



*School Report* 2023/24

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

*Annual School Plan* 2024/25

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# **School Report**

**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



# 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 [SSP2023/2024 St. Francis' Canossian College \(chsc.hk\)](http://SSP2023/2024.St.Francis'.Canossian.College.chsc.hk)





## Profiles of SFCC Graduates

With adherence to the school motto “Live by the Truth in Love”, the school forms the heart of the students leading them to embrace Christian value through a life of integrity and charity. All SFCC graduates should have found a purpose in life and possess the following spirit and qualities (Profile of SFCC Graduates):

### Seeking Truth in Humility

- Is conscientious and enjoys learning
- Is righteous and ready to stand up for truth amidst challenges and adversity
- Is humble and patient in seeking the good in others
- Is able to think critically and independently as a responsible citizen
- Is a compassionate and life-long learner who takes joy in seeking the truth
- Has a good sense of self-awareness and seizes every opportunity to develop her talents for the glory of God.
- Is a responsible citizen ready to take up a proactive role in contributing to her community, motherland and the world as a whole

### Embracing Love with Humility

- Is a dignified individual who shows respect for others
- Is compassionate in giving and humble in serving
- Is grateful for the love of God and appreciative of others
- Is inquisitive and has a sense of wonder
- Is ready to embrace differences and accept opposing views
- Has a strong sense of mission in life and pursues her clearly defined goals
- Uphold moral integrity at all times and show appreciation for her heritage and cultural root



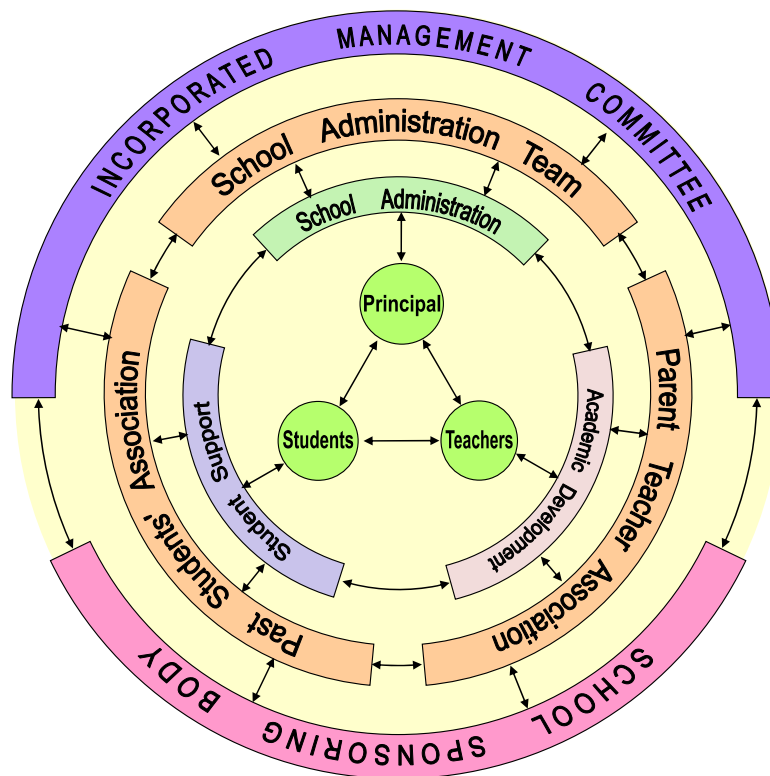


## School Management

With its constant commitment to quality and emphasis on continuous development, our school has adopted a transparent and accountable approach to decision-making. The participatory and collaborative framework, which involves the Incorporated Management Committee (IMC), the School Administration Team and the general staff, provides a platform for soliciting the views of different key stakeholders and caters for the holistic development of the entire school community.

The IMC comprising diverse membership of elected parents, alumni, teacher representatives and independent professionals acts as a springboard for innovative ideas in all aspects of school development. In addition, for important issues, such as those related to school policies, the formulation of School Development Plan, Annual School Plan and the allocation of resources and duties, teachers' opinions are solicited before the final decision is made.

This consultative mechanism holds promise for the progress of our school with its vision for excellence in education.





## Major Concerns (Achievements and Reflection)

### Major Concerns

#### **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





## 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

With a foundation built on gratitude, the value "respect" is the theme of this year's values education. Our school takes a comprehensive approach to instilling positive values and attitudes in our students, with a particular focus on fostering respect. This academic year, the school has prioritized the cultivation of respect, integrating it into the school's culture and ethos.

Our first target is to nurture students' values regarding caring for the community by emphasizing the importance of respecting individual needs and differences. To achieve this, we have partnered with the City University of Hong Kong to implement a series of impactful programs. These include mass programs conducted at the school level, home programs implemented at the class level, and parent education talks and workshops. These initiatives center around Canossian values and other positive values, encompassing the entire school community. Results of the school-based evaluation showed that over 95% of students agreed and strongly agreed that through participating in these home programs, they have become more aware of others' needs and concerns. Besides, as shown in the Student KPM Stakeholder Survey 2023-2024, about 65% of students agreed and strongly agreed that the school actively teaches them how to get along with others, such as showing respect for others and being considerate.

