



# **St. Francis' Canossian College**

*School Report 2021/22*

*School Development Plan 2022/23 – 2024/25*

*Annual School Plan 2022/23*



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# **School Report**

**2021/22**

Grace-upon Grace: Reinforcing identity of Franciscans

Reading to Learn: Fostering autonomy in Learning

Persevering and Resilient to Challenges: Cultivating  
positive thinking



# 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/ssp2021/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/ssp2021/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
- 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 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

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

#### Achievements

- The school history as part of the Form 1 History curriculum was covered from September to November in 2021 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

From teachers' observation and the first-term assessment results, students have learnt more about the school history through the Form 1 History curriculum and their interests towards school history have aroused.

Moreover, the incorporation of the School History into Form 1 History curriculum enriches students' exposure in real-life situation. History learning becomes more interesting and tangible. Students' identity as Franciscans was then reinforced.



## 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 school-based IL curriculum which aimed at reinforcing students' independent learning through Reading Across the Curriculum in S1 and S2 was implemented. 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 lessons. According to a questionnaire survey, about 90% of the subject teachers concerned agreed that the strategies adopted enabled students to acquire IL skills, e.g. information searching and mind-mapping skills. 95% 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 enhance strategic planning to promote learning and teaching effectiveness, our school has participated in the EDB School-based Support Services about language across the curriculum. The collaboration with the EDB School-based Curriculum Development (Secondary) Section and HKU, our professional exchange culture will be further cultivated to enhance interactive learning and unleash students' learning potentials.

Taking into account the growing diversity in today's classroom, our school will join the CUHK Quality School Improvement Project in the coming years to promote assessment literacy. Our teachers will be equipped with the knowledge, skills and attitudes needed for employing assessment practices which effectively inform instruction.



### 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.
  - A series of Home Programmes were held to enhance the understanding and appreciation among students and class teachers as well as to strengthen the class spirit.
- 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 successfully implemented. 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.
  - A new gift redemption mechanism was incorporated into the scheme to enhance students' initiatives in demonstrating their good qualities in school.





- Activities on sharing life experiences were organized
  - An experienced social worker from St. James' Settlement was invited to give us a talk on "Positive Emotion". She shared with our students the proper ways to cope with stress, in particular when using social media.
  - Various teachers and students shared on the theme "Positive Living" in the morning assemblies and through the PA system to promote a positive culture in school throughout the year.
- 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 and souvenirs with the theme of the year were prepared for every student at the end of the school year.
  - Board display of students expressing gratitude to someone whom they are thankful was placed at the school entrance at the end of the school year, as a visual reminder and moments of reflection that encouraged positive thinking among the students.
- Professional support was provided to parents.
  - A series of seminars were successfully organized for parents where they acquired the relevant knowledge and skills for promoting positive living among students. 96.5% of the parents agreed that the seminars were useful to them.
- In the Major Concern Survey, a great majority of teachers and students agreed that the school organized activities for promoting the positive living among students:

		% Agree	
		Teachers	Students
	Through the activities held this year,		
(a)	students understood and appreciated themselves and the others more.	95.20	96.86
(b)	students enjoyed working with their classmates.	100.00	96.09
(c)	students developed a sense of belonging to their class.	100.00	94.04
(d)	students recognized their strengths.	100.00	83.99
(e)	students were encouraged to strive their best to fulfill their duties.	95.20	92.55
(f)	students acquired some strategies to face challenges.	100.00	91.24





- With all our efforts in promoting Positive Living in school, our school was granted a Caring School Award of the “Caring School Award Scheme 2022”.

### Reflection

- Most of the planned activities were implemented successfully despite the pandemic though a blended mode was used.
- In response to the new Values Education Curriculum Framework issued by the EDB lately in November, 2021, as well as the needs and challenges that students faced, the major concern of our school in the next development cycle will focus more on reinforcing values education in school.



## 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.
- 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.

- Our school has joined the “IT Innovation Lab in Secondary Schools Programme” launched by the Office of the Government Chief Information Officer (OGCIO). It is a three years programme (2020-2023). The programme aims to cultivate the interest of secondary school students in IT, enhance their innovative thinking and foster an IT learning atmosphere to encourage them to choose technology-related tertiary education programmes and pursue an I&T career in the future. Under the programme, a series of activities were jointly organized by our school and external expertise to equip our students with new technology, as well as innovations.
  - Two batch of S4 students with 15 students each batch participated in the activity, “School VR Virtual Tour Course” in January and April 2022 respectively.
  - 60 S1-S4 students joined the “AI Experience Course Level 1” and “Python Coding Course Level 1” in January and April 2022 respectively.
  - 15 S1-S4 students joined the “3D Projection Mapping (AR) Course” in May 2022.
  - Two groups of S1-S3 students with 12 students each group took part in the VR Coding Course and AI Experience Course Level 2 in July 2022 respectively.
- 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 2021-2022 was “Environmental Protection”. We organised talks and home programmes to enable students to understand the meaning and significance of environmental protection in Hong Kong and to show concern for the various problems resulted from the misuse of resources and pollution. Working in collaboration with the Liberal Studies Department, the Form 4 students learnt more about the sustainable development in Hong Kong and China through online visit to S-gallery of Hong Kong Baptist University and a talk conducted by Doctor To Sing You of the National Education Association. Since the beginning of the school year, the National Flag Raising Ceremony has been held regularly to enhance students' sense of belonging to our motherland. After the National Flag Raising Ceremony, teachers and students were invited to give a short talk on value formation and the close relationship between our society and the mainland. Our school actively participated in the online quiz competitions organized by the EDB throughout the year, for example, the 8th Basic Law cum the 25th Anniversary of Establishment of the Hong Kong Special Administrative Region Territory-wide Inter-school Competition, 2021 National Constitution Day and 2022 National Security Online Quiz Competition, and received the Highest Participation Rate Award. These competitions enabled students to understand the significance of the Basic Law and the National Security Law. On December 3, 2021,



the National Constitution Day, Professor Alfred So, a practicing solicitor and Chairman of the Hong Kong Mediation and Arbitration Centre, conducted a talk on national security. The talk aimed at enhancing students' understanding of the rule of law, the developments of our country, the importance of safeguarding national security, the close relationship between national security and our daily lives, and the importance of national security to individuals, society and the country.

- 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 the following subjects: Integrated Science, Physics, Chemistry, Biology, Information Technology, Business Accounting and Financial Studies, Technology and Living, Information Literacy, Citizenship and Social Development. 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. An after school homework support programme was implemented to provide S1 students with homework guidance.
- 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:

- A Home Programme “Eating Disorders” were organised by the Hong Kong Eating Disorders Association Limited for S1 and S2 students in December 2021. The talk provided preventive and educational information on eating disorders. Through the activity, students were encouraged to develop a healthy diet to improve their well-being.
- An Online Pictionary game was held in December 2021. Participants learned more about healthy body image in an entertaining way.
- A newsletter “Body positivity” was issued in May 2022. It aims at promoting body appreciation and enhancing a *positive body image*. The newsletter introduced to the readers the concepts of positive body image, a healthy recipe, recommendations of some apps for exercising at home and students' views on their body. It also included interviews with teachers about their ways in keeping a balance between mental and physical health and their views on the beauty trend nowadays.
- Sex Education workshops for S3 students were conducted by The End Child Sexual Abuse Foundation (ECSAF) in August 2022. The workshops focused on raising students' awareness of the need for protecting one's own body and respecting those of others. Through various interesting activities, including apps games on iPad, animations and interviews of professionals, a proper attitude towards sex was developed among students.

### 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.



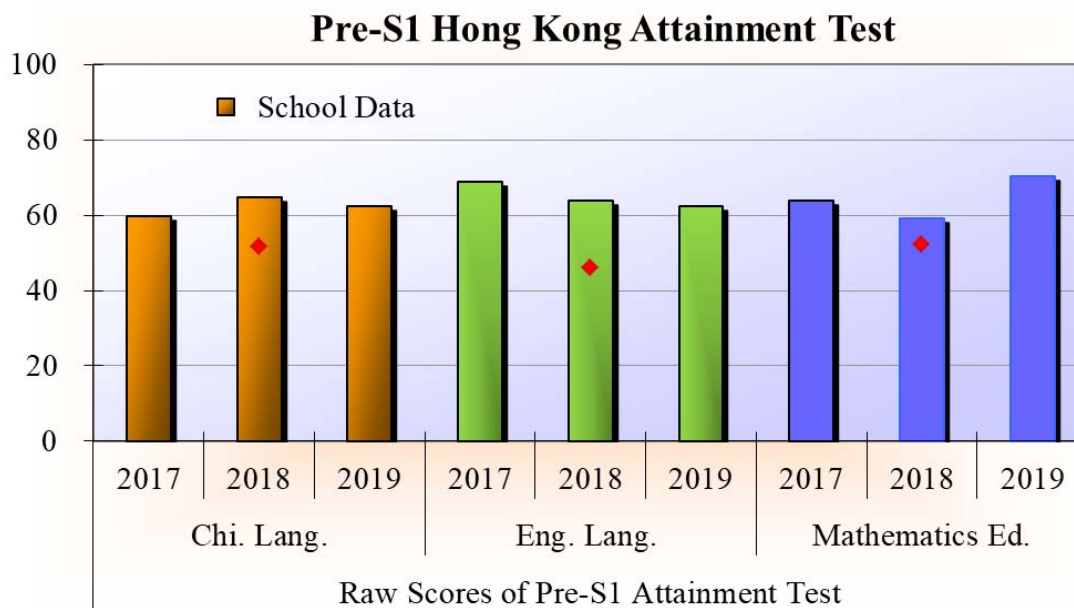


- The SEN Team consists of eight members, including the School Social Workers, Co-ordinator of the Counselling Team, a representative or the junior panel head of the English, Mathematics and Chinese Department and the representatives from the Academic Team and the Examination Team.
- Information was 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.

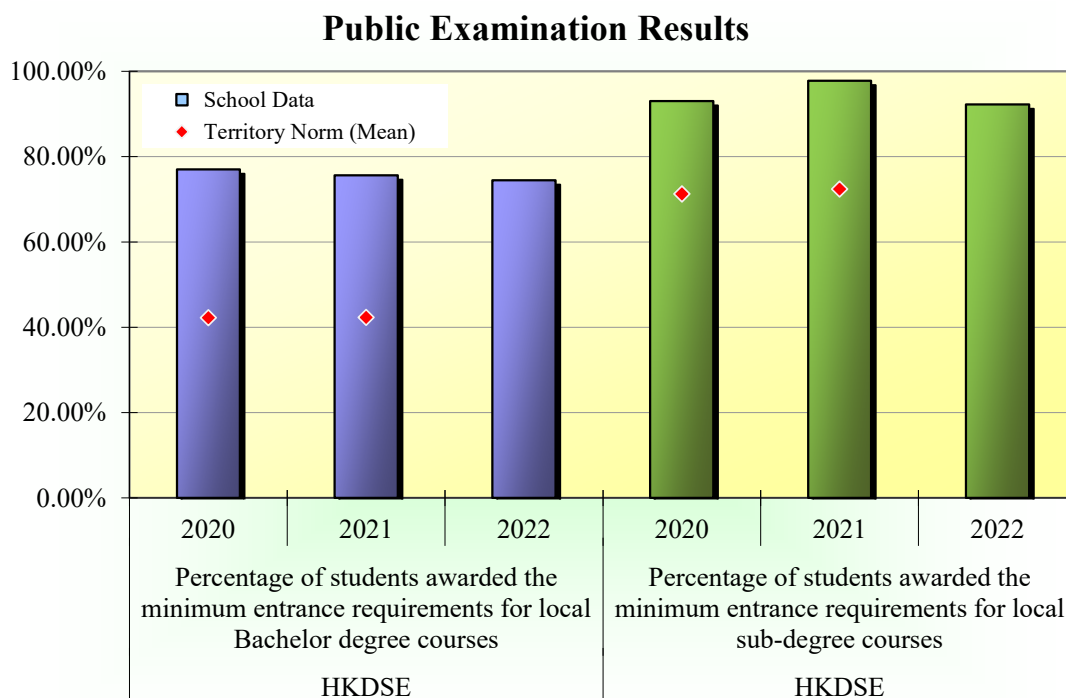


# Student Performance

## Academic Performance

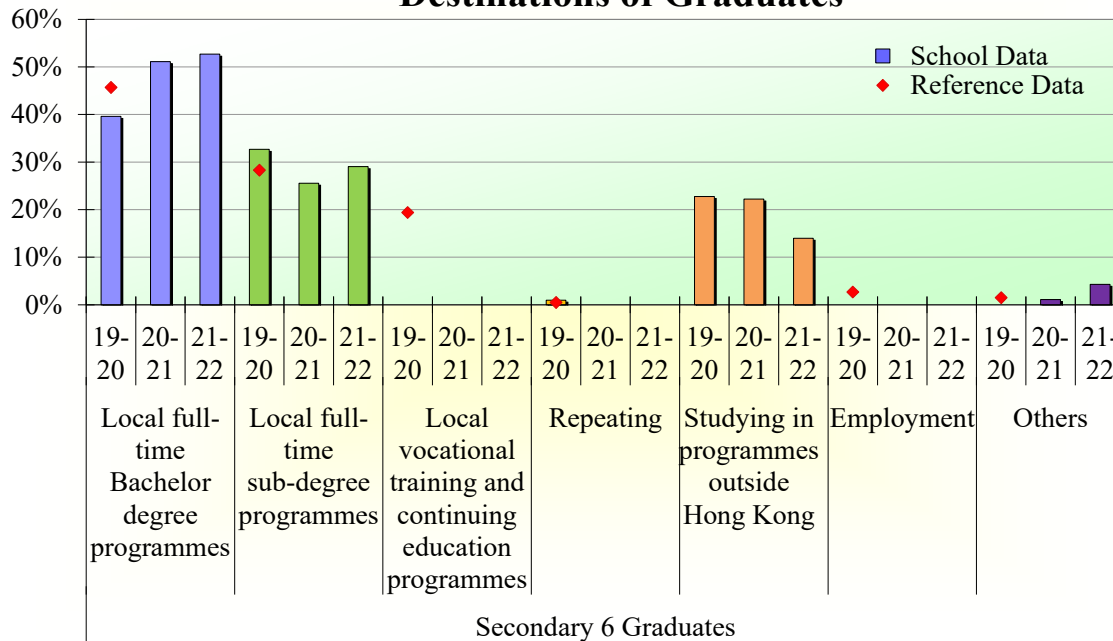


(The Pre-S1 Attainment Test 2020-21 were cancelled due to the coronavirus pandemic.)

