人朗誦：優良   | 2               |
| 詩詞獨誦：優良   | 2               |
| 散文獨誦：優良   | 1               |
| 普通話散文獨誦：優良  | 1               |
| 普通話詩詞朗誦：優良  | 2               |
| 二人朗誦：良好   | 2               |
| 詩詞獨誦：良好   | 1               |
|   |                 |
| <b>72<sup>nd</sup> Hong Kong Schools Speech Festival</b>  |                 |
| Prose Reading - Non-open : Merit  | 5               |
| Dramatic Duologue - Non-open : Merit  | 10              |
| Solo-Verse Speaking - Non-open : Merit  | 17              |
|   |                 |
| <b>73<sup>rd</sup> HK Schools Music Festival</b>  |                 |
| Vocal Solo – Chinese – Female - Age 14 or under – Merit   | 1               |
| Guitar Solo – Intermediate - Merit  | 1               |
| Guitar Solo – Junior - Merit  | 2               |
| Descant Recorder Solo - Secondary School – Age 14 or under – Merit  | 1               |
| Alto Saxophone Solo - Secondary School – Junior – Merit   | 1               |
| Liuqin Solo – Advanced – Merit  | 1               |
| Vocal Solo - Foreign Language - Female - Age 14 or under - Merit  | 1               |
| Graded Piano Solo - Grade Five – Merit  | 1               |
| Graded Piano Solo - Grade Six – Merit   | 3               |
| Graded Piano Solo - Grade Seven – Proficiency   | 1               |
| Recorder Duet - Secondary School – Age 19 or under – Proficiency  | 4               |
|   |                 |





| Name of Competitions, Events and Achievements                               | No. of students |
|---|-----------------|
| <b>香港大學專業進修學院非華語中小學生課後中文輔導班 (2020-2021)</b>                                 |                 |
| 學業優異獎   | 1               |
| 進步獎   | 1               |
|   |                 |
|   |                 |
| <b>Cyber Security Competition (2020-2021)</b>                               |                 |
| Certificate of Merit  | 3               |
|   |                 |
| <b>The 15th Daily Readers “Read Out Loud” Competition 2020-2021</b>         |                 |
| Merit   | 2               |
|   |                 |
| <b>“Keep Clean” Instagram Photo Competition (March 2021)</b>                |                 |
| Merit Award   | 1               |
|   |                 |
| <b>CUHK Health Exhibition Competition 2020</b>                              |                 |
| Grand Final Finalists   | 5               |
|   |                 |
| <b>The Hong Kong University of Science and Technology Dual Program 2019</b> |                 |
| Successful Completion   | 2               |
|   |                 |
| <b>DEAR Reading Programme</b>   |                 |
| Silver Award  | 1               |
| Bronze Award  | 5               |
|   |                 |





## Financial Summary 2020 - 2021

| <b>Financial Report for 2020 – 21</b> | <b>Total<br/>Allocation<br/>(\$)</b> | <b>Total<br/>Expenditure<br/>(\$)</b> |
|---------------------------------------|--------------------------------------|---------------------------------------|
| <b>Programme Item</b>                 |                                      |                                       |
| (1) Premises                          | 2,007,434.45                         | 713,504.62                            |
| (2) Administration                    |                                      | 1,290,501.22                          |
| (3) Curriculum                        |                                      | 161,991.42                            |
| (4) Administration Grant              | 4,044,216.00                         | 3,617,267.00                          |
| (5) Other items                       | 1,802,180.00                         | 1,699,523.33                          |
| <b>Total</b>                          | <b>7,853,830.45</b>                  | <b>7,482,787.59</b>                   |
| <b>Percentage Spent</b>               | <b>95.28%</b>                        |                                       |
| <b>EOEBG Income 2020 - 21</b>         | 7,853,830.45                         |                                       |
| <b>EOEBG Expenditure 2020 - 21</b>    | 7,482,787.59                         |                                       |

| <b>Collection of fee as approved by EDB</b> | <b>Income<br/>(\$)</b> | <b>Expenditure<br/>(\$)</b> |
|---|------------------------|-----------------------------|
| <b>Programme Item</b>                       |                        |                             |
| (1) Tong Fai                                | 159,510.00             | 159,510.00                  |
| (2) Non-standard Items Fee                  | 194,700.00             | 194,700.00                  |
| <b>Total</b>                                | <b>354,210.00</b>      | <b>354,210.00</b>           |
| <b>Percentage Spent</b>                     | <b>100%</b>            |                             |





## Report on the use of Special Grants

### 1. Capacity Enhancement Grant

The Grant was used for the employment of supporting staff to relieve the workload of teachers.

| Task Area              | Area(s) of Concern   | Amount (\$)       |
|------------------------|--|-------------------|
| Curriculum development | <ul style="list-style-type: none"><li>• Reading to learn</li><li>• PTH and Chinese Education</li><li>• Mathematics Education</li></ul> | 648,196.02        |
|                        | <b>Total</b>   | <b>648,196.02</b> |

### 2. Promotion of Reading Grant

Grant in the year 2020 – 2021: \$ 62,414.00

| Item  | Amount (\$)     |
|---|-----------------|
| <ul style="list-style-type: none"><li>• Purchase of reading materials in Chinese Language and English Language</li><li>• Web-based Reading Schemes: Wisenews</li><li>• Subscription to English magazine</li></ul> | 59,836.69       |
| <b>Total</b>  | 59,836.69       |
| <b>Balance</b>  | <b>2,577.31</b> |

### 3. Grant for After-school Support for Non-Chinese Speaking (NCS) Students

Grant in the year 2020 – 2021: \$ 50,000.00

| Item   | Amount (\$)      |
|--|------------------|
| Employ Teaching Assistant to operate the After-school Chinese Elementary Course for NCS students | 50,000.00        |
| <b>Total</b>   | <b>50,000.00</b> |
| <b>Balance</b>   | <b>0.00</b>      |



## 4. 支援非華語學生學習中國歷史及文化的非經常性津貼

2020/2021 學年結餘：\$ 100,000.00

| 項目                | 款項(\$)           |
|-------------------|------------------|
| 聘請教授非華語學生中文班導師的費用 |                  |
| 購買學與教資源           | 54,900.00        |
| 金額                | <b>54,900.00</b> |
| 餘額                | <b>45,100.00</b> |

## 5. 推動中國歷史及文化之一筆過津貼

2020/2021 學年結餘：\$ 107,410.00

| 項目  | 款項(\$)           |
|---|------------------|
| <ul style="list-style-type: none"><li>購買中國歷史文化創意學習包：皮影戲學習包、臉譜學習包</li><li>資助中國歷史科學生參加歷史專題報告比賽的材料及製作費用</li><li>購買中國語文科及中國歷史科教具</li><li>配合中一級中國歷史科課程活動</li></ul> | 79,455.00        |
| 金額  | <b>79,455.00</b> |
| 餘額  | <b>27,955.00</b> |

## 6. 非華語學生學習中文津貼

2020/2021 學年撥款：\$ 300,000.00

| 項目                | 款項(\$)            |
|-------------------|-------------------|
| 聘請教授非華語學生中文班導師的費用 |                   |
| 購買學與教資源           | 140,580.00        |
| 金額                | <b>140,580.00</b> |
| 餘額                | <b>159,420.00</b> |

## 6. Life-wide Learning Grant

| Domain           | Brief Description of the Activity   | Objective   | Date   | Target Student<br>(Level and number of participants) | Evaluation Results                                    | Actual Expenses (\$) | Nature of Expenses* | Essential Learning Experiences<br>(Please put a ✓ in the appropriate box(es); more than one option can be selected)  |   |   |   |   |
|------------------|---|---|--|--|---|----------------------|---------------------|--|---|---|---|---|
|                  |   |   |  |  |   |                      |                     | I  | M | P | S | C |
|                  |   |   |  |  |   |                      |                     | I: Intellectual Development (closely linked with curriculum)<br>M: Moral and Civic Education<br>P: Physical and Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
| Category 1       | To organise / participate in life-wide learning activities  |   |  |  |   |                      |                     |  |   |   |   |   |
| 1.1              | Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises, thematic learning day)                                    |   |  |  |   |                      |                     |  |   |   |   |   |
| English Language | A life-wide learning English activity organized by the Chatteris Educational Foundation - Comic Strip Making <ul style="list-style-type: none"><li>helps to improve the English language standard of students carried out by native-speaking English tutors</li></ul> | <ul style="list-style-type: none"><li>To expose students to comic strips and develop their reading and creative writing skills</li><li>To develop their IT skills through use of an online comic and storyboard maker</li></ul> To subsidize the cost of the course | No activity was organized due to COVID-19 outbreak |  |   | 0                    | NA                  | ✓  |   |   |   |   |
| English Language | Film watching outing for junior form students   | <ul style="list-style-type: none"><li>To expose students to various language arts as part of the lower form English curriculum</li></ul>  | 24/4/21  | All S2 (123 Ss)                                      | Students were taken to Shouson Theatre at the HK Arts | \$18,150.00          | E1                  | ✓  |   |   |   |   |

| Domain           | Brief Description of the Activity   | Objective  | Date   | Target Student<br>(Level and number of participants) | Evaluation Results  | Actual Expenses (\$) | Nature of Expenses* | Essential Learning Experiences<br>(Please put a ✓ in the appropriate box(es); more than one option can be selected)  |   |   |   |   |
|------------------|---|--|--|--|---|----------------------|---------------------|--|---|---|---|---|
|                  |   |  |  |  |   |                      |                     | I  | M | P | S | C |
|                  |   |  |  |  |   |                      |                     | I: Intellectual Development (closely linked with curriculum)<br>M: Moral and Civic Education<br>P: Physical and Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
|                  |   | To explore the culture of other countries through appreciation of different forms of language arts         |  |  | Centre to watch a musical play called 'School of Rock' produced by Face Production. Students were asked to complete an English related assignment after watching the play. It was an unique English learning experience and most students enjoyed it. |                      |                     |  |   |   |   |   |
| English Language | A life-wide learning English activity organized by the Chatteris Educational Foundation –Video Making | <ul style="list-style-type: none"> <li>To enhance students' STEM, creativity, communication and</li> </ul> | No activity was organized due to COVID-19 outbreak |  |   | 0                    | NA                  | ✓  |   |   |   |   |

| Domain           | Brief Description of the Activity   | Objective  | Date   | Target Student<br>(Level and number of participants) | Evaluation Results  | Actual Expenses (\$) | Nature of Expenses* | Essential Learning Experiences<br>(Please put a ✓ in the appropriate box(es); more than one option can be selected)  |   |   |   |   |
|------------------|---|--|--|--|---|----------------------|---------------------|--|---|---|---|---|
|                  |   |  |  |  |   |                      |                     | I  | M | P | S | C |
|                  |   |  |  |  |   |                      |                     | I: Intellectual Development (closely linked with curriculum)<br>M: Moral and Civic Education<br>P: Physical and Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
|                  | <ul style="list-style-type: none"> <li>helps to improve the English language standard of students carried out by native-speaking English tutors</li> </ul>            | <ul style="list-style-type: none"> <li>To subsidize the cost of the course</li> </ul>  |  |  |   |                      |                     |  |   |   |   |   |
| English Language | An outing for senior form students where they are taken to see a film/drama/musical play  | <ul style="list-style-type: none"> <li>To expose students to various language arts</li> <li>To promote appreciation of drama as part of the senior form English language curriculum</li> <li>To add variety to the English language curriculum</li> </ul> To subsidize the cost of tickets | No activity was organized due to COVID-19 outbreak |  |   | 0                    | NA                  | ✓  |   |   |   |   |
| Liberal Studies  | To organize visits to four social service organizations or facilities for Form 4 students in the aim of broadening the horizon of students in studying social issues. | <ul style="list-style-type: none"> <li>To enrich students' understanding of social issues through visits and interviews with expertise in Hong Kong society</li> <li>To cultivate in students the sense of belonging and civic awareness as</li> </ul>                                     | 22/4/21  | All S4 (120 Ss)                                      | Evaluation results was reflected in their project work. Each group of students produced a | \$8,500.00           | E6                  | ✓  | ✓ |   |   |   |

| Domain | Brief Description of the Activity | Objective                                 | Date | Target Student<br>(Level and number of participants) | Evaluation Results  | Actual Expenses (\$) | Nature of Expenses* | Essential Learning Experiences<br>(Please put a ✓ in the appropriate box(es); more than one option can be selected)  |   |   |   |   |
|--------|-----------------------------------|---|------|--|---|----------------------|---------------------|--|---|---|---|---|
|        |                                   |   |      |  |   |                      |                     | I  | M | P | S | C |
|        |                                   |   |      |  |   |                      |                     | I: Intellectual Development (closely linked with curriculum)<br>M: Moral and Civic Education<br>P: Physical and Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
|        |                                   | responsible citizens of Hong Kong society |      |  | video showing their understanding of the difficulties faced by various disadvantaged groups under the threat of pandemic, discrimination, rising sea level and poverty. They also provided suggestions to improve the situation after attending the workshops conducted by Oxfam. |                      |                     |  |   |   |   |   |

| Domain  | Brief Description of the Activity   | Objective   | Date    | Target Student<br>(Level and number of participants) | Evaluation Results   | Actual Expenses (\$) | Nature of Expenses* | Essential Learning Experiences<br>(Please put a ✓ in the appropriate box(es); more than one option can be selected)  |   |   |   |   |
|---------|---|---|---------|--|--|----------------------|---------------------|--|---|---|---|---|
|         |   |   |         |  |  |                      |                     | I  | M | P | S | C |
|         |   |   |         |  |  |                      |                     | I: Intellectual Development (closely linked with curriculum)<br>M: Moral and Civic Education<br>P: Physical and Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
| Physics | <p>Disney's World of Physics:</p> <ul style="list-style-type: none"> <li>It is a half-day outdoor activity to be conducted in the Hong Kong Disneyland through which physics students will discover the vast world of physical science. Students will explore the Theme Park and carry out through hands-on experiments. They can see how physical science and creativity come together in the design of Hong Kong Disneyland.</li> </ul> | <ul style="list-style-type: none"> <li>To apply a problem-solving technique to everyday situations.</li> <li>To discuss and demonstrate the effects of friction on movement.</li> <li>To identify, define and illustrate physical concepts like potential and kinetic energy, speed, inertia and Newton's First Law of Motion.</li> <li>To discuss factors that may influence the roller coaster design process.</li> <li>To discuss elements of the electromagnetic spectrum.</li> <li>To understand how a glowing effect is produced with UV light.</li> <li>To understand how</li> </ul> | 23/6/21 | 44 S4 physics students                               | <p>90.9% of the respondents found the content delivered in the workshop good or very good.</p> <p>94.8% of the respondents replied that learning objectives had been achieved after participating in the activity.</p> <p>84.8% of the respondents found that the overall arrangement of</p> | \$13,420.00          | E1                  | ✓  |   |   |   |   |

| Domain | Brief Description of the Activity | Objective  | Date     | Target Student<br>(Level and number of participants) | Evaluation Results  | Actual Expenses (\$) | Nature of Expenses* | Essential Learning Experiences<br>(Please put a ✓ in the appropriate box(es); more than one option can be selected)  |   |   |   |   |
|--------|-----------------------------------|--|----------|--|---|----------------------|---------------------|--|---|---|---|---|
|        |                                   |  |          |  |   |                      |                     | I  | M | P | S | C |
|        |                                   |  |          |  |   |                      |                     | I: Intellectual Development (closely linked with curriculum)<br>M: Moral and Civic Education<br>P: Physical and Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
|        |                                   | sound moves through a solid, liquid and gas.   |          |  | the activity was good or very good.<br><br>81.8% of the respondents agreed that this kind of outdoor learning activities should be arrangement to the coming years of Form 4 physics students |                      |                     |  |   |   |   |   |
| STEM   | Aerial photography- Basic Course  | <ul style="list-style-type: none"> <li>To learn the basic skills in drone control &amp; basic principles of aerial photography.</li> </ul> | OLE days | S1   | Due to the impact of COVID-19, more than half of the lessons become online lesson. As it is   | \$9,600.00           | E5                  | ✓  |   |   |   |   |



| Domain | Brief Description of the Activity  | Objective   | Date     | Target Student<br>(Level and number of participants) | Evaluation Results   | Actual Expenses (\$) | Nature of Expenses* | Essential Learning Experiences<br>(Please put a ✓ in the appropriate box(es); more than one option can be selected)  |   |   |   |   |
|--------|--|---|----------|--|--|----------------------|---------------------|--|---|---|---|---|
|        |  |   |          |  |  |                      |                     | I  | M | P | S | C |
|        |  |   |          |  |  |                      |                     | I: Intellectual Development (closely linked with curriculum)<br>M: Moral and Civic Education<br>P: Physical and Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
|        |  |   |          |  | hardly to conduct Aerial Photography in online mode. Consequently, the Aerialphotography- Basic Course is replaced by App Inventor -basic course. Students find it quite interesting in creating online games & corresponding IT skills are learned. |                      |                     |  |   |   |   |   |
| STEM   | Students can learn the basic concepts, logic, and techniques of programming through micro:bit and make their own | <ul style="list-style-type: none"> <li>To learn the basic concepts, logic, and techniques of</li> </ul> | OLE days | S2   | Above 93.3% of students strongly agree   | \$9,600.00           | E5                  | ✓  |   |   |   |   |

| Domain  | Brief Description of the Activity  | Objective   | Date   | Target Student<br>(Level and number of participants) | Evaluation Results   | Actual Expenses (\$) | Nature of Expenses* | Essential Learning Experiences<br>(Please put a ✓ in the appropriate box(es); more than one option can be selected)  |   |   |   |   |
|---------|--|---|--|--|--|----------------------|---------------------|--|---|---|---|---|
|         |  |   |  |  |  |                      |                     | I  | M | P | S | C |
|         |  |   |  |  |  |                      |                     | I: Intellectual Development (closely linked with curriculum)<br>M: Moral and Civic Education<br>P: Physical and Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
|         | product through hands-on activities.   | programming through micro:bit.<br><ul style="list-style-type: none"> <li>To understand different scientific and mechanical principles (MATH, Science and Engineering) and design viable electronic products.</li> <li>To create creative and imaginative (Arts) and create different interesting gizmos.</li> </ul> |  |  | or agree that the content is appropriate, tutor is well prepared for the lessons, the tutor's presentation is clear, tutor stimulates their interest in that area and they are satisfied with the tutor's performance. |                      |                     |  |   |   |   |   |
| History | Field trip ('港島慢遊・電車歷史之旅')<br>A two-hour out-of-classroom experiential learning activity will be organized to enrich students' knowledge on the economic and social development of Hong Kong History. It is a 2-hour tram trip from Western District to Happy Valley. An experienced docent from The Conservancy Association | <ul style="list-style-type: none"> <li>To enrich students' learning experience in Hong Kong History through field trips</li> <li>To consolidate students' knowledge on the socio-economic development of Hong Kong in the 20th century</li> </ul>   | No activity was organized due to COVID-19 outbreak |  |  | 0                    | NA                  | ✓  |   |   |   |   |