Through these collaborative programs, students have opportunities to reflect upon and share their understanding of the significance of respect. They are encouraged to devise plans for personal growth and improvement in this area. By engaging in these activities, students develop a deeper appreciation for the value of respect and acquire tangible strategies for integrating it into their daily lives.

The second target is to help students develop Canossian values and other positive values in both the formal and non-formal curriculum. To achieve this, the school has implemented a school-based Information Literacy (IL) Curriculum specifically designed for Form 1 and 2 students. Cross-curricular collaboration among subject departments and functional teams, allowing for a holistic integration of Canossian





values and other positive values across different subjects have been facilitated.

Various Home Programs and Other Learning Experiences Activities have been implemented to reinforce the inculcation of Canossian values and other positive values. For example, as shown in our APASO result (2023-2024), the Q-score of the subscale of National Identity (National Flag, Anthem, Proud & Love, and Achievement) was over 115, which was above HK average. Besides, the Q-score of the subscale of Morality (Importance) was over 110, which was also above the HK average.

As a result of these efforts, students become increasingly mindful of Canossian values and other positive values that are embedded within both formal and non-formal aspects of their curriculum. By incorporating these values into their daily lives, students develop a strong moral foundation and a sense of respect towards themselves, others, and the community.

### **Reflection**

Through the collective dedication of our teachers, the school has implemented a holistic approach to instilling positive values and attitudes in our students.

A comprehensive framework at school level has been constructed for all departments and functional teams to seamlessly integrate values education into the curriculum, co-curricular activities, and daily interactions with students.

However, both students and teachers have expressed concerns about feeling overwhelmed with the multitude of home programs organized by different functional teams. It has been observed that there is a lack of clear focus to cater to the individual needs of each form.

### **Feedback and Follow-up**

It is essential for the school to streamline and prioritize the home programs and other learning experiences effectively. A careful evaluation of the existing programs should be conducted to identify areas of overlap or redundancy. By doing so, the school can ensure that the home programs are balanced, manageable, and tailored to meet the diverse needs of students at different levels.

In the upcoming academic year, building upon the foundations of gratitude and respect, the value of "commitment" has been chosen as the theme for next year's values education. Our aim is to help students understand and appreciate the significance of commitment in the school context, fostering a strong sense of responsibility,



perseverance, and dedication within them.

Through an optimized values education program, students will explore various aspects of commitment, such as fulfilling academic responsibilities, actively participating in extracurricular activities, and maintaining personal commitments.



## 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

### Achievements

In order to optimize students' potential and improve classroom teaching efficiency and effectiveness, it is crucial to prioritize the professional development of school curriculum leaders in assessment literacy. This helps foster shared leadership among teachers, enabling them to effectively implement curriculum goals and enhance classroom teaching practices.

- The target is to enable students to progress in their learning from summative and formative feedback. Through the staff development workshops and lesson studies in Chinese Language and English Language provided by the Quality School Improvement Project (QSIP), CUHK, students were able to make use of the feedback to identify their own learning needs and ways to improve their learning
- Besides, through various implementation strategies adopted at subject department level, students were able to reflect on their strengths and weaknesses in learning and self-regulate their work for improvement and have developed a habit to evaluate their learning needs in different subjects. As shown in our APASO result (2023-2024), the Q-score of the subscale of Learning (self-monitoring) was about 110, which was above HK average. About 80% of our students agreed and strongly agreed that they reflected upon their learning strategies, they checked if they have corrected the mistakes in learning they made previously, and they modified the way they completed their assignments according to the different requirement.
- About 90% of teachers agreed that the professional support could enhance their professional capacity in assessment literacy

Through the aforementioned strategies, assessment literacy has been enhanced and our school's middle managers' capacity has been strengthened. The scope of assessment literacy has been extended from classroom assessment to formal tests and exams, more effective use of data for assessment evaluation has been stressed. Through the adoption of appropriate assessment methods and follow-up procedures, students have made progress in achieving their learning goals and expanding their breadth of knowledge. As a result, students have acquired and constructed a broad and solid knowledge base, and have understood contemporary issues that may impact on



students' daily lives at personal, community, national and global levels (Updated Seven Learning Goals of Secondary Education, CDI 2023).

### **Reflection**

The support provided by the CUHK Quality School Improvement Project has played a significant role in promoting assessment literacy within our school. Through this support, our teachers have gained valuable pedagogical knowledge and skills, enabling them to effectively incorporate assessment literacy practices into their teaching. These strategies have become an integral part of their teaching repertoire, ultimately facilitating student learning and growth. Additionally, our school leaders and curriculum leaders have actively organized and facilitated internal dissemination activities to share successful practices, resulting in a comprehensive and ongoing professional development environment for our teachers.

### **Feedback and Follow-up**

To further enable students to progress in their learning through assessment literacy in subjects, several strategies will be implemented.

Based on the experience of QSIP lesson studies (Chinese and English) in 2023-2024, the development of assessment blueprint will be internalised and extended to other subject departments for more structured alignment of teaching with assessment practices. It is expected that with more targeted intervention from teachers, students will be more able to understand their strengths and weaknesses for setting personal learning goal.

Furthermore, students will be provided with more personalized learning opportunities through leverage technology tools and online platforms that support assessment, track progress and immediate feedback by teachers. With the application of assessment literacy in the context of eLearning in subjects, students can develop a deeper understanding of their own learning, and make informed decisions about their progress.

