



Reaching out

St. Francis' Canossian College

155th Anniversary

School Report 2022/23

School Development Plan 2022/23 – 2024/25

Annual School Plan 2023/24



Contents

School Report 2022/23

Our School	3
Major Concerns (Achievements and Reflection)	4
Our Learning and Teaching	11
Support for Student Development	17
Student Performance	21
Financial Summary	29
Report on the use of Special Grants	30
Feedback on Future Planning	40

School Development Plan 2022/23 – 2024/25

School Motto & School Vision	43
School Mission & School Goals	44
School Self-Evaluation Mechanism	45
Holistic Review	46
SWOT Analysis	53
Major Concerns for 2022/23 – 2024/25	55
School Development Plan	56

Annual School Plan 2023/24

Main Foci	61
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Appendix

- Plan on the Use of Capacity Enhancement Grant
- Plan on the Use of the Promotion of Reading Grant
- Plan on the Use of the Education Support Grant for Non-Chinese Speaking (NCS) student(s)
- Plan on the Use of the Grant for Sister School Scheme
- Plan on the Use of the One-off Grant for Supporting the Implementation of the Senior Secondary Citizenship and Social Development
- Plan on the Use of the Learning Support Grant
- Plan on the Use of the Life-wide Learning Grant



School Report

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



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 650 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/ssp2022/sch_detail.php?lang_id=1&sch_id=151





Major Concerns (Achievements and Reflection)

Major Concerns

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 cater for learner diversity by enhancing classroom teaching efficiency
- To support Language across the Curriculum





Achievements / Reflections

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

Achievements

A Values Education Committee is set up to oversee the whole-school's formal and informal curriculum development, take charge of the reviewing, planning and development of values education, and regularly evaluate its effectiveness.

Our school adopts a whole-school approach to the inculcation of positive values and attitudes in our students. Gratitude, being one of our major concerns this academic year, is extensively practised and integrated into the school's culture and ethos.

The school has collaborated with the City University of Hong Kong to conduct various whole-school values education programmes for students. Through these programmes, students acquire understanding of gratitude and other core moral values. Students are taught to cultivate gratitude as a habit and extend their thankfulness to their classmates, the school staff and their caretakers. A school-based gratitude journal was tailor-made for our students, on which they write reflective journals and count their blessings.

Values education has been incorporated into subjects through which teachers encourage students' discussion and reflections to develop a better understanding of moral values and help students make informed choices. PIE model (Planning-Implementation & Evaluation) is applied in the implementation of values education in the formal curriculum. Subject department heads did a holistic review of the subject curriculum last year and engaged in planning the incorporating learning elements that feature Canossian values & ten priority values into the curriculum of each level this year. Various teaching and learning activities have been designed to nurture students' values and attitudes in the subject content area.

A school-based Information Literacy curriculum has been devised with the Hong Kong Federation of Youth Groups to teach S1 students how to process information from different media in a rational and responsible manner. Values such as integrity, law-abidingness & perseverance have been instilled.





A revised timetable was adopted to create more space to cultivate students' positive values and attitudes. The school's informal curriculum is also revised to incorporate a comprehensive inculcation of values through various extra-curricular activities. Given the different nature and characteristics of the various functional teams, each team emphasizes different target values. Authentic learning experiences & programs related to values education were arranged by different teams in Home Time Programs and on OLE Fridays in the revised timetable.

The national flag-raising ceremony is held weekly at school. Students of each class take turns to deliver the speech under the national flag. The 10-minute speech with themes like socio-economic development of China, cultural heritage and traditional cultural values, help students develop their national identity and develop a sense of belonging to their country. Students also actively participated in competitions related to national security and national education.

Reflection

With the concerted efforts of all teachers, a holistic approach to inculcate positive values and attitudes in our students has been adopted effectively.

From students' evaluation and teachers' observation, the collaboration with the City University of Hong Kong was a success. Over 80% of students agreed that the strategies adopted could foster their positive values and attitudes. The school-based log book was only partially utilized because students were not given a designated time-slot to complete it on a regular basis.

Departmental and functional team minutes showed that values education has been infused in both the formal and informal curriculum. Teachers evaluated that the revised timetable provided them more opportunities to inculcate positive values and attitudes into students through organizing various teaching and learning activities. Most students and parents also agreed that the school helped them and their child develop good moral character inside and outside of the classroom.

School-based Information Literacy (IL) was successfully implemented in Form One.

A series of staff workshops were conducted to equip teachers with the skills to implement values education. Over 80% of teachers agreed that the professional programmes were useful. Due to the tight schedule, focused inspections by Canossian Missionary could not be carried out this year. Nevertheless, the school conducted lesson observations on values education, which were carried out by the principal, vice-principal, and department heads.





Feedback and Follow-up

In the next academic year, collaboration with the City University of Hong Kong will continue, with Form teachers taking a more proactive role in facilitating interactions in class. With a foundation built on gratitude, the value “respect” will be the theme of next year’s values education. The logbook will be used more strategically to help students analyse their feelings and make reflections on the importance of respect in various aspects of their life.

Cross-curricular collaboration will be fostered to instill Canossian values and positive values in our students through various teaching and learning activities in both the formal and non-formal curriculum. Students’ sense of national and global identity will be strengthened. They also have more opportunities to reflect upon personal goals with aspirations for further studies and future career and participate in physical and aesthetic activities.

The school will collaborate with NGOs and mass media companies to refine and develop School-based Information Literacy (IL) Curriculum to keep up with the rapid advancement in information technology. The theme on law-abidingness will be extended to Form Two. Both Form One and Two students will be equipped with IT and information literacy knowledge and skills. Implementation of values education in classroom learning and teaching in subject departments will be one of the foci of lesson observations in the next academic year.

As the school makes significant strides towards inculcating positive values and attitudes in students through a holistic and collaborative approach, we see parents’ role as indispensable. Parent education talks and workshops on values education will be organized to equip parents with relevant knowledge and practical skills in nurturing positive values in their daughters at home and to facilitate home-school collaboration in the forming of dignified young ladies ready to serve their community and our motherland.



2. To cater for learner diversity by enhancing classroom teaching efficiency

- To enhance classroom teaching efficiency and effectiveness
- To support Language across the Curriculum

Achievements

To enhance classroom teaching efficiency and effectiveness so as to stretch the potential of students, professional development of school curriculum leaders on assessment literacy is essential so as to develop shared leadership for our teachers to actualize the curriculum goals to enhance classroom teaching efficiency.

- To solicit specialist support for a more strategic school-based development to strengthen our assessment literacy, the school collaborated with Dr. Morton Chan, the Director of the Quality School Improvement Project (QSIP) of the Chinese University of Hong Kong this year to provide tailor-made support to address our school needs. Strategies included professional development of curriculum leaders on assessment literacy, with a focus on classroom assessment.
- Strategic professional development workshops were held to enhance teachers' professional capacity in classroom assessment; as well as to facilitate teachers to build a shared vision for continuous development.
- Lesson studies were conducted to empower our curriculum leaders for subject departments' improvement in the three core subjects of English, Chinese and Mathematics, as well as Citizenship and Social Development and Physics.
- Through coaching, shadowing and mentoring by the external professional support, curriculum leaders were embraced of professional capacity with strengthened instructional leadership for improvement in students' learning.
- Over 80% of teachers agreed that the strategies adopted can enhance their professional capacity in classroom assessment and facilitate them to build a shared vision.

To support language across the curriculum was another focus of our school major concern on enhancing classroom teaching efficiency.

- To strengthen our students' ability to adjust to the use of English as our medium of instruction and to learn the subject content better, the School joined an EDB school-based support program on language across the curriculum for junior level students in this academic year.
- In collaboration with the University of Hong Kong, such school-based language



across the curriculum programme aimed at exploring strategies for enhancing students' skills in answering open-ended questions, especially comparative questions.

- Lesson studies about the integration of English language learning and academic content learning were conducted. The focus on question-answering techniques was based on the perceived weaknesses of junior form students in tackling open-ended questions in Integrated Science (IS) and History.
- Professional dialogue with external professionals enhanced teachers' professional capacity in the understanding of language across the curriculum. It also facilitated teachers to build a shared vision for supporting our students to improve their study skills in learning different subjects in English.
- Over 80% of teachers agreed that the strategies adopted can enable them to 1) use the language to teach more effectively and help students learn the subject content in English more effectively. Over 70% of students agreed that the strategies adopted can enable them to learn the subject content in English more effectively.

Reflection

The support from the CUHK Quality School Improvement Project effectively promoted assessment literacy in the middle-level leaders at our school. Our school leaders and curriculum leaders were able to organize and conduct the internal dissemination of sharing of good practices. A holistic picture of the continual professional development among teachers was formed.

Through participating in the EDB school-based support program on language across the curriculum, our teachers were empowered with the relevant pedagogical knowledge and skills from the professional support offered by the HKU. Both English and content subject teachers have acquired the strategies to incorporate LAC practices into their teaching practice and they will make the strategies a part of their repertoire to facilitate students' learning in English.



Feedback and Follow-up

To further enhance assessment literacy and strengthen our school's middle managers' capacity, an extension of the project on assessment literacy will be implemented in the coming years. In addition to extending the scope of assessment literacy from classroom assessment to formal tests and exams, effective use of data for assessment evaluation will also be stressed. At the same time, nurturing middle managers to strengthen their capacity on sustainable development of the above-mentioned areas is also a focus. The project aims at enhancing teachers' professional capacity and strengthening instructional leadership through collaborative lesson planning meetings, lesson observations, post-lesson discussions, assessment design and data analysis consultations. By adopting suitable modes to assess and follow up on students' learning progress, students can achieve the learning goal in extending their breadth of knowledge.





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) and R.M.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.
 - A 15-minute session is allocated to morning reading to cultivate a reading culture among students.
 - 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 English Cafe was set up with a goal to engage students in the building of a





conducive English speaking environment at school. Students from all forms are recruited as English ambassadors whose duties are to run the English café and organize the English Fun Day and other English learning activities at school.

- Students of all levels took part in the Hong Kong Schools Speech Festival and a number of students came top three in Solo Verse Speaking.
 - Some S1 students took part in a reading aloud contest and achieved good results.
 - Four students from S3 took part in “Teen Time” Open Space sharing about the topic ‘Is it a good idea to take a gap year?’ at RTHK in September 2022.
 - A number of junior and senior form students took part in the Biliteracy Trilingualism Composition and Speech Competition 2022.
 - An oral practice jointly organised by our school and Wah Yan College Hong Kong was held on 15 Feb 2023 to offer students of both schools a valuable opportunity of practising their speaking skills in preparation for DSE.
-
- Science, Technology, Engineering and Mathematics (STEM) education and skills development play 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 developed their potential in STEM through self-directed learning projects in Integrated Science and Information Technology. Students self-learned block-based coding using Scratch by choosing a theme of their interest from Google’s CS First curriculum. Our S1 students also created their own fabric patterns using a ScanNCut scanner and printer in Technology and Living lessons. For S3, the technology of 3D printing was incorporated into the IT curriculum. As for S4, students learned the principle of STEM through the crash cushion system.
 - STEM education is also implemented in our S1 and S2 OLE activities. It provides students with a broad and balanced curriculum with diverse learning experiences so as to foster whole-person development. Twenty S1 students explored the principles of aerial photography while twenty-five S2 students worked on micro:bit projects during the OLE periods throughout the year.
 - Our school has joined the “IT Innovation Lab in Secondary Schools Programme” launched by the Office of the Government Chief Information Officer (OGCIO). The





three-year programme (2020-2023) aims to cultivate the interest of secondary school students in IT, enhance their innovative thinking and foster an IT learning atmosphere. A series of activities were jointly organized by our school and external bodies to equip our students with knowledge about the latest technologies and innovations. Such experience may encourage them to choose technology-related tertiary education programmes and pursue an I&T career in the future.

- Fifteen S1 and S2 students joined “AI Experience Course Level 1” in January 2023.
 - Four batches of S1-S4 students with fifteen in each participated in the activities “Extended Reality (XR) 101 Course” and “School VR Virtual Tour Course” in February and March 2023 respectively.
 - Two groups of S1-S4 students with fifteen in each took part in the Python Coding Course Level 1 in February and April 2023.
 - Thirty S1-S4 students joined “AR Creation Experience Course” in March and April 2023 respectively.
 - Two batches of S1-S4 students with fifteen in each took part in the following activities in July 2023.
 - “3D Projection Mapping (AR) Course”
 - Python Coding Course Level 2
- In addition, a series of extra-curricular activities and programmes were organised in 2022-2023 to transform our students into tinkers, thinkers and makers in STEM:
 - Twenty-two S1 to S5 students joined the STEM 4 Girls STEM Programme organised by the Hong Kong Association for Computer Education.
 - All S1-6 students participated in the 賽馬會「FEEL3」網樂及網上學習支援計劃, an online program organized by the Hong Kong Playground Association in the first term.
 - Five S3 students took part in the 4th Annual Mini Robocon 全港初中生機械人大賽 organised by Hong Kong Science and Technology Parks Corporation (HKSTP), co-organised by The Hong Kong Institution of Engineers (HKIE), and collaborated by The Institution of Engineering and Technology (IET) from October 2022 to March 2023. Through the series of tech workshops, visits to the Test Room and the bootcamp, our students enriched their knowledge of robotics, learned some practical skills, and developed team spirit. Our team entered the quarter-final in the D-day held on 26 March 2023.
 - Two S3 students took part in the Social Innovation Inventor Design Competition -



Smart Design on Recycling Solutions 2021/22 社會創新發明 –「轉『廢』為源」概念空間設計大賽 organised by the World Green Organisation from November 2022 to March 2023. Our team was awarded the second runner-up with their project 城中一點綠•回收金屬.