| Domain               | Brief Description of the Activity   | Objective  | Date | Target Student<br>(Level and number of participants) | Evaluation Results | Actual Expenses (\$) | Nature of Expenses* | Essential Learning Experiences<br>(Please put a ✓ in the appropriate box(es); more than one option can be selected)  |   |   |   |   |
|----------------------|---|--|------|--|--------------------|----------------------|---------------------|--|---|---|---|---|
|                      |   |  |      |  |                    |                      |                     | I  | M | P | S | C |
|                      |   |  |      |  |                    |                      |                     | I: Intellectual Development (closely linked with curriculum)<br>M: Moral and Civic Education<br>P: Physical and Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
|                      | Centre for Heritage will analyze the socio-economic development of Hong Kong through old photos, posters, historical sources, and scenery from the tram.  | and the urbanization   |      |  |                    |                      |                     |  |   |   |   |   |
| History              | Field trip (‘港島慢遊・電車歷史之旅’)<br>A two-hour out-of-classroom experiential learning activity will be organized to enrich students’ knowledge on the economic and social development of Hong Kong History. It is a 2-hour tram trip from Western District to Happy Valley. An experienced docent from The Conservancy Association Centre for Heritage will analyze the socio-economic development of Hong Kong through old photos, posters, historical sources, and scenery from the tram. | <ul style="list-style-type: none"> <li>To enrich students’ learning experience in Hong Kong History through field trips</li> <li>To consolidate students’ knowledge on the socio-economic development of Hong Kong in the 20th century and the urbanization</li> </ul> |      | No activity was organized due to COVID-19 outbreak   |                    | 0                    | NA                  | ✓  |   |   |   |   |
| Expenses on Item 1.1 |   |  |      |  |                    | \$59,270.00          |                     |  |   |   |   |   |

| Domain                            | Brief Description of the Activity  | Objective  | Date              | Target Student<br>(Level and number of participants) | Evaluation Results  | Actual Expenses (\$) | Nature of Expenses* | Essential Learning Experiences<br>(Please put a ✓ in the appropriate box(es); more than one option can be selected)  |   |   |   |   |
|-----------------------------------|--|--|-------------------|--|---|----------------------|---------------------|--|---|---|---|---|
|                                   |  |  |                   |  |   |                      |                     | I  | M | P | S | C |
|                                   |  |  |                   |  |   |                      |                     | I: Intellectual Development (closely linked with curriculum)<br>M: Moral and Civic Education<br>P: Physical and Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
| 1.2                               | Local Activities: 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. activities on multiple intelligences; physical, aesthetic and cultural activities; leadership training; service learning; clubs and societies; school team training; uniformed groups; military camps) |  |                   |  |   |                      |                     |  |   |   |   |   |
| Student Support Coordinating Team | Student Formation Day 3 (This activity is co-organized with the Baptist Oi Kwan Social Service (Wan Chai district))  | To organize various activities on one afternoon for students and teachers to take rest, relax themselves and regain positive energy to face difficulties and challenges ahead. | March – May, 2021 | All S1-S5  | Evaluation on the programmes: Students were actively involved in the activity. Through the activity, students understood and appreciated their strengths as well as developed sense of belonging to school. | \$8,900.00           | E7                  |  | ✓ |   |   |   |

| Domain     | Brief Description of the Activity | Objective   | Date    | Target Student<br>(Level and number of participants) | Evaluation Results   | Actual Expenses (\$) | Nature of Expenses* | Essential Learning Experiences<br>(Please put a ✓ in the appropriate box(es); more than one option can be selected)  |   |   |   |   |
|------------|-----------------------------------|---|---------|--|--|----------------------|---------------------|--|---|---|---|---|
|            |                                   |   |         |  |  |                      |                     | I  | M | P | S | C |
|            |                                   |   |         |  |  |                      |                     | I: Intellectual Development (closely linked with curriculum)<br>M: Moral and Civic Education<br>P: Physical and Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
| Discipline | Prefects training workshop        | To train up students' leadership, collaboration, communication and problem-solving skills through a series of activities. | 25/6/21 | S3- S5 Prefects (98 Ss)                              | In the training workshop, a series of activities were arranged to train up our prefects in the following aspects.<br><ul style="list-style-type: none"> <li>• recognise the role and identity of being a school prefect</li> <li>• build up the confidence and cultivate the team spirit</li> <li>• train up the prefects skills in the area of</li> </ul> | \$18,000.00          | E5                  |  |   |   | ✓ |   |

| Domain      | Brief Description of the Activity | Objective  | Date    | Target Student<br>(Level and number of participants) | Evaluation Results   | Actual Expenses (\$) | Nature of Expenses* | Essential Learning Experiences<br>(Please put a ✓ in the appropriate box(es); more than one option can be selected)  |   |   |   |   |
|-------------|-----------------------------------|--|---------|--|--|----------------------|---------------------|--|---|---|---|---|
|             |                                   |  |         |  |  |                      |                     | I  | M | P | S | C |
|             |                                   |  |         |  |  |                      |                     | I: Intellectual Development (closely linked with curriculum)<br>M: Moral and Civic Education<br>P: Physical and Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
|             |                                   |  |         |  | <p>carrying out their duties</p> <p>Most of the prefects and discipline teachers found the training effective in equipping our students to become competent leaders.</p> |                      |                     |  |   |   |   |   |
| Counselling | Counselling Team Services Program | <ul style="list-style-type: none"> <li>Skill training in organizing the service program</li> <li>Serve the needy in the society</li> </ul> | 22/7/21 | 25   | The students were very excited during the process of walking in the total darkness. They have benefited a lot during the de-briefing                                     | \$4,180.00           | E1                  |  |   |   | ✓ |   |

| Domain      | Brief Description of the Activity | Objective  | Date   | Target Student<br>(Level and number of participants) | Evaluation Results   | Actual Expenses (\$) | Nature of Expenses* | Essential Learning Experiences<br>(Please put a ✓ in the appropriate box(es); more than one option can be selected)  |   |   |   |   |
|-------------|-----------------------------------|--|--|--|--|----------------------|---------------------|--|---|---|---|---|
|             |                                   |  |  |  |  |                      |                     | I  | M | P | S | C |
|             |                                   |  |  |  |  |                      |                     | I: Intellectual Development (closely linked with curriculum)<br>M: Moral and Civic Education<br>P: Physical and Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
|             |                                   |  |  |  | section with the visually impaired guide.  |                      |                     |  |   |   |   |   |
| Counselling | F.4 Orientation Day Camp          | Team building and early adaptation to NSS                                | 29/7/21  | 25   | The students were very excited during the process of walking in the total darkness. They have benefited a lot during the de-briefing section with the visually impaired guide. | \$4,180.00           | E1                  |  |   |   |   | ✓ |
| Counselling | Guidance Assistants Training Camp | Skills input and sharing about the difficulties faced by the F1 students | No activity was organized due to COVID-19 outbreak |  |  | 0                    | NA                  |  |   |   | ✓ | ✓ |

| Domain  | Brief Description of the Activity   | Objective  | Date              | Target Student<br>(Level and number of participants) | Evaluation Results   | Actual Expenses (\$) | Nature of Expenses* | Essential Learning Experiences<br>(Please put a ✓ in the appropriate box(es); more than one option can be selected)  |   |   |   |   |
|---------|---|--|-------------------|--|--|----------------------|---------------------|--|---|---|---|---|
|         |   |  |                   |  |  |                      |                     | I  | M | P | S | C |
|         |   |  |                   |  |  |                      |                     | I: Intellectual Development (closely linked with curriculum)<br>M: Moral and Civic Education<br>P: Physical and Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
| SA      | Leadership Training Camp for newly elected student exco. members              | Leadership Training  | 20/11/20          | S2 – S5 exco members (78 Ss)                         | 100% the participants agreed that the activities can help to improve their communication skills and build a stronger bonding among their exco members. | \$8,000.00           | E1                  |  |   | ✓ |   |   |
| SA      | Leadership Training Camp for potential leaders                                | Leadership Training  | 30/6/21           | S2-S4 (40 Ss)  | 85% of the participants agreed that the training can enhance their leadership and communication skills.  | \$6,000.00           | E1                  |  |   | ✓ |   |   |
| Careers | Personality Workshop (the workshop is led by professional and licensed social | To let students explore their personality and leverage their | 23/6/21 & 24/6/21 | All S5   | Over 96% of the students   | \$16,200.00          | E6                  |  |   |   |   | ✓ |



| Domain  | Brief Description of the Activity   | Objective   | Date                         | Target Student<br>(Level and number of participants) | Evaluation Results   | Actual Expenses (\$) | Nature of Expenses* | Essential Learning Experiences<br>(Please put a ✓ in the appropriate box(es); more than one option can be selected)  |   |   |   |   |
|---------|---|---|------------------------------|--|--|----------------------|---------------------|--|---|---|---|---|
|         |   |   |                              |  |  |                      |                     | I  | M | P | S | C |
|         |   |   |                              |  |  |                      |                     | I: Intellectual Development (closely linked with curriculum)<br>M: Moral and Civic Education<br>P: Physical and Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
|         | workers)  | personality traits for their future career through participating an interactive workshop.   |                              |  | satisfied with the activity.   |                      |                     |  |   |   |   |   |
| Careers | Interview Preparation Workshop and Mock Interview (conducted by an experienced Education Services Provider) | To equip students with better interviewing skills for admission interviews. The workshop consisted of an interview preparation workshop and mock interview. | 23/10/20, 6/11/20 & 27/11/20 | All S6   | Majority of the participants (about 96%) found that it was meaningful and inspirational and the skills were practical. | \$29,500.00          | E6                  |  |   |   |   | ✓ |
| Careers | Students' talk on multiple pathway  | To let students have deeper understanding on making JUPAS choices and have better preparation on planning their future studies.                             | 9/10/20                      | All S6 (93 Ss)                                       | Over 90% of the students satisfied with the activity.  | \$1,900.00           | E6                  |  |   |   |   | ✓ |
| F.1 OLE | To organize F.1 OLE Art activities  | To understand and grasp the basic skills of Chinese Painting and Western Painting   | OLE days                     | S1 (38 Ss)   | satisfactory   | \$12,160.00          | E5                  |  |   | ✓ |   |   |

| Domain  | Brief Description of the Activity                    | Objective   | Date     | Target Student<br>(Level and number of participants) | Evaluation Results  | Actual Expenses (\$) | Nature of Expenses* | Essential Learning Experiences<br>(Please put a ✓ in the appropriate box(es); more than one option can be selected)  |   |   |   |   |
|---------|--|---|----------|--|---|----------------------|---------------------|--|---|---|---|---|
|         |  |   |          |  |   |                      |                     | I  | M | P | S | C |
|         |  |   |          |  |   |                      |                     | I: Intellectual Development (closely linked with curriculum)<br>M: Moral and Civic Education<br>P: Physical and Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
| F.1 OLE | To organize F.1 OLE training course of Chinese Dance | Physical and Aesthetic development  | OLE days | S1 (20 Ss)   | For the Chinese Dance lessons, the dance tutor was very professional. Not only could she arouse students' interest to learn more dancing techniques, she also enhanced their ability in dance appreciation. | \$6,000.00           | E5                  |  |   | ✓ |   |   |
| F.1 OLE | To organise S1 OLE Drama lessons                     | <ul style="list-style-type: none"> <li>To stretch students' potential in aesthetic activities through the learning of drama</li> <li>To appreciate art and culture</li> <li>To cultivate the spirit of</li> </ul> | OLE days | S1 (22 students)                                     | Students have learnt to appreciate drama and understood more about acting. Over   | \$3,400.00           | E5                  |  |   | ✓ |   |   |

| Domain  | Brief Description of the Activity    | Objective  | Date     | Target Student<br>(Level and number of participants) | Evaluation Results  | Actual Expenses (\$) | Nature of Expenses* | Essential Learning Experiences<br>(Please put a ✓ in the appropriate box(es); more than one option can be selected)  |   |   |   |   |
|---------|--------------------------------------|--|----------|--|---|----------------------|---------------------|--|---|---|---|---|
|         |                                      |  |          |  |   |                      |                     | I  | M | P | S | C |
|         |                                      |  |          |  |   |                      |                     | I: Intellectual Development (closely linked with curriculum)<br>M: Moral and Civic Education<br>P: Physical and Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
|         |                                      | collaboration <ul style="list-style-type: none"> <li>To help develop students' strengths and abilities in non-academic fields</li> <li>To boost self-confidence through acting/doing role plays</li> </ul> |          |  | 90% of the students thought were satisfied with the programme and the tutor's performance   |                      |                     |  |   |   |   |   |
| F.1 OLE | To organize F.1 OLE Music activities | To understand the basic process of creating a piece of music by using percussion.  | OLE days | S1 (21 Ss)   | Fibre Djembes have been bought and borrowed by students to have online lessons at home easily. Eight lessons have finished. Two lessons have been cancelled due to the school suspension. Students have | \$8,000.00           | E5                  |  |   | ✓ |   |   |

| Domain  | Brief Description of the Activity                    | Objective   | Date     | Target Student<br>(Level and number of participants) | Evaluation Results  | Actual Expenses (\$) | Nature of Expenses* | Essential Learning Experiences<br>(Please put a ✓ in the appropriate box(es); more than one option can be selected)  |   |   |   |   |
|---------|--|---|----------|--|---|----------------------|---------------------|--|---|---|---|---|
|         |  |   |          |  |   |                      |                     | I  | M | P | S | C |
|         |  |   |          |  |   |                      |                     | I: Intellectual Development (closely linked with curriculum)<br>M: Moral and Civic Education<br>P: Physical and Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
|         |  |   |          |  | a positive attitude and the result is satisfactory.   |                      |                     |  |   |   |   |   |
| F.2 OLE | To organize F.2 OLE Art activities                   | To understand and grasp the basic skills of Chinese Painting and Western Painting | OLE days | S2 (36 Ss)   | satisfactory  | \$12,160.00          | E5                  |  |   | ✓ |   |   |
| F.2 OLE | To organize F.2 OLE training course of Chinese Dance | Physical and Aesthetic development  | OLE days | S2 (18 Ss)   | For the Chinese Dance lessons, the dance tutor was very professional. Not only could she arouse students' interest to learn more dancing techniques, she also enhanced their ability in dance | \$8,000.00           | E5                  |  |   | ✓ |   |   |

| Domain  | Brief Description of the Activity   | Objective  | Date     | Target Student<br>(Level and number of participants) | Evaluation Results  | Actual Expenses (\$) | Nature of Expenses* | Essential Learning Experiences<br>(Please put a ✓ in the appropriate box(es); more than one option can be selected)  |   |   |   |   |
|---------|-------------------------------------|--|----------|--|---|----------------------|---------------------|--|---|---|---|---|
|         |                                     |  |          |  |   |                      |                     | I  | M | P | S | C |
|         |                                     |  |          |  |   |                      |                     | I: Intellectual Development (closely linked with curriculum)<br>M: Moral and Civic Education<br>P: Physical and Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
|         |                                     |  |          |  | appreciation.   |                      |                     |  |   |   |   |   |
| F.2 OLE | To organize S2 OLE Music activities | To understand the basic process of creating a piece of music by using percussion and perform as a group performance. | OLE days | S2 (14 Ss)   | Fibre Djembes have been bought and borrowed by students to have online lessons at home easily. Eight lessons have finished. Two lessons have been cancelled due to the school suspension. Students have a positive attitude and the result is satisfactory. | \$8,000.00           | E5                  |  |   | ✓ |   |   |

| Domain       | Brief Description of the Activity   | Objective   | Date     | Target Student<br>(Level and number of participants) | Evaluation Results   | Actual Expenses (\$) | Nature of Expenses* | Essential Learning Experiences<br>(Please put a ✓ in the appropriate box(es); more than one option can be selected)  |   |   |   |   |
|--------------|-------------------------------------|---|----------|--|--|----------------------|---------------------|--|---|---|---|---|
|              |                                     |   |          |  |  |                      |                     | I  | M | P | S | C |
|              |                                     |   |          |  |  |                      |                     | I: Intellectual Development (closely linked with curriculum)<br>M: Moral and Civic Education<br>P: Physical and Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
| F.2 OLE      | To organise S2 OLE Drama activities | <ul style="list-style-type: none"> <li>To stretch students' potential in aesthetic activities through the learning of drama</li> <li>To appreciate art and culture</li> <li>To cultivate the spirit of collaboration</li> <li>To help develop students' strengths and abilities in non-academic fields</li> <li>To boost self-confidence through acting/doing role plays</li> </ul> | OLE days | S2 (22 Ss)   | Students have learnt to appreciate drama and understood more about acting. All students thought the content of the programme was appropriate and over 90 % of them were satisfied with the programme and the tutor's performance | \$3,400.00           | E5                  |  |   | ✓ |   |   |
| F.4 OLE (PL) | To organize F.4 OLE art activities  | To understand the basic process of architectural design   | OLE days | S4   | satisfactory   | \$24,000.00          | E5                  |  |   | ✓ |   |   |

| Domain       | Brief Description of the Activity          | Objective   | Date     | Target Student<br>(Level and number of participants) | Evaluation Results   | Actual Expenses (\$) | Nature of Expenses* | Essential Learning Experiences<br>(Please put a ✓ in the appropriate box(es); more than one option can be selected)  |   |   |   |   |
|--------------|--|---|----------|--|--|----------------------|---------------------|--|---|---|---|---|
|              |  |   |          |  |  |                      |                     | I  | M | P | S | C |
|              |  |   |          |  |  |                      |                     | I: Intellectual Development (closely linked with curriculum)<br>M: Moral and Civic Education<br>P: Physical and Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
| F.4 OLE (PL) | To organize S4 OLE Modern Dance activities | <ul style="list-style-type: none"> <li>To understand the basic process of modern dance</li> <li>To apply different methods for concept development</li> </ul> | OLE days | S4 (17 Ss)   | For the F.4 Modern Dance lessons, the dance tutors were very professional. Not only could she arouse students' interest to learn more dancing techniques intensively, she also enhanced their ability in dance appreciation. Students had a very good feedback, as reflected in their evaluation and | \$5,760.00           | E5                  |  |   | ✓ |   |   |

| Domain       | Brief Description of the Activity    | Objective   | Date     | Target Student<br>(Level and number of participants) | Evaluation Results  | Actual Expenses (\$) | Nature of Expenses* | Essential Learning Experiences<br>(Please put a ✓ in the appropriate box(es); more than one option can be selected)  |   |   |   |   |
|--------------|--------------------------------------|---|----------|--|---|----------------------|---------------------|--|---|---|---|---|
|              |                                      |   |          |  |   |                      |                     | I  | M | P | S | C |
|              |                                      |   |          |  |   |                      |                     | I: Intellectual Development (closely linked with curriculum)<br>M: Moral and Civic Education<br>P: Physical and Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
|              |                                      |   |          |  | the class observation from the teacher-in-charge even in online mode.   |                      |                     |  |   |   |   |   |
| F.4 OLE (PL) | To organise F.4 OLE Drama activities | <ul style="list-style-type: none"> <li>To stretch students' potential in aesthetic activities through the learning of drama</li> <li>To appreciate art and culture</li> <li>To cultivate the spirit of collaboration</li> <li>To help develop students' strengths and abilities in non-academic fields</li> <li>To boost self-confidence through acting/doing role plays</li> </ul> | OLE days | S4 (20 Ss)   | Students have learnt to appreciate drama and understood more about acting. Over 90 % of the students were satisfied with the programme and the tutor's performance. They thought that the tutor's presentation was clear. | \$3,400.00           | E5                  |  |   | ✓ |   |   |