By implementing these strategies, students can develop a growth mindset and motivates them to strive for continuous improvement in learning. It is expected that with the acquisition and construction of a broad and solid knowledge base, students will be more able to understand one's own interests, aptitudes and abilities, and to develop and reflect upon personal goals with aspirations for further studies and future career. (Updated Seen Learning Goals of Secondary Education, CDI 2023).



## Our Learning and Teaching

### Values Education

- Values education has always been an integral component in Canossian Education. Formation of the heart of our students is an important key to inculcate positive attitudes and values. The implementation of values education in St. Francis Canossian College makes reference to the school core values like integrity, love for learning, commitment & compassion; the educational philosophy of the School Sponsoring Body with an emphasis on charity & humility, and nurturing our students to be grateful persons with strong commitment and respect for all creatures; and the twelve priority values and attitudes including perseverance, respect for others, responsibility, national identity, commitment, integrity, benevolence, law-abidingness, empathy, diligence, filial piety and unity as suggested by the EDB.
- A Values Education Committee oversees the whole-school's formal and non-formal curriculum development, take charge of the longitudinal 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. Respect, being one of our major concerns this academic year, is extensively practised and integrated into the school's culture and ethos.
- Form and co-form teachers have conducted various whole-school values education programmes with students with the support from the City University of HK. Through these programmes, students acquire understanding of respect and other core moral values. Students are taught not just to respect oneself but also others and the environment. They are also invited to keep a school-based respect journal and make reflections on different occasions.
- Parents play a vital role in the journey of children's growth and learning and are key partners of our school. Our school has been adopting a parent-based approach in promoting parent education, enhancing parents' comprehensive understanding of child raising, supporting children's learning, fostering positive values and facilitating the whole-person development of their daughters. This home-school cooperation provides a positive and conducive environment for moral development.
- 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 a sense of belonging to our country and national





identity. Students also actively participated in competitions related to national security and national education.

- Service Learning provides opportunities for students to acquire knowledge and skills which cannot be acquired from textbooks. All S1 students have to join one of the service and uniform groups to raise their sense of civic responsibilities and encourage engagement in community work. Service projects were organised by Caritas Hong Kong for S3 students to enhance their commitment in serving the under-privileged groups.
- Taking cultivation of school core values and positive attitudes as the direction, the school has enhanced the collaboration between departments and functional teams among various cross-curricular domains in values education so as to provide students with all-round learning experience conducive to their whole-person development.
- A school-based Information Literacy curriculum has been devised to teach S1 and S2 students how to process information from different media in a rational and responsible manner. Values such as integrity, law-abidingness & perseverance have been instilled.
- The school's non-formal curriculum has incorporated a comprehensive inculcation of values through various extra-curricular activities. Authentic learning experiences and programs related to values education were arranged by different teams in Home Time Programs and on OLE Fridays.
- By making values education a priority, the school endeavours to create a culture of positivity that nurtures students into dignified young ladies ready to serve their community and our motherland.



## Academic Development

- To further enhance assessment literacy and strengthen the capacity of middle managers at our school, we have implemented an extension of the assessment literacy project for this academic year. The project's primary objective is to enhance teachers' professional capacity and strengthen instructional leadership. It achieves this through various collaborative activities, including lesson planning meetings, lesson observations, post-lesson discussions, assessment design, and data analysis consultations. The support received from the CUHK Quality School Improvement Project has played a significant role in promoting assessment literacy among our middle-level leaders.
- Our school leaders and curriculum leaders have demonstrated competence in organizing and conducting internal dissemination activities to share good practices. Our teachers have effectively utilised data for assessment evaluation, ranging from classroom assessments to formal tests and exams. As a result, a holistic view of the continual professional development among our teachers has emerged.
- In order to enhance learning and teaching in the English and Chinese Languages, we have focused on improving teachers' professional capacity and strengthening instructional leadership. This has been achieved through a range of collaborative activities, including lesson planning meetings, lesson observations, post-lesson discussions, assessment design, and data analysis consultations. By engaging in these activities, our teachers have been able to enhance their expertise in their instructions and develop effective teaching strategies. This approach has also fostered a culture of continuous improvement and professional growth among our teaching staff, ultimately benefiting teaching and learning outcomes.
- In accordance with the Enhanced School Development and Accountability Framework established by the Education Bureau, our Academic Team, Key Learning Areas (KLAs), and subject departments have utilised an evidence-based and data-driven evaluation mechanism to identify the primary strengths and areas for improvement within our school's academic domain. This process serves to provide valuable feedback for strategic planning and highlights the most significant concerns. To further enhance the effectiveness of self-evaluation, our school has placed increased emphasis on the seven learning goals and values education set by the Curriculum Development Council when conducting the school self-evaluation. By prioritizing these learning goals and positive values, the school ensures a more comprehensive assessment of our educational practices and make targeted improvements to enhance the quality of education provided to our students.
- The implementation of small class teaching in the S1 and S2 Chinese Language effectively addresses learner diversity within our school. Additionally, we have







introduced pull-out enrichment and remedial programs at both junior and senior levels to cater to the specific needs of our students. By offering a range of diverse learning experiences, students have been able to make significant progress in their individual learning journeys, and their full potential has been maximized.