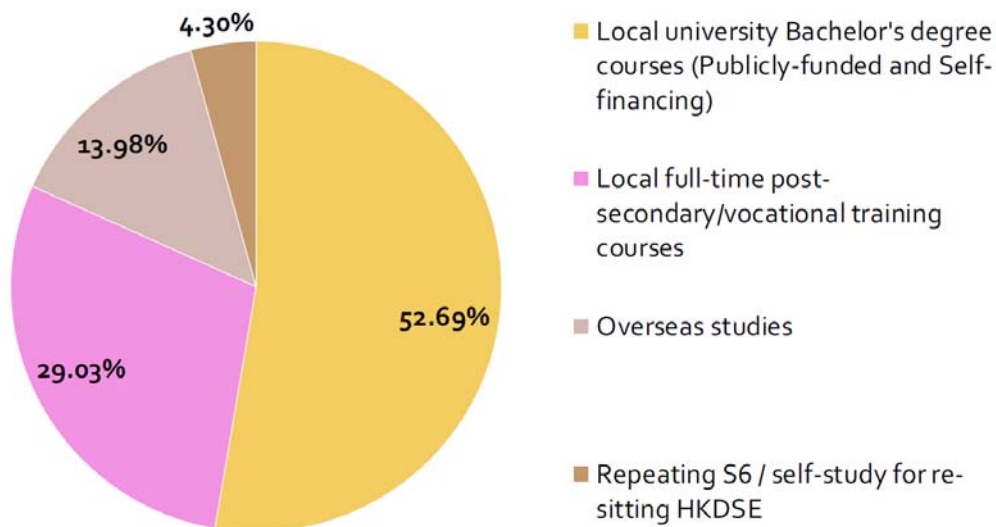




## Destinations of Graduates



## Destination of Graduate 2022

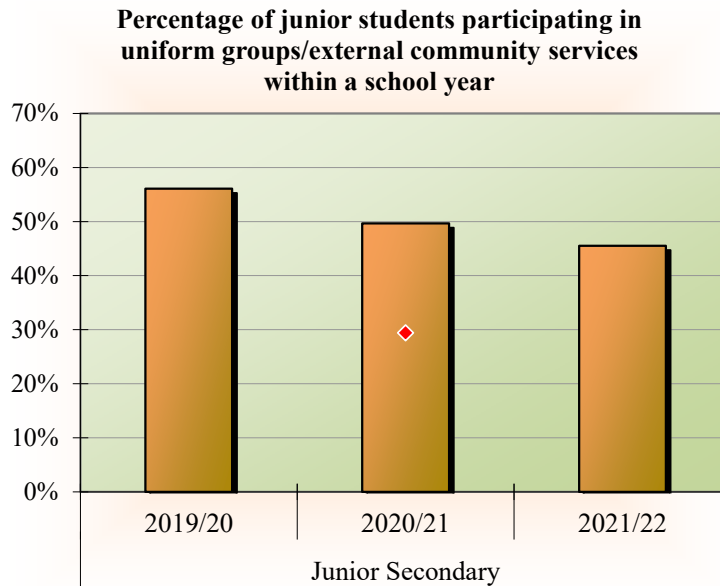
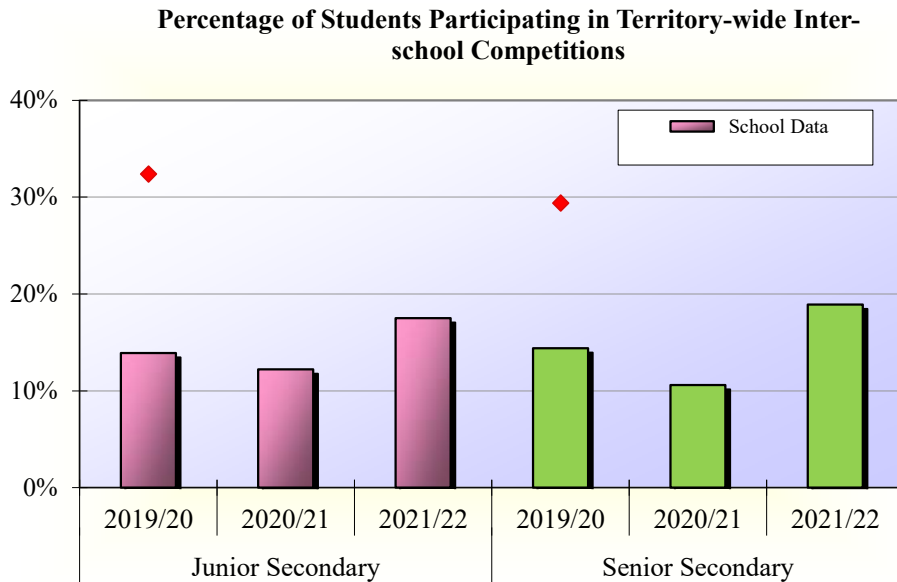




## Non-academic Performance

### 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:



*\*Remarks: In view of the pandemic saturations in 2019 - 2022, classes were suspended and most of the inter-school events and uniform/social and voluntary services were cancelled.*





## Other Learning Experiences

- Nine Other Learning Experiences (OLE) days were organised in the academic year 2021-2022 and various kinds of OLE programmes were conducted in different forms.
- All S1 and S2 students were grouped according to their choice of domains offered, namely Drama, Music (Percussion), Dance, Chinese and Western Paintings and STEM. 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 activities in one of the five domains offered, namely Music (African drum), Modern dance, Art (Architecture), Videography and Drama (Musical).
- In S5, six OLE days featuring Wing Tsun Martial Arts and Yoga were organised to foster students' physical development. Other OLE days were held to promote their aesthetic development. An acapella performance and a shadow play were staged to serve such purpose.
- Extra-curricular activities are grouped into 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 July 2022.
- To encourage active participation in community service, our school works in partnership with the Agency for Volunteer Service, which provides each student with 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.
- Fifteen S1 to S5 students selected by the teachers participated in “Hong Kong Academy for Gifted Education 2021”
- Sixteen S3 to S5 academically elite students were nominated to participate in tailored academic programmes in the Academy for the Talented in the University of Hong Kong.
- Ten students took part in the “Dual Programme (2021)” organized by the Hong Kong University of Science and Technology. Three junior students and two senior students joined their Mathematics programme. Two senior students took part in the Life Science programme. One student participated in the Physics programme while two students in S4 joined the Chemistry programme.
- Thirty-three S5 students joined the “Chemists Online Self-study Award Scheme” organised by the Hong Kong Virtual University.
- Ten S2 students were selected to participate in “Joint Canossian School Programme – Formation of the Heart Service Project”, which focused on self-exploration and team building. They were offered the opportunities to work with students from two other organising schools, that is St. Mary’s Canossian College and Sacred Heart Canossian College.
- Ten S2 students were selected to participate in “Joint School Service Project” co-organised by St. Francis’ Canossian School and our school. They gained the experience of teaching the potential achievers in our primary school.



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

Nature	Name of Competition / Organization	Award / Prize details		
		2019/20	20120/21	2021/22
Music	HK Schools Music Festival and others	(In view of the novel coronavirus epidemic, the majority of the events in the 72nd Hong Kong Schools Music Festival were cancelled.)	<p>73<sup>rd</sup> Hong Kong Schools Music Festival Descant Recorder Solo – Zheng Solo -Senior (S4) 2nd Descant Recorder Solo - Secondary School - Age 16 or under (S2) 3<sup>rd</sup></p> <p>2020 菁藝盃音樂比賽 – 創意藝術發展協會 中學鋼琴 S5 - S6 (中六) 冠軍</p> <p>2020 Hong Kong International Music &amp; Arts Festival — H.K. Region (International Musicians &amp; Artist Association) Piano Open Class - Junior Class Hong Kong (S6) 3rd</p> <p>The Sixth Asia Piano Competition: Junior Group Parsons Music Foundation (Hong Kong Music Tutors Unions) Hong Kong Region - Amateur Group (S6) 1st</p>	<p>74th Hong Kong Schools Music Festival</p> <p>Pipa Solo – Senior (S4) 1st Liuqin Solo – Advanced (S5) 1st</p>
Art, Drama & Performing Art		<p>Hong Kong Specimen Drawing Competition 2019 1st (S5) Highly commended award (S5)</p> <p>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</p>	<p>Maintenance and Appreciation of Historical Buildings” Creativity Competition (Photography section) (S5) 2<sup>nd</sup></p> <p>看漢教育主辦NCS學生表演比賽中學組 (中一、中四) 亞軍</p>	<p>Hong Kong Specimen Drawing Competition 2020 Outstanding Award &amp; Highly Commended Award (S6)</p> <p>「繪灣仔」繪畫比賽 中學組 (S3) 冠軍</p> <p>Youth can cook! Virtual Cooking Competition 2021 (S5)</p>
Scholarships & Leadership Awards		<p>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)</p> <p>2019 年灣仔區傑出青年選舉 灣仔區傑出青年學生組 (中六)</p> <p>2019 第五屆全港青少年進步獎 (中二、中三、中四)</p> <p>Sir Robert Black Trust Fund Grants for Talented Students in Non- academic Fields 2019-20 (S5 &amp; S6)</p>	<p>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)</p> <p>2020 年灣仔區傑出青年選舉 灣仔區傑出青年 學生組 (中六)</p> <p>Sir Robert Black Trust Fund Grants for Talented Students in Non- academic Fields 2020-21 (S2, S4)</p> <p>The Rev. Joseph Carra Memorial Education Grant (S5)</p>	<p>2021 年香港島傑出學生選舉 高中組 香港島分區傑出學生 (中六) 初中組 香港島分區傑出學生 (中三)</p> <p>Sir Edward Youde Memorial Prizes 2021/22 (S6)</p> <p>Rev. Joseph Carra Memorial Education Grant (S5)</p> <p>Sir Robert Black Trust Fund Grants for Talented Students in Non- academic Fields 2021-2022 (S1, S5)</p> <p>2021 第六屆全港青少年進步獎 (S2, S3, S4)</p> <p>Youth Arch Student Improvement Award 2020-2021 (S2, S3, S4, S5 &amp; S6)</p> <p>羅氏慈善基金「應用學習獎學金 2020/21」(S6)</p>



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Nature	Name of Competition / Organization	Award / Prize details		
		2019/20	2020/21	2021/22
Academic	Hong Kong School Speech Festival and others	71 <sup>st</sup> Hong Kong Schools Speech Festival Solo-Verse Speaking – Non-Open (S1,S2,S3) 1st, 2nd & 3rd  第 71 屆香港學校朗誦節 普通話詩詞獨誦 (中二) 亞軍 普通話散文獨誦 (中二) 亞軍 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 Prose Reading – Non-open (S5) 3rd  年度中國歷史人物選舉 2020 專題研習報告比賽(高中組) (中五) 冠軍及季軍  「香港拼圖」中文寫作比賽(中學組) 亞軍  The Harvard Book Prize, Scholarship, and Essay Award 2021 (S5) 1st, 2nd & 3rd  Future Stars – Upward Mobility Scholarship 2020 (S6)  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  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	第 73 屆香港學校朗誦節 二人朗誦 (中一) 亞軍 普通話詩詞朗誦(中三) 亞軍 (中一) 季軍 普通話散文朗誦 (中五) 季軍  73rd Hong Kong Schools Speech Festival Solo-Verse Speaking – Non-Open (S1,S4,S5) 1st, 2nd & 3rd  Prose Reading – Non-open (S5) 3 <sup>rd</sup>  Creativity All Round 2022 - "An Adventure with My e-Learning Buddy" Writing Competition (S1) Merit  2022 Asian English Usage Contest (Arch Cup) (S1, S2 & S3) Silver (S1 & S3) Bronze  Hong Kong Biology Literacy Award (S5) 3 <sup>rd</sup>  International Biology Olympiad – Hong Kong Contest 2020/21 The Harvard Book Prize (S5) 1st, 2nd & 3rd  Upward Mobility Scholarship 2021 (S6) Jockey Club Flipped Learning Pilot Scheme Innovation in Self-learning Award (SFCC)  “Let’s self-learn” Promotional Video-making Contest Certificate of Merit (S3)  Hong Kong Secondary School Health Exhibition Presentation Competition 2021  思言盃 (中三, 中四, 中五) 亞軍  「JA 網上香港青年創意實驗概念店」計劃 最佳商品冠軍和最佳陳列獎季軍 (SFCC)21 (S6) Gold