- VR Experience (VR 虛擬實境遊戲) organised by Act Plus Education Foundation was held for all S5 students during Home Time in December 2022. Some S4 and S2 students had the chance to try VR during their IT lessons. Other students also had a taste of the VR experience during lunchtime.
- All S3 students joined the programme 網絡教室 during their IT lessons which aimed at arousing students' awareness and knowledge in cyber security held by Hong Kong Playground Association in December 2022.
- The Hour of Code Activity had been held for S1 students in December 2022. There were tutorials on hourofcode.com where students created programs using coding.
- All S1-3 and some S4-6 students took part in the 2022 Meritorious Websites Contest Healthy Mobile Phone / Tablet Apps Contest organised by the Office for Film, Newspaper and Article Administration (OFNAA) in December 2022. The objective is to arouse students' understanding of the Control of Obscene and Indecent Articles Ordinance (COIAO). Students were given souvenirs from OFNAA after voting.
- Four S3 students joined the micro:bit competition 第二屆「智在 bit 得」micro:bit 創意裝置設計比賽 in January 2023.
- Ninety of our S1-5 students took part in the Microsoft Office Specialist Championship Hong Kong 2023 organised by AiTLE x Coding101 x Microsoft in March 2023. Six of our students entered the Final Round in April 2023.
- Two S4 students participated in the International Coding Elite - CodeCombat Competition Challenge 2023 in April 2023.
- One S3 student took part in the Technology Workshop (Level II): Innovative Applications of Engineering Techniques offered by the Electronic Engineering Department of the Chinese University of Hong Kong. This workshop demonstrated a number of innovative applications of engineering technologies in areas of artificial intelligence, Internet of Things, digital signal processing, wearable devices, and energy saving.





- One S1 student was awarded the tramplus 3D Modelling and Design Challenge Scholarship, sponsored by CMB Wing Lung Bank 90th Anniversary Celebration in April to May 2023. By following the engineering design process of professional engineering, our student explored possible innovative engineering solutions via experiential learning and self-initiated, blended learning processes.
- Two S3 students are taking part in the Social Innovation Inventor Design Competition - Smart Mobility 2022/23 社會創新發明 –「智慧出行」概念空間設計大賽 organised by the World Green Organisation.
- Six S2 and S3 students entered the STEM Challenge organised by the City University of Hong Kong which takes place from April to October 2023. Our team studies a specific topic in engineering to develop an active learning attitude and critical thinking skills via experiments.
- Twenty-five S2 to 5 students attended the workshops in CityU STEM Carnival cum Student Project Exhibition 2023. The themes of the workshops are Biomedical Properties of Human Hair and Bone, Harness the Wind (Simple Wind Power Generator) and Robotics.
- Twenty S4 to S5 students took part in the HKIRC 網絡安全青年計劃 2023 held on 17-18 July 2023. They learned how to identify cyber-attacks and loopholes in apps.
- Two S1 and S2 students took part in the 萬人齊編慶回歸 AICC (AI Crowd Coding) on 10 July 2023.
- Two hundred of our S1-5 students participated in the 人工智能學生大使計劃 in July to August 2023. Students completed four modules on AI online.
- Six S1-5 students experienced the innovative IT applications that enhance experience in the theme park in the IT Tour at HK Disneyland & Women in Tech Sharing held on 7 August 2023.
- 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: History, Chinese History, Geography, Economics, Life and Society, Liberal Studies, Citizenship and Social Development, Religious and Moral Education, Putonghua, Information Literacy, Physical Education, Music, Visual Arts and Information Literacy. 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 workers.
- The Guidance Assistance Scheme and the counselling services provided by the team assisted new S1 students in their adjustment to a new study environment.
- A training programme for the Guidance Assistants was organized by the school social worker from Christian Family Service Centre in the beginning of the academic year.
- A summer bridging programme was held in late August. The new S1 students spent two 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.
- 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 goal of IT in education at our school is to ensure that students can have access to quality learning experiences and engage with the world using the resources and connections readily available to them.
- The implementation of Wi-Fi 6 on our school campus enables unleashing of the educational power of the Internet in classroom teaching and learning across school curricula.





- Our “Bring Your Own Device” (BYOD) Scheme implementation in S1 and S2 has shaped our students to become motivated learners and are highly engaged in their own learning. With the integration of various technologies such as interactive whiteboards, students have an interactive and personalized learning experience in lessons as well as outside classroom activities.
- The move to a blended learning environment with BYOD 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 and Microsoft TEAMS serve as the platform for academic collaboration for all levels of the school. Students were fully engaged in lessons with the use of a collaborative online whiteboard which makes group work possible in the virtual world.
- 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 has strengthened the connection between the school and the students and their parents.
- To ensure our students’ whole-person development and personal growth, morning assemblies and school events were broadcast live to students in the classrooms.
- 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:

- The seasonal influenza vaccination programme was conducted in December 2022. Two hundred and seventy-two students participated in the programme.
- Three Home Programmes were organised for students. In December 2022, a programme on “Talk on Sexual Harassment” was conducted for S1 and S2 students and another programme “Resisting temptations in university life” was conducted for S6 students. In February 2023, a talk on “Love and Dating” was conducted for S4 and S5 students.
- Workshops on “Romantic relationships” were organized for F.3 students during OLE periods in March 2023. The workshops were conducted by the Society of Truth and Light.
- In November 2022, a DIY Galaxy Bottle workshop was held during lunchtime. The activity aimed at allowing students to relieve stress through the process of making galaxy bottles.
- An activity “Body scanning” was held in March 2023. Participants tried the meditation practice to relax their body from head to toe. They were asked to notice any sensations they might be able to experience while lying down and listening to soft music.
- In May 2023, a Fun Day was held in the gymnasium. Different game stalls were set up to enhance students' understanding of the importance of a healthy lifestyle.

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.



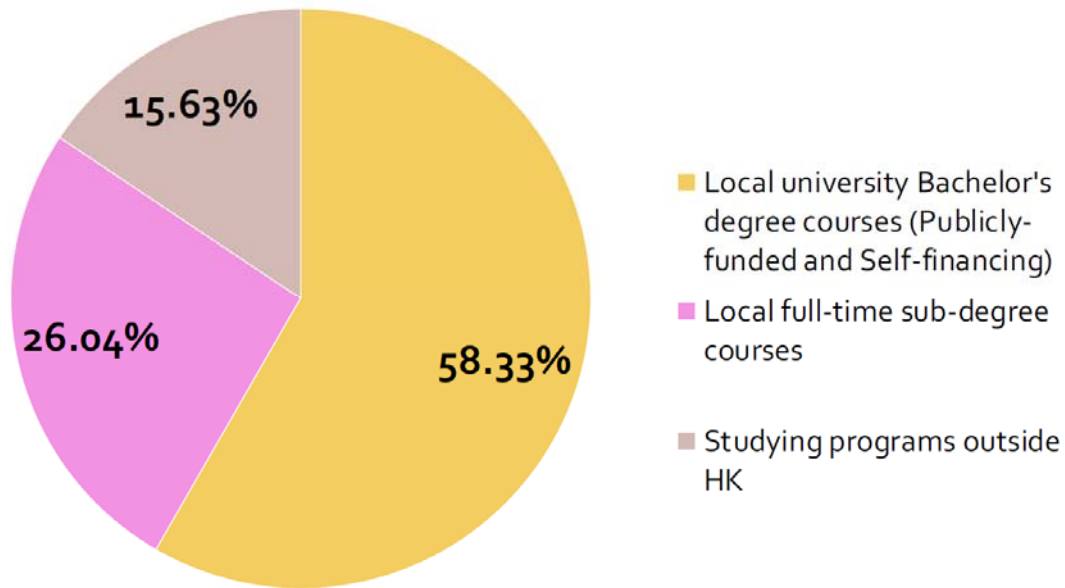


- The SEN Team consists of six members, including the SENco, the School Social Worker, a representative of the English, Mathematics and Chinese Department and the representatives from the Examination Team.
- Information was collected from all S1 students through questionnaires to identify the SEN students 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.



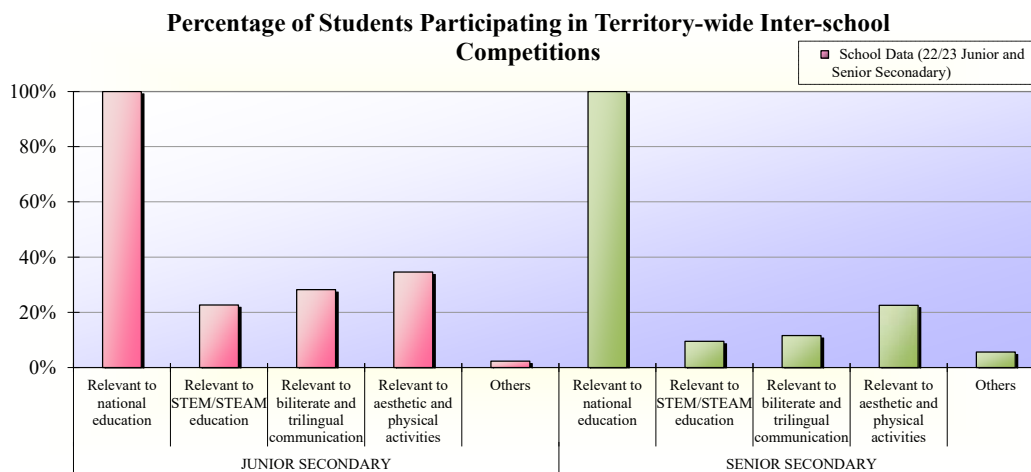
Student Performance

Destination of Graduate 2023



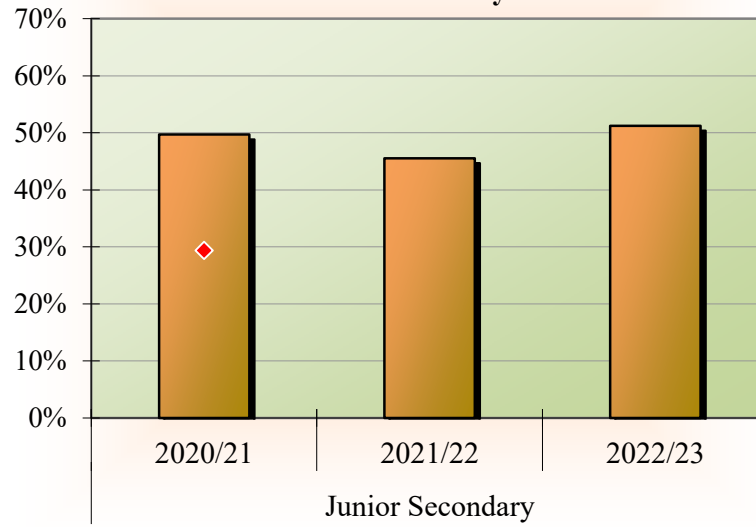
Student Participation in Inter-school Events and Uniform/Social and Voluntary Services Groups

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





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





Other Learning Experiences

- Various kinds of OLE programmes were conducted in different forms among ten. Other Learning Experiences (OLE) Fridays in the academic year 2022-2023.
- All S1 and S2 students were grouped according to their choice of domains offered, namely Drama, Music (Percussion), Dance, 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, Videography and Drama.
- In S5, OLE Fridays featuring Yoga and Social Dance were organised to foster students' physical development. Other OLE days were held to promote their aesthetic development and career-related experiences.
- Extra-curricular activities are grouped into five major categories, namely School Teams, Religious Groups, Service and Uniform Groups, Interest Groups and Academic Groups.
- Each S1 student is compulsory to join one of the Service and Uniform Groups, Girl Guides Association, Red Cross Association, Junior Police Call, Community Youth Club, Social Service Group and UNICEF Club.
- A leadership training programme for 76 student executive committee members was jointly organised by our school and the Hong Kong Hong Kong PHAB Association.
- A leadership training day camp for potential student leaders was jointly organised by our school and the Salvation Army in July 2023.
- 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.

- Twenty-six S3 to S5 academically elite students were nominated to participate in tailored academic programmes in the HKU Academy for the Talented.
- Six students took part in the "Dual Programme (2022)" organised by the Hong Kong University of Science and Technology. Three junior students joined the Physics programme. Two senior students took part in the Chemistry programme. One senior student participated in the Life Science programme.
- Thirty-six S5 students joined the "Chemists Online Self-study Award Scheme" organised by the Hong Kong Virtual University.
- Ten S3 students continued to participate in the "Joint Canossian Schools Service programme". In May, they participated in a joint-school service project coorganized by St. Mary's Canossian College and Sacred Heart Canossian College. Students learned to serve with humility and discover the joy of giving.
- Four S3 and one S5 students joined the Nurturing Future Leaders and Researchers in Economics and Finance with support from the Hong Kong Academy for Gifted Education and Undergraduate Office, CUHK Business School. The programme equipped the gifted students with the knowledge and skills in finance and economics so that they can plan their study and careers in relevant fields.
- Three school-based interview workshops were organized for both S6 students and student leaders for their preparation of university admission and award application respectively. Nineteen students from S1 to S5 attended the workshops featuring themes that range from personal storytelling, interview skills to interview etiquette.



Inter-school Activities and Prizes Won in 2022/23 s.y.