- To foster the development of language skills and creativity among S1 and S2 students, Language Arts has been integrated into the English Language curriculum. This integration allows students to actively engage in language-related activities that promote both linguistic proficiency and imaginative thinking.
- To facilitate the construction of knowledge, foster the development of generic skills, and cultivate positive values and attitudes among students, we have integrated cross-curricular project learning into the Personal, Social, and Humanities Education (PSHE) as well as Science and Technology KLAs. By incorporating project learning in the curricula, students are provided with opportunities to actively engage in interdisciplinary activities that promote holistic learning. For S4 students, project learning is particularly valuable as it not only enriches their overall learning experiences but also cultivates aesthetic appreciation. Through these integrated projects, students are able to enhance their understanding, skills, and appreciation across multiple subjects, resulting in a more comprehensive and meaningful educational journey.
- The school has implemented the "Three-Tier Implementation Model" to effectively plan and execute our school-based gifted education program. This model enables us to systematically and strategically explore and develop the potential of our gifted students. By adopting this approach, we are able to provide our gifted students with tailored educational opportunities that align with their individual abilities and needs. The model allows for education at appropriate levels, ensuring that our gifted students are challenged and engaged in a flexible teaching and learning environment. Through this approach, we aim to maximize the growth and development of our gifted students, nurturing their talents and supporting their learning experience.
- The Gifted-education Team is committed to identifying the gifts and talents of our students, and providing them with opportunities to nurture versatility and develop global awareness. We aim to help them realize their full potential in serving others and contributing to the community at large. Students with diverse talents are nominated to join various programs, both academic and non-academic, that align with their abilities and interests. For example, the Greater Bay Area Student Mentorship Program and the CUHK Science Academy for Young Talents. By cultivating our students' unique strengths and offering them a platform to showcase their capabilities, we strive to



nurture well-rounded individuals who can make a positive impact on the world around them.

- ✧ Eleven S2 to S5 academically elite students were nominated to participate in tailored academic programmes in the Academy for the Hong Kong Academy for Gifted Education.
- ✧ Thirty-six S5 students joined the "Chemists Online Self-study Award Scheme" organised by the Hong Kong Virtual University.
- ✧ Ten S2-S4 students continued to participate in the "Joint Canossian Schools Service programme – Set life on fire service projects". They were offered the opportunities to work with students from other Canossian schools. Students learned to serve with humility and to discover the joy of giving.
- ✧ Three school-based interview workshops were organized for both S6 students and student leaders for their preparation of university admission and award application respectively. The themes of these workshops range from personal storytelling, interview skills to interview etiquette.

### **Catholic Formation**

- Religious and Moral Education is taught as a subject in the formal curriculum. Through the teaching of Jesus and the good deeds of Saints, students acquire an understanding of Christianity and the religious way of life. Guidance is given to students in their search for faith or a life stance by which to live.
- In response to the school theme of the year ‘respect - united in charity’, students are invited to join the ‘iRespect Challenge’. During RME lessons, students take turns to share the deeds they have done in their daily lives that manifest respect for oneself, others and the environment. Students embody the spirit of respect and foster an atmosphere of respectful behaviour that is contagious.
- With God’s blessings, we celebrated masses monthly and Rosary sessions in May and October. We encouraged students to meditate and enjoy the prayerful moments with God when they were empowered with His abundance of love and grace.
- We held the School’s Official Opening Mass and Thanksgiving Mass and four liturgical celebrations, namely St. Francis’ Feast Celebration, Christmas Celebration, Easter Celebration and Foundress Feast Celebration, for all students. Through drama, prayers, and sharing from guest speakers, students were guided to reflect on their relationship with God and feel God’s presence in their daily lives. Both Catholic and non-Catholic students were invited to take part in the above liturgies.





- Six Catholic Formation sessions were conducted in Home Time for Catholic students. Each session involved prayer, catechism input, group reflection and games. The topics covered this year include services, sacraments, sin and conversion, and the Way of the Cross.
- Spiritual development programmes were arranged in Home Time for non-Catholic students. In the six sessions conducted this year, we engaged students to reflect on the purpose of life, faith, Jesus and the Bible. We instil moral values such as respect, commitment, faith, and forgiveness.
- This year, we introduced the 'C+ Party', which stands for Christ More. It is a whole-school evangelization programme that provides a platform for all students to have fun while learning more about Christianity. Activities such as music gatherings and movie appreciation were organized as part of the programme.
- Catechism Class, taught by our pastoral care worker, Sr. Betty, has commenced. This class is specifically designed for Catholic students who have not yet received Holy Communion and/or Confirmation.
- Two religious groups, Legion of Mary and Catholic Society, have been in place for decades to train Catholic leaders and enriching students' religious lives through prayers, sharing, and services. Students were given opportunities to reach out to help the needy in the footsteps of Jesus and Mary.
- S6 Catholic students joined a Joint School Catholic Students Retreat with students from the six Canossian schools in September 2023. With their DSE examination around the corner, the retreat aimed at guiding students to seek God's will and place their worries in the hands of God.
- A Thanksgiving Mass was held for all S6 students in February 2024. In this precious occasion, students prayed for God's blessings and expressed their gratitude for God's love and teachers' guidance.