(Cont'd)

Nature	Name of Competition / Organization	Award / Prize details		
		2019/20	2020/21	2021/22
Services	Red Cross & Girl Guides	Youth First Aid Competition (Wanchai District) SFCC 2nd&3rd Lady Jane's Guide Award 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) 香港紅十字會「漸進式活動計劃 (深造章)」 (S6) 榮譽章	2021-2022 WCH Youth First Aid Competition (SFCC) 2nd
	Steering Committee on Promotion of Volunteer Service	Award for Volunteer Service 2019 (Steering Committee on Promotion of Volunteer Service) Gold Award (Organisation) for Volunteer Service	Award for Volunteer Service 2020 (Steering Committee on Promotion of Volunteer Service) Award (Individual) for Volunteer Service (S6) Silver	孝道之星 (S6) Award (Individual) for Volunteer Service (S5, S6) Bronze “Caring School Award Scheme 2022” Caring School Award (SFCC)
Sports	Inter-school Swimming Championship and others	Inter-School Swimming Competition 2019-2020 Division Three A Grade 100m Breaststroke 2nd A Grade 4 x 50m Freestyle Relay 4th B Grade 50m Freestyle 3rd B Grade 100m Freestyle 4th B Grade 4 x 50m Freestyle Relay 2nd C Grade 50m Breaststroke 3rd C Grade 100m Breaststroke 2nd, C Grade 4 x 50m Freestyle Relay 4th Girl's Overall 2nd Overall B Grade 4th Overall C Grade 3rd	A.S. Watson Group Hong Kong Students Sports Awards 2020-2021 (S5)  (In view of the novel coronavirus epidemic, many interschool competitions and events were cancelled.)	A.S. Watson Group Hong Kong Students Sports Awards 2021-2022 (S5)  2021 年南區空手道分齡邀請賽 15-17 歲女子高級套形 (中三) 亞軍  Hong Kong Karatedo Youth Game 2021 Girl Junior Kata Age 14-15 (S3) 2nd  Hong Kong Karatedo Youth Game 2021 Girl Kumite Age 14-15 (S3) 2nd





### Merits, Certificates of Merit and Achievements in 2021-2022

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 73 屆香港學校朗誦節</b>	
二人朗誦：優良	6
詩詞獨誦：優良	7
散文獨誦：優良	2
普通話散文獨誦：優良	5
普通話詩詞朗誦：優良	1
詩詞獨誦：良好	5
普通話詩詞獨誦：良好	1
普通話散文獨誦：良好	1
<b>第二十四屆全港中小學普通話演講比賽 2022 港島初中組良好獎</b>	1
<b>73<sup>rd</sup> Hong Kong Schools Speech Festival</b>	
Dramatic Duologue - Non-open : Merit	2
Solo-Verse Speaking - Non-open : Merit	67
Solo-Verse Speaking - Non-open : Proficiency	13
<b>74<sup>th</sup> HK Schools Music Festival</b>	
Liuqin Solo – Advanced – Champion (Gold Award)	1
Pipa Solo – Senior – Champion (Silver Award)	1
Zheng Solo – Advanced – Silver Award	1
Zheng Solo – Senior – Silver Award	1
Guitar Solo – Intermediate –Silver Award	2
Graded Piano Solo - Grade Five –Silver Award	1
Vocal Solo - Foreign Language - Female Voice - Secondary School - Age 16 or under –Silver Award	1
Vocal Solo - Foreign Language - Female Voice - Secondary School - Age 14 or under –Silver Award	2





Name of Competitions, Events and Achievements	No. of students
Vocal Solo - Foreign Language - Female Voice - Secondary School - Age 14 or under –Bronze Award	1
Violin Solo - Grade Three – Bronze Award	1
Flute Solo - Secondary School – Bronze Award	1
Graded Piano Solo - Grade Seven –Bronze Award	1
Descant Recorder Solo - Secondary School - Age 19 or under –Bronze Award	1
Descant Recorder Solo - Secondary School - Age 14 or under -Bronze Award	1
<b>DEAR Reading Programme</b>	
Silver Award	2
Bronze Award	14





## Financial Summary 2021 - 2022

<b>Financial Report for 2021 – 22</b>	<b>Total Allocation (\$)</b>	<b>Total Expenditure (\$)</b>
<b>Programme Item</b>		
(1) Premises	2,021,486.49	641,099.00
(2) Administration		1,668,692.80
(3) Curriculum		178,263.49
(4) Administration Grant	4,072,524.00	3,462,727.60
(5) Other items	1,814,786.00	1,687,294.08
<b>Total</b>	<b>7,908,796.49</b>	<b>7,638,076.97</b>
<b>Percentage Spent</b>	<b>96.58%</b>	
<i>EOEBG Income 2021 - 22</i>		7,908,796.49
<i>EOEBG Expenditure 2021 - 22</i>		7,638,076.97

<b>Collection of fee as approved by EDB</b>	<b>Income (\$)</b>	<b>Expenditure (\$)</b>
<b>Programme Item</b>		
(1) Tong Fai	151,250.00	151,250.00
(2) Non-standard Items Fee	184,200.00	184,200.00
<b>Total</b>	<b>335,450.00</b>	<b>335,450.00</b>
<b>Percentage Spent</b>	<b>100%</b>	





## Report on the use of Special Grants

### 1. Composite Information Technology Grant (CITG)

- The Grant was used for the IT equipment, maintenance and supporting services for the development of IT in education.
- Approved Grant in the year 2021 – 2022: \$ 494,240

Item		Amount (\$)
• Technical Support Service		179,720.00
• School Internet Service		83,183.00
• Consumable & Maintenance		61,100.56
• Software & Equipment		142,347.55
Total		466,351.11

### 2. Capacity Enhancement Grant (CEG)

- The Grant was used for the employment of supporting staff to relieve the workload of teachers.
- Approved Grant in the year 2021 – 2022: \$ 496,000

Task Area	Area(s) of Concern	Amount (\$)
Library Support	• Reading to Learn	18,112.64
Curriculum development	• Information Literacy • STEM Education	12,000.00
Physical Education	• Basketball Team • Dance Lessons • Into-House Basketball Competition • Yoga Lessons	0.00 21,120.00 0.00 19,200.00
Music	• Western Instrumental Ensemble • Chinese Instrumental Ensemble	84,600.00 27,100.00
Total		182,132.64





### 3. Promotion of Reading Grant

- The Grant was used for supporting school in strengthening the promotion of reading and encourage students to develop a good reading habit from a young age.
- Approved Grant in the year 2021 – 2022: \$ 113,000

Item	Amount (\$)
• Purchase of reading materials in Chinese Language and English Language	22,149.90
• Web-based Reading Schemes: Wisenews, Wiseman etc.	62,691.00
• Subscription to English magazine	780.00
<b>Total</b>	<b>85,620.90</b>

### 4. Education Support Grant for Non-Chinese Speaking (NCS) Student(s)

- The Grant was used for the procurement of personnel and reading materials regarding Chinese Language and Culture enhanced the NCS student's interest and motivation towards Chinese Language and Chinese History.
- Approved Grant in the year 2021 – 2022: \$ 459,420

Item	Amount (\$)
Employ Assistant Teachers and Support Officer to operate the pull-out Chinese Elementary Course for NCS students	358,041.00
Subsidies NCS students to participate in the Chinese-related Programmes/ Activities	0.00
Purchase teaching and learning resources	2,291.60
Organize school-based activities to promote Chinese Culture for NCS students	45,055.50
<b>Total</b>	<b>405,388.10</b>

### 5. One-off Grant for Supporting the Implementation of the Senior Secondary Citizenship and Social Development

- Approved Grant in the year 2021 – 2022: \$ 100,000

Item	Amount (\$)
Procure relevant learning and teaching resources for CSD	4,250.00
Subsidise students and teachers to participate in Mainland interflow activities relating to the curriculum of CSD	0.00
<b>Total</b>	<b>4,250.00</b>



#### 6. Learning Support Grant

- The School used this grant to provide learning support to students with special educational needs (SEN)
- Approved Grant in the year 2021 – 2022: \$ 327,612.75

Item	Amount (\$)
Employ Assistant Teacher and Support Officer	59,092.08
Talks, workshop and tutorial support for SEN student	40,798.67
Teaching resources	18,787.80
<b>Total</b>	<b>118,678.55</b>

#### 7. Student-based After-school Learning and Support Grant

- This grant is provided to cater the needs of the eligible disadvantaged students.

#### I. Financial Overview

A.	Allocation in the School Year 2021 – 22 :	23,200.00
B.	Expenditure in the School Year 2021 – 22 :	0.00
C.	Unspent Amount to be Returned to the EDB (A – B)	23,200.00

#### II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	0	\$0
Full-grant under the School Textbook Assistance Scheme	0	\$0
Meeting the school-based financially needy criteria	0	\$0 (capped at 25% of the total allocation for the school year)
<b>TOTAL</b>	<b>0</b>	<b>\$0*</b> (Remark: This item should be equal to the “Expenditure in the Current Year” in Part IB)

- \* As face-to-face classes and social activities were suspended for months in the 2021-22 school year, students activities on-campus and outside school were cancelled. Eligible Students could not join any activities and no expenditures were claimed.

8. Life-wide Learning Grant

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* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses <sup>^</sup>	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				Level	Number of Participants				I	M	P	S	C
									I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Category 1	To organise / participate in life-wide learning activities												
1.1	<b>Local Activities:</b> To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes												
1	Ocean Park – Physics in Motion <ul style="list-style-type: none"><li>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</li></ul>	Science (Physics)	The activity is cancelled	S4 Physics students	The activity is cancelled due to the unpredictable COVID trend in April.			✓					

\* Applicable domain includes: Chinese Language / English Language / Mathematics / Science / Geography / History / Arts (Music) / Arts (Visual Arts) / Arts (Others) / Physical Education / General Studies / Citizenship and Social Development / Cross-Disciplinary (STEM) / Cross-Disciplinary (Others) / Constitution and the Basic Law / National Security / Moral, Civic and National Education / Values Education / Gifted Education / Leadership Training etc, if the activity does not belong to any of the above domain, please fill in the domain as appropriate.



No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses ^	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				Level	Number of Participants				I	M	P	S	C
									I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
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 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.	History	The activity is cancelled	S5	The activity is cancelled due to COVID-19.				✓				
3	<div>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.</div> <div><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 20<sup>th</sup> century and the urbanization of Hong Kong</li></ul></div>	History	The activity is cancelled	S4					✓				

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses ^	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				Level	Number of Participants				I	M	P	S	C
	Island (which is part of the HKDSE History curriculum)												
4	Hong Kong Schools Speech Festival for S1-2 high achievers – • To stretch the potential of high achievers in S1 and S2 English classes	English Language	Nov-Dec 2021	S1 & S2 (1A & 2A)	63	Marks scored in competitions and observation by teachers	\$9,450	E1	✓				
5	Film/drama/musical outing or visit to a museum/exhibition • To expose students to various language arts/arts • To promote appreciation of language arts/arts as part of the English language curriculum • To add variety to the English language curriculum • To subsidize the cost of tickets/entrance fees	English Language	13 Aug 2022	S5	91	Through post-activity writing / speaking tasks	\$8,008	E1	✓		✓		
6	Comic Strip Making Workshop carried out by native-speaking English tutors • To improve the English language	English Language	The activity is cancelled	S1/S2	This activity was cancelled due to the pandemic.				✓		✓		

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses ^	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
									I	M	P	S	C
				Level	Number of Participants				I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
	<ul style="list-style-type: none"> <li>standard of students</li> <li>To expose students to comic strips and develop their reading and creative writing skills</li> </ul>												
7	English Speaking or Enhancement Days <ul style="list-style-type: none"> <li>To create a fun environment where English becomes a language of communication outside of a classroom setting</li> <li>To arouse students' interest in speaking English in a relaxed atmosphere</li> </ul>	English Language	3 Dec 2021	S1-6	650	Observation by teachers-in-charge and feedback from students	\$54,130.30	E6 & E7	✓				
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> </ul>	English Language	The activity is cancelled	S2	This activity was cancelled due to the pandemic.				✓		✓		



No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses ^	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
									I	M	P	S	C
				Level	Number of Participants				I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
	<ul style="list-style-type: none"> <li>To enable students to learn vocabulary/expressions related to the environment and be exposed to native English</li> </ul>												
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	The activity is cancelled	S2-S4		This activity was cancelled due to the pandemic.			✓		✓		
10	Basketball Training for Basketball Team	Physical Education (School Sports Team)	The activity is cancelled	S1-S5		The activity is cancelled due to COVID-19.					✓		
11	Athletics Training for Athletics Team	Physical Education (School	May to July 2022	S1-S5	16	Observation from teacher-in-charge and	\$10,000	E5			✓		