Music

75th Hong Kong Schools Music Festival:

Pipa Solo – Junior	(S3)	3 rd
Guitar Solo – Junior	(S2)	3 rd
Guitar Duet – Junior	(S2)	3 rd
Graded Piano Solo – Grade Four	(S1)	1 st
Zheng Solo – Intermediate	(S3)	1 st
Zheng Solo – Intermediate	(S4)	2 nd
Pipa Solo – Advanced	(S5)	1 st
Recorder Ensemble – Secondary School	(SFCC Recorder Band)	Bronze
Vocal Ensemble – Foreign Language	(Girls) – Age 19 or under	Silver

Art, Drama & Performing Art

第五十九屆學校舞蹈節中學組
中國舞（群舞）天浴（藏族） 甲級獎

Hong Kong Specimen Drawing Competition 2022 (S6) Outstanding Award & Highly Commended Award

慶祝香港特別行政區成立二十五周年 – 灣仔區 WhatsApp 貼圖設計比賽 初中組 冠軍

香港文創薈「美食之都在香港」繪畫比賽 青年組 冠軍

社會創新發明 – 「轉『廢』為源」概念空間設計大賽 城中一點綠•回收金屬 3rd

Scholarships & Leadership Awards

2022 年香港島傑出學生選舉 高中組 香港島十大優秀學生(中五)
初中組 香港島分區優秀學生(中三)

2022 年灣仔區傑出青年選舉 灣仔區傑出青年(S6)

傑出中學生領袖選舉 2022-2023 (S5)

Sir Edward Youde Memorial Prizes 2022/23 (S6)

Rev. Joseph Carra Memorial Education Grant (S6)



Lugard Scholarship	(S5)
Sir Robert Black Trust Fund Grants for Talented Students in Non-academic Fields 2022/23	(S4, S5)
Academic Scholarship in HKU Medical and Healthcare Academy for the Talented	(S5)
Youth Arch Student Improvement Award 2021/22	(S2, S3, S4, S5 & S6)

Academic

第 74 屆香港學校朗誦節	二人朗誦 (中二) 普通話詩詞朗誦 (中四) 散文讀誦 (中一) 詩詞讀誦 (中一)	亞軍 季軍 亞軍 亞軍
中國語文菁英計劃 2022/23	(中三)	金獎
74th Hong Kong Schools Speech Festival	Solo-Verse Speaking – Non-Open	(S1,S3,S4, S5) 1st, 2nd & 3rd
Hong Kong Mathematical High Achievers Selection Contest	(S3)	Third-class Honours
International Biology Olympiad-Hong Kong Contest 2022	(S6)	Silver Award
Hong Kong Biology Literacy Award	(S5)	Third-class Honours
Korean Forum 2022	– Secondary Senior Section – Secondary Junior Section	2nd 1st
Green Walk Carbon Emissions Reduction Online Challenge		3rd
2023 Harvard Prize Book	(S5)	1st, 2nd & 3rd
Canadian English Writing Competition 2022/23 (Arch Cup) Live Final Competition	(S6)	Gold Award
COVID-19 Winter Writing Competition	(S6)	Outstanding Award





第一屆「價值教育閱讀推廣計劃 2022-2023 全港中小學校際價值教育讀後感比賽」	高中組 (S4) 高中組 (S5) 初中組(S3)	全港亞軍 全港季軍 全港冠軍 全港季軍
最有創意短片 最佳影片製作		
「講好基本法」演講比賽 2022	(S3)	最佳內容獎
香港模擬立法會	(S4)	最佳辯論員
全港中學「兩文三語」菁英大比拼(第十九屆)	(S5)	優異獎
第 24 屆消費文化考察報告	(初級組)	特別嘉許作品獎

Services

Red Cross & Girl Guides

Red Cross Youth of the Year 2022	(S5)	Top Ten
Lady Jane's Guide Award	(S5)	
Steering Committee on Promotion of Volunteer Service	Award (Individual) for Volunteer Service	(S1) Merit (S5) Silver

Sports

Hong Kong Karate Premium League 2023 Girl Kata	Age 13-14	1st
Hong Kong Inter-school Karatedo Tournament 2021/22	女子丙組個人形	2nd
Hong Kong Karatedo Youth Game (2022) Girl Junior Kata	Age 12-13	3rd
	Age 16-17	2nd
The 1st SMAI Karate Championships 2022	青年女子組形 青年女子組手	3rd 2nd
Inter-School Swimming Competition 2022/23 Division Three	A Grade 50m Butterfly A Grade 50m Backstroke A Grade 100m Freestyle A Grade 50m Breast Stroke C Grade 50m Freestyle C Grade 50m Butterfly	(S6) 3rd (S6) 3rd (S5) 1st (S5) 2 nd (S2) 2nd (S2) 3rd





	A Grade 4x50m Freestyle Relay	(S5, S6) 1 st
	B Grade 4x50m Freestyle Relay	(S1, S3, S4) 3 rd
	C Grade 4x50m Freestyle Relay	(S1, S2, S3) 1 st
	A Grade	1 st
	C Grade	1 st
	Overall	2 nd
Inter-School Athletics Competition 2022/23 Division Three	A Grade 100m	(S6) 3 rd
	A Grade 200m	(S6) 2 nd
	A Grade 4x100m Relay	(S4, S5, S6) 1 st
	B Grade 4x100m Relay	(S3, S4) 3 rd
	C Grade 4x100m Relay	(S1) 3 rd
	C Grade 4x400m Relay	(S1, S2) 1 st
	A Grade	2 nd
	C Grade	2 nd
	Overall	3 rd
Inter-School Basketball Competition 2022/23 Hong Kong Island Division Two	Girls A Grade	(S4, S5, S6) 2 nd
Wan Chai District Age Group Athletic Meet	Group C 100m	(S4, S5) 2 nd , 3 rd
	Group C 200m	(S5, S4) 2 nd , 3 rd
	Group C 400m	(S5) 1 st
	Group C 4x100m	(S4, S5) 1 st
	Group D 100m	(S4) 3 rd
	Group D 200m	(S4) 2 nd , 3 rd
	Group D 400m	(S2, S4) 2 nd , 3 rd
	Group D 800m	(S2) 1 st
	Group D Long Jump	2 nd
	Group D 4x100m	(S1, S2, S3, S4) 1 st
	Group E 60m	(S1) 3 rd
	Group E 100m	(S1) 3 rd
	Group E 4x100m	(S1) 1 st





Financial Summary 2022 - 2023

Financial Report for 2022 – 23	Total Allocation (\$)	Total Expenditure (\$)
Programme Item		
(1) Premises	2,057,873.25	959,210.30
(2) Administration		4,159,288.75
(3) Curriculum		168,365.21
(4) Administration Grant	4,145,880.00	3,524,064.50
(5) Other items	1,847,453.00	3,011,961.77
Total	8,051,206.25	11,822,890.50
Percentage Spent	146.85%	
<i>EOEBG Income 2022 - 23</i>	8,051,206.25	
<i>EOEBG Expenditure 2022 - 23</i>	11,822,890.50	

Collection of fee as approved by EDB	Income (\$)	Expenditure (\$)
Programme Item		
(1) Tong Fai	144,970.00	144,970.00
(2) Non-standard Items Fee	176,700.00	176,700.00
Total	321,670.00	321,670.00
Percentage Spent	100%	



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 2022 – 2023: \$ 503,136

Item	Amount (\$)
• Technical Support Service	183,720.00
• School Internet Service	65,560.00
• Consumable & Maintenance	72,282.80
• Software & Equipment	169,957.60
Total	491,520.40
Unspent Balance	11,615.60

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 2022 – 2023: \$ 1,368,000

Task Area	Area(s) of Concern	Amount (\$)
Library Support	• Reading to Learn	302,400.00
Physical Education	• Basketball Team • Dance Lessons • Into-House Basketball Competition • Yoga Lessons	16,440.00
Music	• Western Instrumental Ensemble • Chinese Instrumental Ensemble	99,800.00 27,900.00
English Language	• Curriculum development	498,000.00
Physical Education	• Healthy Lifestyle	395,700.00
	Total	1,340,240.00
	Unspent Balance	27,760.00





3. Promotion of Reading Grant

Part 1: Evaluation of the Effectiveness

1. Evaluation of achievement of the objectives:

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. A list of books, articles, leaflets, magazines, journals, and websites that students may find of particular interest was provided by the school library for academic and leisure reading. Also, thematic and permanent book exhibitions were held to introduce students to a wide variety of reading materials and to expand their horizons in reading. Besides, a weekly video sharing session by the library assistant, student librarians, or other students could spur students' interest in reading. In the view of fostering a reading culture and broadening students' reading perspectives, a STEM Reading talk was organized in March for Form 1 and 2 students. More than 90% of the students were satisfied with the talk.

2. Evaluation of strategies:

Varieties of promotion activities such as video sharing sessions, book report competitions, book exhibitions, reading scheme, and talks could trigger students' intrinsic motivation to read. In the upcoming academic year, we will continue to employ the above-mentioned strategies and utilize mobile devices and digital resources for e-reading. In addition, efforts will be made to enlist the support of teachers and parents in school reading activities and to make use of community resources

Part 2: Financial Report

- Approved Grant in the year 2022 – 2023: \$ 63,191.00

Item	Actual expenses (\$)
1. Purchase of reading materials <ul style="list-style-type: none">• Printed book• E-Book• Subscription of newspapers and magazines	43,924.65
2. Web-based Reading Schemes: <ul style="list-style-type: none">• eRead Scheme: WiseSearch	17,191.00
3. Reading activities: <ul style="list-style-type: none">• Hiring writers, professional storytellers, etc. to conduct talks	2,000.00
Total	63,115.65
Unspent Balance	75.35





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 2022 – 2023: \$ 820,000

Item	Amount (\$)
Employ 1 full-time support officer and 1 part-time teacher assistant to operate the pull-out Adapted Chinese Course for NCS students	513,900.00
Purchase teaching and learning resources	756.70
Organize school-based activities to promote Chinese Culture for NCS students	49,900.00
Total	564,556.70
Unspent Balance	255,443.30

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

- Approved Grant in the year 2022 – 2023: \$ 100,000

Item	Amount (\$)
Participation in external competitions and preparation of civic education gifts/resources	1,727.00
Subsidise students and teachers to participate in Mainland interflow activities relating to the curriculum of CSD	0.00
Total	1,727.00
Unspent Balance	98,273.00



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 2022 – 2023: \$ 320,864.00

Item	Amount (\$)
Employ Support Officer	260,368.05
Talks (during H.T. Program or OLE Friday)	6,575.00
Workshops for SEN students	57,725.00
Tutorial support for SEN student (1 st term)	8,400.00
Tutorial support for SEN student (2 nd term)	14,500.00
Promotion for Inclusive education (Whole School Approach)	35,293.20
Teaching resources	5,152.80
Total	388,014.05

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 2022 – 23 :	20,000.00
B.	Expenditure in the School Year 2022 – 23 :	0.00
C.	Unspent Amount to be Returned to the EDB (A – B)	20,000.00

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)
TOTAL	0	\$0 (Remark: This item should be equal to the “Expenditure in the Current Year” in Part IB)



III. Details of Expenses

No.	Brief Description and Objective of the Activity	Domain ¹ (Please select or fill in the domain of the activity as appropriate)	Person-times of student beneficiaries ²	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					I	V	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				
1. Local activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them									
1.	NA								
Expenses for Category 1			0	\$0					
No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					I	V	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. Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1.	NA								
Expenses for Category 3			0	\$0					
No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					I	V	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				

¹ 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.

² Person times of student beneficiaries in this column refers to the sum of student beneficiaries participating in each activity, i.e. a student beneficiary participating in more than one activity can be counted more than once.





3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities									
1.	NA								
Expenses for Category 3			0	\$0					

Ms Q Kwok
Contact Person (Name & Post): (Finance Team Member)

8. Life-wide Learning Grant

Please refer to the next page in details.



St. Francis' Canossian College
Report on the Use of the Life-wide Learning Grant
2022-23 School Year

Jun 2022 ver.

Schools are required to upload this Report or the School Report which consist of this Report endorsed by their SMCs / IMCs onto the homepage of the schools for the sake of enhancing transparency and in accordance with the established practice.

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

Category 1: To organise / participate in life-wide learning activities														
No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes													
1	Prefects training workshop 1 and 2	Workshop 1: Nov 2022, Workshop 2: July 2023	workshop 1: S4-6, workshop 2: S3-S5	180	\$18,000	\$100.0	E6	Leadership Training	Students learn the leadership, collaboration, communication and problem-solving skills after a series of activities.				✓	
2	Ocean Park Life-wide Learning Journey	4 Nov 2022	S1-S6	650	\$60,100	\$92.5	E1	Cross-Disciplinary (Others)	Students aware the importance of animal conservation and understand the habitat of wildlife and marine creatures by completing a worksheet in groups after the activity.			✓		
3	S1 OLE Art activities	OLE days 2022-2023	S1	25	\$6,240	\$249.6	E6	Arts (Visual Arts)	Students can grasp the basic skills of Western Painting.			✓		
4	S2 OLE Art activities	OLE days 2022-2023	S2	50	\$15,600	\$312.0	E6	Arts (Visual Arts)	Students can grasp the basic skills of Chinese &Western Painting.			✓		
5	S4 OLE art activities	OLE days 2022-2023	S4	30	\$32,797.29	\$1,093.2	E6	Arts (Visual Arts)	Students can grasp the basic techniques of Procreate.		✓	✓		
6	S5 OLE art activities	24 March,2023	S5	120	\$4,000	\$33.3	E6	Arts (Visual Arts)	Students can appreciate the artworks of the artist. Besides, they can develop empathy & respect to the disables.		✓	✓		
7	S6 OLE art activities	24 Feb,2023	S6	120	\$4,000	\$33.3	E6	Arts (Visual Arts)	Students can appreciate the artworks of the artist. Besides, they can develop empathy & respect to the disables.		✓	✓		
8	S1 OLE Drama activities	OLE days 2022-2023	S1	27	\$7,360	\$272.6	E6	Arts (Others)	Most students find that the course and tutor are helpful in drama learning.			✓		
9	S2 OLE Drama activities	OLE days 2022-2023	S2	19	\$8,280	\$435.8	E6	Arts (Others)	Most students find that the course and tutor are helpful in drama learning.			✓		
10	S4 OLE Drama activities	OLE days 2022-2023	S4	13	\$12,420	\$955.4	E6	Arts (Others)	Most students find that the course and tutor are helpful in drama learning.			✓		
11	Debating Society (Chi + Eng)	Regular training	S1-5	100	\$15,800	\$158.0	E5	Cross-Disciplinary (Others)	Majority of the students found that the training were useful in developing skills in research, critical thinking and communication.	✓				
12	English Debating Team	Regular training on Wednesday	S2-4	10	\$42,500	\$4,250.0	E1	English Language	Team members were able to formulate argument and find evidence to substantiate their arguments. They were also equipped to make rebuttles on the spot.	✓				
13	Chinese Debating Team	Regular training & coaching for competitions	S2-5	20	\$44,250	\$2,212.5	E1	Chinese Language	大部分同學認為訓練有助訂立主線及提升駁論技巧，並曾於各比賽獲得晉級或獎項	✓				
14	Students' talk on multiple pathway	Oct 2022	S6	99	\$6,000	\$60.6	E1	Careers Guidance	Majority of the participants (about 85%) found that the talk was useful in determing their future studies.					✓
15	Personality Workshop	July 2023	S5	99	\$24,260	\$245.1	E6	Careers Guidance	Students find the activity satisfactory and can explore their personality and leverage their personality traits for their future career					✓
16	Careers activities co-organized with Agent of Change	Sept 2023 - August 2023	S1 - S6	300	\$0	\$0.0		Careers Guidance	No extra expenses are spent with Agent of Change					✓
17	Students' talk on self-understanding for the preparation of setting career life goal	April 2023	S1-S2	200	\$1,400	\$7.0	E1	Careers Guidance	More than half of the participants thought that it was useful in helping them to face challenges (56%) and have better understanding on their own strengths and passion (59%)					✓
18	Biology field trip	April 2023	S5	43	\$2,304	\$53.6	E2	Science	Students learnt the skills in conducting field studies.	✓				
19	S1 OLE STEM activities: Aerial photography basic course OR Microsoft Arcade	OLE days 2022-2023	S1	24	\$9,600	\$400.0	E1	Cross-Disciplinary (STEM)	Students have acquired the corresponding skills.	✓				
20	S2 OLE STEM activities: Micro:bit basic course	OLE days 2022-2023	S2	20	\$12,000	\$600.0	E1	Cross-Disciplinary (STEM)	Students have acquired the corresponding skills.	✓				
21	S3 Sex Education Workshop	3 March 2023 10 March 2023	S3	120	\$3,600	\$30.0	E1	Values Education	Most students agreed that they gained more understanding on the correct attitude when communicating people of opposite sex.		✓			
22	S6 Sex and Health Talk	20 Dec 2022	S6	96	\$900	\$9.4	E1	Values Education	All students agreed that they understand more about the importance of protecting oneself and respecting others.		✓			
23	English Fun Day	12 May 2023	S1-6	520	\$14,320	\$27.5	E1	English Language	Students and teachers had fun at game booths playing a variety of language games and chatting in English. Students staged high-quality performances in the hall and displayed their creativity in costume designs. English Ambassadors and other student helpers spoke English throughout the event and act as role models to immerse students in an English-speaking environment at school	✓	✓			
24	Drama Fest 2023 (EMI Drama competition)	TBC	S2-4	20		\$0.0		English Language	This event was not carried out due to insufficient members recruited	✓		✓		