### **Careers and Life Planning Education**

- Life planning is an ongoing and lifelong process for personal fulfillment, with different foci at different stages of one's life. Life planning education equips students with the knowledge, skills and attitude to make wise career and life choices in accordance with their interests, abilities and orientations. In this academic year, the Careers Guidance Team organised various programmes with external organizations to promote Careers





and Life Planning Education. The team also collaborated with the alumni to provide support in careers guidance.

- Careers Guidance and Life Planning Education was incorporated into the S1 to S6 Home Programmes, OLE periods, extended-learning day and post-examination activities. Details are shown below:

Form	Topics
S1	<ul style="list-style-type: none"><li>- Introducing Career and Life Planning</li><li>- Self-understanding and character strengths</li><li>- My assets</li><li>- *Pursue our dream drama show</li></ul>
S2	<ul style="list-style-type: none"><li>- Understanding own strengths and weaknesses</li><li>- My Role Models and dream</li><li>- *Pursue our dream drama show</li></ul>
S3	<ul style="list-style-type: none"><li>- Life-planning (Understanding Jobs)</li><li>- Life-planning (Self-understanding: Holland Code)</li><li>- Choice of Electives</li><li>- Study skills</li></ul>
S4	<ul style="list-style-type: none"><li>- Understanding Personal Interests and traits</li><li>- *Workshop for life skills training and developing personal image</li><li>- *Dream starter and CV360</li><li>- *Company visit</li></ul>
S5	<ul style="list-style-type: none"><li>- Multiple Pathways and future studies</li><li>- Careers Interest Inventory (CII) for Careers Exploration</li><li>- Careers exploration</li><li>- University visits: admission talks from different local universities</li><li>- Personality Workshop</li></ul>
S6	<ul style="list-style-type: none"><li>- *Interviewing Skills workshop and mock interviews</li><li>- Personal Statement Writing</li><li>- JUPAS and E-app Talk</li><li>- University visits: admission talks from different local universities</li><li>- Multiple Pathways and future studies</li></ul>

\* indicates the activities co-operated with Agent of Change (*Agent of Change is a*





*registered charitable institution and is also a member of The Hong Kong Council of Social Service (HKCSS). It is also an experienced organizer in organizing various activities in HK. It has strong connections with various kinds of enterprises and also strong partnership with other organizations. Our partnership with Agent of Change began in 2022 during which we collaborate in the organization of various careers-related activities.)*

- To help S1 students learn more about themselves so as to explore their interests, passions and talents in their secondary school life, a careers workshop named “My Assets” was organised by Hong Kong Federation of Youth Groups for all S1 students during the hometime periods on 23 May 2024.
- To help S1 and S2 students better understand the importance of building positive relationships with families and promoting understanding of career life planning, a forum theatre was organized by Agent of Change in June 2024.
- To help S3 students better understand the nature of the hospitality industry, S3 students visited VTC in January 2024 to learn more about the hospitality industry.
- All S4 students visited companies from transport industries, financial industries and technological industries during the extended learning day in January 2024. Companies include “Hong Kong Tramways”, “Transaction Technologies Limited (TTL)” and “PREFACE”.
- To help S4 students better understanding various industries, S4 students participated in experiential learning activities "CareerLive® Job Experience Game" to learn more about the aviation service industry, advertising and media industry, healthcare industry etc.
- To help S5 students to understand more about their own personality, strengths and blind spots, an interactive personality workshop was organized by Caritas Hong Kong in July 2024 and students learnt how their personality traits guide their future career options.
- All S5 and S6 students visited various local universities during an OLE period in December 2023. Besides joining university campus tour, teaching fellows and student ambassadors of various universities were invited to deliver admission talks to our students. The admission details and the programme structures of the following undergraduate programmes were covered:
  - ✧ Faculty of Engineering and Faculty of Medicine from the University of Hong Kong
  - ✧ The Faculty of Social Science and the School of Architecture from the Chinese University of Hong Kong





- ✧ School of Law and Department of Mathematics from the City University of Hong Kong
  - ✧ BSc in Integrative Systems and Design (ISD) from the Hong Kong University of Science and Technology
  - ✧ Department of Rehabilitation Sciences – Physiotherapy, Occupational Therapy and School of Design from the Hong Kong Polytechnic University
  - ✧ Bachelor of Communication (Hons) and Bachelor of Chinese Medicine (Hons) from the Hong Kong Baptist University
- 
- To help S6 students to make better JUPAS choices, a talk was organized by Hok Yau Club in October 2023.
  - Talks on multiple pathways, JUPAS applications and overseas studies were organized for S5-6 students and parents after S6 Parent's Day. Education Fair with counters set up by ten institutes was organised for students on S6 Parent's Day. Information about local degree and sub-degree programmes and studies on the Mainland, in Taiwan and other regions and countries was provided.
  - Professionals from different fields were invited to join our lunch time Career Express program. They delivered an introductory speech to help S1-S6 students explore their career paths.
  - The Mentorship Programme aims at inspiring our students in the aspect of making suitable career and life plans. We were honored to have some devoted alumni experienced in different professions to join SFCC Career Expo in April 2024. With the exposure to the workplace coupled with the alumni' advice, guidance and encouragement, students have gained a better understanding of different career paths and possibilities.
  - In collaboration with Hong Kong Tramways, the Careers Guidance Team participated in the Business-School Partnership Programme (BSPP) by organizing a company visit and tram tour. During the trip, students had a comprehensive understanding of the company's history and its day-to-day operations. During the tram tour, students actively engaged in creating an immersive experience for the participants. Their role was to introduce the local culture and heritage along the tram tracks. Our students successfully incorporated elements of distinctive Cantonese pops and captivating old ghost stories into their guided tours, making the experience truly memorable and engaging for everyone involved.
  - Several F.4-F.5 students were nominated to join the Boundless Program organized by the YMCAHK. Competing with students coming from hundreds of other local schools in several rounds of interview, one of our students made it to the program and enjoyed a