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses ^	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				Level	Number of Participants				I	M	P	S	C
		Sports Team)				feedback from students							
12	Swimming Training for Swimming Team	Physical Education (School Sports Team)	The activity is cancelled	S1-S5	The activity is cancelled due to COVID-19.						✓		
13	Chinese Dance Training for Chinese Dance Team	Physical Education (School Sports Team)	The activity is cancelled	S1-S5	The activity is cancelled due to COVID-19.						✓		
14	Wing Tsun Training Course for Sports Union members and other students	Physical Education (Sports Union)	The activity is cancelled	S1-S5	The activity is cancelled due to COVID-19.						✓		
15	S1 OLE training course of Chinese Dance	Physical Education	OLE days 2021-2022	S1	20	Observation from teacher-in-charge and feedback from students	\$8,000	E5			✓		

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses ^	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
									I	M	P	S	C
				Level	Number of Participants				I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
16	S2 OLE training course of Chinese Dance	Physical Education	OLE days 2021-2022	S2	17	Observation from teacher-in-charge and feedback from students	\$6,000	E5			✓		
17	S4 OLE Modern Dance activities Students will: • Understand the basic process of modern dance • Apply different methods for concept development	Physical Education	OLE days 2021-2022	S4	20	Evaluation forms	\$5,760	E6			✓		
18	S5 OLE Training course of Wing Tsun Martial Art Students will explore the technique to protect yourself.	Physical Education	OLE days 2021-2022	S5	100	Lesson observation from teacher-in-charge and evaluation from students	\$7,200	E5			✓		
19	S5 OLE Training course of Yoga	Physical Education	OLE days 2021-2022	S5	100	Lesson observation from teacher-in-charge and	\$6,420	E6			✓		

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses ^	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
									I	M	P	S	C
				Level	Number of Participants				I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
						evaluation from students							
20	S4 OLE Sports Day Camp	Physical Education	OLE days 2021-2022	S4	102	Observation from teacher-in-charge and feedback from students	\$48,900	E1 &E5			✓		
21	S5 OLE Sports Day Camp	Physical Education	OLE days 2021-2022	S5	99	Observation from teacher-in-charge and feedback from students	\$19,927	E1&E2			✓		
22	S1 OLE Art activities To understand and grasp the basic skills of Chinese Painting and Western Painting	Arts (Visual Arts) F.1 OLE	OLE days 2021-2022	S1	50	Observation from teacher-in-charge and evaluation forms	\$17,100	E5			✓		
23	S2 OLE Art activities To understand and grasp the basic skills of Chinese Painting and Western Painting	Arts (Visual Arts) F.2 OLE	OLE days 2021-2022	S2	62	Observation from teacher-in-charge and evaluation	\$17,100	E5			✓		

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses ^	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
									I	M	P	S	C
				Level	Number of Participants				I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
						forms							
24	S4 OLE art activities To understand the basic process of architectural design	Arts (Visual Arts) F.4 OLE (PL)	OLE days 2021-2022	S4	22	Observation from teacher-in-charge and evaluation forms	\$22,500	E5			✓		
25	S5 OLE art activities Aesthetic appreciation through artist's sharing	Arts (Visual Arts) F.5 OLE	The activity is cancelled	S5	The activity is cancelled due to COVID-19.						✓		
26	S4 OLE videography activities <ul style="list-style-type: none"> <li>To learn different movie genres</li> <li>To learn the basic technique of filming, acting and video editing</li> </ul>	F.4 OLE (PL)	OLE days 2021-2022	S4	24	Evaluation forms	\$18,000	E5			✓		
27	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 collaboration</li> </ul>	Drama	OLE days 2021-2022	S1	21	Tutor's assessment through various learning tasks (group /individual) in the lessons	\$10,680	E5			✓		

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses ^	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
									I	M	P	S	C
				Level	Number of Participants				I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
	<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>												
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	19	Tutor's assessment through various learning tasks (group /individual) in the lessons	\$10,680	E5			✓		
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> </ul>	Drama	OLE days 2021-2022	S4	21	Tutor's assessment in class time and extended performance in	\$10,680	E5			✓		

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses ^	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
									I	M	P	S	C
				Level	Number of Participants				I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
	<ul style="list-style-type: none"> <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>					June (AA Day)							
30	S5 Drama/ Traditional Art Viewing To expose students to various forms of performance arts	Drama	One OLE day in the second term	S5	22	Teachers' accompaniment in viewing the show	\$1,000	E5			✓		
31	S1 OLE Music activities Students will understand the basic process of creating a piece of music by using percussion.	Music	OLE days 2021-2022	S1	21	Foundation of creative and tune writing lessons have been arranged. Students' responses are positive.	\$9,600	E5			✓		
32	S2 OLE Music activities Students will understand the basic	Music	OLE days	S2	19	Advanced creative and	\$9,600	E5			✓		

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses ^	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
									I	M	P	S	C
				Level	Number of Participants				I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
	process of creating a piece of music by using percussion and performing as a group performance.		2021-2022			tune writing lessons have been arranged. More deeper understanding in Musical Period, Have been introduced. Students' responses are positive.							
33	S4 OLE Music activities (Coach for African Drum) Students will understand the basic skills of African Drum	Music	OLE days 2021-2022	S4	21	Djembe learning has been arranged. Students' responses are positive.	\$9,600	E5			✓		
34	S5 OLE Music activities Students will explore more on the performing arts by music appreciation.	Music	OLE days 2021-2022	S5	22	A capella Workshop organised by HKYFG.	\$5,000	E5			✓		



No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses ^	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
									I	M	P	S	C
				Level	Number of Participants				I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
						Students' have shown keen interest in it.							
35	S6 OLE Music activities Students will explore more on the performing arts by music appreciation.	Music	OLE days 2021-2022	S6	Whole form	Two African Drum (Manding) Music Workshop and one a capella Workshop have been arranged. Students' responses are positive.	\$11,000	E5			✓		
36	Instrumental class for music teams. • Students will learn the skill from specific instruments. To explore more on the performing arts through music performance.	Music	Sept 2021-Aug 2022	S1-S5		Students have acquired musical skills from professional tutors. Students who enjoyed the benefit have	\$76,270	E5			✓		

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses ^	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
									I	M	P	S	C
				Level	Number of Participants				I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
						contributed to school music teams.							
37	Aerial photography basic course <ul style="list-style-type: none"> <li>To learn basic skills in the operation of drone &amp; editing of aerial photography.</li> </ul> Microsoft Arcade basic course <ul style="list-style-type: none"> <li>To learn skills in programming through game design.</li> </ul>	Cross-Disciplinary (STEM)	OLE days 2021-2022	S1	20	Observation by the teachers-in-charge and through the questionnaires given to students.	\$10,800	E6	✓				
38	Micro:bit basic course Students can <ul style="list-style-type: none"> <li>learn the basic concepts, logic, and techniques of programming through micro:bit and make their own product through hands-on activities.</li> <li>learn the basic concepts, logic, and techniques of programming through micro:bit.</li> <li>understand different scientific</li> </ul>	Cross-Disciplinary (STEM)	OLE days 2021-2022	S2	20	Observation by the teachers-in-charge and through the questionnaires given to students.	\$10,800	E6	✓				

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses ^	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
									I	M	P	S	C
				Level	Number of Participants				I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
	and mechanical principles (MATH, Science and Engineering) and design viable electronic products. • Based on micro:bit, create creative and imaginative (Arts) and create different interesting gizmos.												
39	Debate • To provide debate training and competition to students to develop skills in research, critical thinking and communication	Chinese Language (Chinese Debating Team)	Sept 2021-Aug 2022	S1 to S5	15 students	Students' performance	\$39,490	E5	✓				
40	Debate • To provide debate training and competition to students to develop skills in research, critical thinking and communication	English Language (English Debating Team)	Oct 2021 - Aug 2022	S1 to S5	8	Students' performance	\$500	E5	✓				

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses ^	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				Level	Number of Participants				I	M	P	S	C
									I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
				S2-3	8	Training and preparing students for HKSSDC (coaching fee)	\$35,875						
				S2-S5	25	Debate workshops to train students for debates	\$4,000						
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	The activity is cancelled	S1/ S2 / S3	The activity is cancelled due to COVID-19.			✓					
42	An outing for higher form students where they are taken to see Chinese drama /film/an exhibition	Chinese Language	The activity is cancelled	S4 / S5	The activity is cancelled due to COVID-19.			✓					

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses ^	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
									I	M	P	S	C
				Level	Number of Participants				I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
	<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> <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	The activity is cancelled	S2		The activity is cancelled due to COVID-19.			✓				
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</li> </ul>	Chinese Language and Chinese History	13 Dec 2021	S1-S6	48 students	皮影戲製作班	\$800	E5	✓				

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses ^	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
									I	M	P	S	C
				Level	Number of Participants				I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
	Chinese culture		1 Aug 2022	S1	121 students	秦俑活現及漢服初探 Observation from teacher-in-charge, feedback from students, students' performance	\$32,336						
45	Religious activities <ul style="list-style-type: none"> <li>To organise various religious activities, e.g. talks by guest speakers, pilgrimage to visit churches on outlying islands or workshops in the one-day retreat for Catholic students.</li> </ul> Students will <ul style="list-style-type: none"> <li>understand the history of different churches and congregations in Hong Kong</li> </ul>	Religious Education (Religious Team)	27 Jan 2022, 28 Feb 2022, 28 July 2022 and 30 July 2022	S1-5 Catholic students	90	Evaluation forms	\$11,739.20	E6		✓			

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses ^	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				Level	Number of Participants				I	M	P	S	C
									I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
	<ul style="list-style-type: none"><li>acquire more in-depth biblical knowledge</li><li>strengthen their faith in God</li></ul>												
46	Prefects training workshops 1 and 2 To train up students' leadership, collaboration, communication and problem-solving skills through a series of activities.	Leadership Training (Discipline Team)	6 Nov 2021	Workshop 1: S4 - S6	88	Observation by the teachers-in-charge and through the questionnaires given to students.	\$9,000	E6				✓	
			The activity is cancelled	Workshop 2: S3-S5	Workshop 2 is cancelled due to pandemic and the reschedule of the school calendar.								

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses ^	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
									I	M	P	S	C
				Level	Number of Participants				I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
47	Sex Education Program (conducted by End Child Abuse Sexual Foundation, ECSAF) <ul style="list-style-type: none"> <li>To let students understand the importance of respect to oneself and others.</li> <li>To remind students to recognize inappropriate behavior and understand the correct attitude in maintaining a romantic relationship.</li> </ul>	Sex and health education (sex and health education team)	1 & 2 Aug 2022	S3	98	Questionnaires	\$1,060	E6		✓			
48	Extended Learning Day (S1) <ul style="list-style-type: none"> <li>To enhance students' awareness on environmental protection</li> </ul>	Student Support Coordinating Team	4 Aug 2022	S1	The activity was cancelled due to pandemic and it was cancelled again due to inclement weather.					✓			
49	Student Formation Day 3 (Part 1) <ul style="list-style-type: none"> <li>To organize mass programmes for junior and senior forms separately for cultivating students' positive values and attitudes</li> </ul>	Student Support Coordinating Team	The activity is cancelled	S1-5	The activity was cancelled due to the severe COVID-19 pandemic situation.					✓			



No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses ^	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				Level	Number of Participants				I	M	P	S	C
									I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
50	Student Formation Day 3 (Part 2) (This activity is co-organized with the Baptist Oi Kwan Social Service (Wan Chai district)) <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>	Student Support Coordinating Team	The activity is cancelled	S1-5	The activity was cancelled due to the severe COVID-19 pandemic situation.				✓				
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	24 Sept 2021	S4	33	The service programme is exchanged to a workshop of sand painting for the F.4 and F,5 G.A. Questionnaires	\$7,300	E6				✓	
52	F.4 Orientation Day Camp Team building and early adaptation to Senior Secondary	Counselling	24 Sept 2021	S4	102	Questionnaires	\$18,000	E6					✓
53	Guidance Assistants Training Camp Skills input and sharing about the	Counselling	23 July 2022	S3- S4	28	Questionnaires	\$4,500	E6				✓	✓

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses ^	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
									I	M	P	S	C
				Level	Number of Participants				I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
	difficulties faced by the S1 students												
54	Leadership Training Camp for newly elected student exco. members. <ul style="list-style-type: none"> <li>To nurture student leaders' sense of responsibility and leadership skills</li> <li>To enhance students' collaboration</li> </ul>	Leadership Training (SA)	20 Nov 2021	S2-S5	74	Questionnaires	\$12,000	E6			✓		✓
55	Leadership Training Workshop for student leaders <ul style="list-style-type: none"> <li>To raise student leaders' awareness of their role and responsibilities as student leaders</li> <li>To develop participants' confidence</li> <li>To enhance communication skills and public speaking skills</li> </ul>	Leadership Training (SA)	16 Oct 2021	S5	20	Questionnaires	\$5,670	E6		✓			✓
56	Leadership Training Camp for potential leaders <ul style="list-style-type: none"> <li>To nurture students' sense of</li> </ul>	Leadership Training (SA)	16 July 2022	S1-S4	42	Questionnaires	\$7,200	E6			✓		✓