| Domain       | Brief Description of the Activity                   | Objective   | Date     | Target Student<br>(Level and number of participants) | Evaluation Results  | Actual Expenses (\$) | Nature of Expenses* | Essential Learning Experiences<br>(Please put a ✓ in the appropriate box(es); more than one option can be selected)  |   |   |   |   |
|--------------|---|---|----------|--|---|----------------------|---------------------|--|---|---|---|---|
|              |   |   |          |  |   |                      |                     | I  | M | P | S | C |
|              |   |   |          |  |   |                      |                     | I: Intellectual Development (closely linked with curriculum)<br>M: Moral and Civic Education<br>P: Physical and Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
| F.4 OLE (PL) | To organize F.4 OLE Music activities (African Drum) | To understand the basic skills of African Drum  | OLE days | S4 (22 Ss)   | Fibre Djembes have been bought and borrowed by students to have online lessons at home easily. Eight lessons have finished. Two lessons have been cancelled due to the school suspension. Students have a positive attitude and the result is satisfactory. | \$9,600.00           | E5                  |  |   | ✓ |   |   |
| F.4 OLE (PL) | To organise F.4 OLE videography activities          | <ul style="list-style-type: none"> <li>To learn different movie genres</li> <li>To learn the basic technique of filming,</li> </ul> | OLE days | S4 (23 Ss)   | Most of the students (over 95%) were satisfied with   | \$18,000.00          | E5                  |  |   | ✓ |   |   |

| Domain  | Brief Description of the Activity        | Objective  | Date   | Target Student<br>(Level and number of participants) | Evaluation Results   | Actual Expenses (\$) | Nature of Expenses* | Essential Learning Experiences<br>(Please put a ✓ in the appropriate box(es); more than one option can be selected)  |   |   |   |   |
|---------|--|--|--|--|--|----------------------|---------------------|--|---|---|---|---|
|         |  |  |  |  |  |                      |                     | I  | M | P | S | C |
|         |  |  |  |  |  |                      |                     | I: Intellectual Development (closely linked with curriculum)<br>M: Moral and Civic Education<br>P: Physical and Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
|         |  | acting and video editing   |  |  | the course content and tutor's performance. The course on the whole could arouse student's interest in videography.            |                      |                     |  |   |   |   |   |
| F.4 OLE | F.4 Sports Day Camp                      | Physical and sportsmanship development                             | No activity was organized due to COVID-19 outbreak |  |  | 0                    | NA                  |  |   | ✓ |   |   |
| F.5 OLE | Training course of Wing Tsun Martial Art | Physical Development and explore the technique to protect yourself | 2020<br>Oct: 9, 23<br>Nov: 6, 27                   | All S5   | For the training course of Wing Tsun Martial Art, the Wing Tsun tutors were very professional. Not only could arouse students' | \$9,600.00           | E5                  |  |   | ✓ |   |   |

| Domain  | Brief Description of the Activity | Objective                                | Date            | Target Student<br>(Level and number of participants) | Evaluation Results   | Actual Expenses (\$) | Nature of Expenses* | Essential Learning Experiences<br>(Please put a ✓ in the appropriate box(es); more than one option can be selected)  |   |   |   |   |
|---------|-----------------------------------|--|-----------------|--|--|----------------------|---------------------|--|---|---|---|---|
|         |                                   |  |                 |  |  |                      |                     | I  | M | P | S | C |
|         |                                   |  |                 |  |  |                      |                     | I: Intellectual Development (closely linked with curriculum)<br>M: Moral and Civic Education<br>P: Physical and Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
|         |                                   |  |                 |  | interest to learn the techniques of Wing Tsun, also enhanced their ability in Martial Art appreciation.  |                      |                     |  |   |   |   |   |
| F.5 OLE | Training course of Yoga           | Physical Development with mental health. | 2021<br>Feb: 26 | All S5   | For the training course of Yoga, the Yoga tutors were very professional. Not only could arouse students' interest to learn the techniques of Yoga, also enhanced their ability in Yoga appreciation. | \$2,000.00           | E5                  |  |   | ✓ |   |   |

| Domain  | Brief Description of the Activity    | Objective   | Date   | Target Student<br>(Level and number of participants) | Evaluation Results   | Actual Expenses (\$) | Nature of Expenses*              | Essential Learning Experiences<br>(Please put a ✓ in the appropriate box(es); more than one option can be selected)  |   |   |   |   |
|---------|--------------------------------------|---|--|--|--|----------------------|----------------------------------|--|---|---|---|---|
|         |                                      |   |  |  |  |                      |                                  | I  | M | P | S | C |
|         |                                      |   |  |  |  |                      |                                  | I: Intellectual Development (closely linked with curriculum)<br>M: Moral and Civic Education<br>P: Physical and Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
| F.5 OLE | F5 Drama/ Traditional Art Viewing    | To expose students to various forms of performance arts       | No activity was organized due to COVID-19 outbreak |  |  | 0                    | NA                               |  |   | ✓ |   |   |
| F.5 OLE | To organize F.5 OLE art activities   | Aesthetic appreciation through artist’s sharing               | OLE days   | All S5   | satisfactory   | \$4,000.00           | E5                               |  |   | ✓ |   |   |
| F.5 OLE | To organize F.5 OLE Music activities | To explore more on the performing arts by music appreciation. | OLE days   | All S5   | The outreach program of Opera Appreciation organized by LCSD has been cancelled and refunded due to the school suspension of F.5 Level. Two more programmes have been arranged. Hence, two a capella singing | \$4,000.00           | E5 and E9 (video production fee) |  |   | ✓ |   |   |

| Domain  | Brief Description of the Activity | Objective   | Date   | Target Student<br>(Level and number of participants) | Evaluation Results   | Actual Expenses (\$) | Nature of Expenses* | Essential Learning Experiences<br>(Please put a ✓ in the appropriate box(es); more than one option can be selected)  |   |   |   |   |
|---------|-----------------------------------|---|--|--|--|----------------------|---------------------|--|---|---|---|---|
|         |                                   |   |  |  |  |                      |                     | I  | M | P | S | C |
|         |                                   |   |  |  |  |                      |                     | I: Intellectual Development (closely linked with curriculum)<br>M: Moral and Civic Education<br>P: Physical and Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
|         |                                   |   |  |  | workshops (online mode) have been coached by HKYouth Federation Group-Cultural Division. Students have a positive attitude and the result is satisfactory. |                      |                     |  |   |   |   |   |
| F.5 OLE | F.5 Sports Day Camp               | Physical and sportsmanship development                        | No activity was organized due to COVID-19 outbreak |  |  | 0                    | NA                  |  |   | ✓ |   |   |
| F.6 OLE | To organize S6 OLE Music          | To explore more on the performing arts by music appreciation. | 6/11/20 & 27/11/20                                 | All S6   | Two sessions of African Music and Cultural Workshops have been arranged. Another two   | \$8,000.00           | E5                  |  |   | ✓ |   |   |

| Domain                  | Brief Description of the Activity  | Objective   | Date   | Target Student<br>(Level and number of participants) | Evaluation Results  | Actual Expenses (\$) | Nature of Expenses* | Essential Learning Experiences<br>(Please put a ✓ in the appropriate box(es); more than one option can be selected)  |   |   |   |   |
|-------------------------|--|---|--|--|---|----------------------|---------------------|--|---|---|---|---|
|                         |  |   |  |  |   |                      |                     | I  | M | P | S | C |
|                         |  |   |  |  |   |                      |                     | I: Intellectual Development (closely linked with curriculum)<br>M: Moral and Civic Education<br>P: Physical and Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
|                         |  |   |  |  | sessions of a capella workshops have been cancelled due to the school suspension. Students have a positive attitude and the result is satisfactory. |                      |                     |  |   |   |   |   |
| English Drama Education | Drama Fest 2021 (EMI Drama competition)  | <ul style="list-style-type: none"> <li>To enhance students' English speaking skills</li> <li>To apply their English language skills in an authentic context</li> <li>To subsidize the cost of drama training and rehearsals, script writing and production</li> </ul> | No activity was organized due to COVID-19 outbreak |  |   | 0                    | NA                  |  |   | ✓ |   |   |
| Religious Team          | To organise various religious activities, e.g. talks by guest speakers, pilgrimage | Students will <ul style="list-style-type: none"> <li>understand the history of</li> </ul>   | 8/9/20 & 16/1/21                                   | S1-S6 Catholics                                      | (The function on Sept 8 was   | 0                    | NA                  |  | ✓ |   |   |   |

| Domain             | Brief Description of the Activity  | Objective   | Date   | Target Student<br>(Level and number of participants) | Evaluation Results   | Actual Expenses (\$) | Nature of Expenses* | Essential Learning Experiences<br>(Please put a ✓ in the appropriate box(es); more than one option can be selected)  |   |   |   |   |
|--------------------|--|---|--|--|--|----------------------|---------------------|--|---|---|---|---|
|                    |  |   |  |  |  |                      |                     | I  | M | P | S | C |
|                    |  |   |  |  |  |                      |                     | I: Intellectual Development (closely linked with curriculum)<br>M: Moral and Civic Education<br>P: Physical and Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
|                    | to visit churches on outlying islands or workshops in the one-day retreat for Catholic students. | different churches and congregations in Hong Kong <ul style="list-style-type: none"> <li>acquire more in-depth biblical knowledge</li> <li>strengthen their faith in God</li> </ul> |  | (90 Ss)  | changed to an online mode and the function on Jan 16 was cancelled because of COVID-19)                                |                      |                     |  |   |   |   |   |
| School Sports Team | To organize Basketball Training for Basketball Team  | Physical and sportsmanship development  | No activity was organized due to COVID-19 outbreak |  |  | 0                    | NA                  |  |   | ✓ |   |   |
| School Sports Team | To organize Athletics Training for Athletics Team  | Physical and sportsmanship development  | No activity was organized due to COVID-19 outbreak |  |  | 0                    | NA                  |  |   | ✓ |   |   |
| School Dance Team  | To organize Chinese Dance Training for Chinese Dance Team  | Physical and sportsmanship development  | Nov 20 to Jul 21                                   | S1 to S3 & S5 (11 Ss)                                | For the Chinese Dance training, the dance tutor was very professional. Not only could she arouse students' interest to | \$21,600.00          | E5                  |  |   | ✓ |   |   |

| Domain            | Brief Description of the Activity              | Objective   | Date             | Target Student<br>(Level and number of participants) | Evaluation Results  | Actual Expenses (\$) | Nature of Expenses* | Essential Learning Experiences<br>(Please put a ✓ in the appropriate box(es); more than one option can be selected)  |   |   |   |   |
|-------------------|--|---|------------------|--|---|----------------------|---------------------|--|---|---|---|---|
|                   |  |   |                  |  |   |                      |                     | I  | M | P | S | C |
|                   |  |   |                  |  |   |                      |                     | I: Intellectual Development (closely linked with curriculum)<br>M: Moral and Civic Education<br>P: Physical and Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
|                   |  |   |                  |  | learn more dancing techniques, she also enhanced their ability in dance appreciation. Good learning attitudes and performance of students.                    |                      |                     |  |   |   |   |   |
| School Music Team | To organize instrumental class for music teams | Students will: <ul style="list-style-type: none"> <li>Learn the skill from specific instrument;</li> <li>To explore more on the performing arts by music appreciation.</li> </ul> | Sep 20 to Aug 21 | 12 Nominated music team members                      | Although the music instrumental training has not ended, 12 students are benefiting from the training now. Students have a positive attitude and the result is | \$35,875.00          | E5                  |  |   | ✓ |   |   |



| Domain               | Brief Description of the Activity | Objective   | Date             | Target Student<br>(Level and number of participants) | Evaluation Results   | Actual Expenses (\$)    | Nature of Expenses* | Essential Learning Experiences<br>(Please put a ✓ in the appropriate box(es); more than one option can be selected)  |   |   |   |   |
|----------------------|-----------------------------------|---|------------------|--|--|-------------------------|---------------------|--|---|---|---|---|
|                      |                                   |   |                  |  |  |                         |                     | I  | M | P | S | C |
|                      |                                   |   |                  |  |  |                         |                     | I: Intellectual Development (closely linked with curriculum)<br>M: Moral and Civic Education<br>P: Physical and Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
|                      |                                   |   |                  |  | satisfactory.  |                         |                     |  |   |   |   |   |
| School Debating Team | English Debating Team             | To provide debate training to students to develop skills in research, critical thinking and communication | 4/1/2021         | 3 S4 team members                                    | Effective in developing students' speaking and debating skills                                 | \$2,500.00              | E1                  | ✓  | ✓ |   |   |   |
| School Debating Team | Chinese Debating Team             | To provide debate training to students to develop skills in research, critical thinking and communication | Oct 20 to Jul 21 | S2 to S4 team members                                | Strengthen students' debating skills and strategies through training workshop and competitions | \$37,300.00             | E5                  | ✓  |   |   |   |   |
|                      |                                   |   |                  |  |  | Expenses on Item 1.2    | \$343,615.00        |  |   |   |   |   |
|                      |                                   |   |                  |  |  | Expenses for Category 1 | \$402,885.00        |  |   |   |   |   |

| Domain                        | Item  | Purpose   | Actual Expenses (\$)                 |
|-------------------------------|---|---|--------------------------------------|
| Category 2                    | To procure equipment, consumables or learning resources for promoting LWL   |   |                                      |
| SA                            | To procure consumables and materials for organizing various life-wide learning activities by SA, clubs and houses   | To promote life-wide learning and broaden students' horizon   | \$27,058.40                          |
| STEM                          | VR glasses (Cardboard) for F.1 students   | To broaden students' horizon and enhance their interest in learning through VR glasses  | \$2,800.00                           |
| STEM                          | BBC Micro: bit, Micro: bit extension board with 2000mAh Li battery, 2 meters USB wire for F.2 OLE   | <ul style="list-style-type: none"> <li>To promote STEM education in micro:bit.</li> <li>To arouse students' interest in writing programme</li> </ul>  | \$10,500.00                          |
| STEM                          | To purchase materials & equipment for PolyU Robot Competition   | <ul style="list-style-type: none"> <li>To develop students' interest, creativity and problem-solving skills in STEM</li> <li>To learn the basic principles &amp; skills of coding, programming &amp; 3D printing</li> <li>To broaden students' horizon in STEM education</li> </ul> | The activity was cancelled by PolyU. |
| STEM                          | To purchase new drones for STEM activities  | <ul style="list-style-type: none"> <li>To promote STEM activities</li> <li>To learn the basic principles &amp; skills of coding</li> </ul>  | \$29,985.00                          |
| Music                         | To procure and maintain musical instruments for performance and outside classroom activities (like Chinese drums, Yang Qin, Double Bass, Cello, Xylophone & Mallet etc) | To promote music performance and related activities   | \$48,090.00                          |
| Expenses for Category 2       |   |   | \$118,433.40                         |
| Expenses for Categories 1 & 2 |   |   | \$521,318.40                         |

\*: Input using the following codes; more than one code can be used for each item.

| Code for Expenses |  |
|-------------------|--|
| E1                | Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc. )             |
| E2                | Transportation fees  |
| E3                | Fees for non-local exchange activities / competitions (students)   |
| E4                | Fees for non-local exchange activities / competitions (escorting teachers)   |
| E5                | Fees for hiring expert / professionals / coaches   |
| E6                | Fees for students attending courses, activities or training organised by external organisations recognised by the school                         |
| E7                | Purchase of equipment, instruments, tools, devices, consumables  |
| E8                | Purchase of learning resources (e.g. educational softwares, resource packs)  |
| E9                | Others (please specify)  |
| COVID             | Fees chargeable under the one-off measure to pay the expenses incurred from the cancellation of learning activities due to the COVID-19 outbreak |

### Number of Student Beneficiaries

|  |     |
|--|-----|
| Total number of students in the school:                | 685 |
| Number of student beneficiaries:                       | 685 |
| Percentage of students benefitting from the Grant (%): | 100 |

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

Ms V. Yan  
(Finance Team Member)



## Feedback on Future Planning

We share the common vision and mission of many Canossian educators:

- Education is indispensable for cultivating students' self-worth and enabling them to commit themselves to what is true and good in life. This is achieved by laying a solid moral foundation and guiding them to live a life of dignity, integrity and charity.
- Education is about formation of the heart, fostering sound Christian values and attitudes and training of character and will. To this end, students should be offered opportunities to see not only the life of those who live in situations of poverty and injustice, but also reasons and causes of why things are as they are, to work towards justice and to foster peace and respect for others.
- Students are unique and they are different in needs and interests. They should be given opportunities to stretch their potential as much as possible.

St. Francis' Canossian College therefore attaches great importance to enhancing effectiveness in teaching and learning, formation of the heart and empowerment of students. Guided by such principles, the school will continue to focus on the following areas in the coming years:

- Identity as a Canossian student and Franciscan;
- Academic achievement; and
- Value education.

The 2019-2021 School Year have been a challenging and arduous time for all of us. The social unrest and the COVID-19 pandemic have brought unprecedented challenges to all teachers and students. Class suspension, closed borders, lockdowns, social distancing and wearing of masks have all become a part of our everyday life. People are trying very hard to cope with the changes.

As face-to-face classes and on-campus activities were suspended for five months in the 2019-2020 School Year, the scheduled and planned tasks for the all major concerns were cancelled. At a time when face-to-face interaction with and among our students was virtually non-existent in the 2020-2021 School Year, the IMC supported and approved the school's proposal to extend the current school development plan cycle (2018 – 2021) from 3 years to 4 years (i.e. 2018 – 2022) so as to meet the expected targets.





# **School Development Plan**

**2018/19 – 2021/22**



**Grace Upon Grace**



**St. Magdalene of Canossa**

**“... the conduct of one’s life depends on education”**





## School Motto

***“Live by the truth in love”***

## School Vision



We form the heart of our students leading them to embrace Christian values through a life of integrity and charity.



## School Mission

Through the Gospel values of Truth in Love we form women of dignity, instilling in them a love for learning, commitment and compassion.

## School Goals

Our aim is to instill in students a love for learning and develop their ability to think critically.

We encourage students to work and to develop fully their God-given abilities and talents.

We inculcate the Christian values of self-respect and morality which are integral to individual growth.