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

Category 1: To organise / participate in life-wide learning activities														
No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes													
25	Film/drama/musical outing or visit to a museum/exhibition	TBC	S1/S2/S3 & S4/S5	240	\$0	\$0.0		English Language	This event was not carried out due to time clashes with other school activities.	✓		✓		
26	To organize S1 OLE Music activities	OLE DAYS	S1	21	\$12,000	\$571.4	E5	Arts (Music)	Students have acquired basic skill in music arrangement.			✓		
27	To organize S2 OLE Music activities	OLE DAYS	S2	22	\$15,000	\$681.8	E5	Arts (Music)	Students have acquired more skill in music arrangement.			✓		
28	To organize S4 OLE Music activities (Coach for African Drum)	OLE DAYS	S4	22	\$15,000	\$681.8	E5	Arts (Music)	Students have acquired basic skill in Djembe music.			✓		
29	To organize S6 OLE Music activities (whole form)	OLE DAYS	S6	96	\$10,000	\$104.2	E1	Arts (Music)	Students have acquired basic skill in a capella music arrangement.			✓		
30	To organize instrumental classes for music teams.	2022-2023	S1-S5	50	\$77,563	\$1,551.3	E5	Arts (Music)	Students have acquired basic skill in their music instrument learning.			✓		
31	Leadership Training Camp for newly elected student exco. members.	18-19 Nov 2022	S2-S5	80	\$12,500	\$156.3	E1	Leadership Training	Most of the students agreed that their leadership skills was enhanced.		✓	✓		✓
32	Leadership Training Camp for potential leaders	June 2023	S1-S4	40	\$9,520	\$238.0	E1	Leadership Training	Most of the students agreed that their leadership skills was enhanced.		✓	✓		✓
33	Wan Chai Cultural Visit & Workshops (S3 OLE)	25 Nov & 16 Dec 2022	S3	104	\$28,240	\$271.5	E1	Values Education	Most of the students agreed that their understanding of their own community is greatly enhanced, their sense of belonging is greatly raised.			✓		
34	Service Learning Project (S3 OLE)	Feb to May 2023	S3	104	\$50,930	\$489.7	E1	Values Education	Most of the students agreed that their understanding of their own community is greatly enhanced, their sense of belonging is greatly raised.			✓	✓	
35	S1 Extended Learning Day	19 Feb 2023	S1	132	\$48,742	\$369.3	E1	Cross-Disciplinary (Others)	Most of the students agreed that their sense of responsibilities to the environment conservation is greatly raised.		✓			
36	Talk and HomeTime Program (Value Education)	2022-2023	S1-S6	620	\$40,257	\$64.9	E1	Values Education	Most of the students are observed to show their gratitude to the people around them .			✓		
37	Counselling Team Services Program	13 May 2023	S1, S4 and S5	50	\$0	\$0.0		Cross-Disciplinary (Others)	No extra expenses are spent		✓			
38	F.4 Orientation Day Camp (Counselling)	30 Sept 2022	S4	90	\$11,760	\$130.7	E1	value education	Most of the students feels satisfactory about the programme.		✓			
39	Guidance Assistants Training Camp (23-24)	26 Aug 2023	S4 S5	24	\$0	\$0.0		Leadership Training	No extra expenses are spent		✓			
40	Guidance Assistants Training Program (2 Sections)	23 Jul 2022	S4 and S5	24	\$3,500	\$145.8	E1	Leadership Training	Most of the students feels satisfactory about the programme.		✓			
41	F1 Home Program (Understanding oneself)	6 Sep 2022	S1	122	\$5,000	\$41.0	E1	personal growth	Most of the students feels satisfactory about the programme.		✓			
42	F1 Time Management Program	6 Oct 2022	S1	122	\$3,539	\$29.0	E1	personal growth	Most of the students feels satisfactory about the programme.	✓	✓			
43	F5 Home Program (Talk: Stress Management)	7 Sep 2022	S5	90	\$2,800	\$31.1	E1	personal growth	Most of the students feels satisfactory about the programme.	✓	✓			
44	F6 Home Program (Talk: Stress Management)	27 Sep 2022	S6	90	\$2,800	\$31.1	E1	personal growth	Most of the students feels satisfactory about the programme.	✓	✓			
45	Athletics Team Track Events Coach	Sept 2022 to May 2023	S1-S6	24	\$66,000	\$2,750.0	E5	Physical Education	The coach is professional and very helpful in improving students' performance. Outstanding results inter-school competition.			✓		
46	Athletics Team Field Events Coach	Sept 2022 to May 2023	S1-S6	20	\$12,000	\$600.0	E5	Physical Education	The coach is professional and very helpful in improving students' performance.		✓	✓		
47	Extended Learning: F4 Extended Learning Day + Careers outing in F5 OLE	19 Jan 2023	S4 and S5	220	\$3,150	\$14.3	E1	Careers Guidance	Students find the activities satisfactory, fruitful and meaningful.		✓	✓		
48	Cheer Dance Team Coach	Sept 2022 to May 2023	S1-S5	24	\$21,000	\$875.0	E5	Physical Education	The coach is professional. The students are responsible with high attendance. The result in competition is good.		✓	✓		
49	S1 OLE Chinese Dance activities	OLE days 2022-2023	S1	20	\$4,800	\$240.0	E1	Arts (Others)	For the Chinese Dance lessons, the dance tutor was very professional. Not only could she arouse students' interest to learn more dancing techniques, she also enhanced their ability in dance appreciation.			✓		
50	S2 OLE Chinese Dance activities	OLE days 2022-2023	S2	20	\$8,000	\$400.0	E1	Arts (Others)	For the Chinese Dance lessons, the dance tutor was very professional. Not only could she arouse students' interest to learn more dancing techniques, she also enhanced their ability in dance appreciation.			✓		
51	S4 OLE Modern Dance activities	OLE days 2022-2023	S4	25	\$6,705	\$268.2	E1	Arts (Others)	For the F.4 Modern Dance lessons, the dance tutors were very professional. Not only could she arouse students' interest to learn more dancing techniques intensively, she also enhanced their ability in dance appreciation. Students had a very good feedback, as reflected in their evaluation and the class observation from the teacher-in-charge even in online mode.			✓		
52	S5 OLE Latin Dance activities	OLE days 2022-2023	S5	110	\$8,400	\$76.4	E1	Arts (Others)	For the training course of Latin Dance, the Latin Dance tutors were very professional. Not only could arouse students' interest to learn the techniques of Yoga, also enhanced their ability in Latin Dance appreciation.			✓		

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences				
			Level	Number of Participants						<u>Intellectual Development (closely linked with curriculum)</u>	<u>Values Education</u>	<u>Physical and Aesthetic Development</u>	Community Service	<u>Career-related Experiences</u>

(Please insert rows above if the space provided is insufficient.)									
		Sub-total of Item 1.1	\$1,140,638.27						
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons.								
1	Nil								
2									
3									
4									

	Sub-total of Item 1.2	\$0.00	
	Expenses for Category 1	\$1,140,638.27	

No.	Item	Purpose	Actual Expenses (\$)
1	BBC Micro:bit & Kittenbot Robot:bit	S2 OLE STEM	9750
2	Dance Costume Fee	For Dance Competition	8234
3	School Sports Team: T-shirt (subsidy)	For Competition	0
4	Procure and maintain musical instruments for performance and outside classroom activities (like Chinese drums, Yang Qin, Double Bass, Cello, Xylophone & Mallet etc)	For performance and outside classroom activities for students	34876
Expenses for Category 2			\$52,860.0
Expenses for Categories 1 & 2			\$1,193,498.3

Category 1: To organise / participate in life-wide learning activities																																
No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences																						
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences																		
1.1	Local Activities: To organise life-wide learning activities in different KLA's / 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																															
Category 3: Number of Student Beneficiaries					* Input using the following codes: more than one code can be used for each item. <table border="1"> <tr> <td>E1</td> <td>Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)</td> <td>E6</td> <td>Fees for students attending courses, activities or training organised by external organisations recognised by the school</td> </tr> <tr> <td>E2</td> <td>Transportation fees</td> <td>E7</td> <td>Purchase of equipment, instruments, tools, devices, consumables</td> </tr> <tr> <td>E3</td> <td>Fees for non-local exchange activities / competitions (students)</td> <td>E8</td> <td>Purchase of learning resources (e.g. educational</td> </tr> <tr> <td>E4</td> <td>Fees for non-local exchange activities / competitions (escorting teachers)</td> <td>E9</td> <td>Others (please specify)</td> </tr> <tr> <td>E5</td> <td>Fees for hiring expert / professionals / coaches</td> <td></td> <td></td> </tr> </table>								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	E4	Fees for non-local exchange activities / competitions (escorting teachers)	E9	Others (please specify)	E5	Fees for hiring expert / professionals / coaches		
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E4	Fees for non-local exchange activities / competitions (escorting teachers)	E9	Others (please specify)																													
E5	Fees for hiring expert / professionals / coaches																															
Total number of students in the school:			629																													
Number of student beneficiaries:			629																													
Percentage of students benefitting from the Grant (%):			100%																													
Name of Contact Person for LWL:			Ms Queenie Kwok																													
Post of Contact Person for LWL:			Finance Management Member																													



Feedback on Future Planning

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

The school year 2023 – 2024 marks the second year of the school development cycle 2022 – 2025. The theme “Respect – United in Charity” is the continuation of our major concern of gratitude in last year. After having been taught the importance of the virtues of gratitude, respect and commitment in life, we would like to encourage our students to respect oneself, respect others and respect environment.

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.

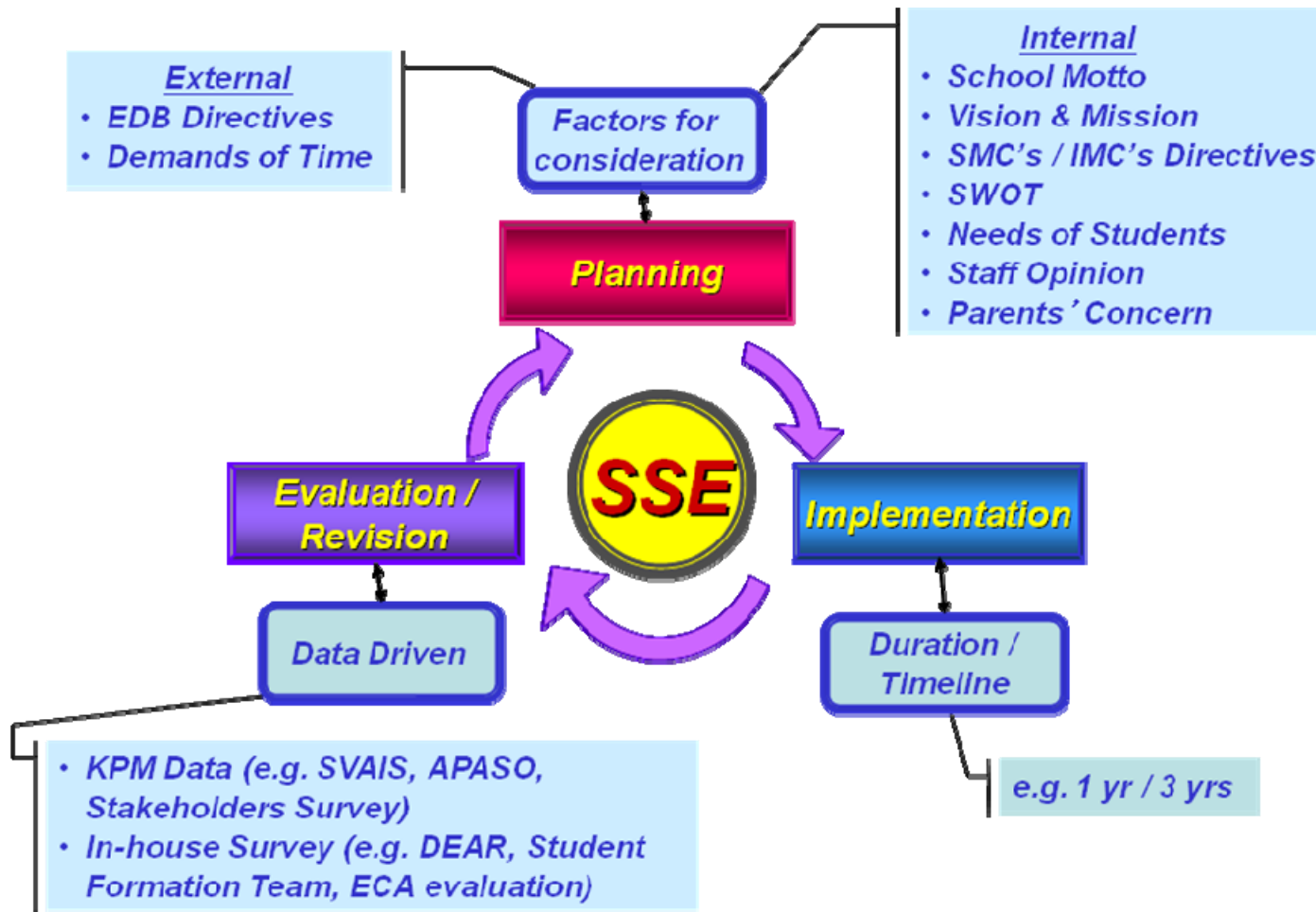
We prepare students to achieve clearly defined goals which give meaning to their life.