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses ^	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
									I	M	P	S	C
				Level	Number of Participants				I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
	responsibility and leadership skills • To enhance the potential of students												
57	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.	Careers and life planning education (Careers Guidance Team)	22 Oct 2021 5 Nov 2021 17 Dec 2021	S6	94	Questionnaires and teacher's observation	\$30,100	E6					✓
58	Students' talk on multiple pathway • 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)	5 Nov 2021	S6	94	Questionnaires	\$2,200	E6					✓

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses ^	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
									I	M	P	S	C
				Level	Number of Participants				I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
59	Personality Workshop (the workshop is led by professional and licensed social workers) <ul style="list-style-type: none"> <li>To let students explore their personality and leverage their personality traits for their future career through participating an interactive workshop.</li> </ul>	Careers and life planning education (Careers Guidance Team)	1 & 2 Aug 2022	S5	91	Questionnaires and teacher's observation	\$17,200	E6					✓
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)	11 & 12 July 2022	S4	99	Questionnaires and teacher's observation	\$10,434	E6					✓
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-</li> </ul>	Careers and life planning education (Careers Guidance Team)	16 July 2022	S4-S5	50	Questionnaires and teacher's observation	\$11,500	E6					✓

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses ^	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
									I	M	P	S	C
				Level	Number of Participants				I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
	related activities are taught.												
62	Visit on extended learning day (including transport) <ul style="list-style-type: none"> <li>To let students have a more in-depth exploration on a particular career field through participating an interactive workshop.</li> </ul>	Careers and life planning education (Careers Guidance Team)	This activity is cancelled	S3	This activity is cancelled due to COVID-19.								✓
63	Students' talk on self-understanding for the preparation of setting career life goal <ul style="list-style-type: none"> <li>To let students have deeper understanding on themselves and have an idea of finding their own dreams / career life goals.</li> </ul>	Careers and life planning education (Careers Guidance Team)	26 April 2022	S1-S2	280	Questionnaires	\$0 (Hong Kong Caritas conducted this activity for free)	E6					✓
64	Student' talk on National Security Education <ul style="list-style-type: none"> <li>To let students have deeper understanding of the National Law</li> </ul>	Moral and Civic Education	2 Dec 2021	S1-S6	Whole school	Teachers' observation	\$12,000	E6		✓			

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses ^	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				Level	Number of Participants				I	M	P	S	C
									I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
				Sub-total of Item 1.1			\$707,109.5						
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	N.A.												
				Sub-total of Item 1.2			0						
				Expenses for Category 1			\$707,109.5						

No.	Item	Domain* (Please refer to the remark for examples of domain)	Purpose	Actual 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	(1) Piano Tuning has been done by FANTASTIC ART PRODUCTION LTD. (2) A 4.3 octave marimba and a xylophone have been purchased from TOM LEE MUSIC CO LTD.	\$33,010
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>	\$8,750
3	To procure materials for S4 OLE Modern Dance Aesthetic performance	Physical and Aesthetic development	For S4 OLE Modern Dance Aesthetic performance	\$0
4	Subsidy for Dancing Costume Fee	Physical Education (School Sports Team)	To participate Schools Dance Festival Competition	\$0
Expenses for Category 2				\$41,760
Expenses for Categories 1 & 2				\$748,869.50

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

<b>Code for Expenses</b>	
E1 Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)	E6 Fees for students attending courses, activities or training organised by external organisations recognised by the school
E2 Transportation fees	E7 Purchase of equipment, instruments, tools, devices, consumables
E3 Fees for non-local exchange activities / competitions (students)	E8 Purchase of learning resources (e.g. educational softwares, resource packs)
E4 Fees for non-local exchange activities / competitions (escorting teachers)	E9 Others (please specify )
E5 Fees for hiring expert / professionals / coaches	

**Category 3: Number of Student Beneficiaries**

Total number of students in the school:	651
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)





## Feedback on Future Planning

As face-to-face classes and on-campus activities were suspended for months in 2019 to 2022 school years, the scheduled and planned tasks for all majors concerns in the development cycle 2018 – 2021 were cancelled. At a time when face-to-face interaction with and among our students was virtually non-existent in 2020 to 2022 school years, the school development cycle 2018 – 2021 was extended to 2018 – 2022 so as to meet the expected targets. The school year 2021 – 2022 marked the end of this cycle and expected targets were met.

The school year 2022 – 2023 marks the beginning of the new three-year school development cycle of 2022 – 2025.

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:

- Values education: Gratitude, respect and commitment
- Academic achievement: Classroom teaching efficiency and effectiveness





# **School Development Plan**

**2022/23 – 2024/25**

Values Education:

Gratitude – Be grateful with Humility

Respect – United in Charity

Commitment in Life – Live out through Service

Catering for Learning Diversity:

Enhance Classroom Teaching Efficiency

Support Language across the Curriculum



## 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.

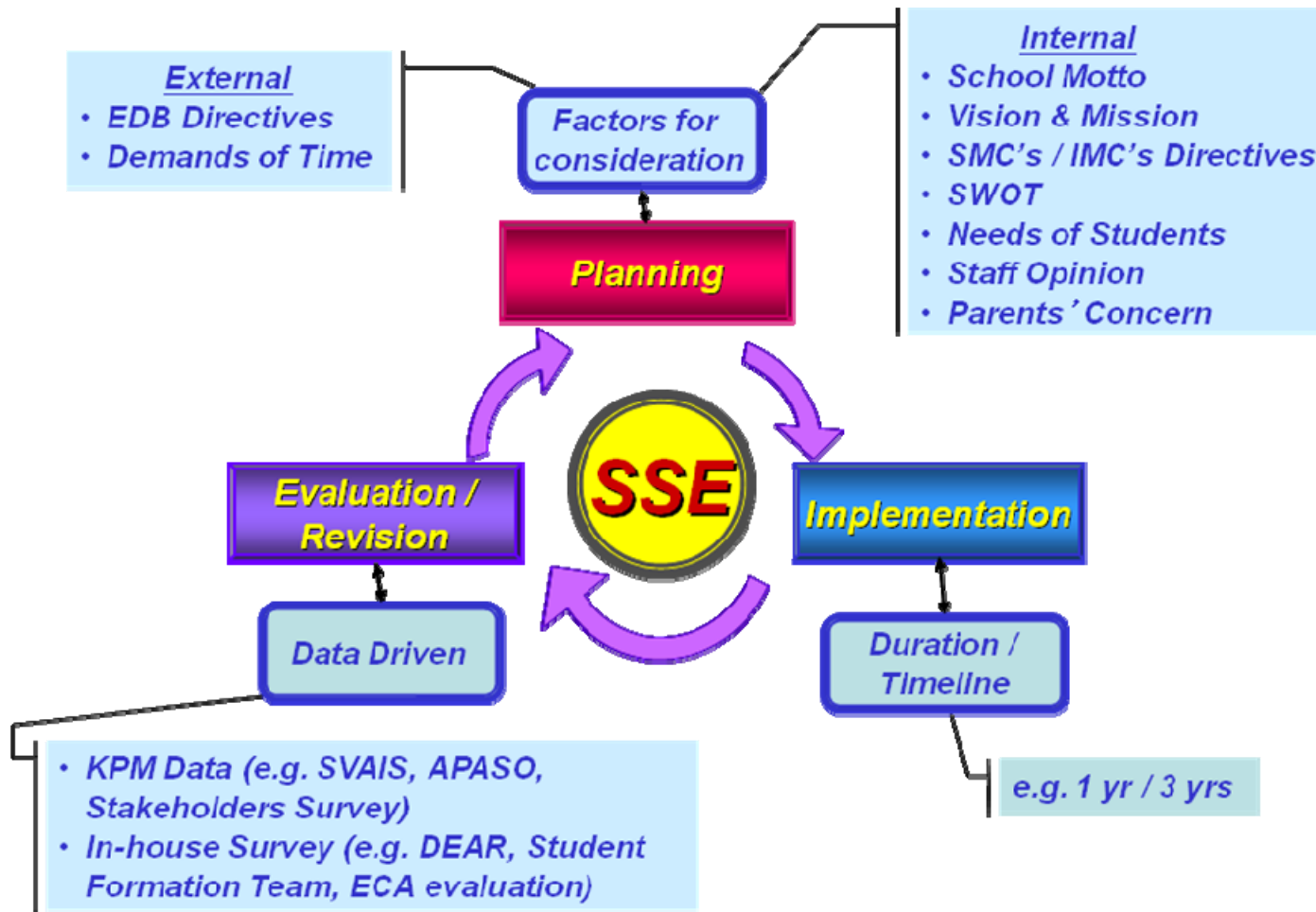
We prepare students to achieve clearly defined goals which give meaning to their life.

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 (2018 - 2022)

Major Concerns	Extent of targets achieved	Follow-up action	Remarks
1. To reinforce students' identity as Franciscans through the "Grace Upon Grace" celebration	Achieved	<ul style="list-style-type: none"> <li>All anniversary celebratory events, including the kick-off "Grace upon Grace" ceremony, Gala Dinner and setting up of the School Historical Achieve Room – SFCC Memory Gallery were successfully held.</li> <li>The school history is incorporated in the F1 History curriculum since 2020 – 2021 school year. Students showed immense enthusiasm in the school history and mastered the basic concept of timelines and first-hand information through the display and artifact in the Memory Gallery.</li> </ul>	<ul style="list-style-type: none"> <li>Long-term partnership with alumni in setting up a good model for students to reinforce the identity as Franciscans</li> <li>School History in F1 History curriculum will continue so as to build up a strong bonding between students and the school.</li> </ul>
2. To foster students' autonomy in learning through Reading to Learn	Achieved	<ul style="list-style-type: none"> <li>The subject "Information Literacy" (IL) was successfully introduced in both F1 and F.2 classes</li> <li>The IL curriculum reinforced students' independent learning through Reading Across the Curriculum.</li> <li>Action research was successfully conducted in IL to support the learning of Chinese, Integrated Science and Life &amp; Society.</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>The IL curriculum will be revised in the new school development cycle so as to address the changing needs of</li> </ul>

Major Concerns	Extent of targets achieved	Follow-up action	Remarks
			students – media education.
3. To cultivate positive thinking in students and empower them to be persevering and resilient to challenges	Mostly achieved	<ul style="list-style-type: none"> <li>Strengthening students' positive thinking becomes a routine measure in the school community, especially under the pandemic situation</li> <li>The school's major concern of the next 3-year cycle will emphasize on the Values Education – Gratitude, respect and sense of commitment on which students should place more value.</li> </ul>	<ul style="list-style-type: none"> <li>With the coordination of the Student Support coordination team, the Values Education Core Team will be set up to enhance coordination among different academic departments and functional teams for cultivating students' values education at the while-school level.</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 year, 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 equip teachers with more managerial skills.</li> <li>• Ongoing explanations and reminders will be given to staff on the importance of the National Security Education and its requirement to be fulfilled as requested by EDB.</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 assessment literacy in the curriculum will help to enhance teachers' awareness to provide constant and prompt feedback to enhance classroom teaching efficiency.</li> <li>• Bring your own device (BYOD) and flipped classrooms will be further promoted to enhance the classroom teaching efficiency.</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. fine-tuning 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 motivate students' confidence by attending/ joining the external competitions.</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, the Values Education Core Team will be set up to oversee and coordinate the implementation of Values Education 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>Partnership with the local university will be sought to equip teachers' skills in catering the learners diversity.</li> <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</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>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> <li>In motivating students' participation in events and competition, relevant information will be made through the School Mobile App System.</li> </ul>



## SWOT Analysis

### *Our Strengths*

#### **School Administration**

1. The school enjoy excellent support from parents, past students, the Incorporated Management Committee (IMC) and the School Sponsoring Body
2. With the completion of the school redevelopment project and the 150<sup>th</sup> anniversary celebratory events, the school has flexibly and effectively deployed resources to build new facilities and renew curriculums. The setting up of “Memory Gallery” and the incorporation of School History into the F1 History Curriculum has reinforced school-based values education.
3. School self-evaluation, with effective use of data, is well embedded in various levels of the school. It has become a norm at the school level as well as the subject department and team level.
4. The School Management and teachers are united and committed towards improving the well-being of the school and the students. A strong collegial spirit is present under a system of distributed leadership and autonomy.
5. The roles and responsibilities of Department Heads and Team Coordinators were emphasized to strengthen the sense of ownership in tasks and duties among the departments and teams. Succession plan has been put in place, which provide opportunities for teachers of different ranks to take up the corresponding duties
6. We have dedicated, competent, caring and committed staff.