series of fruitful activities, including a visit to a law firm named Linklaters, academic exploration days, meetings with mentors and other mentees, and job shadowing sessions. This summer, the student is going on a service trip to Sri Lanka with other participants. What an eye-opening experience it will be!

- Two S5 and one S6 students participated in the Seminar on Life Planning Education Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions. The seminars aim at providing participants with the latest comprehensive information about the scheme and studying in the Mainland.
- Two S2 students participated in "Teen Talk" which was organized by the Law Society with the aim of providing an interactive learning platform to nurture an interest in law.
- Three S6 students were nominated to join the JUPAS School Principal Nomination Programme.
- Two S6 students were nominated to join the JUPAS School Nominations Direct Admission Scheme.
- Three S6 students were nominated to join the Principal's Recommendation Scheme for Admission by the Hong Kong Academy for Performing Arts.
- Three S6 students were nominated for the HKU First in the School scholarship.
- One S6 student was nominated for Tsing Hau University (清華大學香港推薦生計畫).
- Three S6 students were nominated for the Greater Bay Area Internship Program for DSE Graduates 2024.
- Two S5 students were nominated for the Hong Kong University – Shenzhen Hospital Medical Insight and Healthcare Exploration Workshop for Students of Grant Schools.
- One S4 student were nominated for the Junior Researcher Mentoring Programme 2024 which was organized by the Hong Kong Polytechnic University.
- Individual counselling for S6 students on choices of JUPAS programmes, S4 and S5 students on dropping electives and S3 students on choice of electives were provided by Careers Teachers.
- Careers guidance will be given to S6 students on the day of release of the HKDSE results in July 2024.
- Talks on JUPAS, E-app applications and writing of personal statements were organised for S6 students. Talks on JUPAS were also organised for S4 and S5 students.
- Data on career pursuits of S6 graduates was collected.
- Talks on Taster Programmes of Senior Secondary Applied Learning (ApL) (2024-26 Cohort) were organized for S4 students to enhance their understanding of ApL courses.





- Talks on Applied Learning were organized for S3 students and their parents.
- Talks on subject choices were organized for S3 students and their parents.
- To enable students to understand more about life planning, career games were conducted by Careers Prefects.
- To help S3 students make the informed decision in their choice of electives, Careers Prefects in the senior forms were invited to share their experiences and provide guidance in the “Choice of Subjects” workshops.
- Information about jobs and local and overseas studies as outlined below was provided in the Careers Room:
  - ✧ Information booklets and references provided by various institutions e.g. the EDB, the Labour Department and some universities
  - ✧ Latest JUPAS Statistics published by the Hong Kong Association of Careers Masters and Guidance Masters (HKACMGM)
  - ✧ Assessment tools and careers-related board games
  - ✧ Careers pamphlets, posters and flyers

### Counselling and SEN Students

- To help the S1 newcomers adapt to the secondary school life, S1 Orientation Day was organised in August. Social workers from Christian Family Service Centre conducted a Home Time Programme for all F.1 students. This programme aimed to foster supportive peer relationships through sharing and self-reflection, equipping students with better preparation to face potential challenges in their new chapter of secondary school life.
- Seminars catering for students' developmental needs were held in various forms. Details are shown below:

Form	Topics
S1	Peer Relationship (4 sessions)
S2	Peer Relationship (4 sessions)
S3	Handling Emotions
S4	Respect
S5	Respect
S6	Stress Management







- New S1 students were assisted in their adjustment to a new study environment by means of the Guidance Assistance Scheme as well as the counselling service provided by the Team and the School Social Worker. A series of training programmes for the Guidance Assistants was organised by the school social workers from Christian Family Service Centre this year. A service programme was organised in February 2024, involving primary school students from St. John the Baptist Catholic Primary School. The theme of the programme was "Happy New Year". Our Guidance Assistance prepared a series of group activities, game booths, and even cooked traditional Chinese food to help the primary school students experience and understand the traditional culture of the Chinese New Year. Each primary school student received a stationery pack as a gift. The positive feedback and joyful expressions marked the success of the service programme.
- Recruitment of new Guidance Assistants was completed in June 2024. A training session for the new recruits which focused on team building will be organized during the summer holiday. Through various activities, they will learn to work with others and be accommodating when completing tasks.
- The SEN Team of our school was set up to take care of the SEN students and provide support for the teachers concerned. The team members include the SEN coordinator, the Education Psychiatrist from the EDB, the school social worker, representatives from the Academic Team, the Examination Section and the English, Chinese and Mathematics Departments.
- A 3-tier model was adopted to provide support for SEN students with diverse needs. Tier-3 students were offered intensive individualized support by means of an Individual Educational Plan (IEP). Tier-2 students who have persistent learning difficulties were provided with additional support and assistance in learning. For Tier-1 students with transient or mild learning difficulties, early identification of their problems and quality teaching in regular classrooms may help.
- Class meetings were held throughout the year. The team and the parents concerned worked collaboratively to ensure the SEN students receive the best possible care. A Student Support Officer was also hired to provide academic assistance to the SEN students.