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"> 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. 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. 	<ul style="list-style-type: none"> Long-term partnership with alumni in setting up a good model for students to reinforce the identity as Franciscans School History in F1 History curriculum will continue so as to build up a strong bonding between students and the school.
2. To foster students' autonomy in learning through Reading to Learn	Achieved	<ul style="list-style-type: none"> The subject "Information Literacy" (IL) was successfully introduced in both F1 and F.2 classes The IL curriculum reinforced students' independent learning through Reading Across the Curriculum. Action research was successfully conducted in IL to support the learning of Chinese, Integrated Science and Life & Society. 	<ul style="list-style-type: none"> 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. The IL curriculum will be revised in the new school development cycle so as to address the changing needs of

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"> Strengthening students' positive thinking becomes a routine measure in the school community, especially under the pandemic situation 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. 	<ul style="list-style-type: none"> 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.

Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Area for Reinforcement / Improvement
1. School Management	<ul style="list-style-type: none"> • The school has a clear direction of development and has adopted a transparent and accountable approach to decision-making and policy formulation. • Participatory approach to decision-making is in place whereby decisions on important issues and school major concerns are made. • A collaborative framework has been established to provide a forum for soliciting views of different key stakeholders. • An evidence-based evaluation mechanism which involves a variety of evaluation strategies has been employed. • A flexible management structure that can accommodate changes by suitably deploying manpower has been adopted. • 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. • Clear procedural manuals are kept for effective daily operation and sustainable management. • 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. 	<ul style="list-style-type: none"> • 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.

PI Areas	Major Strengths	Area for Reinforcement / Improvement
2. Professional Leadership	<ul style="list-style-type: none"> • 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. • 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. • Good team collaboration and effective distributive leadership are evident. The middle managers offer suitable guidance and supervision for their department or team members. • The staff are in a harmonious working relationship and have good team spirit. • Target-oriented staff development activities were organized to keep teachers abreast of educational trends as well as the school major concerns. • Teachers participate in various staff development activities for self-improvement and continuous professional development. 	<ul style="list-style-type: none"> • 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. • 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.

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

PI Areas	Major Strengths	Area for Reinforcement / Improvement
5. Student Support	<ul style="list-style-type: none"> • Student support activities are strategically planned with reference to review and feedback from all stakeholders. • The school places great emphasis on all-round education and in particular, value and religious education. • The school has adopted a whole-school approach to fostering students' positive values and attitudes. • 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. • 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. • 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. • The school provides comprehensive leadership training to potential student leaders. • Various activities are held to promote life-wide learning to students of various strengths and potential. • Individual guidance is given to SEN students under the leadership of the SEN Team. 	<ul style="list-style-type: none"> • 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.

PI Areas	Major Strengths	Area for Reinforcement / Improvement
6. Partnership	<ul style="list-style-type: none"> 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. 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. The school actively develops a strong bond with our feeder primary school. 	<ul style="list-style-type: none"> Partnership with the local university will be sought to equip teachers' skills in catering the learners diversity. 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.
7. Attitude and Behaviour	<ul style="list-style-type: none"> Being a Catholic school, it has cultivated a very caring atmosphere. Most of our students are self-disciplined. They like the school and get along well with their classmates. 	<ul style="list-style-type: none"> More endeavours will be made to provide positive reinforcement to students in various contexts
8. Participation and Achievement	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. In motivating students' participation in events and competition, relevant information will be made through the School Mobile App System.



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 150th 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>Our Weaknesses</i>	<i>Our Opportunities</i>
<ol style="list-style-type: none">1. Being too well-protected, some students have not developed a high level of resilience.2. Inadequate time management skills have posed negative impacts on students' physical and psychological health.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.4. Teaching efficacy is yet to be reinforced to stretch the potentials of the high achievers.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.	<ol style="list-style-type: none">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.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.3. Well-coordinated and diversified staff development programmes are offered to teachers4. 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.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.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.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.
<i>Our Threats</i>	
<ol style="list-style-type: none">1. Due to the suspension of face-to-face classes, not enough opportunities are offered for students with different potentials to shine.2. The increased learner diversity has posed challenges to teachers as they strive to provide equal opportunities for learning and promote high-order thinking.3. An increase in staff turnover rate and student dropout rate are observed in these few years.4. Some overprotective parents undermine home-school communication.5. Traditional values are challenged as students are lost in myriads of ideas and philosophy.	



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)

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

Major Concern	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals (Related Learning Goals of Secondary Education)
		Year 1	Year 2	Year 3		
To reinforce values education to enhance whole-person development of Franciscans	To build a harmonious community through nurturing a respectful heart	✓	✓	✓	<ul style="list-style-type: none"> • Collaboration with the City University of HK to conduct a series of school-based values education programmes • Reinforcement of a reflective culture among students 	<p>With a foundation built on gratitude, the value “respect” will be the theme of this year’s values education.</p> <p>Cross-curricular collaboration will be fostered to instill Canossian values and positive values in our students through various teaching and learning activities in both the formal and non-formal curriculum. Students’ sense of national and global identity will be strengthened. They also have more opportunities to reflect upon personal goals with aspirations for further studies and future career and participate in physical and aesthetic activities.</p>
	To further infuse values education in both the formal and non-formal curriculum	✓	✓	✓	<ul style="list-style-type: none"> • Cross-curricular collaboration among subject departments and teams <ul style="list-style-type: none"> ■ Incorporating Canossian values and other positive values into classroom teaching ■ Incorporating Canossian values and other positive values into activities • Collaboration with the NGOs and mass media companies to refine and develop School-based 	<p>The school will collaborate with NGOs and mass media companies to refine and develop School-based Information Literacy (IL) Curriculum to keep up with the rapid</p>

Major Concern	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals (Related Learning Goals of Secondary Education)
		Year 1	Year 2	Year 3		
					Information Literacy (IL) Curriculum in Form 1 & 2 respectively	
	To implement values education through home-school collaboration	✓	✓	✓	<ul style="list-style-type: none"> • Provision of staff development programmes by <ul style="list-style-type: none"> • Canossian Missions • External support (City U, NGOs and mass media companies) • Provision of parent education talks and workshops 	<p>advancement in information technology. The theme on law-abidingness will be extended to Form Two. Both Form One and Two students will be equipped with IT and information literacy knowledge and skills.</p> <p>Parent education talks and workshops on values education will be organized to equip parents with relevant knowledge and practical skills in nurturing positive values in their daughters at home and to facilitate home-school collaboration in the forming of dignified young ladies ready to serve their community and our motherland.</p>

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

Major Concern	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals (Related Learning Goals of Secondary Education)
		Year 1	Year 2	Year 3		
To cater for learner diversity by enhancing classroom teaching efficiency	To enhance assessment literacy and strengthen middle managers' capacity	✓	✓	✓	To collaborate with QSIP, CUHK to cater for learner diversity by enhancing assessment literacy through lesson studies in the following subjects <ul style="list-style-type: none"> • Chinese Language • English Language 	To further enhance assessment literacy and strengthen out school's middle managers' capacity, an extension of the project on assessment literacy will be implemented in the coming years. In addition to extending the scope of assessment literacy from classroom assessment to formal tests and exams, effective use of data for assessment evaluation will also be stressed. By adopting suitable modes to assess and follow up on students' learning progress, students can achieve the learning goal in extending their breadth of knowledge. This enables students to acquire and construct a broad and solid knowledge base, and to understand contemporary issues that may impact on students' daily lives at personal, community, national and global levels
	To support professional development on enhancing assessment literacy and strengthening teachers' capacity	✓	✓	✓	To collaborate with external professional support (QSIP, CUHK) to <ul style="list-style-type: none"> ○ Conduct staff professional development workshops for teaching staff ○ Provide school-based support in PIE on assessment literacy in English Language and Chinese Language 	



Annual School Plan

2023/24

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

2023/2024

Main Foci

- 1. To reinforce values education to enhance whole-person development of Franciscans**
 - *To build a harmonious community through nurturing a respectful heart*
 - *To further infuse values education in both the formal and non-formal curriculum*
 - *To implement values education through home-school collaboration*
- 2. To cater for learner diversity by enhancing classroom teaching efficiency**
 - *To enhance assessment literacy and strengthen middle managers' capacity*
 - *To support professional development on enhancing assessment literacy and strengthening teachers' capacity*

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

Briefly list the feedback and follow-up actions from the previous school year:

(In the first year of the development cycle, schools generally do not need to complete this part, but if the major concern(s) of this development cycle is related to the previous development cycle, e.g. optimising the major concern, schools may make reference to the feedback and follow-up actions of the previous school year to formulate or adjust the work of this school year.)

- Empower the role of form teachers and co-form teachers in the nurturing students with Canossian values and other positive values.
- Foster cross-curricular collaboration among subject departments and functional teams to instill Canossian values and other positive values in our students through various teaching and learning activities in formal and non-formal curriculum.
- Facilitate home-school collaboration in the forming of dignified young ladies ready to serve their community and our motherland.

Targets	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People Responsible	Resources Required
1. To build a harmonious community through nurturing a respectful heart	<ul style="list-style-type: none"> • Collaboration with the City University of HK to conduct a series of school-based values education programmes • Reinforcement of a reflective culture among students 	<ul style="list-style-type: none"> • Conduction of mass programmes at school level and home programmes at class level related to Canossian values and other positive values for the whole school • Students' reflection and sharing show understanding of the importance of respect • Over 85% of students agree that the strategies adopted can foster their positive values and 	<ul style="list-style-type: none"> • Students' reflection and sharing • Observation by teachers • Minutes of evaluation meetings • Home Programs and OLE Friday records • Questionnaires 	Sept 2023 to July 2024	<ul style="list-style-type: none"> • Principal • Values Education Team • Form and co-form teachers and students 	<ul style="list-style-type: none"> • City U • School grant

Targets	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People Responsible	Resources Required
		attitudes				
2. To further infuse values education in both the formal and non-formal curriculum	<ul style="list-style-type: none"> • Cross-curricular collaboration among departments and teams <ul style="list-style-type: none"> ■ Incorporating Canossian values and other positive values into classroom teaching ■ Incorporating Canossian values and other positive values into activities • Collaboration with the NGOs and mass media companies to refine and develop School-based Information Literacy (IL) Curriculum in Form 1 & 2 respectively 	<ul style="list-style-type: none"> • Evaluation reports that display effectiveness of the incorporation of values education in all subject departments and functional teams • Conduction of Home Programs for instilling students with Canossian values and other positive values • Refinement of school-based IL curriculum in F.1 and development of school-based curriculum in F. 2 	<ul style="list-style-type: none"> • Department curriculum plans and minutes • Questionnaire survey of students • Observation by teachers • Minutes of evaluation meetings • Lesson observation feedbacks • Home Programs and OLE Friday records 	Sept 2023 to July 2024	<ul style="list-style-type: none"> • Principal • Values Education Team • Functional Teams • All teachers and students 	<ul style="list-style-type: none"> • QEF • School grant
3. To implement values education through home-school collaboration	<ul style="list-style-type: none"> • Provision of staff development programmes by <ul style="list-style-type: none"> ■ Canossian Missions ■ External support (City U, NGOs and mass media companies) • Provision of parent education talks and workshops 	<ul style="list-style-type: none"> • Over 80% of teachers agree that they have acquired relevant knowledge and skills in inculcating Canossian values and other positive values among students through professional 	<ul style="list-style-type: none"> • Questionnaire survey of teachers and parents • Minutes of evaluation meetings 	Sept 2023 to July 2024	<ul style="list-style-type: none"> • Principal • Values Education Team • PTA • Staff Development Team • All 	<ul style="list-style-type: none"> • Canossian Missions • QEF • School grant

Targets	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People Responsible	Resources Required
		<p>development</p> <ul style="list-style-type: none"> Over 80% of parents agree that they have equipped with relevant knowledge and practical skills in nurturing positive values in their daughters 			teachers	

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

Briefly list the feedback and follow-up actions from the previous school year:

- Reflection:

The support from the CUHK Quality School Improvement Project effectively promoted assessment literacy in the middle-level leaders at our school. Our school leaders and curriculum leaders were able to organize and conduct the internal dissemination of sharing of good practices. A holistic picture of the continual professional development among teachers was formed.

- Feedback and Follow-up:

To further enhance assessment literacy and strengthen out school's middle managers' capacity, an extension of the project on assessment literacy will be implemented in the coming years. In addition to extending the scope of assessment literacy from classroom assessment to formal tests and exams, effective use of data for assessment evaluation will also be stressed. At the same time, nurturing middle managers to strengthen their capacity on sustainable development of the above-mentioned areas is also a focus. The project aims at enhancing teachers' professional capacity and strengthening instructional leadership through collaborative lesson planning meetings, lesson observations, post-lesson discussions, assessment design and data analysis consultations. By adopting suitable modes to assess and follow up on students' learning progress, students can achieve the learning goal in extending their breadth of knowledge.