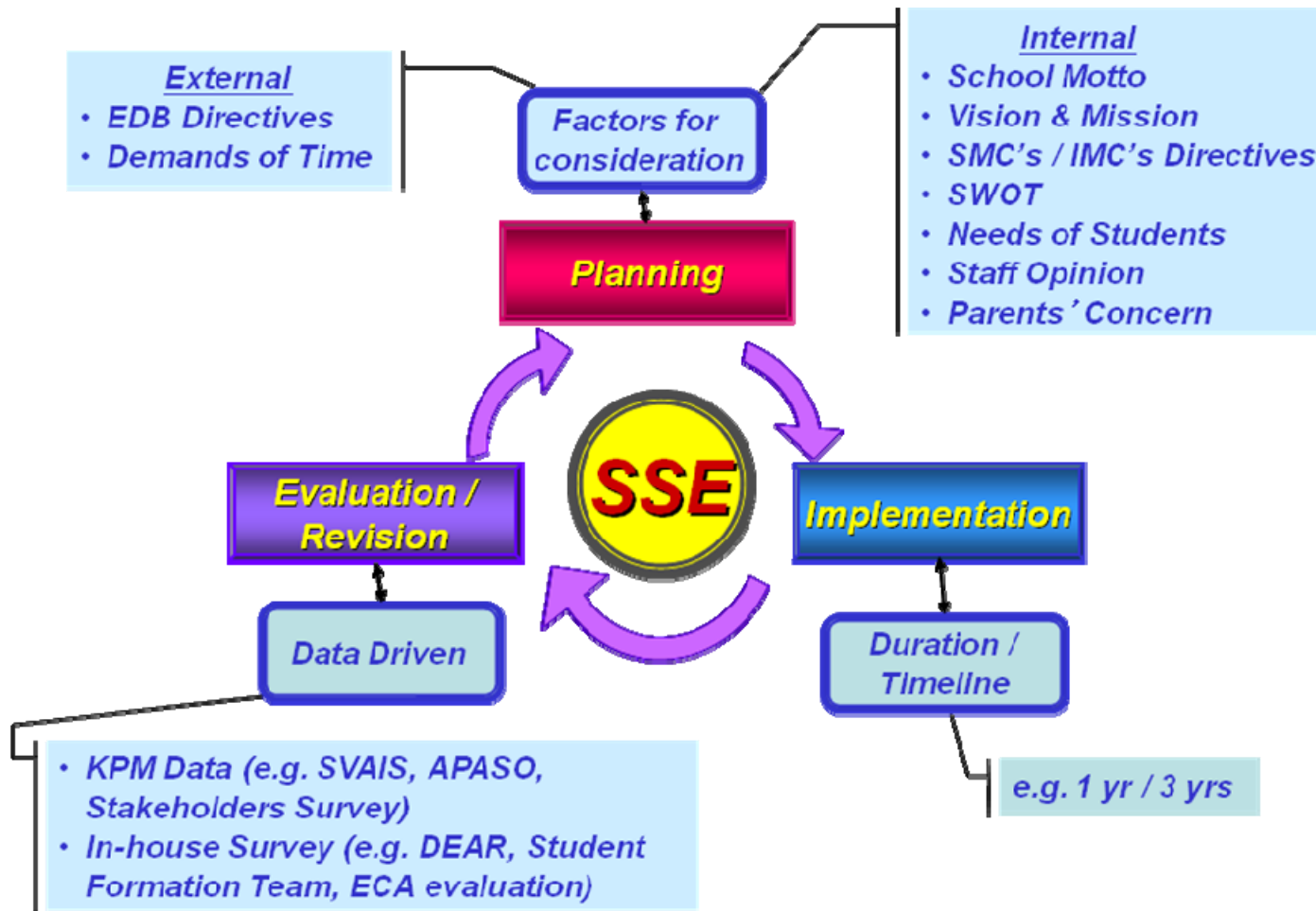
We prepare students to achieve clearly defined goals which give meaning to their life.

Through education we help students to become responsible citizens who are committed to serving the needy, and to contributing to the well-being of society.



# School Self-Evaluation Mechanism

Our three-year School Development Plan was developed based on the PIE model. To identify the strengths and weaknesses of the school, teachers and the principal take part in the annual school self-evaluation, department and whole-school evaluations and lesson observations. Teachers' and students' feedback which gives a comprehensive view of the school development is collected. Parents' views on the school major concerns are also sought through surveys and in seminars. Students' voices are heard through surveys done after student formation programmes and in end-of-year subject evaluations.





# Holistic Review

## Effectiveness of the previous School Development Plan (2015 - 2018)

| Major Concerns  | Extent of targets achieved | Follow-up action   | Remarks  |
|---|----------------------------|--|--|
| 1. To empower students to become autonomous learners through self-directed learning | Achieved                   | <ul style="list-style-type: none"> <li>The KPM stakeholder survey showed that students did not seem to be too confident in applying some learning strategies about reading, like using tool books and online resources. Besides, students' habit of reading outside class was also discouraging.</li> <li>As inspired by the experience gained in the pilot scheme about Reading Across the Curriculum: development of library support in F. 1 History, which was initiated in the second term of 2017-2018, together with the constructive direction provided by the Education Bureau in the Booklet 6B Reading to Learn: Towards Reading across the Curriculum, Secondary Education Curriculum Guide (Draft in May 2017), Reading to Learn, which aimed at fostering students' learner autonomy, was agreed to be the school's major concern for 2018-2021.</li> </ul> | <ul style="list-style-type: none"> <li>Long-term external partnership with a local university in carrying out action research and staff development since 2014 has helped the school to build a more cohesive community through taking greater ownership and responsibility for addressing student needs jointly.</li> <li>Such continuous collaboration has also provided opportunities for the development of distributed leadership among departments.</li> </ul> |

| Major Concerns   | Extent of targets achieved | Follow-up action   | Remarks  |
|--|----------------------------|--|--|
| 2. To strengthen students' sense of integrity  | Mostly achieved            | <ul style="list-style-type: none"> <li>Strengthening students' sense of integrity will become a routine measure in the school community.</li> <li>The school's major concern of the next 3-year cycle will emphasize other virtues on which students should place more value.</li> </ul>   | <ul style="list-style-type: none"> <li>A new team, Student Support Coordinating Team will be set up to enhance coordination among different functional teams and organize activities for cultivating students' virtues at a whole-school level.</li> </ul> |
| 3. To provide support for career guidance service and implementation of life planning education for students | Well achieved              | <ul style="list-style-type: none"> <li>The alumni were enthusiastic and proactive. Our team will continue to seek support from them so as to provide a comprehensive career and life planning education at school. The alumni support system will be serve as an effective means of enhancing communication between students of the present and the past.</li> <li>As the school redevelopment project was completed in May 2018, a career corner will be set up in the new school library for promoting career and life planning education through display of related reading materials.</li> </ul> | <ul style="list-style-type: none"> <li>The alumni will need time to become familiar with the alumni support system.</li> </ul>   |

| Major Concerns                                   | Extent of targets achieved | Follow-up action  | Remarks  |
|--|----------------------------|---|--|
| 4. To implement the School Redevelopment Project | Majorly achieved           | <ul style="list-style-type: none"> <li>• In terms of project administration, the school will continue to work with the consultants, the contractor and EDB officials to ensure all the required tasks be finished towards the completion and close of account.</li> <li>• Measures will be taken to further reinforce the bond between staff, parents, teachers, students and alumni and strengthen students' identity as Franciscans.</li> </ul> | <ul style="list-style-type: none"> <li>• The role of the school was rather passive as concerted effort needed to be made by the consultants, the contractor and EDB officials to bring the project to a completion.</li> <li>• The school redevelopment project was completed in May 2018 and the school will begin its 150<sup>th</sup> anniversary celebration in 2019.</li> </ul> |

## Evaluation of the School's Overall Performance

| PI Areas             | Major Strengths   | Area for Reinforcement / Improvement  |
|----------------------|---|---|
| 1. School Management | <ul style="list-style-type: none"> <li>• The school has a clear direction of development and has adopted a transparent and accountable approach to decision-making and policy formulation.</li> <li>• Participatory approach to decision-making is in place whereby decisions on important issues and school major concerns are made.</li> <li>• A collaborative framework has been established to provide a forum for soliciting views of different key stakeholders.</li> <li>• An evidence-based evaluation mechanism which involves a variety of evaluation strategies has been employed.</li> <li>• A flexible management structure that can accommodate changes by suitably deploying manpower has been adopted.</li> <li>• Roles and responsibilities of all subject departments, teams and committees are clearly defined. Working teams arising from the new initiatives in school development planning have been formed to take charge of the PIE cycle.</li> <li>• Clear procedural manuals are kept for effective daily operation and sustainable management.</li> <li>• The IMC, which is committed to Catholic values and quality education, provides full support to the school. It has entrusted the task of formulating the school development plans to the Principal and the teachers.</li> </ul> | <ul style="list-style-type: none"> <li>• Due to a relatively higher turnover which involves loss of a number of experienced teachers over the past 3 years, the school policies and the rationale behind their formulation and the decision-making process employed need to be more thoroughly explained to the staff.</li> </ul> |

| PI Areas                   | Major Strengths  | Area for Reinforcement / Improvement  |
|----------------------------|--|---|
| 2. Professional Leadership | <ul style="list-style-type: none"> <li>• The staff is valued as the rich intellectual capital of the school. Distributed leadership is in practice and teachers are encouraged to participate in school affairs.</li> <li>• The school has a strong team of middle managers, including subject panels and committee heads who demonstrate professional knowledge of their respective subject disciplines and areas of work. They keep themselves abreast of education reforms.</li> <li>• Good team collaboration and effective distributive leadership are evident. The middle managers offer suitable guidance and supervision for their department or team members.</li> <li>• The staff are in a harmonious working relationship and have good team spirit.</li> <li>• Target-oriented staff development activities were organized to keep teachers abreast of educational trends as well as the school major concerns.</li> <li>• Teachers participate in various staff development activities for self-improvement and continuous professional development.</li> </ul> | <ul style="list-style-type: none"> <li>• Apart from focusing on major-concern-related professional development activities, a greater variety of staff development programmes e.g. an annual excursion will be organized to address teachers' health in the coming years.</li> <li>• Ongoing evaluation of the 3-year staff appraisal system will take place to fine-tune the related practices for professional development.</li> </ul> |

| PI Areas                         | Major Strengths  | Area for Reinforcement / Improvement   |
|----------------------------------|--|--|
| 3. Curriculum and Assessment     | <ul style="list-style-type: none"> <li>• The school has a clear vision and mission to promote self-directed learning and prepare students for life-long learning.</li> <li>• A clear and comprehensive assessment policy which is in line with the curriculum reform and related goals is in place.</li> <li>• CAS continues to be in practice to evaluate students' learning progress and outcomes.</li> <li>• KLA coordinators oversee, coordinate and monitor curriculum implementation.</li> <li>• The school curriculum is strategically planned, implemented and evaluated.</li> <li>• Questions of different levels of difficulty are set to cater for individual learner diversity.</li> <li>• Various modes of assessments are employed to evaluate learning outcomes.</li> <li>• Mobile technology is employed to provide immediate feedback to students' assessment.</li> </ul> | <ul style="list-style-type: none"> <li>• More systematic infusion of reading strategies in the curriculum will help to enhance students' self-directed learning skills.</li> <li>• More school facilities aid curriculum development and assessment.</li> </ul>  |
| 4. Student Learning and Teaching | <ul style="list-style-type: none"> <li>• With the concerted effort of all teachers, an English language rich environment has been created for our students.</li> <li>• Most of the students display good language proficiency.</li> <li>• Teaching and learning strategies are in line with the latest educational development.</li> <li>• Various learning activities inside and outside class, such as visits and field trips are arranged for students.</li> <li>• Special efforts have been made to cater for learner diversity.</li> </ul>  | <ul style="list-style-type: none"> <li>• More needs to be done to boost students' confidence in learning, e.g. by improving the award system.</li> <li>• A more systematic way of recognizing students' achievements needs to be developed.</li> <li>• Strategies for further motivating the passive students need to be developed.</li> <li>• Strategies for further cultivating students' interest in leisure reading have to be devised.</li> </ul> |

| PI Areas           | Major Strengths  | Area for Reinforcement / Improvement  |
|--------------------|--|---|
| 5. Student Support | <ul style="list-style-type: none"> <li>• Student support activities are strategically planned with reference to review and feedback from all stakeholders.</li> <li>• The school places great emphasis on all-round education and in particular, value and religious education.</li> <li>• The school has adopted a whole-school approach to fostering students' positive values and attitudes.</li> <li>• A range of preventive and developmental programmes have been organized outside class to cultivate positive attitudes in students' personal development, promote civic awareness and environmental protection, etc.</li> <li>• Our school has been keen to incorporate national education into our curriculum and extra-curricular activities to educate our students to become responsible citizens and contribute to our motherland.</li> <li>• A variety of career guidance programmes have been strategically organized to support students in the areas of enhancing their self-understanding and planning their future.</li> <li>• The school provides comprehensive leadership training to potential student leaders.</li> <li>• Various activities are held to promote life-wide learning to students of various strengths and potential.</li> <li>• Individual guidance is given to SEN students under the leadership of the SEN Team.</li> </ul> | <ul style="list-style-type: none"> <li>• In view of huge moral challenges in the modern world, there is a strong need to take a whole school approach to cultivating virtues among students, which allows more effective coordination of activities at different levels. To this end, a new team will be set up to oversee and coordinate all the student support programmes held in school.</li> </ul> |

| PI Areas                         | Major Strengths   | Area for Reinforcement / Improvement   |
|----------------------------------|---|--|
| 6. Partnership                   | <ul style="list-style-type: none"> <li>• The school has established extensive links with external organizations and the community to offer continuing support for the development of the school's curriculum and the students. Organizations include the EDB, various local universities, NGOs and commercial companies.</li> <li>• The school works in close collaboration with the PTA and the PSA. Members of the PTA and the PSA are proactive and enthusiastic when it comes to offering support to the school.</li> <li>• The school actively develops a strong bond with our feeder primary school.</li> </ul> | <ul style="list-style-type: none"> <li>• For activities held in collaboration with external partners, those given positive feedback by students, e.g. the OLE martial arts lesson will continue to be in place.</li> </ul>   |
| 7. Attitude and Behaviour        | <ul style="list-style-type: none"> <li>• Being a Catholic school, it has cultivated a very caring atmosphere.</li> <li>• Most of our students are self-disciplined. They like the school and get along well with their classmates.</li> </ul>   | <ul style="list-style-type: none"> <li>• More endeavours will be made to provide positive reinforcement to students in various contexts e.g. in home time and assemblies and on student formation days.</li> </ul>   |
| 8. Participation and Achievement | <ul style="list-style-type: none"> <li>• Students have actively participated in a wide range of activities and competitions and won numerous awards not only in the academic-related area but also in debating, drama, music, dance, sports, art, social and humanitarian aid community service.</li> </ul>   | <ul style="list-style-type: none"> <li>• As reflected in the data of the KPM stakeholder survey, students were not very confident in learning. In recognition of students' good work, their major achievements will be announced through different channels, e.g. the school website, school assemblies and school newsletters.</li> </ul> |





## SWOT Analysis

### ***Our Strengths***

- A well-established school organizational structure
- Strong emphasis on moral and spiritual development through inculcation of Catholic values centred in the teaching of Jesus
- A very good learning and working environment
- Well-equipped teaching and learning facilities
- A suitable number of senior secondary subject combinations offered to meet students' needs and expectations
- Students are well-disciplined, cooperative and friendly.
- Student-centred/autonomous teaching and learning methods are in place.
- Students' generic skills are developed through integration of subject-related projects and co-curricular activities.
- A variety of co-curricular activities exposes students to different learning experiences and helps them to explore their potential.
- A comprehensive assessment and reporting system in place
- Very dedicated, competent, caring and committed staff
- Excellent support for the school from parents, past students and the school sponsoring body
- Strong connection with the community and external organizations
- Very hygienic school campus
- Effective collaboration in the development of the senior secondary curriculum
- Effective communication between the school and parents
- Effective guidance and support to the students in need by our dedicated SEN Team
- Well-established staff force
- Students are engaged in different forms of Language Arts and English language enhancement activities.
- The school caters for learner diversity by means of various strategies such as small-class teaching, holding remedial and enrichment classes to uplift the academic standard of potential achievers.

### ***Our Weaknesses***

- Some students are passive and lack motivation in learning
- Some students are easily distracted from learning
- Some students are not keen on joining some extra-curricular activities





### ***Our Opportunities***

- Students have the opportunity to be exposed to different cultures and professions through workshops, OLE activities and overseas visits.
- Advanced technical support and the intranet platform widen students' scope of learning and facilitate teacher-student communication.
- Careers and life planning education is implemented to guide students in their choice of careers and life planning.
- On-site meal portioning promotes healthy eating and environmental conservation.
- Self-directed learning is promoted through newly installed e-Learning tools such as tablets and WiFi access.
- The Chinese curriculum is being fine-tuned with support from the EDB.
- The STEM education at school keeps up with the latest education trends drawing on the most advanced technology possible and provides students with ample opportunities to develop their interest and stretch their potential in related areas.
- The student support team has been set up to coordinate whole-school student formation programmes.
- In the preparation for the 150<sup>th</sup> anniversary of our school, the bond between Franciscans as well as that between the school and the alumni is strengthened
- The new library offers more space and resources for promoting Reading Across the Curriculum.

### ***Our Threats***

- Growing problems in students' families
- Some students lack self-management skills.
- A few parents are over-protective of their children and impose pressure on school.
- Some parents shift their responsibility of educating their children to teachers.
- Some students are generally weak in handling emotions.
- Very heavy workload for the school staff
- Insufficient regular staff establishment to sustain curriculum development
- Teachers are overburdened with the demands of EDB initiatives.
- Declining student number in secondary schools due to availability of overseas study opportunities
- Declining standard of incoming F.1 students and growing divide in students' academic abilities
- Teachers are burdened with the curriculum demands of non-Chinese speaking students and an increasing number of SEN students.
- Lack of resources to cater for the needs of SEN and non-Chinese speaking students and their parents
- Students' over-reliance on private tutoring affects their time management, learning at school and participation in extra-curricular activities.
- Some students are preoccupied with various types of entertainment which grants them immediate gratification.
- Potential risks, hazards and noise pollution caused by construction work in the surrounding area





## **Major Concerns for 2018/19 – 2021/22**

### **(in order of priority)**

**The school community went through severely trying times during the COVID-19 outbreak. With the support and approval from the IMC, the major concerns for 2018/19 – 2020/21 was extended by 1 year to 2018/19 – 2021/22 as follows:**

- 1. To reinforce students' identity as Franciscans\***
- 2. To foster students' autonomy in learning through Reading to Learn\*\***
- 3. To cultivate positive thinking in students and empower them to be persevering and resilient to challenges**

\* The scheduled celebratory events for the 150<sup>th</sup> anniversary of its establishment were conducted successfully in 2020 – 2021 school year. The reinforcement of students' identity as Franciscans will be focused on the incorporation of School History into the S1 History Curriculum.

\*\* Reading to Learn: To motivate students to read texts on various themes and disciplines to extend knowledge and broaden perspectives. Thus, students will be empowered to build knowledge and explore topics of interest independently.