#### **School Curriculum**

7. An all-round education for students' whole person development is well sustained through the provision of a broad curriculum with continuous refinement and a variety of co-curricular activities.
8. Self-directed learning (SDL) is given the emphasis alongside the school mission of “instilling in students a love for learning, commitment and compassion”.
9. Much effort has been made in nurturing students to become independent learners. Renewed emphasis on linking up SDL with reading to learn and e-learning has contributed significantly to the effectiveness of teaching and learning
10. Having enrolled in a number of initiatives including the Flipped-learning Pilot Project, EDB School-based Support Service (on catering for learner diversity), Language Across the Curriculum Project, etc. the school aims at enhancing students' autonomous learning skills and nurturing life-long learners.
11. The mechanism of streaming and small-class teaching in junior form core subjects was reviewed and revised to more readily cater to the increased learner diversity.

#### **Student Support**

12. An effective support mechanism is established to give due support to students with different learning needs.
13. A strong emphasis on moral and spiritual development through inculcation of Catholic values is manifested in different aspects of school life.
14. Effective implementation of a comprehensive plan of Life Planning Education equips and prepares students for whole-person development.
15. Students are offered ample opportunities to serve the school and the community through activities inside and outside of school.
16. The merit and demerit policies were re-visited and improved to help students set goals, recognize their efforts in both academic and affective aspects.





<i><b>Our Weaknesses</b></i>	<i><b>Our Opportunities</b></i>
<ol style="list-style-type: none"><li>1. Being too well-protected, some students have not developed a high level of resilience.</li><li>2. Inadequate time management skills have posed negative impacts on students' physical and psychological health.</li><li>3. Collaboration among KLA subjects needs to be strengthened in order to facilitate deeper learning to enable students to effectively integrate different subject knowledge and develop generic skills.</li><li>4. Teaching efficacy is yet to be reinforced to stretch the potentials of the high achievers.</li><li>5. The tight teaching schedules have not left enough room for frequent informal exchanges and sharing of teaching practices in addition to regular staff development sharing sessions.</li></ol>	<ol style="list-style-type: none"><li>1. Optimization of the core subjects in senior secondary levels releases lesson time and enhances curriculum flexibility, which provides room for teachers to cater for learner diversity.</li><li>2. The strategies of the Gifted Education were well defined and more Scholarships were offered for students as incentives to set goals for their personal development.</li><li>3. Well-coordinated and diversified staff development programmes are offered to teachers</li><li>4. The IT Innovation Lab Programme, being one of the highlights of the school's STEM education initiative, helps teachers keep up with the latest education trends and provides students with ample opportunities to develop their interest and stretch their potential in related areas.</li><li>5. The switching from the face-to-face learning mode to online learning due to the COVID-19 pandemic has accelerated the development of eLearning in SFCC.</li><li>6. Resources were deployed to provide more supporting staff like teaching assistants, assistant librarians, assistant teachers and the SEN Officer to release teachers' workload from administrative work and provide them with more room and time for instructional activities and interactions with students.</li><li>7. More financial support (Life-wide Learning Grant) and resources are offered by the Government to nurture students' talent and extend their learning outside the classroom.</li></ol>
<i><b>Our Threats</b></i>	
<ol style="list-style-type: none"><li>1. Due to the suspension of face-to-face classes, not enough opportunities are offered for students with different potentials to shine.</li><li>2. The increased learner diversity has posed challenges to teachers as they strive to provide equal opportunities for learning and promote high-order thinking.</li><li>3. An increase in staff turnover rate and student dropout rate are observed in these few years.</li><li>4. Some overprotective parents undermine home-school communication.</li><li>5. Traditional values are challenged as students are lost in myriads of ideas and philosophy.</li></ol>	





## **Major Concerns for 2022/23 – 2024/25**

**(in order of priority)**

- 1. To reinforce values education to enhance whole-person development of Franciscans**
- 2. To cater for learner diversity by enhancing classroom teaching efficiency**

## School Development Plan (2022/23 – 2024/25)

Major Concerns (in order of priority)	Intended Outcomes / Targets	A General Outline of Strategies	Time Scale (Please insert ✓)		
			22/23	23/24	24/25
1. To reinforce values education to enhance whole-person development of Franciscans	<ul style="list-style-type: none"> <li>To count one's blessings and express gratitude with a humble heart</li> </ul>	<ul style="list-style-type: none"> <li>Collaboration with the City University of HK to develop whole school approach structured values education programmes</li> <li>Cultivation of a reflective culture among students through log writing</li> </ul>	✓	✓	✓
	<ul style="list-style-type: none"> <li>To infuse values education in both the formal and informal curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Infusion of values education in all subject departments</li> <li>Collaboration with the HKFYG in the refinement of our School-based Information Literacy (IL) Curriculum in Form 1</li> <li>Modification of timetable to create more space for implementing formal and informal curriculum to cultivate students' positive values and attitudes</li> <li>Strengthening of values education by functional teams for student formation</li> <li>Enhancement of service-learning for Form 1 students</li> </ul>	✓	✓	✓
	<ul style="list-style-type: none"> <li>To provide professional development for teachers</li> </ul>	<ul style="list-style-type: none"> <li>Provision of professional development by Canossian Missions and external support</li> </ul>	✓	✓	✓



Major Concerns (in order of priority)	Intended Outcomes / Targets	A General Outline of Strategies	Time Scale (Please insert ✓)		
			22/23	23/24	24/25
2. To cater for learner diversity by enhancing classroom teaching efficiency	• To cater for learner diversity by enhancing classroom teaching efficiency	• To cater for learner diversity by enhancing classroom teaching efficiency	✓	✓	✓
	• To support Language across the Curriculum	• Lesson studies to improve students' language proficiency and understanding of academic content	✓	✓	✓
		• Professional development to enhance Language across the Curriculum	✓	✓	✓



# ***Annual School Plan***

## **2022/23**

Values Education:

Gratitude – Be grateful with Humility

Respect – United in Charity

Commitment in Life – Live out through Service

Catering for Learning Diversity:

Enhance Classroom Teaching Efficiency

Support Language across the Curriculum



# Annual School Plan

2022/2023

## Main Foci

- 1. To reinforce values education to enhance whole-person development of Franciscans**
  - *To count one's blessings and express gratitude with a humble heart*
  - *To infuse values education in both the formal and informal curriculum*
  - *To provide professional development for teachers*
- 2. To cater for learner diversity by enhancing classroom teaching efficiency**
  - *To enhance classroom teaching efficiency and effectiveness*
  - *To support Language across the Curriculum*



# 1. Major Concern: To reinforce values education to enhance whole-person development of Franciscans

Targets	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People Responsible	Resources Required
1. To count one's blessings and express gratitude with a humble heart	<ul style="list-style-type: none"> <li>• Collaboration with the City University of HK to develop whole school approach structured values education programmes</li> <li>• Cultivation of a reflective culture among students through log writing</li> </ul>	<ul style="list-style-type: none"> <li>• Conduction of mass programmes and home programmes related to values education for the whole school</li> <li>• Reflective writing by students in school-based log book</li> <li>• Over 80% of students agree that the strategies adopted can foster their positive values and attitudes</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaire survey of students</li> <li>• Observation by teachers</li> <li>• Evaluation meetings</li> </ul>	Sept 2022 to July 2023	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Values Education Team</li> <li>• Form and co-Form Teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>• City U</li> <li>• LWLG</li> </ul>
2. To infuse values education in both the formal and informal curriculum	<ul style="list-style-type: none"> <li>• Infusion of values education in all subject departments</li> <li>• Collaboration with the HKFYG in the refinement of our School-based Information Literacy (IL) Curriculum in Form 1 <ul style="list-style-type: none"> <li>○ To develop the media and information literacy curriculum</li> </ul> </li> <li>• Modification of timetable to create more space for implementing formal and informal curriculum to cultivate students' positive values and attitudes</li> </ul>	<ul style="list-style-type: none"> <li>• PIE of values education in all subject departments</li> <li>• Development of media and information literacy curriculum in Form 1 which nurtures students' values <ul style="list-style-type: none"> <li>○ Integrity, law-abiding &amp; perseverance</li> </ul> </li> <li>• Adoption of revised timetable starting from Sept, 2022</li> </ul>	<ul style="list-style-type: none"> <li>• Department curriculum plans and minutes</li> <li>• Questionnaire survey of students</li> <li>• Observation by teachers</li> <li>• Evaluation meetings</li> </ul>	Sept 2022 to July 2023	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Values Education Team</li> <li>• Functional Teams</li> <li>• All teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>• The Hong Kong Federation of Youth Groups (HKFYG)</li> <li>• QEF</li> <li>• LWLG</li> </ul>

Targets	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People Responsible	Resources Required
	<ul style="list-style-type: none"> <li>Strengthening of values education by functional teams for student formation</li> <li>Enhancement of service-learning for Form 1 students</li> </ul>	<ul style="list-style-type: none"> <li>Development of home programmes for students during Home Time and OLE Fridays by functional teams</li> <li>Provision of new service and uniform groups for Form 1 students</li> </ul>				
3. To provide professional development for teachers	<ul style="list-style-type: none"> <li>Provision of professional development by               <ul style="list-style-type: none"> <li>Canossian Missions</li> <li>External support (City U and The HKFYG)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Conduction of a series of staff workshops</li> <li>Focused inspection by Canossian Missions in observing lessons (RME, Chinese Language, English Language) / ECA/ OLE</li> <li>Over 80% of teachers agree that the professional programmes are useful.</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaire survey of teachers</li> <li>Evaluation meetings</li> </ul>	Sept 2022 to July 2023	<ul style="list-style-type: none"> <li>Principal</li> <li>Values Education Team</li> <li>All teachers</li> </ul>	<ul style="list-style-type: none"> <li>Canossian Missions</li> <li>City U</li> <li>HKFYG</li> <li>QEF</li> <li>LWLG</li> </ul>

## 2. Major Concern: To cater for learner diversity by enhancing classroom teaching efficiency

Targets	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People Responsible	Resources Required
1. To enhance classroom teaching efficiency and effectiveness	To cater for learner diversity by enhancing classroom teaching efficiency	<ul style="list-style-type: none"> <li>Conduct a series of cadre group meetings and professional development workshops to enhance assessment literacy</li> <li>Lesson studies in the following subjects <ul style="list-style-type: none"> <li>Chinese Language</li> <li>English Language</li> <li>Mathematics</li> <li>PSHE: Citizenship &amp; Social Development</li> <li>Science: Physics</li> </ul> </li> <li>Over 80% of teachers agree that the strategies adopted can enhance their professional capacity in classroom assessment and facilitate them to build a shared vision</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 2022 to July 2023	<ul style="list-style-type: none"> <li>Principal</li> <li>Academic Team</li> <li>Chinese, English, Mathematics, Citizenship &amp; Social Development, Physics Departments</li> <li>All teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>QSIP, CUHK</li> <li>School grant</li> </ul>

Targets	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People Responsible	Resources Required
2. To support Language across the Curriculum	<ul style="list-style-type: none"> <li>Lesson studies to improve students' language proficiency and understanding of academic content</li> <li>Professional development to enhance Language across the Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Lesson studies in the following subjects               <ul style="list-style-type: none"> <li>English Language</li> <li>S1 Integrated Science</li> <li>S3 History</li> </ul> </li> <li>Conduct cadre group meetings to enhance Language across the Curriculum</li> <li>Over 80% of teachers agree that the strategies adopted can enable them to               <ul style="list-style-type: none"> <li>(1) use the language to teach more effectively and;</li> <li>(2) help students learn the subject content in English more effectively</li> </ul> </li> <li>Over 70% of students agree that the strategies adopted can enable them to learn the subject content in English more effectively</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 2022 to July 2023	<ul style="list-style-type: none"> <li>Principal</li> <li>Academic Team</li> <li>English, History, Integrated Science Departments</li> <li>All teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>EDB</li> <li>School-based support program &amp; HKU</li> <li>School grant</li> </ul>

## Plan on the Use of Capacity Enhancement Grant 2022 – 2023

Task Area	Major Area (s) of Concern	Implementation Plan	Benefits Anticipated (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 and Information Literacy	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 librarian teacher and other teachers can be reduced</li> </ul>	Whole year	Salary for the year  <b>\$300,000</b>	Videos sharing produced to broadcast during DEAR lessons and displayed in the Library	Performance appraisal by Principal, Vice-Principal and Teacher Librarian	Mr Law Ms R. Lee Ms A. Chan
English Language	English as the Medium of Instruction	To employ a full-time Language Consultant to implement the Language across Curriculum and enhance the professional dialogs	<ul style="list-style-type: none"> <li>Workload of English teachers can be reduced</li> </ul>	Whole year	Salary for the year  <b>\$500,000</b>	Lesson observation and student evaluation	Performance appraisal by Principal	Mr Law
Physical Education	Healthy Lifestyle	To employ a 0.5 GM teachers to promote the healthy lifestyle and cultivate habit of doing exercise among students	<ul style="list-style-type: none"> <li>Teaching workload of all teachers can be reduced</li> </ul>	Whole year	Salary for the year  <b>\$400,000</b>	Students are able to participate in more activities/ competitions  Whole school sports related activities will be organized	Performance appraisal by Principal	Mr Law