Targets	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People Responsible	Resources Required
1. To enhance assessment literacy and strengthen middle managers' capacity	<ul style="list-style-type: none"> • To collaborate with QSIP, CUHK to cater for learner diversity by enhancing assessment literacy through lesson studies in the following subjects <ul style="list-style-type: none"> ■ Chinese Language ■ English Language 	<ul style="list-style-type: none"> • Conduction of lesson studies in Chinese Language and English Language to extend the scope of assessment literacy from classroom assessment to formal tests and exams, with emphasis on the use of 	<ul style="list-style-type: none"> • Questionnaire survey of teachers • Observation by teachers • Minutes of evaluation meetings 	Sept 2023 to July 2024	<ul style="list-style-type: none"> • QSIP, CUHK • Principal • Academic Team • Chinese and English Departments 	<ul style="list-style-type: none"> • School Grant

Targets	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People Responsible	Resources Required
		<ul style="list-style-type: none"> data for assessment evaluation Over 85% of teachers agree that the strategies adopted can enhance their professional capacity in assessment literacy Over 85% of teachers agree that the strategies adopted can improve student learning 			<ul style="list-style-type: none"> All teachers and students 	
2. To support professional development on enhancing assessment literacy and strengthening teachers' capacity	<ul style="list-style-type: none"> To collaborate with external professional support (QSIP, CUHK) to <ul style="list-style-type: none"> Conduct staff professional development workshops for all teaching staff Provide school-based support in PIE on assessment literacy in English Language and Chinese Language 	<ul style="list-style-type: none"> Conduct a series of cadre group meetings and professional development workshops to enhance assessment literacy Over 85% of teachers agree that the professional support can enhance their professional capacity in assessment literacy 	<ul style="list-style-type: none"> Questionnaire survey of teachers Observation by teachers Minutes of evaluation meetings 	Sept 2023 to July 2024	<ul style="list-style-type: none"> QSIP, CUHK Principal Academic Team Chinese and English Departments All teachers and students 	<ul style="list-style-type: none"> School Grant

Plan on the Use of Capacity Enhancement Grant 2023 – 2024

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"> Workload of librarian teacher and other teachers can be reduced 	Whole year	Salary for the year \$329,560	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"> Workload of English teachers can be reduced 	Whole year	Salary for the year \$542,000	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"> Teaching workload of all teachers can be reduced 	Whole year	Salary for the year \$248,440	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
Western Instrumental Ensemble (String Orchestra, Wind Ensemble, Symphony Orchestra)	Music	Hire a tutor to lead the ensemble	<ul style="list-style-type: none"> Teacher's workload in training the students can be reduced 	From September 2023 onward for 1 year	Salary of the tutor: \$26,400	Students are able to acquire the skill	Teacher's assessment on Students' performance	Ms. Janet Wong
Chinese Instrumental Ensemble (Zheng, Erhu, Instrumental training)	Music	Hire a tutor to lead the ensemble	<ul style="list-style-type: none"> Teacher's workload in training the students can be reduced 	From September 2023 onward for 1 year	Salary of the tutor: \$39,600	Students are able to acquire the skill	Teacher's assessment on Students' performance	Ms. Janet Wong
			Total Estimate		\$1,186,000.00			
			CEG for 2022/23		\$666,935.00			
			Surplus / (Deficit)		(\$519,065.00)			

Plan on the Use of the Promotion of Reading Grant 2023 – 2024

Objective:

1. To cultivate the habit of reading in students
2. To align with the promotion of National Security Education and values education
3. To recommend a wide assortment of reading materials to students for both academic and leisure reading

	Item*	Estimated Expenses (\$)
1.	Purchase of reading materials	\$45,000.00
	♦ Printed books	
	♦ e-Books	
	♦ Subscription of newspapers and magazines	
2.	Web-based Reading Schemes	\$35,000.00
	♦ eRead Scheme : Nowbook Digital Library, WiseSearch	
3.	Reading Activities	\$5,000.00
	♦ Hiring writers, professional storytellers, etc. to conduct talks	
4.	Others	\$5,000.00
	Total:	\$90,000.00

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

2023-2024

Strategies	Benefits Anticipated	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required (HK\$)
Appointing 2 additional teachers to support the learning of Chinese and Chinese History of NCS students	12 NCS students	Sept 2023 to Aug 2024	Students' performance in Chinese Language and Chinese History were enhanced.	NCS students feedback and concerned Chinese Language teachers' observation	Chinese Language Panel Head and Chinese History Panel Head	792,000
Purchase teaching resources for the adapted Chinese Language and Chinese History Curriculum	12 NCS students	Sept 2023 to Aug 2024	Students' performance in Chinese Language and Chinese History were enhanced.	NCS students feedback and concerned Chinese Language teachers' observation	Chinese Language Panel Head and Chinese History Panel Head	35,000
Organise Chinese Culture activities for all students on effective communication with NCS students	All students	Jun 2024	Positive feedback from students	Students feedback and concerned Chinese Language teachers' observation	Chinese Language Panel Head	50,000
					Total	877,000

姊妹學校交流計劃書

2023-2024 學年

內地姊妹學校名稱：武漢市第十九中學

締結日期：2023 年

本校擬於計劃推行期間舉辦下列姊妹學校交流活動：

交流項目名稱及內容	預期目標	監察 / 評估	預算開支
武漢市第十九中學交流團 ➤ 由教師帶領約 20 位學生到訪武漢 ➤ 通過師生觀課開展師生交流，認識當地的歷史、學習制度、人文景觀等 ➤ 參觀當地大學及歷史建築	學校方面： ➤ 促進教師專業發展，了解兩地學術發展方向 ➤ 增進兩校友好情誼 學生方面： ➤ 增進學生對內地的認識和了解，從而增加對國家的歸屬感 ➤ 學生可以擴闊視野 ➤ 和當地學生建立友誼，促進文化交流	➤ 通過學員反思、討論及彼此回饋 ➤ 通過教師觀察	團員約 23 人 團費每人港幣 6,500 元 總團費共港幣 149,500 元

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

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

I. Aims and usage of the one-off grant

According to the circular, the CS Grant may be used to:

- develop or procure relevant learning and teaching resources (including multimedia and e-learning resources), mobile applications and software, as well as reference materials for CS;
- subsidise students and teachers to participate in Mainland interflow activities or study tours² relating to the curriculum of CS;
- organise school-based learning activities for enhancing the learning and teaching effectiveness of CS; and
- organise or subsidise students to participate in joint-school / cross-curricular activities relating to the curriculum of CS conducted in Hong Kong or in the Mainland to promote interchange and dissemination of good practices.

II. Disbursement Arrangements

The one-off grant of \$300,000 for each public-sector secondary school and DSS secondary school offering local SS curriculum has been disbursed in September 2021. The unspent balance as at 31st August 2025 should be returned to the EDB (updated in October 2023 circular EDBCM174/2023).

III. Plan of usage of the grant in school year 2023-24

Item	Objective(s)	Details	Success criteria	Method of Evaluation	People responsible	Estimated Expenses (\$)
1	To enhance the teaching and learning effectiveness of the curriculum, utilize the learning efficiency as well as students' familiarity with the curriculum related-issues	Procure relevant learning and teaching resources for CS	Students' uplifting performance in Citizenship and Social Development assessments	<ul style="list-style-type: none"> ➤ Evaluated by students' performance and progress in tests/exams ➤ Observed by subject teachers 	Citizenship and Social Development Department Head	50,000
2	To increase students' learning motivation through providing the chance of experiential learning and engagement diversified social experiences	External experiential learning fee: local educational activities and tours (including application and transportation fee)	Students' enhancement of learning motivation and active participation in lesson/after-class discussion	<ul style="list-style-type: none"> ➤ Observed by subject teachers ➤ Evaluated by students' level of participation 	Citizenship and Social Development Department Head	28,000
3	Create a positive learning atmosphere in a whole-school manner and broaden the horizon of student leaders through inter-school interaction and nurturing of leadership	Participation in external competitions and preparation of civic education gifts/ resources	Students' reaction to social and national issues, as well as their civic participation	<ul style="list-style-type: none"> ➤ Evaluated by students' level of participation ➤ Evaluated by students' creativity and performance in activities 	Citizenship and Social Development Department Head	5,000

Item	Objective(s)	Details	Success criteria	Method of Evaluation	People responsible	Estimated Expenses (\$)
				and product design		
4	To increase students' participation and self-initiative in the co-curricular activities, nurture their ability in conducting self-reflection and explore their talents in creativity	Publication of students' masterpieces and reflections from subject learning	Students' level of participation and performance in product design	<ul style="list-style-type: none"> ➤ Evaluated by students' learning initiative and level of in-depth reflection ➤ Observed by all teachers and students 	Citizenship and Social Development Department Head	50,000
5	To create an atmosphere in school for civic awareness and draw attention to the rise of global citizenship and national issues	Miscellaneous items for Civic Education (e.g. tools for flag raising teams)	The performance of all students and participation in activities	<ul style="list-style-type: none"> ➤ Observed by all teachers and students 	Citizenship and Social Development Department Head	1,000
		Total				134,000

**Plan on the Use of the Learning Support Grant
2023 – 2024**

Strategies	Benefits Anticipated	Success Criteria	Method of Evaluation	Resources Required (HK\$)
Employment of a Student Support Officer	<ul style="list-style-type: none"> • Provide support to SEN students including counselling, social activities etc. • Support administrative work of SEN team and Counselling team 	Students' social skills, execution skills and emotional skills were enhanced.	Feedback from teachers, parents and students concerned.	286,335.00
Workshop for SEN students (training for communication skills, handling emotions and improvements in self-management)	<ul style="list-style-type: none"> • Support students' needs with various activities 	Students' needs (academic, social, mental health) were catered.	Questionnaire	30,000.00
Whole School promotion of inclusive education	<ul style="list-style-type: none"> • Development of whole school as harmonious learning environment 	Students communication skills were enhanced.	Feedback from teachers and students concerned.	5,000.00
Tutorial Class	<ul style="list-style-type: none"> • Providing extra lessons for SEN Students. 	Students' academic needs .	Feedback from teachers and students concerned.	10,000.00
			Total	331,335

**Plan on the Use of the Life-wide Learning Grant
2023-2024**

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.

Please refer to the next page for the use of the LWLG in details

Category 3: Estimated Number of Student Beneficiaries

Total number of students in the school:	621
Estimated number of student beneficiaries:	621
Percentage of students benefitting from the Grant (%):	100%

Contact Person for LWL (Name & Post): Ms V. Yan
(Finance Team Member)

No.	Activity Name	Proposed Date (number of sessions and duration)	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	Success criteria	Essential Learning Experiences					Subject Panel / Teacher-in-charge
			Level	Estimated Number of Participants							<u>Intellectual Development</u> (closely linked with curriculum)	<u>Values Education</u>	<u>Physical and Aesthetic Development</u>	Community Service	<u>Career-related Experiences</u>	
1.1	Local Activities: To organise life-wide learning activities in different KLA's / 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	Debating Team and Society (English Debating Team)	Feb- June 2024 (probably ~5 sessions)	S1-S5	20	\$20,000	\$1,000	Recruit coaches and trainers to help our team members to develop public speaking ability and hone debating skills. 8 workshops will be conducted by Toastmaster International and we intend to recruit tutors to carry out biweekly training sessions thereafter. Each session will last for 1.5 hrs.	English Language	Annual evaluation on the coaches employed	Team members are expected to be able to deliver speeches confidently and make impromptu responses. Also, inter-class competitions may be held in the second term and so, it is hoped that our team members can aid each participating class.	✔					H Hau
2	EMI Schools English Drama Festival	Nov 7,8,14,15,21,22; Dec 12,13,19,20; Jan16,17,23,24,30,31; Feb 6,20,21,27; Mar 5,6, Apr 8,9,10 (1.5h x 20 + 2h x 5 = 40h in total.)	S1-4	15	\$60,000	\$4,000	To employ a company providing professional drama coaching and production services, in preparation for the entry in the English drama fest competition in 2024	English Language	Annual evaluation of the company providing the drama coaching, scripts, props, costumes, and production services	Over 80% of the participants experience personal growth and development, showing improvements in acting skills, confidence, self-expression, and their ability to interpret and convey the intended meaning, emotions, and themes of the chosen plays or scenes.	✔					V Wong
4	Drama Club	April 2024 (20 sessions and 1.5 hours each)	S1-5	50	\$49,000	\$980	To recruit drama coaching and production services for the Hong Kong School Drama Festival and purchase tickets for drama appreciation	Cross-Disciplinary (Others)	Annual evaluation on the company and drama selected	Over 80% of participants have better understanding of drama performances and explore their ability and interest in art performances.	✔					Ms Ng & P Siu
5	F4 Videography OLE	OLE Periods 2023-2024	S4	30	\$15,000	\$500	To let students to experience of basics of videography	Cross-Disciplinary (STEM)	Evaluation by students using questionnaire.	Over 70% of the participants felt the course can help them to master the fundamentals of videography			✔			SK Lai
6	School Picnic (Disneyland)	11/2/2023	S1-S6	626	\$100,000	\$160	To build up class spirit and bonding among teachers and students and to create a chance to release stress	Cross-Disciplinary (Others)	Teacher observation	Over 75% of form teachers agree that students can release stress and has a better class spirit and bonding.		✔	✔			A Wong & A Cheung

No.	Activity Name	Proposed Date (number of sessions and duration)	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	Success criteria	Essential Learning Experiences					Subject Panel / Teacher-in-charge
			Level	Estimated Number of Participants							<u>Intellectual Development</u> (closely linked with curriculum)	<u>Values Education</u>	<u>Physical and Aesthetic Development</u>	Community Service	<u>Career-related Experiences</u>	
7	青年資訊科技大使獎勵計劃 YITAA	Sep 2023-May 2024	S2-5	20	\$400	\$20	Application fee for the bronze award (\$20 per head). Objective: 透過不同的學習活動及服務，培養學生的資訊素養及善用資訊科技的能力和態度，成為負責任的公民及終身學習者。	Cross-Disciplinary (STEM)	知識及技能: 綜合應用: 把資訊科技的知識運用在各學科的學習上,並能提供一個可公開展示的具體製作 (如課件、專題研習報告等) 或至少完成 Google CS First 編寫程式課程 Introductory, Intermediate 及 Advanced 各一項活動	Over 80% of the students attain the requirement for the bronze award	✔	✔		✔		J Ho
8	Prefects training workshop 1 and 2	Workshop 1: Nov 2023 (1 session - 3 huors), Workshop 2: July 2024 (1 session - 3 hours)	workshop 1: S4-6, workshop 2: S3-S5	180	\$30,000	\$167	To train up students' leadership, collaboration, communication and problem-solving skills through a series of activities.	Leadership Training	Observation by the teahcers & through the questionnaires given to students.	Over 80% of the participants have acquired leadership, collaboration, communication and problem-solving skills.		✔				A Wong
9	S1 OLE Art activities	OLE Periods 2023-2024	S1	25	\$7,000	\$280	To understand and grasp the basic skills of Western Painting	Arts (Visual Arts)	Evaluation form	Over 80% of students understand the features and techniques of watercolour painting.			✔			H Wong
10	S2 OLE Art activities	OLE Periods 2023-2024	S2	25	\$7,000	\$280	To understand and grasp the basic skills of Chinese Painting	Arts (Visual Arts)	Evaluation form	Over 80% of students understand the features and techniques of Chinese painting.			✔			H Wong
11	S4 OLE art activities	OLE Periods 2023-2024	S4	25	\$10,000	\$400	To learn the basic techniques of AI and PS	Arts (Visual Arts)	Evaluation form	Over 80% of students understand the features of procreate.			✔			H Wong
12	S5 OLE art activities	24 May,2024	S5	100	\$2,000	\$20	Aesthetic appreciation through artist's sharing	Arts (Visual Arts)	Evaluation form	Over 80% of students understand how to experience & appreciate beauty.			✔			H Wong
13	English Ambassadors Training Workshop	Sept 11, 2023 Oct 9, 2023 Nov 20, 2023	S1-6 (English Ambassadors)	25	\$7,000	\$280	To equip students with leadership, public speaking and interpersonal skills to become exemplary English Ambassadors	English Language	Evaluation by students using questionnaires and reflective journal	Students' reflective journal reflect their learning and gain in confidence. Over 80% of English Ambassadors rate themselves as (1) being competent and confident speakers of English, and (2) having demonstrated good interpersonal skills in hosting English activities.	✔	✔				Sara Choy