## Learning with IT

- 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 has unlocked the immense educational potential of the Internet, enriching classroom teaching and learning across all subjects. Each classroom boasts interactive smartboards that elevate student engagement through dynamic and interactive lessons. These state-of-the-art smartboards not only enhance student participation but also cultivate a collaborative learning environment. Furthermore, our school hall features a LED wall, serving as a vibrant platform for showcasing students' remarkable achievements and sharing important announcements. Our STEAM (Science, Technology, Engineering, Arts, and Mathematics) Room, equipped with cutting-edge tools and resources came into use in December 2023. This innovative space empowers students to explore and experiment with various STEAM concepts, fostering their critical thinking, problem-solving, and creativity skills. The latest infrastructure of our school exemplifies our unwavering commitment to equipping students with the finest tools and facilities, enabling them to thrive in today's technology-driven world.
- Our “Bring Your Own Device” (BYOD) Scheme implemented in S1 to S3 has shaped our students to become motivated learners highly engaged in their own learning. Supported by learning management systems like Google Classroom and Microsoft TEAMS, our students benefit from a platform that fosters academic collaboration at all levels of the school. BYOD also facilitates group work, discussions, and peer learning, creating a collaborative learning environment that encourages active participation and the exchange of ideas among students. The transition to a blended learning environment with BYOD represents a significant shift for all stakeholders. To prepare for this change, our dedicated teachers attended professional development workshops, equipping themselves with the necessary skills to embrace blended learning and utilize various digital technologies. With intentional commitment to teaching and learning, our teachers continuously reshape lessons and expectations to ensure a seamless fit within this new educational landscape.
- Students and teachers are provided with school-issued email addresses, which serve as a means of internal communication and facilitate participation in academic-related activities. This digital home-school communication, including emails and instant messages through mobile applications, has significantly strengthened the connection between the school, students, and their parents. In addition, to foster student accountability for their own learning, we utilize an eLearning management platform





that showcases and manages students' learning records in the form of Student Learning Profiles (SLP). These profiles chronicle students' academic journey throughout their senior secondary years, providing a comprehensive overview of their progress and achievements.

- A shift in learning mode is never easy for a community. As social circumstances shift, so too will our structures and responses to this new teaching and learning mode. We hope that everyone, including students, parents, and teachers, will approach this venture with a growth mindset and recognize that we are partners on this journey.

### **STEM Education**

- STEM education and skills development have become increasingly important in today's society. Science, Technology, Engineering, and Mathematics (STEM) education aims to provide students with a strong knowledge base and foster their interest in these fields. Through STEM education, students develop the ability to integrate and apply knowledge and skills, while also nurturing their innovation and creativity. At our school, we have implemented STEM education in both the regular curriculum and extra-curricular activities.
- The elements of STEM education are extensively incorporated into our Science and Technology curriculum. For instance, our S1 and S2 students engage in self-directed learning projects in Information Technology (IT). In these projects, S1 students work in groups to build micro:bit RC cars from scratch, showcasing their engineering skills. They also utilised Generative Artificial Intelligence (GAI) to create cartoon stories that illustrate the twelve priority values and attitudes: "Perseverance", "Respect for Others", "Responsibility", "National Identity", "Commitment", "Integrity", "Benevolence", "Law-abidingness", "Empathy", "Diligence", "Unity" and "Filial Piety". Similarly, our S2 students design and implement virtual reality (VR) games that raise awareness about environmental protection. They also developed their own AI chatbots that focused on National Security. Furthermore, our S4 students learn about the principles of STEM through the study of the crash cushion system in their Physics lessons.
- STEM education is not limited to the regular curriculum but is also integrated into our S1 and S2 Other Learning Experience (OLE) activities. These activities provide students with a broad and balanced curriculum, offering diverse learning experiences to foster their holistic development. For example, twenty S1 students explored the principles of drone soccer, which combines engineering and technology with sports. Meanwhile, twenty S2 students worked on Internet of Things (IoT) projects during the OLE periods throughout the year.