Task Area	Major Area (s) of Concern	Implementation Plan	Benefits Anticipated (e.g. in what way teachers' workload is alleviated)	Implementation Schedule	Resources Required	Performance Indicators	Assessment Mechanism	Person-in-charge
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 January to June 2023	Salary of the tutor :  <b>\$18,000</b>	Students are able to acquire the skill	Teacher assessment 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 2022 onward for 1 year	Salary of the Judge :  <b>\$10,000</b>	Competition is very smoothly to run in a fair way.	Teacher's assessment on Judge' performance (execute the rules firmly and fairly)	Ms. W. Tang
Western Instrumental Ensemble (String Orchestra, Wind Ensemble, Symphony Orchestra)	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 2022 onward for 1 year	Salary of the tutor:  <b>\$110,000</b>	Students are able to acquire the skill	Teacher's assessment on Students' performance	Ms. T. Sau
Chinese Instrumental Ensemble (Zheng, Erhu,	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 2022 onward for 1 year	Salary of the tutor:  <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 (e.g. in what way teachers' workload is alleviated)	Implementation Schedule	Resources Required	Performance Indicators	Assessment Mechanism	Person-in-charge
Instrumental training)								
			Total Estimate		\$1,368,000.00			
			CEG for 2022/23		\$654,502.00			
			Surplus / (Deficit)		(\$713,498.00)			

## Plan on the Use of the Promotion of Reading Grant 2022 – 2023

- 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>	\$14,000.00 \$5,000.00 \$17,191.00 \$2,000.00	Ms. A. Chan
2	<ul style="list-style-type: none"> <li>Purchase of printed books</li> <li>Purchase of e-Books</li> </ul>	\$5,000.00 \$5,000.00	Ms. Sara Choy
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 \$5,000.00 \$5,000.00	Ms MK Cheung
	<b>Total:</b>	<b>\$63,191.00</b>	

## Plan on the Use of the Education Support Grant provided for Non-Chinese Speaking (NCS) Students

**2022-2023**

<b>Strategies</b>	<b>Benefits Anticipated</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Method of Evaluation</b>	<b>People Responsible</b>	<b>Resources Required (HK\$)</b>
Provide support service for NCS students by employing a full-time and a part-time Chinese Language Teacher to run adapted learning Chinese Language and Chinese History Curriculum	11 NCS students	September 2022 to August 2023	Students' performance in Chinese Language and Chinese History were enhanced	<ul style="list-style-type: none"> <li>Evaluation by NCS students and Chinese Language teachers concerned</li> </ul>	Chinese Language Panel Head	700,000
Purchase teaching resources for the adapted Chinese Language and Chinese History Curriculum	11 NCS students	September 2022 to August 2023	Students' performance in Chinese Language and Chinese History were enhanced	<ul style="list-style-type: none"> <li>Feedback from students and teachers concerned</li> </ul>	Chinese Language Panel Head	20,000
Organise Chinese Culture activities for all students on effective communication with NCS students	All students	June 2023	Positive feedback from students	<ul style="list-style-type: none"> <li>Questionnaires</li> </ul>	Chinese Language Panel Head	100,000
					Total	820,000

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

**2022-2023**

**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 Expenses (\$)</b>
1	Procure relevant learning and teaching resources for CS	32,000
2	External experiential learning fee: local educational excursions and tours (application and transportation fee)	28,000
3	Participation in external competitions and preparation of civic education gifts/ resources	5,000
4	Subsidise students and teachers to participate in Mainland interflow activities relating to the curriculum of CS	34,000
5	Miscellaneous items for Civic Education (e.g. tools for flag raising teams)	1,000
	<b>Total</b>	<b>100,000</b>

### Plan on the Use of the Learning Support Grant

Strategies	Benefits Anticipated	Success Criteria	Method of Evaluation	Resources Required (HK\$)
Employment of a Student Support Officer	<ul style="list-style-type: none"> <li>Provide support to SEN students including counselling, social activities etc.</li> <li>Support administrative work of SEN team and Counselling team</li> </ul>	Students' social skills, execution skills and emotional skills were enhanced.	Feedback from teachers, parents and students concerned.	270,864
Training material or training activities from other service providers	<ul style="list-style-type: none"> <li>Support students' needs with various activities</li> </ul>	Students' needs (academic, social, mental health) were catered.	Feedback from teachers and students concerned.	50,000
			<b>Total</b>	<b>320,864</b>

## Plan on the Use of the School-based After-school Learning and Support Programmes 2022 – 2023

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 **\$20,000**.

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 2022 to Aug 2023	3	5	0	20,000
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 2022 to Aug 2023	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  
2022-2023**

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

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

Schools are required to complete this part							Completion of this part is not mandatory								
No.	Activity Name	Proposed Date	Target Students		Estimated Expenses (\$)	Estimated Expenses per Person (\$)	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Brief Description of the Monitoring / Evaluation Mechanism	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)					Subject Panel / Teacher-in-charge
			Level	Estimated Number of Participants						I	V	P	S	C	
1.1	<b>Local Activities:</b> To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes														
1	Prefects training workshop 1 and 2	Workshop 1: Nov 2022, Workshop 2: July 2023	workshop 1: S4-6, workshop 2: S3-S5	180	\$30,000.00	\$166.67	To train up students' leadership, collaboration, communication and problem-solving skills through a series of activities.	Leadership Training	Observation by the teachers-in-charge & through the questionnaires given to students.				✓		A. Wong
2	Ocean Park Life-wide Learning Journey	4 Nov 2022	S1-S6	629	\$65,000.00	\$103.34	To understand the habitat of wildlife and marine creatures. To arouse the awareness of students towards animal conservation, especially to endangered species.	Cross-Disciplinary (Others)	Observation by teachers and through findings in log books submitted.			✓			A. Cheung, A. Wong
3	S1 OLE Art activities	OLE days 2022-2023	S1	25	\$8,000.00	\$320.00	To understand and grasp the basic skills of Western Painting	Arts (Visual Arts)	Observation from teacher-in-charge and evaluation forms			✓			H. Wong
4	S2 OLE Art activities	OLE days 2022-2023	S2	50	\$16,000.00	\$320.00	To understand and grasp the basic skills of Chinese Painting and Western Painting	Arts (Visual Arts)	Observation from teacher-in-charge and evaluation forms			✓			H. Wong
5	S4 OLE art activities	OLE days 2022-2023	S4	25	\$38,000.00	\$1,520.00	To learn the basic technique of illustration through Porcreate	Arts (Visual Arts)	Observation from teacher-in-charge and evaluation forms			✓			H. Wong
6	S5 OLE art activities	24thMarch,2023	S5	120	\$4,000.00	\$33.33	Aesthetic appreciation through artist's sharing	Arts (Visual Arts)	Observation from teacher-in-charge			✓			H. Wong
7	S6 OLE art activities	24th Feb,2023	S6	120	\$4,000.00	\$33.33	Aesthetic appreciation through artist's sharing	Arts (Visual Arts)	Observation from teacher-in-charge			✓			H. Wong
8	S1 OLE Drama activities	OLE days 2022-2023	S1	25	\$7,360.00	\$294.40	To stretch students' potential in aesthetic activities through the learning of drama, appreciate art and culture, appreciate art and culture, and help develop students' strengths and abilities in non-academic fields	Arts (Others)	Observation from teacher-in-charge and evaluation forms			✓			PH Ho



Schools are required to complete this part							Completion of this part is not mandatory								
No.	Activity Name	Proposed Date	Target Students		Estimated Expenses (\$)	Estimated Expenses per Person (\$)	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Brief Description of the Monitoring / Evaluation Mechanism	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)					Subject Panel / Teacher-in-charge
			Level	Estimated Number of Participants						I	V	P	S	C	
9	S2 OLE Drama activities	OLE days 2022-2023	S2	25	\$9,200.00	\$368.00	To stretch students' potential in aesthetic activities through the learning of drama, appreciate art and culture, appreciate art and culture, and help develop students' strengths and abilities in non-academic fields	Arts (Others)	Observation from teacher-in-charge and evaluation forms			✓			PH Ho
10	S4 OLE Drama activities	OLE days 2022-2023	S4	25	\$12,420.00	\$496.80	To stretch students' potential in aesthetic activities through the learning of drama, appreciate art and culture, appreciate art and culture, and help develop students' strengths and abilities in non-academic fields	Arts (Others)	Observation from teacher-in-charge and evaluation forms			✓			PH Ho
11	Debating Society (Chi + Eng)	Regular training	S1-5	100	\$20,000.00	\$200.00	To strength students' potential in critical thinking and communication	Cross-Disciplinary (Others)	Observation from teacher-in-charge and evaluation forms	✓					A. Chan
12	English Debating Team	Regular training on Wednesday	S2-4	7-1	\$35,000.00	\$5,000.00	To hone students' debating skills and prepare them for competitions	English Language	Observation from teacher-in-charge and evaluation forms	✓					H. Hau
13	Chinese Debating Team	Regular training & coaching for competitions	S2-5	15	\$50,000.00	\$3,333.33	To provide debate training and competition to students to develop skills in research, critical thinking and communication	Chinese Language	Observation from teacher-in-charge and evaluation forms	✓					C. Wong
14	Students' talk on multiple pathway	Oct 2022	S6	99	\$3,000.00	\$30.30	To let students have deeper understanding on making JUPAS choices and have better preparation on planning their future studies.	Cross-Disciplinary (Others)	Questionnaires					✓	L. Lau
15	Personality Workshop	July 2023	S5	99	\$20,000.00	\$202.02	To let students explore their personality and leverage their personality traits for their future career through participating an interactive workshop.	Cross-Disciplinary (Others)	Questionnaires and teacher's observation					✓	L. Lau
16	Careers activities co-organized with Agent of Change	Sept 2023 - August 2023	S1 - S6	300	\$10,000.00	\$33.33	To let students to have a more in-depth exploration on a particular career field through participating an interactive workshop.	Cross-Disciplinary (Others)	teacher's observation					✓	L. Lau

Schools are required to complete this part							Completion of this part is not mandatory								
No.	Activity Name	Proposed Date	Target Students		Estimated Expenses (\$)	Estimated Expenses per Person (\$)	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Brief Description of the Monitoring / Evaluation Mechanism	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)					Subject Panel / Teacher-in-charge
			Level	Estimated Number of Participants						I	V	P	S	C	
17	Students’ talk on self-understanding for the preparation of setting career life goal	April 2023	S1-S2	200	\$4,000.00	\$20.00	To let students have deeper understanding on themselves and have an idea of finding their own dreams / career life goals.	Cross-Disciplinary (Others)	Questionnaires					✓	L. Lau
18	Biology field trip	April 2023	S5	99	\$4,600.00	\$46.46	To strengthen students' learning in biology	Science	teacher's observation	✓					L. Lau
19	S1 OLE STEM activities: Aerial photography basic course OR Microsoft Arcade	OLE days 2022-2023	S1	24	\$9,600.00	\$400.00	To learn basic skills in the operation of drone & editing of aerial photography /To learn skills in programming through game design.	Cross-Disciplinary (STEM)	Observation by the teachers-in-charge and through the questionnaires given to students.	✓					V. Chan
20	S2 OLE STEM activities: Micro:bit basic course	OLE days 2022-2023	S2	20	\$12,000.00	\$600.00	To learn the basic concepts, logic, and techniques of programming through micro:bit.To understand different scientific and mechanical principles (MATH, Science and Engineering) and design viable electronic products. Based on micro:bit, create creative and imaginative (Arts) and create different interesting gizmos.	Cross-Disciplinary (STEM)	Observation by the teachers-in-charge and through the questionnaires given to students.	✓					W.K.Chan
21	S3 Sex Education Workshop	3 March 2023 10 March 2023	S3	120	\$3,600.00	\$30.00	To remind students to recognize inappropriate behavior and understand the correct attitude in maintaining a romantic relationship.	Values Education	Questionnaires		✓				V.Chan
22	S6 Sex and Health Talk	20 Dec 2022	S6	100	\$900.00	\$9.00	To remind students to recognize inappropriate behavior and understand the correct attitude in maintaining a romantic relationship.	Values Education	Questionnaires		✓				V.Chan
23	English Fun Day	12 May 2023	S1-6	629	\$60,000.00	\$95.39	To create a fun environment where English becomes a language of communication outside of a classroom setting To arouse students’ interest in speaking English in a relaxed atmosphere	English Language	Observation from teacher-in-charge and evaluation forms	✓					P. Wong & Sara Choy