*(Curriculum Development Council, 2017- Booklet 6B: Reading to Learn: Towards Reading across the Curriculum)*



## School Development Plan (2018/19 – 2021/22)

| Major Concerns<br>(in order of priority)   | Intended Outcomes / Targets   | A General Outline of Strategies   | Time Scale<br>(Please insert ✓) |       |       |       |
|--|---|---|---------------------------------|-------|-------|-------|
|  |   |   | 18/19                           | 19/20 | 20/21 | 21/22 |
| 1. To reinforce students' identity as Franciscans through the "Grace Upon Grace" celebration | <ul style="list-style-type: none"> <li>To actively involve stakeholders in celebrating the 150<sup>th</sup> anniversary of the school through various celebratory events</li> </ul>                               | <ul style="list-style-type: none"> <li>Organize celebratory activities which involve collaboration between students, past students, parents and teachers</li> </ul> | ✓                               | ✓     | ✓     |       |
|  | <ul style="list-style-type: none"> <li>To appreciate their identity of Franciscans</li> </ul>   | <ul style="list-style-type: none"> <li>Provide opportunities for students to learn from the alumni</li> </ul>   | ✓                               | ✓     | ✓     |       |
|  | <ul style="list-style-type: none"> <li>To incorporate the school history into the S1 History curriculum so as to strengthen students' understanding and appreciation of their identity as Franciscans.</li> </ul> | <ul style="list-style-type: none"> <li>Develop teaching and learning materials about school history and incorporate it into the S1 History curriculum</li> </ul>    |                                 | ✓     | ✓     | ✓     |

| Major Concerns<br>(in order of priority)                             | Intended Outcomes / Targets   | A General Outline of Strategies  | Time Scale<br>(Please insert ✓) |       |       |       |
|--|---|--|---------------------------------|-------|-------|-------|
|  |   |  | 18/19                           | 19/20 | 20/21 | 21/22 |
| 2. To foster students' autonomy in learning through Reading to Learn | <ul style="list-style-type: none"> <li>To reinforce independent learning through developing information literacy</li> </ul> | <ul style="list-style-type: none"> <li>Carry out action research on developing information literacy in various subjects as a means to enhance independent learning through Reading Across the Curriculum implemented by the Library Team in collaboration with the subject departments concerned.               <ul style="list-style-type: none"> <li>To develop the information literacy curriculum</li> <li>To implement the information literacy curriculum</li> </ul> </li> </ul> | ✓                               | ✓     | ✓     | ✓     |
|  | <ul style="list-style-type: none"> <li>To motivate students to read outside class</li> </ul>                                | <ul style="list-style-type: none"> <li>Promote Reading to Learn progressively using a whole-school approach through developing reading tasks, preparing leisure reading lists and setting up book floating corners</li> </ul>  | ✓                               | ✓     | ✓     | ✓     |

| Major Concerns<br>(in order of priority)   | Intended Outcomes / Targets  | A General Outline of Strategies   | Time Scale<br>(Please insert ✓) |       |       |       |
|--|--|---|---------------------------------|-------|-------|-------|
|  |  |   | 18/19                           | 19/20 | 20/21 | 21/22 |
|  | <ul style="list-style-type: none"> <li>To support staff development on Reading to Learn as a means to promote independent learning among students</li> </ul> | <ul style="list-style-type: none"> <li>Solicit external professional support               <ul style="list-style-type: none"> <li>To conduct a series of staff development programmes on Reading Across the Curriculum</li> <li>To provide school-based support in planning, implementing and evaluating the measure of developing information literacy in action research</li> </ul> </li> <li>Disseminate good practices of promoting Reading Across the Curriculum to foster independent learning</li> <li>Conduct lesson observations, co-planning and evaluation meetings regarding implementation of Reading Across the Curriculum</li> </ul> | ✓                               | ✓     | ✓     | ✓     |
| 3. To cultivate positive thinking in students and empower them to be persevering and resilient to challenges | <ul style="list-style-type: none"> <li>To promote students' understanding and appreciation of oneself and others</li> </ul>                                  | <ul style="list-style-type: none"> <li>Strengthen the role of form teachers in building a caring environment in the homeroom which is appreciative of students' positive contribution to the class</li> <li>implement a whole-school student appreciation scheme</li> </ul>   | ✓                               | ✓     | ✓     | ✓     |
|  | <ul style="list-style-type: none"> <li>To empower students to be persevering and resilient to challenges</li> </ul>  |   | ✓                               | ✓     | ✓     | ✓     |

| Major Concerns<br>(in order of priority) | Intended Outcomes / Targets  | A General Outline of Strategies   | Time Scale<br>(Please insert ✓) |       |       |       |
|--|--|---|---------------------------------|-------|-------|-------|
|  |  |   | 18/19                           | 19/20 | 20/21 | 21/22 |
|  | <ul style="list-style-type: none"> <li>To raise students' initiative in joining school activities</li> </ul> | <ul style="list-style-type: none"> <li>Organize Student Formation Days and specific home programmes to equip students with strategies for coping with challenges</li> <li>Cultivate a positive school environment by means of teachers and students sharing on the theme of positive living regularly</li> <li>Provide staff development programmes</li> <li>Organize seminars for parents</li> </ul> |                                 | ✓     | ✓     | ✓     |



# Annual School Plan

2021/22



Grace Upon Grace



St. Magdalene of Canossa

“... the conduct of one’s life depends on education”







# Annual School Plan

2021/2022

## Main Foci

**1. To reinforce students' identity as Franciscans\***

- *To incorporate the School History into the F.1 History Curriculum*

**2. To foster students' autonomy in learning through Reading to Learn\*\***

- *To reinforce independent learning through developing information literacy*
- *To motivate students to read outside class*
- *To support staff development in promoting Reading to Learn for students' independent learning*

**3. To cultivate positive thinking in students and empower them to be persevering and resilient to challenges**

- *To enable students' understanding and appreciation on oneself and the others*
- *To equip students' strategies to face challenges*
- *To provide professional support to parents and teachers for promoting positive living among the students*

\* The scheduled celebratory events for the 150<sup>th</sup> anniversary of its establishment were conducted successfully in 2020 – 2021 school year. The reinforcement of students' identity as Franciscans will be focused on the incorporation of School History into the S1 History Curriculum

\*\* Reading to Learn: To motivate students to read texts on various themes and disciplines to extend knowledge and broaden perspectives. Thus, students will be empowered to build knowledge and explore topics of interest independently.

(Curriculum Development Council, 2017- Booklet 6B: Reading to Learn: Towards Reading across the Curriculum)



**1. Major Concern:** To reinforce students' identity as Franciscans

| Targets  | Strategies / Tasks  | Success Criteria   | Methods of Evaluation  | Time Scale           | People Responsible   | Resources Required   |
|--|---|--|--|----------------------|--|--|
| 1. To incorporate the School History into the F.1 History Curriculum | <ul style="list-style-type: none"><li>Incorporating the School History into the S1 History Curriculum</li></ul> | <ul style="list-style-type: none"><li>Most students agreed that the new curriculum allows them to know more about the school</li></ul> | <ul style="list-style-type: none"><li>Teacher observation</li><li>Focus interview</li><li>Assignment</li></ul> | Nov 2021 to Feb 2022 | <ul style="list-style-type: none"><li>Principal</li><li>Teachers concerned</li></ul> | <ul style="list-style-type: none"><li>School Grant</li></ul> |

## 2. Major Concern: To foster students' learner autonomy through Reading to Learn\*

| Targets  | Strategies / Tasks  | Success Criteria  | Methods of Evaluation   | Time Scale            | People Responsible  | Resources Required  |
|--|---|---|---|-----------------------|---|---|
| 1. To reinforce independent learning through developing information literacy | <p>Action research in information literacy in F1 English, Chinese and History and F2 Integrated Science and Life and Society to enhance independent learning through Reading across the Curriculum implemented by Library Team in collaboration with the related subject departments</p> <ul style="list-style-type: none"> <li>To develop information literacy curriculum</li> <li>To implement information literacy curriculum</li> </ul> | <ul style="list-style-type: none"> <li>Development of information literacy curriculum which suits the needs of F1 English, Chinese and History and F2 Integrated Science and Life and Society</li> <li>Over 90% of teachers agree that the strategies adopted can enable students acquire information literacy skills</li> <li>Over 80% of students agree that the strategies adopted can enable them to acquire information literacy skills</li> <li>Students are able to complete independent learning tasks</li> </ul> | <ul style="list-style-type: none"> <li>Questionnaire survey of students and teachers</li> <li>Observation by teachers</li> <li>Evaluation meetings</li> </ul> | Sept 2021 to May 2022 | <ul style="list-style-type: none"> <li>Principal</li> <li>Academic Team</li> <li>Library Team</li> <li>English, Chinese, History, Integrated Science and Life and Society Departments</li> <li>All teachers and students</li> </ul> | <ul style="list-style-type: none"> <li>School grant</li> <li>Reading Grant</li> </ul> |

| Targets  | Strategies / Tasks  | Success Criteria  | Methods of Evaluation   | Time Scale | People Responsible  | Resources Required  |
|--|---|---|---|------------|---|---|
| 2. To motivate students to read outside class  | <ul style="list-style-type: none"> <li>Promotion of Reading to Learn through whole-school approach progressively e.g. to develop reading tasks, to prepare leisure reading lists, to set up more book floating corners and to hold book sharing sessions</li> <li>To purchase and promote eRead platform</li> </ul>   | <ul style="list-style-type: none"> <li>Reading tasks and leisure reading lists are prepared by all KLAs</li> <li>Regular book sharing sessions by teachers, students and library assistant</li> <li>Book exhibitions and writers talk are held</li> <li>Students are motivated to read outside class</li> <li>Students find reading enjoyable</li> </ul>  | <ul style="list-style-type: none"> <li>Questionnaire survey of students</li> <li>Interviews with students and teachers concerned</li> <li>Observation by teachers</li> <li>Evaluation meetings</li> </ul> | Whole year | <ul style="list-style-type: none"> <li>Principal</li> <li>Academic Team</li> <li>Library Team</li> <li>KLAs</li> <li>All teachers and students</li> </ul> | <ul style="list-style-type: none"> <li>School grant</li> <li>Reading Grant</li> </ul> |
| 3. To support staff development in promoting Reading to Learn for students' independent learning | <ul style="list-style-type: none"> <li>External professional support <ul style="list-style-type: none"> <li>To conduct staff development programmes on Reading across the Curriculum</li> <li>To provide school-based support in planning, implementing and evaluating the use of information literacy in the action research</li> </ul> </li> <li>Dissemination of good practices in facilitating Reading across the Curriculum for independent learning</li> <li>Lesson observation, co-planning &amp; reflection meetings to focus on</li> </ul> | <ul style="list-style-type: none"> <li>Over 90% of teachers agree that they have acquired relevant knowledge and skills in implementing Reading across the Curriculum for independent learning through external professional support</li> <li>Teachers' demonstration of Reading to Learn strategies in promoting students' independent learning</li> <li>Professional development programmes and sharing of</li> </ul> | <ul style="list-style-type: none"> <li>Questionnaire survey of teachers</li> <li>Evaluation meetings</li> </ul>   | Whole year | <ul style="list-style-type: none"> <li>Principal</li> <li>Academic Team</li> <li>Library Team</li> <li>All teachers</li> </ul>                            | <ul style="list-style-type: none"> <li>School grant</li> <li>Reading Grant</li> </ul> |

| Targets | Strategies / Tasks            | Success Criteria  | Methods of Evaluation | Time Scale | People Responsible | Resources Required |
|---------|-------------------------------|---|-----------------------|------------|--------------------|--------------------|
|         | Reading across the Curriculum | good practice are useful to facilitate Reading across the Curriculum for independent learning |                       |            |                    |                    |

- \* Reading to Learn: To motivate students to read texts on various themes and disciplines to extend knowledge and broaden perspectives. Thus, students will be empowered to build knowledge and explore topics of interest independently.  
*(Curriculum Development Council, 2017- Booklet 6B: Reading to Learn: Towards Reading across the Curriculum)*

### 3. Major Concern: To cultivate positive thinking in students and empower them to be persevering and resilient to challenges

| Targets   | Strategies / Tasks  | Success Criteria   | Methods of Evaluation  | Time Scale | People Responsible  | Resources Required   |
|---|---|--|--|------------|---|--|
| 1. To enable students' understanding and appreciation on oneself and the others | Organize in-class activities to enhance students' understanding and appreciation on oneself and the others: <ul style="list-style-type: none"> <li>One Person One Mission Scheme</li> <li>Inter-class Board Decoration Competition</li> </ul> Provide more recognition of student achievements through different ways regularly: <ul style="list-style-type: none"> <li>Principal's recognition during assembly</li> <li>Prize presentation</li> <li>School web promotion</li> <li>Nomination of students for various scholarships, gifted programs and competitions</li> </ul> | <ul style="list-style-type: none"> <li>"One Person One Mission Scheme" is held in junior classes to explore students' potential and appreciate their strengths.</li> <li>Inter-class Board Decoration is held to promote a positive learning environment in the classroom.</li> <li>Student Achievements are regularly commended through different channels and a specialized team is to be set up to unleash the potential of students.</li> <li>Over 80% of students and teachers agree that through the activities held students have a better understanding and appreciation on oneself and the others.</li> </ul> | <ul style="list-style-type: none"> <li>Questionnaire survey of students and teachers</li> <li>Teacher observation</li> <li>Student interview</li> <li>Evaluation meetings</li> </ul> | Whole year | <ul style="list-style-type: none"> <li>Principal</li> <li>Student Support Coordinating Team</li> <li>School Publicity Team</li> <li>Awards, Scholarships &amp; Gifted Education Committee</li> <li>Form teachers</li> <li>All teachers</li> </ul> | <ul style="list-style-type: none"> <li>School Grant: \$16,000</li> <li>LWL fund \$40,000 (SF day 1 &amp; 2)</li> </ul> |
|   | <ul style="list-style-type: none"> <li>Engage departments and functional teams to organize activities for promoting self-understanding and</li> </ul>   | <ul style="list-style-type: none"> <li>Activities for promoting self-understanding and mutual appreciation are well</li> </ul>   |  | Whole year | <ul style="list-style-type: none"> <li>Student Support Coordinating</li> </ul>  |  |

| Targets   | Strategies / Tasks   | Success Criteria  | Methods of Evaluation   | Time Scale | People Responsible   | Resources Required |
|---|--|---|---|------------|--|--------------------|
|   | mutual appreciation  | organized by some departments and functional teams  |   |            | <ul style="list-style-type: none"> <li>Team</li> <li>Form teachers</li> <li>Functional Teams</li> </ul>  |                    |
|   | <ul style="list-style-type: none"> <li>Continue to implement the Whole-School Appreciation Scheme to recognize students' good deeds and positive performance</li> </ul>  | <ul style="list-style-type: none"> <li>The Whole-School Appreciation Scheme is implemented and over 80% of students and teachers agree that the scheme enable students to have a better understanding and appreciation on themselves and the others.</li> </ul>   |   | Whole year | <ul style="list-style-type: none"> <li>Student Support Coordinating Team</li> <li>All teachers</li> </ul>  |                    |
| 2. To equip students' strategies to face challenges | <ul style="list-style-type: none"> <li>Invite guest speaker to give talk on Student Formation Day to build up positive relationship with peers and increase their strengths to face stress and challenges</li> <li>Organize an activity day at a whole school level to allow students and teachers to relax and reduce stress</li> <li>Organize sharing activities on life experiences by               <ul style="list-style-type: none"> <li>Teachers during morning assembly</li> <li>Students through PA system</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Over 75% of students agree that the sharing by the guest speaker is effective to instill in students' positive thinking and enhance their resilience to challenges.</li> <li>At least two teachers share on the topic of Positive Living in each term.</li> <li>At least one student shares on the topic of positive living through PA system in each cycle</li> <li>Over 80% of students and</li> </ul> | <ul style="list-style-type: none"> <li>One-off activity survey</li> <li>Teacher observation</li> <li>Questionnaire survey of students and teachers</li> <li>Student interview</li> <li>Evaluation meetings</li> </ul> | Whole year | <ul style="list-style-type: none"> <li>Student Support Coordinating Team</li> <li>Teachers who do sharing during assembly</li> <li>Chinese Department</li> </ul> |                    |

| Targets  | Strategies / Tasks   | Success Criteria  | Methods of Evaluation  | Time Scale          | People Responsible   | Resources Required |
|--|--|---|--|---------------------|--|--------------------|
|  |  | teachers agree that through the activities held students have acquired different strategies to face challenges.   |  |                     |  |                    |
|  | <ul style="list-style-type: none"> <li>Engage more Functional Teams to organize activities for equipping students' strategies to face challenges.</li> <li>Work collaboratively with the SEN Team to organize activities for SEN students to strengthen their life skills</li> </ul> | <ul style="list-style-type: none"> <li>Activities for equipping students' strategies to face challenges are well organized by many Functional teams.</li> <li>SEN students enjoyed the activities.</li> </ul>                                       |  |                     | <ul style="list-style-type: none"> <li>Student Support Coordinating Team</li> <li>Functional Teams</li> <li>Form teachers</li> </ul> |                    |
| 3. To provide professional support to parents for promoting positive living among the students | <ul style="list-style-type: none"> <li>Organize seminars for parents to acquire the necessary skills to build up students' confidence and resilience to challenges</li> </ul>  | <ul style="list-style-type: none"> <li>Seminars are organized smoothly.</li> <li>Over 80% of parents agree that through the seminar they have acquired relevant knowledge and skills in promoting positive living among the daughters.</li> </ul>   | <ul style="list-style-type: none"> <li>Questionnaire survey by parents</li> <li>Teacher observation</li> <li>Parents' feedback at PTA meeting</li> </ul> | Throughout the Term | <ul style="list-style-type: none"> <li>Student Support Coordinating Team</li> <li>Parent Teacher Association</li> </ul>              | PTA grant          |
|  | <ul style="list-style-type: none"> <li>Organize seminar for parents to acquire the necessary skills to build up students' confidence and resilience to challenges</li> </ul>   | <ul style="list-style-type: none"> <li>Seminars are organized smoothly.</li> <li>Over 75% of parents agree that through the seminar they have acquired relevant knowledge and skills in promoting positive living among their daughters.</li> </ul> | <ul style="list-style-type: none"> <li>Questionnaire survey by parents</li> <li>Teacher observation</li> <li>Parents' feedback at PTA meeting</li> </ul> |                     | <ul style="list-style-type: none"> <li>Student Support Coordinating Team</li> <li>Parent Teacher Association</li> </ul>              | PTA Fund           |