No.	Activity Name	Proposed Date (number of sessions and duration)	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	Success criteria	Essential Learning Experiences					Subject Panel / Teacher-in-charge
			Level	Estimated Number of Participants							Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences	
14	Moodle.ai Interactive Platform for Oral Training	Sep 2023 - July 2024	S5-S6	50	\$49,900	\$998	To enhance learners' language proficiency and help them build confidence in speaking through practising with an AI programme that gives timely feedbacks.	English Language	Evaluation by students using questionnaires and reflective journal. Evaluation by teacher-in-charge by retrieving students' performance from Moodle.ai.	Participants' reflective journal reflect students' increase in confidence when doing presentation and speaking in public. The summative report provided by Moodle. ai show that over 80% if participants have made significant improvements over the ten-month period. More than 80% of students utilise the programme more than 20 times over the 10-month period.	✔	✔				Sara Choy
15	English Fun Day	8th Dec, 2023	S1-6	600	\$15,000	\$25	Provide an engaging English language learning environment (Nurture passionate learners of English/ Encourage creativity and collaborative learning/ Foster the Canossian spirit of service and gratitude)	English Language	Evaluation by students using questionnaires / focused interview/ reflective journal	Over 80% of participants have developed a greater interest in English language learning. Over 80% of participants have improved their inter-personal skills through participating in the activities held. Over 80% of participants have developed a greater sense of belonging to the school through organising and participating in the activities.	✔	✔	✔	✔		Sara Choy
16	Campus TV Training	Sep 2023 - July 2024 (10 sessions, 1.5 hours)	S2-5	20	\$20,000	\$1,000	To let students to master the skills for video taking and editing	Cross-Disciplinary (Others)	Evaluation form	Over 70% of the participants felt the course can help them to master the fundamentals of videography, photo taking and video editing			✔			SK Lai
17	Field Trip of the Heritage in Hong Kong Island.	Tour 1: 8/11/2023 (X3 lesson time and extra lesson 14:25-16:45), Tour 2: April 2024. (2 hours for each tour)	S4-5	24 (S4:9, S5:15)	\$8,000	\$333	<u>Objectives:</u> 1. To enrich students' learning experience in Hong Kong History through field trips 2. To consolidate students' knowledge on the socio-economic development of Hong Kong in the 20th century and the urbanization	History	Evaluation by teacher and student using questionnaire and observation.	Over 80% students agree the learning activities is useful to enrich their learning experience in Hong Kong History.	✔					E. Ngai
18	F1-F2 Careers Programs	May 2024 (2 sessions and 1 hour each) + post-exam period (1 session - 3 hours)	S1-2	250	\$36,000	\$144	Objective: To let students have better understanding on their own strengths and passion. Description: 1 hour workshop in Careers Home Program (2 sessions) + Society Life Game in post-exam period (3 hours)	Cross-Disciplinary (Others)	Evaluation by teacher and student using questionnaire / observation.	Over 80% of the participants have better understanding of themselves and are having some ideas on their life goals.					✔	L. Lau

No.	Activity Name	Proposed Date (number of sessions and duration)	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	Success criteria	Essential Learning Experiences					Subject Panel / Teacher-in-charge
			Level	Estimated Number of Participants							<u>Intellectual Development</u> (closely linked with curriculum)	<u>Values Education</u>	<u>Physical and Aesthetic Development</u>	Community Service	<u>Career-related Experiences</u>	
19	F3 Extended Learning Day	19/1/2024 (whole day)	S3	110	\$38,500	\$350	Objective: To let students explore more about different careers through hands-on experience. Description: Each student will participant in 2 workshops organized by VTC. Each workshop lasts for 3 hours. The fee includes transportation fee.	Cross-Disciplinary (Others)	Evaluation by teacher and student using questionnaire/ observation.	Over 80% of the participants have better understanding of the jobs concerned and are able to develop the corresponding soft skills.					✔	L. Lau
20	F4 Extended Learning Day	19/1/2024 (whole day)	S4	101	\$50,000	\$495	Objective: To let students explore more about different careers through hands-on experience. Description: Each student will participate in the Career Sparkle program (3 hours)organized by St. James Settlement. After that, students will have compnay visits. The fee includes transportation fee.	Cross-Disciplinary (Others)	Evaluation by teacher and student using questionnaire/ observation.	Over 80% of the participants have better understanding of the jobs concerned and are able to develop the corresponding soft skills.					✔	L. Lau
21	F5 Personality workshop	Post-exam period (1 session - 3 hours)	S5	100	\$15,000	\$150	Objective: To let students explore their personality and leverage their personality traits for their future career. Description: Registered social workers will be recruited to complete a registered personality tests with the students through games.	Cross-Disciplinary (Others)	Evaluation by teacher and student using questionnaire/ observation.	Over 80% of the participants have better understanding of university programs. Over 80% of the participnts find it useful in helping them to set-up their future study/life goals.					✔	L. Lau
22	F5-F6 University outing	15/12/2023 (OLE period) (1 session - 2.5 hours)	S5-S6	200	\$15,000	\$75	Objective: To let students understand more about the university programs for better planning on their future studies. Description: Students are going to visit one university and know more about the university programs according to their preference. The fee includes transportation fee.	Cross-Disciplinary (Others)	Evaluation by teacher and student using questionnaire/ observation.	Over 80% of the participants have better understanding on the strategies in filling in the JUPAS choices and are more determinate in defining their future study path.					✔	L. Lau
23	F6 Talk on multiple pathway	6/10/2023 (OLE period) (1 session - 1 hour)	S6	100	\$2,600	\$26	Objective: To let students develop strategic planning on applying university programs and have better planning for future studies. Description: Hok Yau Club will be recruited to deliever a talk to students in teaching them the most strategic ways in filling in the JUPAS choices.	Cross-Disciplinary (Others)	Evaluation by teacher and student using questionnaire/ observation.	Over 80% of the participants have better understanding of the interview manner. Over 80% of the participants can learn the skills in preparing for interviews.					✔	L. Lau
24	F6 interview skills and make-up workshop	26/1/2024 + 2/2/2024 (OLE periods) (2 sessions - 1 hour and 15 mins each)	S6	100	\$10,000	\$100	Objective: To let students learn about make-up techniques through hands-on experience. Basic interview skills will also be taught. Description: A service provider will be recruited to teach students the basic make-up skills. Students will also learn the basic manner and preparation skills for university interviews.	Cross-Disciplinary (Others)	Evaluation by teacher and student using questionnaire/ observation.	Over 80% of the participants have better understanding of their own preference and their personality traits. Over 80% of the participnts find it useful in helping them to set-up their future study/life goals.					✔	L. Lau

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			Level	Estimated Number of Participants							<u>Intellectual Development</u> (closely linked with curriculum)	<u>Values Education</u>	<u>Physical and Aesthetic Development</u>	Community Service	<u>Career-related Experiences</u>	
25	F1 OLE Drama activities	OLE Periods 2023-2024	F1	25	\$15,000	\$600	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	Over 80% of the participants experience personal growth and development, showing improvements in acting skills, confidence, self-expression, and their ability to interpret and convey the intended meaning, emotions, and themes of selected texts.			✔			V Wong
26	F2 OLE Drama activities	OLE Periods 2023-2024	F2	25	\$15,000	\$600	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	Over 80% of the participants experience personal growth and development, showing improvements in acting skills, confidence, self-expression, and their ability to interpret and convey the intended meaning, emotions, and themes of selected texts.			✔			V Wong
27	F1 Extended Learning Day	19-Jan-24	S1	128	\$50,000	\$391	To appreciate the wonders of Nature and show respect and care for all forms of life	Science	Observation from teacher-in-charge	Over 80% of the participants show respect and care for all forms of life.	✔	✔				V Yan
29	Leadership Training Camp for newly elected student exco. members	10-11 Nov 2024	S2- S5	80	\$25,000	\$313	To stretch students' potential in leadership, develop teamwork and enhance communication and interpersonal skills	Leadership Training	Observation from teacher-in-charge and evaluation by student using questionnaire	Over 80% of the participants have stretched their leadership skills.		✔	✔			V Yan
30	Leadership Training for potential leaders	Jun-24	S1-S4	40	\$11,200	\$280	To stretch students' potential in leadership and enhance communication skills	Leadership Training	Observation from teacher-in-charge and evaluation by student using questionnaire	Over 80% of the participants have stretched their leadership skills.		✔	✔			V Yan
31	Musical 我們的青春日記	24 Nov 2023 OLE period	S6	100	\$50,000	\$500	To release students' study pressure and help them develop an appreciation for diversity	Arts (Music)	Observation from teacher	Over 80% of the participants enjoyed the performance.			✔			V Yan
32	Puppet Show	24 Nov 2023 OLE period	S5	100	\$2,500	\$25	To promote Chinese culture through puppet show	Arts (Others)	Observation from teacher and evaluation by student using questionnaire	Over 80% of the participants appreciated Chinese culture.		✔				V Yan

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			Level	Estimated Number of Participants							<u>Intellectual Development</u> (closely linked with curriculum)	<u>Values Education</u>	<u>Physical and Aesthetic Development</u>	Community Service	<u>Career-related Experiences</u>	
33	Counselling GA training	November 2023 (2.5hours) and March 2024 (2.5hours)	S4 and S5 GA	24	\$18,000	\$750	to imprve the counselling skills and have better understanding of themselves	personal growth	Observation from teachers and feedback from students	Over 80% of the participants have better understanding of themselves and enhance their communication skills with others.		✓				M. Yim
34	Counselling Team GA and SC Orientation	Sep-23	S1 SC and S4 S5 GA	50	\$10,000	\$200	to enhance the relationship between the GA and the F1 SC . The activities included warm-up games, sharing, pair-up games between GA and SC.	personal growth	Observation from teachers and feedback from students	Over 80% of the participants have better understanding of themselves and also the GA Scheme. Over 80% will think that the Orientation is useful and satisfactory		✓				M.Yim
35	Counselling Team Service Trip	Apr-24	S1 SC and S4 S5 GA	50	\$15,000	\$300	to develop in them a sense of responsibility for their community.(All GA and SC will join the program. They will arrange activites and games for the needy, providing souvenir and booking coaches))	personal growth	Observation from teachers and feedback from students	Over 80% of the participants have better understanding of themselves and the society.		✓		✓		M. Yim
36	Counselling Team F.4 Orientation	Sep-23	S4	90	\$35,000	\$389	To enable F.4 students to adapt to their senior school life and learn how to have good time management between extra-curricular activities and their studies.	personal growth	Observation from teachers and feedback from students	Over 80% of the participants have better understanding of themselves and the skill of self-management.		✓				M. Yim
37	Biotechnology Mobile Laboratory Program	July during Post-exam period (2 sessions, 1.5 hr each)	S5 Biology Students	43	\$13,000	\$302	To boost students' interest and expand their knowledge on the latest advancements in the Biotechnology. Description: 2 sessions will be conducted on the same day(one for 5A, the other for 5CD). 1.5 hr workshop for each session	Science	Observation from teachers and feedback from students	The programmes have been conducted with positive response from participants.	✓					V. Chan
40	F.1 OLE STEM: Drone Soccer	OLE Periods 2023-2024	S1	25	\$49,999	\$2,000	To train students in drone soccer so as to participate in related competitions.	Cross-Disciplinary (STEM)	Observation from teachers and feedback from students	Over 70% of the students agreed that the content of the programme is appropriate.	✓					W.K. Chan
41	F.2 OLE STEM: Microbit	OLE Periods 2023-2024	S2	24	\$22,000	\$917	To learn the concept of microbit and IoT coding and its applications. Description : 8 sessions of OLE periods	Cross-Disciplinary (STEM)	Observation from teachers and feedback from students	Over 70% of the students agree that the content of the programme is appropriate.	✓					V. Chan
42	Field Trip/Film/drama /musical outing or visit to a museum/exhibition/Chinese culture activities such as workshops and fun day	11/2023, 24/11/2023, 2/2024, 26/4/2024	S1-6	600	\$40,000	\$67	1.中華文化學會擬於2023年11月舉辦花牌製作班。名額50人之內。2. 2023年11月全級中二學生會前往戶外考察。3.2024年2月全級中四將前往戶外考察。4.2024年4月全級中五擬安排戲曲欣賞。	Chinese Language	老師觀察及學生表現	1.學生能成功製作花牌。2.、3、4：學生能完成活動後，利用活動所得撰寫文章一篇。	✓	✓				MK Cheung & Z Siu