Schools are required to complete this part							Completion of this part is not mandatory								
No.	Activity Name	Proposed Date	Target Students		Estimated Expenses (\$)	Estimated Expenses per Person (\$)	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Brief Description of the Monitoring / Evaluation Mechanism	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)					Subject Panel / Teacher-in-charge
			Level	Estimated Number of Participants						I	V	P	S	C	
24	Drama Fest 2023 (EMI Drama competition)	TBC	S2-4	20	\$46,000.00	\$2,300.00	To enhance students’ English speaking skills (breakdown: coach fee=\$40000, production cost =\$5000, registration fee = \$1000) To apply their English language skills in an authentic context To subsidize the cost of drama training and rehearsals, script writing and production	English Language	Observation from teacher-in-charge and evaluation forms	✓		✓			P. Wong & Sara Choy
25	Film/drama/musical outing or visit to a museum/exhibition	2nd term (TBC)	S1/S2/S3 & S4/S5	240	\$48,000.00	\$200.00	To expose students to various language arts/arts To promote appreciation of language arts/arts as part of the English language curriculum To add variety to the English language curriculum To subsidize the cost of tickets/entrance fees	English Language	Observation from teacher-in-charge and evaluation forms	✓		✓			P. Wong & Sara Choy
26	To organize S1 OLE Music activities	OLE days 2022-2023	S1	21	\$12,000.00	\$571.43	Students will: Understand the foundation of creating a piece of music	Arts (Music)	Observation from teacher-in-charge and evaluation forms			✓			T. Sau
27	To organize S2 OLE Music activities	OLE days 2022-2023	S2	22	\$15,000.00	\$681.82	Students will: Understand the basic process of creating a piece of music by using percussion and performing as a group performance.	Arts (Music)	Observation from teacher-in-charge and evaluation forms			✓			T. Sau
28	To organize S4 OLE Music activities (Coach for African Drum)	OLE days 2022-2023	S4	22	\$13,500.00	\$613.64	Students will: Understand the basic skills of African Drum	Arts (Music)	Observation from teacher-in-charge and evaluation forms			✓			T. Sau
29	To organize S6 OLE Music activities (whole form)	OLE days 2022-2023	S6	96	\$10,000.00	\$104.17	Students will: Explore more on the performing arts by music appreciation.	Arts (Music)	Observation from teacher-in-charge and evaluation forms			✓			T. Sau
30	To organize instrumental classes for music teams.	2022-2023	S1-S5	50	\$75,000.00	\$1,500.00	Students will learn the skill from specific instruments.	Arts (Music)	Observation from teacher-in-charge and evaluation forms			✓			T. Sau
31	Leadership Training Camp for newly elected student exco. members.	18-19 Nov 2022	S2-S5	80	\$41,200.00	\$515.00	To nurture student leaders’ sense of responsibility and leadership skills To enhance students’ collaboration	Leadership Training	Questionnaires		✓	✓		✓	V. Yan & Esther Wong

Schools are required to complete this part							Completion of this part is not mandatory								
No.	Activity Name	Proposed Date	Target Students		Estimated Expenses (\$)	Estimated Expenses per Person (\$)	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Brief Description of the Monitoring / Evaluation Mechanism	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)					Subject Panel / Teacher-in-charge
			Level	Estimated Number of Participants						I	V	P	S	C	
32	Leadership Training Camp for potential leaders	June 2023	S1-S4	50	\$9,000.00	\$180.00	To nurture students' sense of responsibility and leadership skills To enhance the potential of students	Leadership Training	Questionnaires		✓	✓		✓	V. Yan & Esther Wong
33	Wan Chai Cultural Visit & Workshops (S3 OLE)	25 Nov & 16 Dec 2022	S3	104	\$30,000.00	\$288.46	To understand more about the history of the life of early residents and the community development. To appreciate the local culture.	Values Education	Observation from teacher-in-charge and evaluation forms			✓			V. Yan & Esther Wong
34	Service Learning Project (S3 OLE)	Feb to May 2023	S3	104	\$45,000.00	\$432.69	To positively direct the students' commitment to their communities and beyond, understanding different issues in the community, helping others who are facing certain difficulties	Values Education	Observation from teacher-in-charge and evaluation forms			✓	✓		V. Yan & Esther Wong
35	S1 Extended Learning Day	19 Jan 2023	S1	132	\$49,500.00	\$375.00	To enhance students' awareness on environmental protection	Cross-Disciplinary (Others)	Observation from teacher-in-charge and evaluation forms		✓				V. Yan & Esther Wong
36	Talks, HomeTime Programs & log books (Value Education)	2022-2023	S1-S6	629	\$40,000.00	\$63.59	To reinforce values education to enhance whole-person development of Franciscans	Values Education	Observation from teacher-in-charge and evaluation forms			✓			J. Wan & Esther Wong
37	Counselling Team Services Program	Dec 2022 - Mar 2023	S4	30	\$8,000.00	\$266.67	Skill training in organizing the service program Serve the needy in the society	Cross-Disciplinary (Others)	Observation from teacher-in-charge and evaluation forms		✓				M. Yim
38	F.4 Orientation Day Camp (Counselling)	30 Sept 2022	S4	102	\$48,000.00	\$470.59	Team building and early adaptation to Senior Secondary	Cross-Disciplinary (Others)	Observation from teacher-in-charge and evaluation forms		✓				M. Yim
39	Guidance Assistants Training Camp (23-24)	July 2023	S3-4	30	\$35,000.00	\$1,166.67	Skills input and sharing about the difficulties faced by the S1 students	Leadership Training	Observation from teacher-in-charge and evaluation forms		✓				M. Yim
40	Guidance Assistants Training Program (2 Sections)	Jan & Mar 2023	S4	30	\$15,000.00	\$500.00	Skills input and sharing about the difficulties faced by the S1 students	Leadership Training	Observation from teacher-in-charge and evaluation forms		✓				M. Yim
41	F1 Home Program (Understanding oneself)	6 Sept 2022	S1	126	\$5,000.00	\$39.68	Students will learn to understand themselves more	Cross-Disciplinary (Others)	Observation from teacher-in-charge and evaluation forms		✓				M. Yim

Schools are required to complete this part							Completion of this part is not mandatory								
No.	Activity Name	Proposed Date	Target Students		Estimated Expenses (\$)	Estimated Expenses per Person (\$)	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Brief Description of the Monitoring / Evaluation Mechanism	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)					Subject Panel / Teacher-in-charge
			Level	Estimated Number of Participants						I	V	P	S	C	
42	F1 Time Management Program	27 Sept 2022	S1	126	\$4,500.00	\$35.71	Students will learn time management skills	Cross-Disciplinary (Others)	Observation from teacher-in-charge and evaluation forms	✓	✓				M. Yim
43	F5 Home Program (Talk: Stress Management)	21 Oct 2022	S5	89	\$5,000.00	\$56.18	Students will learn how to handle stress	Cross-Disciplinary (Others)	Observation from teacher-in-charge and evaluation forms	✓	✓				M. Yim
44	F6 Home Program (Talk: Stress Management)	7 Oct 2022	S6	96	\$5,000.00	\$52.08	Students will learn how to handle stress	Cross-Disciplinary (Others)	Observation from teacher-in-charge and evaluation forms	✓	✓				M. Yim
45	Athletics Team Track Events Coach	Sept 2022 to May 2023	S1-S6	20	\$60,000.00	\$3,000.00	Track events skills and tactics trainings for competitions.	Physical Education	Teacher's observation			✓			PH Ho
46	Athletics Team Field Events Coach	Sept 2022 to May 2023	S1-S6	20	\$20,000.00	\$1,000.00	Field events skills and tactics trainings for competitions.	Physical Education	Teacher's observation			✓			PH Ho
47	F4 Extended Learning Day	19 Jan 2023	S4	110	\$50,000.00	\$454.55	Various sports experiences provided by coaches	Physical Education	Students' questionnire			✓			PH Ho
48	Cheer Dance Team Coach	Sept 2022 to May 2023	S1-S5	20	\$22,000.00	\$1,100.00	Cheer dance trainings for performance and competitions	Physical Education	Teacher's observation			✓			PH Ho
49	S1 OLE Chinese Dance activities	OLE days 2022-2023	S1	20	\$6,000.00	\$300.00	Physical and Aesthetic development	Arts (Others)	Observation by the teachers-in-charge and evaluation forms			✓			W. Tang
50	S2 OLE Chinese Dance activities	OLE days 2022-2023	S2	20	\$9,000.00	\$450.00	Physical and Aesthetic development	Arts (Others)	Observation by the teachers-in-charge and evaluation forms			✓			W. Tang
51	S4 OLE Modern Dance activities	OLE days 2022-2023	S4	25	\$8,000.00	\$320.00	Understand the basic process of modern dance and to apply different methods for concept development	Arts (Others)	Observation by the teachers-in-charge and evaluation forms			✓			W. Tang
52	S5 OLE Latin Dance activities	OLE days 2022-2023	S5	110	\$17,000.00	\$154.55	Understand the basic skills of Latin Dance and Aesthetic development	Arts (Others)	Observation by the teachers-in-charge and evaluation forms			✓			W. Tang

Schools are required to complete this part							Completion of this part is not mandatory								
No.	Activity Name	Proposed Date	Target Students		Estimated Expenses (\$)	Estimated Expenses per Person (\$)	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Brief Description of the Monitoring / Evaluation Mechanism	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)					Subject Panel / Teacher-in-charge
			Level	Estimated Number of Participants						I	V	P	S	C	
53	S5 OLE Yoga activities	OLE days 2022-2023	S5	110	\$15,000.00	\$136.36	Physical Development with mental health.	Arts (Others)	Observation by the teachers-in-charge and evaluation forms			✓			W. Tang
54	S5 Extended Learning Day: Horse Riding	19 Jan 2023	S5	110	\$45,000.00	\$409.09	Physical and sportsmanship development and provide horse riding Experience.	Physical Education	Observation by the teachers-in-charge and evaluation forms			✓			W. Tang
55	School Basketball Team	Sept 2022 to July 2023	S1-S6	32	\$83,000.00	\$2,593.75	To provide regular training & coaching for competitions	Physical Education	Teacher's observation			✓			W. Tang
56	School Swimming Team	Sept 2022 to Oct 2022	S1-S6	32	\$14,000.00	\$437.50	To provide regular training & coaching for competitions	Physical Education	Teacher's observation			✓			W. Tang
57	School Dance Team	Sept 2022 to July 2023	S1-S5	30	\$50,000.00	\$1,666.67	To provide regular training & coaching for competitions	Physical Education	Teacher's observation			✓			W. Tang
58	S4 OLE - Videography	OLE days 2022-2023	S4	30	\$25,500.00	\$850.00	To learn different movie genres and basic techniques of filming, acting and video editing.	Cross-Disciplinary (STEM)	Observation by the teachers-in-charge and evaluation forms			✓			T. Lai
59	Religious Team	Sept 2022 to June 2023	S1-5	90	\$20,000.00	\$222.22	To organise various religious activities, e.g. talks by guest speakers in Catholic formation, students' retreat and training programmes for leaders of Catholic Society and Legion of Mary.	Moral, Civic and National Education	Observation by the teachers-in-charge and evaluation forms		✓				C. Chan
60	Field Trip/Film/drama/musical outing or visit to a museum/exhibition	Dec 2022 & Mar 2023 OLE (TBC)	S1 & S5	629	\$60,000.00	\$95.39	To expose students to various language Arts and promote appreciation of language arts and Chinese culture	Chinese Language	Observation by the teacher-in-charge, feedback from students, students' performance	✓	✓				M.K. Cheung
61	Chinese culture or Chinese history activities such as workshops and fun day	Dec 2022 & Mar 2023 (OLE), Feb & July 2023 (TBC)	S1-6	629	\$80,000.00	\$127.19	To consolidate student's knowledge on Chinese history and to promote appreciation of Chinese culture	Chinese Language	Observation by the teacher-in-charge, feedback from students, students' performance	✓	✓				M.K. Cheung

Schools are required to complete this part							Completion of this part is not mandatory								
No.	Activity Name	Proposed Date	Target Students		Estimated Expenses (\$)	Estimated Expenses per Person (\$)	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Brief Description of the Monitoring / Evaluation Mechanism	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)					Subject Panel / Teacher-in-charge
			Level	Estimated Number of Participants						I	V	P	S	C	
62	F.2 Extended Learning Day + Field Trip/Film/drama/talk outing or visit to a	19 Jan 2023 + July 2023 (TBC)	S1-6	629	\$60,000.00	\$95.39	To enrich student’s learning experience in Chinese history through field trips/ talks/ visits	Chinese History	Observation by the teacher-in-charge, feedback from students, students’ performance	✓	✓				S.F. Chun & M.K. Cheung
63	Ocean Park – Physics in Motion	Feb 2023 (TBC)	S4/S5	44	\$9,680.00	\$220.00	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	Students questionnaire and observation by participating teachers	✓					K.M. Tang
64	Puppet Show	19 May 2023	S5	89	\$1,000.00	\$11.24	For promoting Chinese culture	Moral, Civic and National Education	Observation by the teacher-in-charge, feedback from students, students’ performance			✓			Esther Wong
65	F3 Extended Learning Day	19 January 2023	S3	120	\$35,000.00	\$291.67	To let students to have a more in-depth exploration on a particular career field through participating an interactive workshop.	Careers Guidance Team	Questionnaires and teacher’s observation					✓	L. Lau
Sub-total of Item				8,154	\$1,675,560.00										
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students’ horizons														
e.g.	Exchange Tour to the Greater Bay Area	10-12 Apr 2023	S4-S5	88	\$100,000.00	\$1,136.36									
1	NIL														
2															
Sub-total of Item 1.2				0	\$0.00										
Total for Category 1				8,154	\$1,675,560.00										





# **St. Francis' Canossian College**

**School Report 2021/22**

**School Development Plan 2022/23 – 2024/25**

**School Annual Plan 2022/23**

**Endorsed by**

**The Incorporated Management Committee of**

**St. Francis' Canossian College**

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**Sr. Law Yuen Ming**  
School Supervisor / Chairperson