## Plan on the Use of Capacity Enhancement Grant 2021 – 2022

| Task Area              | Major Area (s) of Concern | Implementation Plan   | Benefits Anticipated<br>(e.g. in what way teachers' workload is alleviated)   | Implementation Schedule               | Resources Required   | Performance Indicators  | Assessment Mechanism   | Person-in-charge        |
|------------------------|---------------------------|---|---|---------------------------------------|--|---|--|-------------------------|
| Library Support        | Reading to Learn          | To employ a full-time Library assistant to promote reading and cultivate reading habit among students   | <ul style="list-style-type: none"> <li>Workload of teachers can be reduced</li> </ul>   | Whole year                            | Salary for the year<br><br><b>\$200,000</b>                                    | More book sharing and more use of the book floating corner                    | Performance appraisal by Principal, Vice-Principal and Teacher Librarian         | Principal Academic Team |
| Curriculum development | Information Literacy      | Hire a service provider in delivering two specific topics on Information Literacy in the F.1 curriculum | <ul style="list-style-type: none"> <li>A more professional and organized content on Information Literacy to be delivered</li> </ul> | September 2021 - October 2021         | Workshop \$1500/ lesson<br>2 lessons for each F.1 class<br><br><b>\$12,000</b> | Students are able to acquire the skill  | Teacher's assessment on students' performance                                    | Ms. C. Yeung            |
| Curriculum development | STEM Education            | To employ a 0.1 GM teacher (top-up to 1 GM teacher) to release the teaching workload                    | <ul style="list-style-type: none"> <li>Workload of concerned teachers can be reduced</li> </ul>                                     | Whole year                            | Salary for the year<br><br><b>\$70,000</b>                                     | Lesson observation  | Performance appraisal by Principal, Vice-Principal and concerned Department Head | Principal               |
| Physical Education     | Basketball Team           | Hiring Basketball Coach for School Basketball Team  | <ul style="list-style-type: none"> <li>Teacher's workload in training the students can be</li> </ul>                                | From September 2021 onward for 1 year | Salary of the coach :<br><br><b>\$14,000</b>                                   | Students are able to demonstrate various skills in their selected discipline. | Teacher assessment Students' performance   | Ms. W. Tang             |

| Task Area                     | Major Area (s) of Concern          | Implementation Plan   | Benefits Anticipated<br>(e.g. in what way teachers' workload is alleviated)                                   | Implementation Schedule               | Resources Required                           | Performance Indicators  | Assessment Mechanism                          | Person-in-charge |
|-------------------------------|------------------------------------|---|---|---------------------------------------|--|---|---|------------------|
|                               |                                    |   | reduced   |                                       |  |   |   |                  |
| Physical Education            | Dance Lessons                      | Hiring Dance Teacher for F.1 to F.3 Dance Lessons             | <ul style="list-style-type: none"> <li>Teacher's workload in training the students can be reduced</li> </ul>  | From September 2021 onward for 1 year | Salary of the coach :<br><br><b>\$32,000</b> | Students are able to demonstrate various skills in their selected discipline. | Teacher assessment<br>Students' performance   | Ms. W. Tang      |
| Physical Education            | Inter-House Basketball Competition | Hiring Judges of Basketball for School Basketball competition | <ul style="list-style-type: none"> <li>Teacher's workload in Basketball Competition can be reduced</li> </ul> | From September 2021 onward for 1 year | Salary of the Judge :<br><br><b>\$8,000</b>  | Students are able to demonstrate various skills in their selected discipline. | Teacher assessment<br>Students' performance   | Ms. W. Tang      |
| Physical Education            | Yoga Lessons                       | Hiring Yoga teacher for F.2 to F.3 Yoga Lessons               | <ul style="list-style-type: none"> <li>Teacher's workload in training the students can be reduced</li> </ul>  | From September 2021 onward for 1 year | Salary of the coach :<br><br><b>\$20,000</b> | Students are able to demonstrate various skills in their selected discipline. | Teacher assessment<br>Students' performance   | Ms. W. Tang      |
| Western Instrumental Ensemble | Music                              | Hire a tutor to lead the ensemble                             | <ul style="list-style-type: none"> <li>Teacher's workload in training the students can be reduced</li> </ul>  | From September 2021 onward for 1 year | Salary of the tutor:<br><br><b>\$110,000</b> | Students are able to acquire the skill  | Teacher's assessment on Students' performance | Ms. T. Sau       |
| Chinese Instrumental Ensemble | Music                              | Hire a tutor to lead the ensemble                             | <ul style="list-style-type: none"> <li>Teacher's workload in training the</li> </ul>                          | From September 2021 onward for 1 year | Salary of the tutor:<br><br><b>\$30,000</b>  | Students are able to acquire the skill  | Teacher's assessment on Students' performance | Ms. T. Sau       |

| Task Area | Major Area (s) of Concern | Implementation Plan | Benefits Anticipated<br>(e.g. in what way teachers' workload is alleviated) | Implementation Schedule | Resources Required | Performance Indicators | Assessment Mechanism | Person-in-charge |
|-----------|---------------------------|---------------------|---|-------------------------|--------------------|------------------------|----------------------|------------------|
|           |                           |                     | students can be reduced   |                         |                    |                        |                      |                  |
|           |                           |                     | Total Estimate  |                         | \$496,000.00       |                        |                      |                  |
|           |                           |                     | CEG for 2021/22   |                         | \$642,934.00       |                        |                      |                  |
|           |                           |                     | Surplus / (Deficit)   |                         | \$149,934.00       |                        |                      |                  |

## Plan on the Use of the Promotion of Reading Grant 2021 – 2022

- Objective:
1. Promote “Reading to Learn” across the curriculum
  2. Promote reading in English
  3. Promote reading in Chinese

| Objective | Items   | Estimated Expenses (\$)                                | Person-in-charge |
|-----------|---|--|------------------|
| 1         | <ul style="list-style-type: none"> <li>Purchase of books &amp; magazines</li> <li>Purchase of e-Books</li> <li>Web-based Reading Schemes: Wisenews</li> <li>Reading activities: Hiring writers, professional storytellers, etc. to conduct talks</li> </ul> | \$34,000.00<br>\$8,000.00<br>\$16,372.00<br>\$1,500.00 | Ms C. Yeung      |
| 2         | <ul style="list-style-type: none"> <li>Purchase of printed books</li> <li>Subscribe the SCMP archive</li> <li>Subscribe eBook for Independent Learning</li> </ul>   | \$2,028.00<br>\$7,800.00<br>\$50,000.00                | Ms. A. Tang      |
| 3         | <ul style="list-style-type: none"> <li>Purchase of printed books (for F.1 – F.6 class reading corner)</li> <li>Purchase of e-Books</li> <li>Reading activities: Hiring writers, professional storytellers, etc to conduct talks</li> </ul>                  | \$5,000.00<br>\$5,000.00<br>\$5,000.00                 | Ms. M.K. Cheung  |
|           | <b>Total:</b>   | <b>\$113,000.00</b>                                    |                  |

**嘉諾撒聖方濟各書院**  
**二零二一至二零二二年度 有關本校非華語學生學習中文的安排事宜**

教育局於 2021/2022 學年因應錄取較少 (即 1 至 9 名) 非華語學生學校的需要,提供額外撥款以支援非華語學生學習中文。本校於 2021/2022 學年共取錄 8 名非華語學生 (2 名學生就讀中一級, 1 名學生就讀中二級, 1 名就讀中三級, 2 名學生就讀中四級, 2 名學生就讀中五級), 符合該筆撥款的申請資格, 故已於九月份向局方提出申請。

經校方與中國語文科非華語小組的老師商議後,擬運用該筆撥款僱用教學助理,開設學習中文及中國歷史科班、資助學生報讀中文課程及應考公開試(GCE/GCSE)的課程、在校內舉辦非華語學習中國文化的活動,並購買非華語課程之教材。

2021-2022 年支援非華語學習中文撥款及可用款項總額: 360,000, 有關本科針對非華語學生學習中文、中國文化及歷史的安排,詳情如下:

| 對象                               | 詳情  | 預算費用      |
|----------------------------------|---|-----------|
| 一、聘請教授非華語學生中文、中史班的導師及開設非華語中文、中史班 |   |           |
| 8 名非華語學生                         | <ul style="list-style-type: none"> <li>● 開辦非華語學生學習中文班(兼教中國歷史),聘請兩位全職教學助理任教。</li> <li>● 課堂形式:中文及中史課堂均進行抽離式學習、小組學習及課後支援學習。</li> </ul>   | \$355,641 |
|                                  | 目的:<br>1. 培養學習中國語文、中國歷史及文化的興趣及能力<br>2. 學習中文的基礎知識、中國歷史的發展<br>3. 提升學生聽說讀寫的能力<br>4. 為學生未來應考公開試建立良好基礎<br>5. 訓練學生應付公開考試  |           |
|                                  | 課堂安排:<br><ul style="list-style-type: none"> <li>● 時間: 9/2021 至 8/2022</li> <li>● 第一、二、三班非華語學生是按程度分班,依學校循環週時間表,於中文、中史及普通話堂時段上課</li> <li>● 第四班非華語學生依學校循環週時間表的中文堂上課;另外上學期按高中中文科及數學延伸課程的補課時間進行補習,時間為 14:30- 15:45。</li> </ul> |           |
|                                  | 表現指標及成效衡量:<br><ul style="list-style-type: none"> <li>● 學生的課堂表現</li> <li>● 評核安排:<br/>               ~ 中文科方面,學生平日須完成若干課業,上、下學期均設多次默書、小測及一次考試<br/>               ~ 中史科方面,學生平日須完成工作紙,每學期均設測驗及考試             </li> </ul>       |           |

| 對象                        | 詳情  | 預算費用        |
|---------------------------|---|-------------|
| 二、資助非華語學生參與活動及報讀校外中文課程    |   |             |
| 非華語學生                     | 非華語學生均報讀由教育局委託香港大學開設的支援非華語學習中文的課程。<br>(上課時間：逢星期六)   | \$30, 000   |
|                           | 資助非華語學生報讀校外中文課程、參加校外有關中文科的活動如校外比賽   |             |
|                           | 時間：全年   |             |
|                           | 表現指標及成效衡量 <ul style="list-style-type: none"><li>● 學生的課堂表現</li><li>● 學生的成績</li></ul>                       |             |
|                           |   |             |
| 三、購買學與教資源                 |   |             |
| 教師及非華語學生                  | 購買非華語課程教材及教學物資<br>時間：全年   | \$ 35, 000  |
|                           |   |             |
| 四、舉辦非華語學生認識中國文化、建構共融校園的活動 |   |             |
| 非華語學生及全校學生                | 目的：<br>1. 增加非華語學生對中國文化、中國語文及中國歷史的認識<br>2. 透過舉辦可讓全校參與的中國文化活動，讓非華語學生與同學一起參加文化活動，建構共融校園                      | \$38, 779   |
|                           | 表現指標及成效衡量 <ul style="list-style-type: none"><li>● 非華語學生曾參與校內有關推廣中國文化及歷史的活動</li><li>● 學生參與活動時的表現</li></ul> |             |
| 總額                        |   | \$ 459, 420 |

**Plan on the Use of the One-off Grant for Supporting the Implementation of the Senior Secondary  
Citizenship and Social Development**

**2021-2022**

**Declaration:** We understand clearly the principles on the use of CS Grant and we plan to deploy the Grant for the following items.

| <b>Item</b> | <b>Details</b>   | <b>Estimated<br/>Expenses (\$)</b> |
|-------------|--|------------------------------------|
| 1           | Procure relevant learning and teaching resources for CS  | 10,000                             |
| 2           | Subsidise students and teachers to participate in Mainland interflow activities relating to the curriculum of CS | 90,000                             |
|             | <b>Total</b>   | <b>100,000</b>                     |

## Plan on the Use of the School-based After-school Learning and Support Programmes 2021 – 2022

I. The estimated number of students benefited under this Programme is **50** (including **4** CSSA recipients and **46** SFAS full-grant recipients). The budgeted expenditure is **\$23,200**.

II. Information of Activities to be subsidized/ completed by the Grant

| Type of activities  | Objectives of the activity   | Success criteria   | Method of evaluation | Date                   | Estimated no. of eligible students |   |   | Estimated expenditure (HK\$) |
|---|--|--|----------------------|------------------------|------------------------------------|---|---|------------------------------|
|   |  |  |                      |                        | A                                  | B | C |                              |
| Art/ cultural activities & sports   | Students can build self-confidence and develop their talents.              | Student participations find themselves more confident and their talents are developed. | Questionnaires       | Oct 2021 to Aug 2022   | 3                                  | 5 | 0 | 23,200                       |
| Learning skill training, visits communication skills training courses, voluntary service & tutorial service | Students are given equal chances in obtaining similar learning experience. | Student participants find themselves being more confident.                             | Questionnaires       | Oct 2021 to Aug 2022   | 1                                  | 3 | 0 |                              |
| Total no. of activities: 4  |  |  |                      | No. of man-times       | 4                                  | 8 | 0 |                              |
|   |  |  |                      | Total no. of man-times | 12                                 |   |   |                              |



**Plan on the Use of the Life-wide Learning Grant  
2021-2022**

**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.**

| No.        | Brief Description and Objective of the Activity   | Domain*<br>(Please refer to the remark for examples of domain) | Date           | Target Students     |                                  | Brief Description of the Monitoring / Evaluation Mechanism | Estimated Expenses (\$) | Essential Learning Experiences<br>(Please put a ✓ in the appropriate box(es); more than one option can be selected)  |   |   |   |   |
|------------|---|--|----------------|---------------------|----------------------------------|--|-------------------------|--|---|---|---|---|
|            |   |  |                | Level               | Estimated Number of Participants |  |                         | I  | M | P | S | C |
|            |   |  |                |                     |                                  |  |                         | I: Intellectual Development (closely linked with curriculum)<br>M: Moral and Civic Education<br>P: Physical and Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
| Category 1 | To organise / participate in life-wide learning activities  |  |                |                     |                                  |  |                         |  |   |   |   |   |
| 1.1        | <u>Local Activities:</u> 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          | Ocean Park – Physics in Motion<br>The programme aims to enhance senior secondary students’ understanding of certain physics principles in the new Ocean Park rides through experiential learning and some innovative activities on simulation experiments and data analysis. The underlying scientific concepts and principles closely match with the HKDSE physics curriculum. | Science<br>(Physics)   | Jan – Feb 2022 | S4 Physics students | 56                               | Students Questionnaire                                     | \$15,600                | ✓  |   |   |   |   |



| No. | Brief Description and Objective of the Activity  | Domain*<br>(Please refer to the remark for examples of domain) | Date  | Target Students |                                  | Brief Description of the Monitoring / Evaluation Mechanism                                     | Estimated Expenses (\$) | Essential Learning Experiences<br>(Please put a ✓ in the appropriate box(es); more than one option can be selected)  |   |   |   |   |
|-----|--|--|---|-----------------|----------------------------------|--|-------------------------|--|---|---|---|---|
|     |  |  |   |                 |                                  |  |                         | I  | M | P | S | C |
|     |  |  |   | Level           | Estimated Number of Participants |  |                         | I: Intellectual Development (closely linked with curriculum)<br>M: Moral and Civic Education<br>P: Physical and Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
|     | technologies and physics principles.   |  |   |                 |                                  |  |                         |  |   |   |   |   |
| 2   | Field trip (‘港島慢遊·電車歷史之旅’) A two-hour out-of-classroom experiential learning activity will be organized to enrich students’ knowledge on the economic and social development of Hong Kong History. It is a 2 hour tram trip from Western District to Happy Valley. An experienced docent from The  | History  | One afternoon during school day (Nov 2021)        | S5              | 22                               | Evaluate the effectiveness of the activities during Department Meetings and Evaluation Reports | \$4,400                 | ✓  |   |   |   |   |
| 3   | Conservancy Association Centre for Heritage will analyze the socio-economic development of Hong Kong through old photos, posters, historical sources and scenery from the tram.<br><br><ul style="list-style-type: none"> <li>To enrich students’ learning experience in Hong Kong History through field trips</li> <li>To consolidate students’ knowledge on the</li> </ul> | History  | One afternoon during school day (Feb to Mar 2022) | S4              | 20                               | Evaluate the effectiveness of the activities during Department Meetings and Evaluation Reports | \$4,400                 | ✓  |   |   |   |   |

| No. | Brief Description and Objective of the Activity   | Domain*<br>(Please refer to the remark for examples of domain) | Date         | Target Students        |                                  | Brief Description of the Monitoring / Evaluation Mechanism | Estimated Expenses (\$) | Essential Learning Experiences<br>(Please put a ✓ in the appropriate box(es); more than one option can be selected)  |   |   |   |   |
|-----|---|--|--------------|------------------------|----------------------------------|--|-------------------------|--|---|---|---|---|
|     |   |  |              |                        |                                  |  |                         | I  | M | P | S | C |
|     |   |  |              | Level                  | Estimated Number of Participants |  |                         | I: Intellectual Development (closely linked with curriculum)<br>M: Moral and Civic Education<br>P: Physical and Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
|     | socio-economic development of Hong Kong in the 20 <sup>th</sup> century and the urbanization of Hong Kong Island (which is part of the HKDSE History curriculum)  |  |              |                        |                                  |  |                         |  |   |   |   |   |
| 4   | Hong Kong Schools Speech Festival for S1-2 high achievers –<br><ul style="list-style-type: none"> <li>To stretch the potential of high achievers in S1 and S2 English classes</li> </ul>  | English Language   | Oct-Dec 2021 | All 1A and 2A students | 66                               | Marks scored in competitions and observation by teachers   | \$10,000                | ✓  |   |   |   |   |
| 5   | Film/drama/musical outing or visit to a museum/exhibition<br><ul style="list-style-type: none"> <li>To expose students to various language arts/arts</li> <li>To promote appreciation of language arts/arts as part of the English language curriculum</li> <li>To add variety to the English language</li> </ul> | English Language   | TBC          | S1/S2/S3 & S4/S5       | 240                              | Through post-activity writing / speaking tasks             | \$40,000                | ✓  |   | ✓ |   |   |

| No. | Brief Description and Objective of the Activity  | Domain*<br>(Please refer to the remark for examples of domain) | Date                     | Target Students |                                  | Brief Description of the Monitoring / Evaluation Mechanism   | Estimated Expenses (\$) | Essential Learning Experiences<br>(Please put a ✓ in the appropriate box(es); more than one option can be selected)  |   |   |   |   |
|-----|--|--|--------------------------|-----------------|----------------------------------|--|-------------------------|--|---|---|---|---|
|     |  |  |                          |                 |                                  |  |                         | I  | M | P | S | C |
|     |  |  |                          | Level           | Estimated Number of Participants |  |                         | I: Intellectual Development (closely linked with curriculum)<br>M: Moral and Civic Education<br>P: Physical and Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
|     | curriculum<br>• To subsidize the cost of tickets/entrance fees   |  |                          |                 |                                  |  |                         |  |   |   |   |   |
| 6   | Comic Strip Making Workshop carried out by native-speaking English tutors<br>• To improve the English language standard of students<br>• To expose students to comic strips and develop their reading and creative writing skills    | English Language   | TBC                      | S1/S2           | 20                               | Students' comic strip to be read in an online environment    | \$10,000                | ✓  |   | ✓ |   |   |
| 7   | English Speaking or Enhancement Days<br>• To create a fun environment where English becomes a language of communication outside of a classroom setting<br>• To arouse students' interest in speaking English in a relaxed atmosphere | English Language   | November 2012 & May 2022 | S1-6            | 700                              | Observation by teachers-in-charge and feedback from students | \$130,000               | ✓  |   |   |   |   |