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			Level	Estimated Number of Participants							<u>Intellectual Development</u> (closely linked with curriculum)	<u>Values Education</u>	<u>Physical and Aesthetic Development</u>	Community Service	<u>Career-related Experiences</u>	
43	F.3 Sex and Health Workshops	12/1/2024 & 26/1/2024 (1OLE)	S3	120	\$4,000	\$33	To let students to understand the correct attitude in maintaining a romantic relationships. Description: Workshops conducted in the classroom , 2 sessions each time (3C & D on 12 Jan, 3A & B on 26 Jan)	Values Education	Evaluation by students' questionnaire	Over 70% of participants agree that the content of the programme is appropriate.		✓				V. Chan
44	F.4 Sex and Health Home Program	May-24	S4	100	\$2,000	\$20	To let students to understand the importance of protecting oneself and respecting others and learn the correct attitude in maintaining a romantic relationship. Description: 1 session of an one hour HT Talk for 4 classes	Values Education	Evaluation by students' questionnaire	Over 70% of participants agree that the content of the programme is appropriate.		✓				V. Chan
45	F.6 Sex and Health Home Program	Dec-23	S6	100	\$1,000	\$10	To let students to understand the importance of protecting oneself and respecting others. Description: 1 session of 1 hour HT Talk for 4 classes	Values Education	Evaluation by students' questionnaire	Over 70% of participants agree that the content of the programme is appropriate.		✓				V. Chan
46	秦俑活現—模擬發掘秦俑及彩繪工作坊	2/2/2024	中一	120	\$6,000	\$50	學生透過參與活動提升學習中國歷史文化的興趣。從中認識秦朝陶俑的特色，體會考古學家及工藝者的耐性與毅力。	德育及公民教育	教師觀察、問卷調查及報告	80%參與同學增加對國家、中華民族歷史文化的認識	✓	✓				Ms Chun
47	GirlsSTEM	Sep 2023-May 2024 (one-off application fee for the whole school year)	S2-5	20	\$500	\$25	School application fee: \$500為鼓勵女生了解工程及科技學科及參與不同類型的工程學工作坊，本會舉辦Girls STEM計劃，讓中學女生學習最新的STEM及ICT及參與一系列與STEM及ICT相關的活動，從而吸引更多女生選擇與工程及電腦相關的學科，並確立她們的升學就業目標。	Cross-Disciplinary (STEM)	不同形式的參觀、工作坊、比賽及工作影子活動。	教師觀察、同學的匯報、問卷及報告	✓	✓		✓		J Ho
48	Game and Animation Digital Art Course	Jan-May 2024 (10 sessions, each session 55 min)	S2-5	20	\$49,999	\$2,500	Learn how to design objects and 3D printing	Cross-Disciplinary (STEM)	Evaluation by students' questionnaire and teachers' observation.	All participants are able to produce an animation product	✓	✓	✓	✓	✓	J Ho
51	S1 OLE Music	OLE Periods 2023-2024	S1	22	\$18,000	\$818	To let students to have an overview of African Drum music through learning and playing some basic skills.	Arts (Music)	Evaluation by students' questionnaire and teachers' observation.	By observation and students' feedback; Over 80% of the students are able to acquire the skills	✓	✓	✓		✓	Janet Wong
52	S2 OLE Music	OLE Periods 2023-2024	S2	22	\$18,000	\$818	To let students to have an overview of Handbell or Beatbox and Accapella singing through learning and playing some basic skills	Arts (Music)	Evaluation by students' questionnaire and teachers' observation.	By observation and students' feedback; Over 80% of the students are able to acquire the skills	✓	✓	✓		✓	Janet Wong
53	S4 OLE Music	OLE Periods 2023-2024	S4	22	\$18,000	\$818	To let students to have an overview of Accapella singing in an advanced level through learning and playing some basic skills	Arts (Music)	Evaluation by students' questionnaire and teachers' observation.	By observation and students' feedback; Over 80% of the students are able to acquire the skills	✓	✓	✓		✓	Janet Wong
54	S5 OLE Music	OLE Period	S5	90	\$9,000	\$100	Students will: -Explore more on the performing arts by music appreciation.	Arts (Music)	Evaluation by students' questionnaire and teachers' observation.	By observation and students' feedback; Over 80% of the students are able to acquire the skills	✓	✓	✓		✓	Janet Wong

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			Level	Estimated Number of Participants							<u>Intellectual Development</u> (closely linked with curriculum)	<u>Values Education</u>	<u>Physical and Aesthetic Development</u>	Community Service	<u>Career-related Experiences</u>	
55	To organize various music instrumental classes	2023-2024	S1-S6	80	\$100,000	\$1,250	To offer opportunities for students to learn music through playing and learning musical instruments	Arts (Music)	Evaluation by students' questionnaire and teachers' observation.	By observation and students' feedback; Over 80% of the students are able to acquire the skills	✔	✔	✔		✔	Janet Wong
56	To organize Symphony Orchestra and Music Ensembles	2023-2024	S1-S6	40	\$84,000	\$2,100	To offer opportunities for students to learn music through playing in the Orchestra or music ensembles	Arts (Music)	Evaluation by students' questionnaire and teachers' observation.	By observation and students' feedback; Over 80% of the students are able to acquire the skills	✔	✔	✔		✔	Janet Wong
57	3D Printing Course	Sep - Dec 2023 (4 sessions)	S2-5	20	\$5,000	\$250	Learn how to design objects and 3D printing	Cross-Disciplinary (STEM)	Products 3D printed by students	All participants are able to produce and print out a 3D object	✔		✔			J Ho
58	F3 OLE Service Project	OLE Periods 5 structure sessions and 1-2 extra sessions in the services centers (Feb - Apr 2024)	S3	100	\$42,000	\$420	Service-learning increases motivation and retention of academic skills as specific learning goals are tied to community needs	Values Education	Evaluation forms by teachers and students.	Over 80% of the participants agree that the program can enhance their sense of civic responsibility and commitment to the society.		✔	✔			Esther Wong
59	Athletics Team (Track)	Sep 2023 - July 2024 (40-50 sessions + competition days)	S1-6	24	\$60,000	\$2,500	Objective: expending students' physical ability and fitness level through regular after-school training. Develop their sense of belonging to school and social involvement through inter-school sports competition. Description: each student can take part in above 40 training sessions of 1.5 hours in Sports Ground.	Physical Education	Evaluation of teacher by observation.	Observation by teacher, competition performance of students and results			✔			Ph Ho
60	Swimming Team	Sep-Oct 2023 (8 training sessions + 2 competition days)	S1-6	24	\$18,000	\$750	Objective: expending students' physical ability and fitness level through regular after-school training. Develop their sense of belonging to school and social involvement through inter-school sports competition. Description: each student can take part in 8 training sessions of 2 hours in Morrison Hill Swimming Pool.	Physical Education	Evaluation of teacher by observation.	Observation by teacher, competition performance of students and results			✔			PH Ho
61	Basketball Team	Sep 2023 - Aug 2024 (50 training sessions + at least 10 competition days)	S1-6	36	\$80,000	\$2,222	Objective: expending students' physical ability and fitness level through regular after-school training. Develop their sense of belonging to school and social involvement through inter-school sports competition. Description: Students in each grade can take part in above 30 training sessions of 1.75 hours, and overall above 50 training sessions in school or Lockhart Road Sports Ground.	Physical Education	Evaluation of teacher by observation.	Observation by teacher, competition performance of students and results			✔			PH Ho
62	S1 OLE Dance	Oct 2023-April 2024	S1	25	\$10,000	\$400	Objective: Students can appreciate the beauty of dance, and perform movement from different dance techniques. Description: Students attend 8 Chinese dance lessons provided by an experienced coach.	Physical Education	Evaluation forms by teachers and students.	80% students give positive feedbacks.			✔			PH Ho
63	S2 OLE Dance	Oct 2023-April 2024	S2	25	\$10,000	\$400	Objective: Students can appreciate the beauty of dance, and perform movement from different dance techniques. Description: Students attend 8 Chinese dance lessons provided by an experienced coach.	Physical Education	Evaluation forms by teachers and students.	80% students give positive feedbacks.			✔			PH Ho

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			Level	Estimated Number of Participants							<u>Intellectual Development</u> (closely linked with curriculum)	<u>Values Education</u>	<u>Physical and Aesthetic Development</u>	Community Service	<u>Career-related Experiences</u>	
64	S4 OLE Dance	Oct 2023-April 2024	S4	25	\$10,000	\$400	Objective: Students can appreciate the beauty of dance, and perform movement from different dance techniques. Description: Students attend 8 Chinese dance lesson of 1 hour provided an experienced coach.	Physical Education	Evaluation forms by teachers and students.	80% students give positive feedbacks.			✓			PH Ho
65	S5 OLE Thai Boxing + self defence	OLE Periods (Jan - Mar 2024)	S5	100	\$15,000	\$150	Objective: Students can experience the benefits of Thai Boxing such as supporting body wellness, self defending and learn sports composed of different culture. Description: 5 1-hour lessons of 4 professional coaches with equipment.	Physical Education	Evaluation forms by teachers and students.	80% students give positive feedbacks.			✓			PH Ho
66	Chinese Dance Team	Sep 2023- June 2024 (50 sessions)	S1-5	20	\$60,000	\$3,000	Objective: To encourage students to develop their interest as well as understand their own strengths. Description: Hire a coach to train students in dance skills so that they can participate in competitions and broaden their horizon.	Arts (Others)	Evaluation of teacher by observation.	Over 70% of the participants have better understand of their own strengths and enjoy themselves in the dancing competition.		✓				E Yu
67	Cheerleading Dance Team	Sep 2023 - Mar 2024 (20 - 25 training sessions)	S1 - S4	25	\$25,000	\$1,000	Objective: expending students' physical ability and fitness level through regular after-school training. Develop their sense of belonging to school and social involvement through inter-school sports competition. Description: Students in each grade can take part in above 30 training sessions of 1.75 hours, and overall above 50 training sessions in school or Lockhart Road Sports Ground.	Physical Education	Evaluation of teacher by observation.	Observation by teacher, competition performance of students and results			✓			PH Ho
68	F.5 Extended learning day (horse riding)	19-Jan-24	S5	100	\$49,000	\$490	Students can experience horse riding sports in a whole day activity.	Physical Education	Evaluation forms by teachers and students.	80% students give positive feedbacks.			✓			PH Ho
69	Chinese Debating Team	Sept 2023- Aug 2024 (Approximately more than 10 competitions)	S1-S5	20	\$50,000	\$2,500	Objective: Hire debate coaches to support our team members' preparation and training for competitions. Description: Our goal is to provide equal opportunities for all team members to represent the school in debate competitions. To achieve this, we will hire experienced debate coaches who will host training sessions for at least three days during the five-day preparation period. These coaches will assist with script development and provide guidance during preparation and on the day of competition.	Cross-Disciplinary (Others)	Evaluation by teacher and student using questionnaire / observation.	The majority of our team members should have developed their debating skills, gained valuable on-stage experience, and channeled their expertise towards achieving success in competitions. Also, to secure wins in debates and aim for our experienced teammates to be recognized as the best debaters.	✓					C Wong
71	Religious Team	Sept 2023 to August 2024 (total: 21 sessions)	S1-6	600	\$37,000	\$62	<u>Religious activities</u> To enhance religious knowledge and deepen spiritual formation, various learning experiences, Catholic formation, and spiritual development activities are provided, including talks by guest speakers, hands-on workshops, outings, retreats, and training programs for leaders of the Catholic Society and Legion of Mary.	Moral, Civic and National Education	Observation by the teachers-in-charge and/or evaluation forms by students	Over 80% of the participants have a better understanding of religious knowledge and deepened spiritual formation.		✓				C Chan, N. Li

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			Level	Estimated Number of Participants							<u>Intellectual Development</u> (closely linked with curriculum)	<u>Values Education</u>	<u>Physical and Aesthetic Development</u>	Community Service	<u>Career-related Experiences</u>	
72	Ocean Park – Physics in Motion	Post-exam Period	S5	31	\$7,750	\$250	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	Evaluation forms by students and observation by teachers.	Over 70% of students agree that the activity can enhance their understanding in force and motion.	✔					8 Lam
73	STEAM 奪寶奇兵工作坊: 太陽能的後裔	Apr 2024 (1 session, 1.5 hour)	S2-5	20	\$3,000	\$150	參加者將會把環保概念化為行動，使用水果、洗潔精等簡單材料，製作模擬光合作用作用的太陽能電池。導師除了教授研磨、萬用錶使用及氧化還原反應，還會鼓勵學生使用可再生能源，實踐低碳生活。	Cross-Disciplinary (STEM)	Evaluation form by participants, observation by teachers	All participants are able to produce a polar battery	✔	✔	✔			J Ho
74	Coding With AI For Sustainability : AI Applications for Young Innovators AI與編程:向綠色智慧城市出發	Jan-Jul 2024	S2-5	20	\$50,000	\$2,500	AI workshop, tram depot visit	Cross-Disciplinary (STEM)	Evaluation form by participants, observation by teachers	Over 80% of the participants are able to code with AI	✔	✔	✔			J Ho
75	External Competition Fee for Music Teams	2023-2024	S1-S6	200	\$6,000	30	To provide opportunites for students in diversity learning; widen students' horizons	Arts (Music)	Results of the Competition and Feedback from the studnets	By observation and students' feedback	✔	✔	✔		✔	Janet Wong
76	Travelling expenses	2023-2024	S1-S6	200	\$5,000	25	To provide transportations for students to the performing venues or competition venues	Arts (Music)	Evaluation by students' questionnaire and teachers' observation.	By observation and students' feedback	✔	✔	✔		✔	Janet Wong
77	Hiring professional accompanist	2023-2024	S1-S6	30	\$5,000	166.666667	To provide professional pianist / accompanist for students to join the external music competition / performances	Arts (Music)	Evaluation by students' questionnaire and teachers' observation.	By observation and students' feedback	✔	✔	✔		✔	Janet Wong
78	To organize visits, seminars, and masterclass for students	2023-2024	S1-6	20	\$5,000	250	To broaden students' horizons and their exposure in music	Arts (Music)	Evaluation by students' questionnaire and teachers' observation.	By observation and students' feedback; Over 80% of the students are able to acquire the skills	✔	✔	✔		✔	Janet Wong
Cat 1.1			Sub-Total		\$1,802,348											

1.2		Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons														
1	廣州番禺歷史文化及科技探索之旅	19/1/2024	F2	120	\$30,000	\$250	1. 認識番禺歷史文化，了解和欣賞嶺南的古建築風格和特色 2. 認識科技的發展及應用 3. 增加對大灣區城市發展的認識 4. 認識北宋名臣廉潔公正的高尚情操及中華文化上的象徵意義									SF Chun
			Cat 1.2	Sub-Total	\$30,000											
			Cat 1	Total	\$1,832,348											

Category 2: To procure equipment, consumables or learning resources for promoting life-wide learning (Compulsory)			
No.	Item	Purpose	Estimated Expenses (\$)

No.	Activity Name	Proposed Date (number of sessions and duration)	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	Success criteria	Essential Learning Experiences					Subject Panel / Teacher-in-charge
			Level	Estimated Number of Participants							<u>Intellectual Development</u> (closely linked with curriculum)	<u>Values Education</u>	<u>Physical and Aesthetic Development</u>	<u>Community Service</u>	<u>Career-related Experiences</u>	
e.g.	STEM Learning Kits		STEM Interest Group Activity	\$50,000.00												
1	Micro:bit smart science IoT kit		S2 OLE STEM	\$4,980.00												
2	To repair musical instruments		For promoting music performance and related activities	\$50,000.00												
3	To procure musical instruments for students playing in the			\$50,000.00												
4	Dance Costume Fee		For Dance Competition	\$10,000												
Cat 2			Total	\$114,980.00												
Cat 1 & 2			Total	\$1,947,328.00												

St. Francis' Canossian College

School Report 2022/23

School Development Plan 2022/23 – 2024/25

School Annual Plan 2023/24

Endorsed by

**The Incorporated Management Committee of
St. Francis' Canossian College**

Sr. Law Yuen Ming
School Supervisor / Chairperson

St. Francis' Canossian College

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