| No. | Brief Description and Objective of the Activity  | Domain*<br>(Please refer to the remark for examples of domain) | Date                             | Target Students |                                  | Brief Description of the Monitoring / Evaluation Mechanism                     | Estimated Expenses (\$) | Essential Learning Experiences<br>(Please put a ✓ in the appropriate box(es); more than one option can be selected)  |   |   |   |   |
|-----|--|--|----------------------------------|-----------------|----------------------------------|--|-------------------------|--|---|---|---|---|
|     |  |  |                                  |                 |                                  |  |                         | I  | M | P | S | C |
|     |  |  |                                  | Level           | Estimated Number of Participants |  |                         | I: Intellectual Development (closely linked with curriculum)<br>M: Moral and Civic Education<br>P: Physical and Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
| 8   | Cross-curricular activity: Environmental Awareness Programme conducted by native English-speaking tutors <ul style="list-style-type: none"> <li>To raise students' awareness about environmental issues in Hong Kong as part of the English and IS curriculum</li> <li>To enable students to learn vocabulary/expressions related to the environment and be exposed to native English</li> </ul> | English Language   | February/<br>March/April<br>2022 | S2              | 120                              | Scores gained in the activity and observation by teachers and tutors           | \$27,000                | ✓  |   | ✓ |   |   |
| 9   | Drama Fest 2022 (EMI Drama competition) <ul style="list-style-type: none"> <li>To enhance students' English speaking skills</li> <li>To apply their English language skills in an authentic context</li> <li>To subsidize the cost of drama training and rehearsals, script writing and production</li> </ul>  | English Drama Education  | TBC                              | S2-S4           | 20                               | Adjudication by judges of competition & assessment of students' performance by | \$46,000                | ✓  |   | ✓ |   |   |

| No. | Brief Description and Objective of the Activity | Domain*<br>(Please refer to the remark for examples of domain) | Date                            | Target Students |                                  | Brief Description of the Monitoring / Evaluation Mechanism         | Estimated Expenses (\$) | Essential Learning Experiences<br>(Please put a ✓ in the appropriate box(es); more than one option can be selected)  |   |   |   |   |
|-----|---|--|---------------------------------|-----------------|----------------------------------|--|-------------------------|--|---|---|---|---|
|     |   |  |                                 |                 |                                  |  |                         | I  | M | P | S | C |
|     |   |  |                                 | Level           | Estimated Number of Participants |  |                         | I: Intellectual Development (closely linked with curriculum)<br>M: Moral and Civic Education<br>P: Physical and Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
|     |   |  |                                 |                 |                                  | drama coach and teachers during rehearsals by means of observation |                         |  |   |   |   |   |
| 10  | Basketball Training for Basketball Team         | Physical Education (School Sports Team)                        | September to August 2021 – 2022 | S1-S5           | 36                               | Observation from teacher-in-charge and feedback from students      | \$30,000                |  |   | ✓ |   |   |
| 11  | Athletics Training for Athletics Team           | Physical Education (School Sports Team)                        | November to May 2021 – 2022     | S1-S5           | 40                               | Observation from teacher-in-charge and feedback from students      | \$10,000                |  |   | ✓ |   |   |
| 12  | Swimming Training for Swimming Team             | Physical Education (School Sports Team)                        | September to October 2021 –     | S1-S5           | 40                               | Observation from teacher-in-charge                                 | \$10,000                |  |   | ✓ |   |   |

| No. | Brief Description and Objective of the Activity                       | Domain*<br>(Please refer to the remark for examples of domain) | Date                        | Target Students |                                  | Brief Description of the Monitoring / Evaluation Mechanism    | Estimated Expenses (\$) | Essential Learning Experiences<br>(Please put a ✓ in the appropriate box(es); more than one option can be selected)  |   |   |   |   |
|-----|---|--|-----------------------------|-----------------|----------------------------------|---|-------------------------|--|---|---|---|---|
|     |   |  |                             |                 |                                  |   |                         | I  | M | P | S | C |
|     |   |  |                             | Level           | Estimated Number of Participants |   |                         | I: Intellectual Development (closely linked with curriculum)<br>M: Moral and Civic Education<br>P: Physical and Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
|     |   |  | 2022                        |                 |                                  | and feedback from students                                    |                         |  |   |   |   |   |
| 13  | Chinese Dance Training for Chinese Dance Team                         | Physical Education (School Sports Team)                        | October to June 2021 – 2022 | S1-S5           | 30                               | Observation from teacher-in-charge and feedback from students | \$28,000                |  |   | ✓ |   |   |
| 14  | Wing Tsun Training Course for Sports Union members and other students | Physical Education (Sports Union)                              | October to May 2021 – 2022  | S1-S5           | 30                               | Observation from teacher-in-charge and feedback from students | \$20,000                |  |   | ✓ |   |   |
| 15  | S1 OLE training course of Chinese Dance                               | Physical Education   | OLE days 2021-2022          | S1              | 30                               | Observation from teacher-in-charge and feedback from students | \$10,000                |  |   | ✓ |   |   |
| 16  | S2 OLE training course of Chinese Dance                               | Physical Education   | OLE days                    | S2              | 30                               | Observation from  | \$7,000                 |  |   | ✓ |   |   |



| No. | Brief Description and Objective of the Activity  | Domain*<br>(Please refer to the remark for examples of domain) | Date                     | Target Students |                                  | Brief Description of the Monitoring / Evaluation Mechanism             | Estimated Expenses (\$) | Essential Learning Experiences<br>(Please put a ✓ in the appropriate box(es); more than one option can be selected)  |   |   |   |   |
|-----|--|--|--------------------------|-----------------|----------------------------------|--|-------------------------|--|---|---|---|---|
|     |  |  |                          |                 |                                  |  |                         | I  | M | P | S | C |
|     |  |  |                          | Level           | Estimated Number of Participants |  |                         | I: Intellectual Development (closely linked with curriculum)<br>M: Moral and Civic Education<br>P: Physical and Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
|     |  |  | 2021-2022                |                 |                                  | teacher-in-charge and feedback from students                           |                         |  |   |   |   |   |
| 17  | S4 OLE Modern Dance activities<br>Students will: <ul style="list-style-type: none"> <li>Understand the basic process of modern dance</li> <li>Apply different methods for concept development</li> </ul> | Physical Education   | OLE days<br>2021-2022    | S4              | 30                               | Evaluation forms   | \$15,000                |  |   | ✓ |   |   |
| 18  | S5 OLE Training course of Wing Tsun Martial Art<br>Students will explore the technique to protect yourself.  | Physical Education   | October to December 2021 | S5              | 110                              | Lesson observation from teacher-in-charge and evaluation from students | \$13,000                |  |   | ✓ |   |   |
| 19  | S5 OLE Training course of Yoga   | Physical Education   | Feb to May               | S5              | 110                              | Lesson   | \$5,000                 |  |   | ✓ |   |   |

| No. | Brief Description and Objective of the Activity  | Domain*<br>(Please refer to the remark for examples of domain) | Date                  | Target Students |                                  | Brief Description of the Monitoring / Evaluation Mechanism      | Estimated Expenses (\$) | Essential Learning Experiences<br>(Please put a ✓ in the appropriate box(es); more than one option can be selected)  |   |   |   |   |
|-----|--|--|-----------------------|-----------------|----------------------------------|---|-------------------------|--|---|---|---|---|
|     |  |  |                       |                 |                                  |   |                         | I  | M | P | S | C |
|     |  |  |                       | Level           | Estimated Number of Participants |   |                         | I: Intellectual Development (closely linked with curriculum)<br>M: Moral and Civic Education<br>P: Physical and Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
|     |  |  | 2021 – 2022           |                 |                                  | observation from teacher-in-charge and evaluation from students |                         |  |   |   |   |   |
| 20  | S4 OLE Sports Day Camp   | Physical Education   | 11 Feb 2022           | S4              | 110                              | Observation from teacher-in-charge and feedback from students   | \$50,000                |  |   | ✓ |   |   |
| 21  | S5 OLE Sports Day Camp   | Physical Education   | 11 Feb 2021           | S5              | 110                              | Observation from teacher-in-charge and feedback from students   | \$43,000                |  |   | ✓ |   |   |
| 22  | S1 OLE Art activities<br>To understand and grasp the basic skills of Chinese Painting and Western Painting | Arts (Visual Arts)<br>F.1 OLE                                  | OLE days<br>2021-2022 | S1              | 50                               | Evaluation forms  | \$18,000                |  |   | ✓ |   |   |

| No. | Brief Description and Objective of the Activity   | Domain*<br>(Please refer to the remark for examples of domain) | Date                  | Target Students |                                  | Brief Description of the Monitoring / Evaluation Mechanism | Estimated Expenses (\$) | Essential Learning Experiences<br>(Please put a ✓ in the appropriate box(es); more than one option can be selected)  |   |   |   |   |
|-----|---|--|-----------------------|-----------------|----------------------------------|--|-------------------------|--|---|---|---|---|
|     |   |  |                       |                 |                                  |  |                         | I  | M | P | S | C |
|     |   |  |                       | Level           | Estimated Number of Participants |  |                         | I: Intellectual Development (closely linked with curriculum)<br>M: Moral and Civic Education<br>P: Physical and Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
| 23  | S2 OLE Art activities<br>To understand and grasp the basic skills of Chinese Painting and Western Painting                                | Arts (Visual Arts)<br>F.2 OLE                                  | OLE days<br>2021-2022 | S2              | 50                               | Evaluation forms   | \$18,000                |  |   | ✓ |   |   |
| 24  | S4 OLE art activities<br>To understand the basic process of architectural design  | Arts (Visual Arts)<br>F.4 OLE (PL)                             | OLE days<br>2021-2022 | S4              | 25                               | Evaluation forms   | \$55,000                |  |   | ✓ |   |   |
| 25  | S5 OLE art activities<br>Aesthetic appreciation through artist's sharing  | Arts (Visual Arts)<br>F.5 OLE                                  | OLE days<br>2021-2022 | S5              | 110                              | Evaluation forms   | \$5,000                 |  |   | ✓ |   |   |
| 26  | S4 OLE videography activities<br>• To learn different movie genres<br>• To learn the basic technique of filming, acting and video editing | F.4 OLE (PL)   | OLE days<br>2021-2022 | S4              | 30                               | Evaluation forms   | \$36,000                |  |   | ✓ |   |   |
| 27  | S1 OLE Drama lessons<br>• To stretch students' potential in aesthetic activities through the learning of drama                            | Drama  | OLE days<br>2021-2022 | S1              | 22                               | Tutor's assessment through various learning tasks          | \$10,100                |  |   | ✓ |   |   |

| No. | Brief Description and Objective of the Activity  | Domain*<br>(Please refer to the remark for examples of domain) | Date               | Target Students |                                  | Brief Description of the Monitoring / Evaluation Mechanism                           | Estimated Expenses (\$) | Essential Learning Experiences<br>(Please put a ✓ in the appropriate box(es); more than one option can be selected)  |   |   |   |   |
|-----|--|--|--------------------|-----------------|----------------------------------|--|-------------------------|--|---|---|---|---|
|     |  |  |                    |                 |                                  |  |                         | I  | M | P | S | C |
|     |  |  |                    | Level           | Estimated Number of Participants |  |                         | I: Intellectual Development (closely linked with curriculum)<br>M: Moral and Civic Education<br>P: Physical and Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
|     | <ul style="list-style-type: none"> <li>To appreciate art and culture</li> <li>To cultivate the spirit of collaboration</li> <li>To help develop students' strengths and abilities in non-academic fields</li> <li>To boost self-confidence through acting/doing role plays</li> </ul>  |  |                    |                 |                                  | (group /individual) in the lessons   |                         |  |   |   |   |   |
| 28  | S2 OLE Drama lessons <ul style="list-style-type: none"> <li>To stretch students' potential in aesthetic activities through the learning of drama</li> <li>To appreciate art and culture</li> <li>To cultivate the spirit of collaboration</li> <li>To help develop students' strengths and abilities in non-academic fields</li> <li>To boost self-confidence through acting/doing role plays</li> </ul> | Drama  | OLE days 2021-2022 | S2              | 22                               | Tutor's assessment through various learning tasks (group /individual) in the lessons | \$10,100                |  |   | ✓ |   |   |

| No. | Brief Description and Objective of the Activity  | Domain*<br>(Please refer to the remark for examples of domain) | Date                           | Target Students |                                  | Brief Description of the Monitoring / Evaluation Mechanism                 | Estimated Expenses (\$) | Essential Learning Experiences<br>(Please put a ✓ in the appropriate box(es); more than one option can be selected)  |   |   |   |   |
|-----|--|--|--------------------------------|-----------------|----------------------------------|--|-------------------------|--|---|---|---|---|
|     |  |  |                                |                 |                                  |  |                         | I  | M | P | S | C |
|     |  |  |                                | Level           | Estimated Number of Participants |  |                         | I: Intellectual Development (closely linked with curriculum)<br>M: Moral and Civic Education<br>P: Physical and Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
| 29  | S4 OLE Drama lessons <ul style="list-style-type: none"> <li>To stretch students' potential in aesthetic activities through the learning of drama</li> <li>To appreciate art and culture</li> <li>To cultivate the spirit of collaboration</li> <li>To help develop students' strengths and abilities in non-academic fields</li> <li>To boost self-confidence through acting/doing role plays</li> </ul> | Drama  | OLE days<br>2021-2022          | S4              | 20                               | Tutor's assessment in class time and extended performance in June (AA Day) | \$38,000                |  |   | ✓ |   |   |
| 30  | S5 Drama/ Traditional Art Viewing<br>To expose students to various forms of performance arts   | Drama  | One OLE day in the second term | S5              | 110                              | Teachers' accompaniment in viewing the show                                | \$1,200                 |  |   | ✓ |   |   |
| 31  | S1 OLE Music activities<br>Students will understand the basic process of creating a piece of music by using percussion.  | Music  | OLE days<br>2021-2022          | S1              | 30                               | Evaluation forms   | \$12,000                |  |   | ✓ |   |   |

| No. | Brief Description and Objective of the Activity  | Domain*<br>(Please refer to the remark for examples of domain) | Date               | Target Students |                                  | Brief Description of the Monitoring / Evaluation Mechanism    | Estimated Expenses (\$) | Essential Learning Experiences<br>(Please put a ✓ in the appropriate box(es); more than one option can be selected)  |   |   |   |   |
|-----|--|--|--------------------|-----------------|----------------------------------|---|-------------------------|--|---|---|---|---|
|     |  |  |                    |                 |                                  |   |                         | I  | M | P | S | C |
|     |  |  |                    | Level           | Estimated Number of Participants |   |                         | I: Intellectual Development (closely linked with curriculum)<br>M: Moral and Civic Education<br>P: Physical and Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
| 32  | S2 OLE Music activities<br>Students will understand the basic process of creating a piece of music by using percussion and perform as a group performance. | Music  | OLE days 2021-2022 | S2              | 30                               | Evaluation forms  | \$12,000                |  |   | ✓ |   |   |
| 33  | S4 OLE Music activities (Coach for African Drum)<br>Students will understand the basic skills of African Drum  | Music  | OLE days 2021-2022 | S4              | 30                               | Evaluation forms, Teacher's assessment, Students' performance | \$15,600                |  |   | ✓ |   |   |
| 34  | S5 OLE Music activities<br>Students will explore more on the performing arts by music appreciation.  | Music  | OLE days 2021-2022 | S5              | 110                              | Evaluation forms  | \$6,000                 |  |   | ✓ |   |   |
| 35  | S6 OLE Music activities<br>Students will explore more on the performing arts by music appreciation.  | Music  | OLE days 2021-2022 | S6              | 100                              | Evaluation forms  | \$12,000                |  |   | ✓ |   |   |

| No. | Brief Description and Objective of the Activity   | Domain*<br>(Please refer to the remark for examples of domain) | Date               | Target Students |                                  | Brief Description of the Monitoring / Evaluation Mechanism                              | Estimated Expenses (\$) | Essential Learning Experiences<br>(Please put a ✓ in the appropriate box(es); more than one option can be selected)  |   |   |   |   |
|-----|---|--|--------------------|-----------------|----------------------------------|---|-------------------------|--|---|---|---|---|
|     |   |  |                    |                 |                                  |   |                         | I  | M | P | S | C |
|     |   |  |                    | Level           | Estimated Number of Participants |   |                         | I: Intellectual Development (closely linked with curriculum)<br>M: Moral and Civic Education<br>P: Physical and Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
| 36  | Instrumental class for music teams.<br>• Students will learn the skill from specific instrument.<br>To explore more on the performing arts through music performance.   | Music  | 2021-2022          | S1-S5           | 20-50                            | Teacher's assessment, Students' performance   | \$75,000                |  |   | ✓ |   |   |
| 37  | Aerial photography basic course<br>To learn basic skills in the operation of drone & editing of aerial photography.<br><br>Microsoft Arcade basic course<br>To learn skills in programming through game design. | Cross-Disciplinary (STEM)                                      | OLE time 2021-2022 | S1              | 20                               | Observation by the teachers-in-charge and through the questionnaires given to students. | \$12,000                | ✓  |   |   |   |   |
| 38  | Micro:bit basic course<br>Students can<br>• learn the basic concepts, logic, and techniques of programming through  | Cross-Disciplinary (STEM)                                      | OLE time 2021-2022 | S2              | 20                               | Fill in OLE Evaluation form and through teacher's                                       | \$12,000                | ✓  |   |   |   |   |

| No. | Brief Description and Objective of the Activity   | Domain*<br>(Please refer to the remark for examples of domain) | Date                  | Target Students |                                  | Brief Description of the Monitoring / Evaluation Mechanism | Estimated Expenses (\$) | Essential Learning Experiences<br>(Please put a ✓ in the appropriate box(es); more than one option can be selected)  |   |   |   |   |
|-----|---|--|-----------------------|-----------------|----------------------------------|--|-------------------------|--|---|---|---|---|
|     |   |  |                       |                 |                                  |  |                         | I  | M | P | S | C |
|     |   |  |                       | Level           | Estimated Number of Participants |  |                         | I: Intellectual Development (closely linked with curriculum)<br>M: Moral and Civic Education<br>P: Physical and Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
|     | <p>micro:bit and make their own product through hands-on activities.</p> <ul style="list-style-type: none"> <li>learn the basic concepts, logic, and techniques of programming through micro:bit.</li> <li>understand different scientific and mechanical principles (MATH, Science and Engineering) and design viable electronic products.</li> <li>Based on micro:bit, create creative and imaginative (Arts) and create different interesting gizmos.</li> </ul> |  |                       |                 |                                  | observation  |                         |  |   |   |   |   |
| 39  | <p>Debate</p> <p>To provide debate training and competition to students to develop skills in research, critical thinking and communication</p>  | Chinese Language<br>(Chinese Debating Team)                    | Sept 2021 to Aug 2022 | S1 to S5        | 12                               | Students' performance                                      | \$50,000                | ✓  |   |   |   |   |



| No. | Brief Description and Objective of the Activity  | Domain*<br>(Please refer to the remark for examples of domain) | Date                  | Target Students |                                  | Brief Description of the Monitoring / Evaluation Mechanism | Estimated Expenses (\$) | Essential Learning Experiences<br>(Please put a ✓ in the appropriate box(es); more than one option can be selected)  |   |   |   |   |
|-----|--|--|-----------------------|-----------------|----------------------------------|--|-------------------------|--|---|---|---|---|
|     |  |  |                       |                 |                                  |  |                         | I  | M | P | S | C |
|     |  |  |                       | Level           | Estimated Number of Participants |  |                         | I: Intellectual Development (closely linked with curriculum)<br>M: Moral and Civic Education<br>P: Physical and Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
| 40  | Debate<br>To provide debate training and competition to students to develop skills in research, critical thinking and communication  | English Language<br>(English Debating Team)                    | Sept 2021 to Aug 2022 | S1 to S5        | 10                               | Students' performance                                      | \$40,000                | ✓  |   |   |   |   |
| 41  | Field trip for junior form students <ul style="list-style-type: none"> <li>To expose students to various languageArts</li> <li>To promote appreciation of language arts and Chinese culture</li> <li>To enhance student's creativity, communication and presentation skills</li> </ul> | Chinese Language   | TBC                   | S1/ S2 / S3     | 140                              | Through writing / group project                            | \$30,000                | ✓  |   |   |   |   |
| 42  | An outing for higher form students where they are taken to see Chinese drama /film/an exhibition <ul style="list-style-type: none"> <li>To expose students to various language Arts</li> <li>To promote appreciation of language arts and Chinese culture</li> </ul>                   | Chinese Language   | TBC                   | S4 / S5         | 140                              | Through writing /group project                             | \$30,000                | ✓  |   |   |   |   |

| No. | Brief Description and Objective of the Activity  | Domain*<br>(Please refer to the remark for examples of domain) | Date         | Target Students        |                                  | Brief Description of the Monitoring / Evaluation Mechanism    | Estimated Expenses (\$) | Essential Learning Experiences<br>(Please put a ✓ in the appropriate box(es); more than one option can be selected)  |   |   |   |   |
|-----|--|--|--------------|------------------------|----------------------------------|---|-------------------------|--|---|---|---|---|
|     |  |  |              |                        |                                  |   |                         | I  | M | P | S | C |
|     |  |  |              | Level                  | Estimated Number of Participants |   |                         | I: Intellectual Development (closely linked with curriculum)<br>M: Moral and Civic Education<br>P: Physical and Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
|     | <ul style="list-style-type: none"> <li>To enhance student's creativity, communication and presentation skills</li> </ul>   |  |              |                        |                                  |   |                         |  |   |   |   |   |
| 43  | Extended Learning Day: Field Trip to historical sites <ul style="list-style-type: none"> <li>To enrich student's learning experience in Hong Kong's history through field trips</li> <li>To promote appreciation of Chinese culture</li> </ul> | Chinese Language and Chinese History                           | 11 Feb 2022  | S2                     | 140                              | Through group project   | \$62,000                | ✓  |   |   |   |   |
| 44  | Chinese culture or Chinese history activities such as workshops and fun day <ul style="list-style-type: none"> <li>To consolidate student's knowledge on Chinese history</li> <li>To promote appreciation of Chinese culture</li> </ul>        | Chinese Language and Chinese History                           | TBC          | S1-S6                  | 400                              | Observation from teacher-in-charge and feedback from students | \$60,000                | ✓  |   |   |   |   |
| 45  | Religious activities<br>To organise various religious activities, e.g. talks by guest speakers, pilgrimage to visit  | Religious Education (Religious Team)                           | Jan 15, 2022 | S1-5 Catholic students | 70                               | Evaluation forms  | \$3,500                 |  | ✓ |   |   |   |

| No. | Brief Description and Objective of the Activity   | Domain*<br>(Please refer to the remark for examples of domain) | Date  | Target Students                          |                                  | Brief Description of the Monitoring / Evaluation Mechanism                              | Estimated Expenses (\$) | Essential Learning Experiences<br>(Please put a ✓ in the appropriate box(es); more than one option can be selected)  |   |   |   |   |
|-----|---|--|---|--|----------------------------------|---|-------------------------|--|---|---|---|---|
|     |   |  |   |  |                                  |   |                         | I  | M | P | S | C |
|     |   |  |   | Level                                    | Estimated Number of Participants |   |                         | I: Intellectual Development (closely linked with curriculum)<br>M: Moral and Civic Education<br>P: Physical and Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
|     | churches on outlying islands or workshops in the one-day retreat for Catholic students.<br><br>Students will <ul style="list-style-type: none"> <li>understand the history of different churches and congregations in Hong Kong</li> <li>acquire more in-depth biblical knowledge</li> <li>strengthen their faith in God</li> </ul> |  |   |  |                                  |   |                         |  |   |   |   |   |
| 46  | Prefects training workshops 1 and 2<br>To train up students' leadership, collaboration, communication and problem-solving skills through a series of activities.  | Leadership Training (Discipline Team)                          | Workshop 1: 5-11-2021<br>Workshop 2: 5-7-2022 | Workshop 1: S4 - S6<br>Workshop 2: S3-S5 | 88                               | Observation by the teachers-in-charge and through the questionnaires given to students. | \$30,000                |  |   |   | ✓ |   |
| 47  | Sex Education Program (conducted by End Child Abuse Sexual Foundation, ECSAF)<br>• To let students understand the importance of   | Sex and health education (sex and health                       | 11-12 July, 2022                              | S3                                       | 140                              | Questionnaires  | \$1,500                 |  | ✓ |   |   |   |

| No. | Brief Description and Objective of the Activity  | Domain*<br>(Please refer to the remark for examples of domain) | Date           | Target Students |                                  | Brief Description of the Monitoring / Evaluation Mechanism | Estimated Expenses (\$) | Essential Learning Experiences<br>(Please put a ✓ in the appropriate box(es); more than one option can be selected)  |   |   |   |   |
|-----|--|--|----------------|-----------------|----------------------------------|--|-------------------------|--|---|---|---|---|
|     |  |  |                |                 |                                  |  |                         | I  | M | P | S | C |
|     |  |  |                | Level           | Estimated Number of Participants |  |                         | I: Intellectual Development (closely linked with curriculum)<br>M: Moral and Civic Education<br>P: Physical and Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
|     | respect to oneself and others.<br>• To remind students to recognize inappropriate behavior and understand the correct attitude in maintaining a romantic relationship. | education team)  |                |                 |                                  |  |                         |  |   |   |   |   |
| 48  | Extended Learning Day (S1)<br>• To enhance students' awareness on environmental protection   | Student Support Coordinating Team                              | 11 Feb 2022    | S1              | 140                              | Questionnaires   | \$62,000                |  | ✓ |   |   |   |
| 49  | Student Formation Day 3 (Part 1)<br>• To organize mass programmes for junior and senior forms separately for cultivating students' positive values and attitudes       | Student Support Coordinating Team                              | 11 March, 2022 | S1-5            | 700                              | Questionnaires and teacher's observation                   | \$10,000                |  | ✓ |   |   |   |
| 50  | Student Formation Day 3 (Part 2) (This activity is co-organized with the Baptist Oi Kwan Social Service (Wan Chai district))   | Student Support Coordinating Team                              | 11 March, 2022 | S1-5            | 700                              | Questionnaires and teacher's observation                   | \$30,000                |  | ✓ |   |   |   |

| No. | Brief Description and Objective of the Activity  | Domain*<br>(Please refer to the remark for examples of domain) | Date           | Target Students   |                                  | Brief Description of the Monitoring / Evaluation Mechanism | Estimated Expenses (\$) | Essential Learning Experiences<br>(Please put a ✓ in the appropriate box(es); more than one option can be selected)  |   |   |   |   |
|-----|--|--|----------------|-------------------|----------------------------------|--|-------------------------|--|---|---|---|---|
|     |  |  |                |                   |                                  |  |                         | I  | M | P | S | C |
|     |  |  |                | Level             | Estimated Number of Participants |  |                         | I: Intellectual Development (closely linked with curriculum)<br>M: Moral and Civic Education<br>P: Physical and Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
|     | <ul style="list-style-type: none"> <li>To organize various kinds of activities to cater for students' interests and abilities for stretching their potential</li> </ul>      |  |                |                   |                                  |  |                         |  |   |   |   |   |
| 51  | Counselling Team Services Program <ul style="list-style-type: none"> <li>Skill training in organizing the service program</li> <li>Serve the needy in the society</li> </ul> | Counselling  | Mar / Apr 2022 | S1 clients and S4 | 50                               | Questionnaires   | \$5,000                 |  |   |   | ✓ |   |
| 52  | F.4 Orientation Day Camp<br>Team building and early adaptation to SS   | Counselling  | 24 Sept 2021   | S4                | 105                              | Questionnaires   | \$32,000                |  |   |   |   | ✓ |
| 53  | Guidance Assistants Training Camp<br>Skills input and sharing about the difficulties faced by the S1 students  | Counselling  | Late June 2022 | S3- S4            | 25                               | Questionnaires   | \$20,000                |  |   |   | ✓ | ✓ |
| 54  | Leadership Training Camp for newly elected student exco. members. <ul style="list-style-type: none"> <li>To nurture student leaders' sense of</li> </ul>                     | Leadership Training (SA)                                       | 20 Nov 2021    | S2-S5             | 80 exco members                  | Questionnaires   | \$18,800                |  |   | ✓ |   | ✓ |

| No. | Brief Description and Objective of the Activity  | Domain*<br>(Please refer to the remark for examples of domain) | Date                       | Target Students |                                  | Brief Description of the Monitoring / Evaluation Mechanism | Estimated Expenses (\$) | Essential Learning Experiences<br>(Please put a ✓ in the appropriate box(es); more than one option can be selected)  |   |   |   |   |
|-----|--|--|----------------------------|-----------------|----------------------------------|--|-------------------------|--|---|---|---|---|
|     |  |  |                            |                 |                                  |  |                         | I  | M | P | S | C |
|     |  |  |                            | Level           | Estimated Number of Participants |  |                         | I: Intellectual Development (closely linked with curriculum)<br>M: Moral and Civic Education<br>P: Physical and Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
|     | responsibility and leadership skills<br>• To enhance students' collaboration   |  |                            |                 |                                  |  |                         |  |   |   |   |   |
| 55  | Leadership Training Workshop for student leaders<br>• To raise student leaders' awareness of their role and responsibilities as student leaders<br>• To develop participants' confidence<br>• To enhance communication skills and public speaking skills | Leadership Training (SA)                                       | Early Sept 2021            | S5              | 20 student leaders               | Questionnaires   | \$5,200                 |  | ✓ |   |   | ✓ |
| 56  | Leadership Training Camp for potential leaders<br>• To nurture students' sense of responsibility and leadership skills<br>• To enhance the potential of students   | Leadership Training (SA)                                       | Late June 2022             | S1-S4           | 60                               | Questionnaires   | \$18,200                |  |   | ✓ |   | ✓ |
| 57  | Interview Preparation Workshop and Mock Interview (conducted by an experienced   | Careers and life planning education                            | OLE Days<br>Oct 2021 – Nov | S6              | 120                              | Questionnaires and teacher's                               | \$31,000                |  |   |   |   | ✓ |

| No. | Brief Description and Objective of the Activity  | Domain*<br>(Please refer to the remark for examples of domain) | Date      | Target Students |                                  | Brief Description of the Monitoring / Evaluation Mechanism | Estimated Expenses (\$) | Essential Learning Experiences<br>(Please put a ✓ in the appropriate box(es); more than one option can be selected)  |   |   |   |   |
|-----|--|--|-----------|-----------------|----------------------------------|--|-------------------------|--|---|---|---|---|
|     |  |  |           |                 |                                  |  |                         | I  | M | P | S | C |
|     |  |  |           | Level           | Estimated Number of Participants |  |                         | I: Intellectual Development (closely linked with curriculum)<br>M: Moral and Civic Education<br>P: Physical and Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
|     | Education Services Provider)<br>• To equip students with better interviewing skills for admission interviews. The workshop consisted of an interview preparation workshop and mock interview.                                | (Careers Guidance Team)  | 2022      |                 |                                  | observation  |                         |  |   |   |   |   |
| 58  | Students' talk on multiple pathway<br>• To let students have deeper understanding on making JUPAS choices and have better preparation on planning their future studies.  | Careers and life planning education (Careers Guidance Team)    | Oct 2021  | S6              | 120                              | Questionnaires   | \$2,200                 |  |   |   |   | ✓ |
| 59  | Personality Workshop (the workshop is led by professional and licensed social workers)<br>• To let students explore their personality and leverage their personality traits for their future career through participating an | Careers and life planning education (Careers Guidance Team)    | June 2022 | S5              | 120                              | Questionnaires and teacher's observation                   | \$22,000                |  |   |   |   | ✓ |

| No. | Brief Description and Objective of the Activity  | Domain*<br>(Please refer to the remark for examples of domain) | Date         | Target Students |                                  | Brief Description of the Monitoring / Evaluation Mechanism | Estimated Expenses (\$) | Essential Learning Experiences<br>(Please put a ✓ in the appropriate box(es); more than one option can be selected)  |   |   |   |   |
|-----|--|--|--------------|-----------------|----------------------------------|--|-------------------------|--|---|---|---|---|
|     |  |  |              |                 |                                  |  |                         | I  | M | P | S | C |
|     |  |  |              | Level           | Estimated Number of Participants |  |                         | I: Intellectual Development (closely linked with curriculum)<br>M: Moral and Civic Education<br>P: Physical and Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
|     | interactive workshop.  |  |              |                 |                                  |  |                         |  |   |   |   |   |
| 60  | Career Sparkle <ul style="list-style-type: none"> <li>To let students explore different kinds of jobs through participating an interactive workshop. Students can have find their career interest and set their career life goal easier.</li> </ul>  | Careers and life planning education (Careers Guidance Team)    | June 2022    | S4              | 140                              | Questionnaires and teacher's observation                   | \$16,800                |  |   |   |   | ✓ |
| 61  | Career prefect training workshop <ul style="list-style-type: none"> <li>To develop leadership skills through participating an interactive workshop. Skills and knowledge about searching entrance statistics of various programs and leading careers-related activities are taught.</li> </ul> | Careers and life planning education (Careers Guidance Team)    | Jan/Feb 2022 | Selected S4-S5  | 35                               | Questionnaires and teacher's observation                   | \$13,000                |  |   |   |   | ✓ |



| No. | Brief Description and Objective of the Activity   | Domain*<br>(Please refer to the remark for examples of domain) | Date            | Target Students       |                                  | Brief Description of the Monitoring / Evaluation Mechanism | Estimated Expenses (\$) | Essential Learning Experiences<br>(Please put a ✓ in the appropriate box(es); more than one option can be selected)  |   |   |   |   |
|-----|---|--|-----------------|-----------------------|----------------------------------|--|-------------------------|--|---|---|---|---|
|     |   |  |                 |                       |                                  |  |                         | I  | M | P | S | C |
|     |   |  |                 | Level                 | Estimated Number of Participants |  |                         | I: Intellectual Development (closely linked with curriculum)<br>M: Moral and Civic Education<br>P: Physical and Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
| 62  | Visit on extended learning day (including transport)<br>• To let students to have a more in-depth exploration on a particular career field through participating an interactive workshop.                           | Careers and life planning education (Careers Guidance Team)    | Feb 2022        | S3                    | 140                              | Questionnaires and teacher's observation                   | \$28,000                |  |   |   |   | ✓ |
| 63  | Students' talk on self-understanding for the preparation of setting career life goal<br>• To let students have deeper understanding on themselves and have an idea of finding their own dreams / career life goals. | Careers and life planning education (Careers Guidance Team)    | Mar/April 2022  | S1-S2                 | 280                              | Questionnaires   | \$3,200                 |  |   |   |   | ✓ |
| 64  | Student' talk on National Security Education<br>• To let students have deeper understanding of the National Law   | Moral and Civic Education                                      | 3 December 2021 | S1-S6                 |                                  | Teachers' Observation                                      | \$15,000                |  | ✓ |   |   |   |
|     |   |  |                 | Sub-total of Item 1.1 |                                  |  | \$1,515,800             |  |   |   |   |   |

| No. | Brief Description and Objective of the Activity  | Domain*<br>(Please refer to the remark for examples of domain) | Date | Target Students                   |                                  | Brief Description of the Monitoring / Evaluation Mechanism | Estimated Expenses (\$) | Essential Learning Experiences<br>(Please put a ✓ in the appropriate box(es); more than one option can be selected)  |   |   |   |   |  |
|-----|--|--|------|-----------------------------------|----------------------------------|--|-------------------------|--|---|---|---|---|--|
|     |  |  |      | Level                             | Estimated Number of Participants |  |                         | I  | M | P | S | C |  |
|     |  |  |      |                                   |                                  |  |                         | I: Intellectual Development (closely linked with curriculum)<br>M: Moral and Civic Education<br>P: Physical and Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |  |
| 1.2 | <u>Non-Local</u> Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students’ horizons |  |      |                                   |                                  |  |                         |  |   |   |   |   |  |
| 1   |  |  |      |                                   |                                  |  |                         |  |   |   |   |   |  |
|     |  |  |      | Sub-total of Item 1.2             |                                  |  |                         |  |   |   |   |   |  |
|     |  |  |      | Estimated Expenses for Category 1 |                                  |  | \$1,515,800             |  |   |   |   |   |  |

| No.                                     | Item  | Domain*<br>(Please refer to the remark for examples of domain) | Purpose  | Estimated Expenses (\$) |
|---|---|--|--|-------------------------|
| Category 2                              | To procure equipment, consumables or learning resources for promoting life-wide learning  |  |  |                         |
| 1                                       | To procure and maintain musical instruments for performance and outside classroom activities (like Chinese drums, Yang Qin, Double Bass, Cello, Xylophone & Mallet etc) | Music  | For promoting music performance and related activities.  | \$48,000                |
| 2                                       | BBC Micro: bit, Micro:bit extension board with 2000mAh Li battery, 2 meters USB wire for F2 STEM OLE  | STEM   | <ul style="list-style-type: none"> <li>To promote STEM education in micro:bit.</li> <li>To arouse student's interest in writing programme</li> </ul> | \$9,000                 |
| 3                                       | To procure materials for S4 OLE Modern Dance Aesthetic performance  | Physical and Aesthetic development                             | For S4 OLE Modern Dance Aesthetic performance  | \$2,000                 |
| 4                                       | Subsidy for Dancing Costume Fee   | Physical Education<br>(School Sports Team)                     | To participate Schools Dance Festival Competition  | \$7,000                 |
| Estimated Expenses for Category 2       |   |  |  | \$66,000                |
| Estimated Expenses for Categories 1 & 2 |   |  |  | \$1,581,800             |

**Category 3: Estimated Number of Student Beneficiaries**

|  |      |
|--|------|
| Total number of students in the school:                | 651  |
| Estimated number of student beneficiaries:             | 651  |
| Percentage of students benefitting from the Grant (%): | 100% |

Contact Person for LWL (Name & Post): Ms L. Lau  
(Finance Team Member)



*Live by the Truth in Love*

**St. Francis' Canossian College**

9 – 13 Kennedy Road, Wanchai, Hong Kong

Tel: (852) 2587 2700

Fax: (852) 2529 1758

Website: <http://www.sfcc.edu.hk>

E-mail: [office@sfcc.edu.hk](mailto:office@sfcc.edu.hk)



嘉諾撒聖方濟各書院

香港灣仔堅尼地道九至十三號

電話：(852) 2587 2700 傳真：(852) 2529 1758

網址： <http://www.sfcc.edu.hk>

電郵： [office@sfcc.edu.hk](mailto:office@sfcc.edu.hk)