- In the academic year 2023-2024, we organised a series of extra-curricular activities and programs to transform our students into tinkers, thinkers, and makers in STEM. These activities aimed to further enhance their skills and knowledge in STEM fields.
  - ✧ Twenty-two students from S1 to S5 participated in the “STEM 4 Girls STEM Programme” organised by the Hong Kong Association for Computer Education. They had the opportunity to join STEM workshops offered by different universities or technology companies throughout the year.
  - ✧ Our team of STEM Prefects actively participated in the “DBS Innofuture Youth Program 星展基金會「展現未來」創科青年計劃”, an initiative by the DBS Foundation aimed at fostering innovation among young individuals. As part of this program, our STEM enthusiasts took part in a series of sixteen "No-code Digital Upskill Training Workshops", conducted by MakerBay Foundation Limited from September to October 2023. During these workshops, our students worked in groups and undertook a mini project with the objective of designing a tailor-made app for non-governmental organisations (NGOs). They began by conducting interviews with the NGOs to understand their specific needs and requirements. Utilising their newly acquired digital skills, they then proceeded to design and develop apps that catered to the unique needs of each NGO. Throughout the month of October 2023, the groups refined their designs based on feedback and guidance received during the workshops, ultimately submitting prototypes of their app designs.
  - ✧ In October 2023, our school arranged a “Proper Internet Usage” talk for our S1 students. These informative sessions centred on the crucial topics of internet safety and the Control of Obscene and Indecent Articles Ordinance (Cap. 390). The talks specifically highlighted the potential dangers associated with inappropriate online content, including pornography, violence, crime, gambling, drugs, and improper values. Conducted by the Office for Film, Newspaper, and Article Administration, these talks offered students valuable guidance on how to responsibly navigate the online world. By promoting awareness and cultivating healthy online habits, our school demonstrated its unwavering commitment to prioritising student safety and well-being in the digital age.
  - ✧ In October 2023, our school hosted the “Healthy Information for a Healthy Mind” activity, which aimed to promote internet safety and educate S2 students about the Control of Obscene and Indecent Articles Ordinance. The event emphasised the potential dangers associated with inappropriate online content, including sex, violence, crime, gambling, and drug use. Engaging talks delivered by the Office for Film, Newspaper and Article Administration (OFNAA) provided students with valuable guidance on responsible internet usage, while also equipping parents with essential tools to support their children. By raising awareness and





encouraging healthy online habits, our school demonstrated a strong commitment to prioritising student well-being in the digital era.

- ✧ Furthermore, five S4 students from our school were short-listed to participate in seven tailor-made workshops organised by MakerBay Foundation Limited in November 2023, focused on community support. During these workshops, the students worked collaboratively in two groups and developed two apps that offered innovative solutions to assist NGOs in Hong Kong. The workshops provided a valuable platform for our students to further enhance their skills and understanding of community needs while contributing to the betterment of society.
- ✧ Our STEM Prefects, who have been actively involved in school open days and various STEM activities as helpers and ambassadors, have applied for the “Youth IT Ambassador Award (YITAA)” to recognize their efforts. By participating in workshops, seminars, visits, and activities organised by the STEM Team, educational institutions, and companies, they have developed information literacy skills and grown more proficient in IT and STEM applications. The YITAA certificate will be awarded to all STEM Prefects, acknowledging their contributions to promoting IT and STEM education.
- ✧ In November 2023, our STEM Prefects underwent a comprehensive 3D printing training course. The course focused on teaching them the fundamentals of 3D model construction using TinkerCAD. Through this training, the students gained practical experience and knowledge in creating 3D models, further enhancing their skills in the field of 3D printing.
- ✧ On the International STEM Day, which took place on November 8, 2023, our students were introduced to an engaging interactive game “雲遊長城” on a cloud gaming platform. This game showcases the architectural characteristics of the Great Wall and aims to cultivate awareness among students about the importance of conserving cultural heritage. Through the immersive experience provided by the game, students have the opportunity to explore and appreciate the significance of this historical landmark while enjoying an interactive and educational gaming experience.
- ✧ In December 2023, the “CS First Hour of Code Activity” was organised for S1 students. They had the opportunity to create programs using coding through interactive tutorials available on [hourofcode.com](https://hourofcode.com).
- ✧ To commemorate our school’s 155th anniversary, tramplus, the sister company of Hong Kong Tramways, offered to launch a tram body advertisement from December 2023 to January 2024. The winning design from the tram body competition showcased the designer’s exceptional creativity and innovation.
- ✧ 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 (2023-2025) aims to cultivate the interest of secondary school students in IT, enhance their innovative thinking and foster an IT learning atmosphere. A series of workshops were jointly organised 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 a STEM-related career in the future. Seventy-five students from S1 to S5 participated in the programme “Coding With AI For Sustainability: AI Applications for Young Innovators AI 與編程:向綠色智慧城市出發” from January to July 2024. The program included workshops, lectures, company visits, and job shadowing.

- ✧ In February 2024, all S3 students attended a talk organised by Act Plus Education Foundation, titled “學生主題 - 你都做得到---「動漫電玩」變成職業的要訣”. Additionally, Act Plus Education Foundation organised a Virtual Reality (VR) Experience in April 2024, where all S4 and some S2 students had the opportunity to try VR during their IT lessons. Other students also had access to the VR experience during lunchtime and afterschool sessions.
  - ✧ Our school hosted the STEM Month from April to May 2024, featuring a wide range of activities for students. These activities included a STEM-related careers talk, workshops on smart keychains and holograms, a 3D printing demonstration, an inter-class micro:bit radio-controlled car competition, and VR reality game sessions conducted by the Hong Kong Jockey Club. The primary objectives of these activities were to provide students with exposure to STEM activities and hands-on experiences while enhancing their problem-solving skills.
  - ✧ Our school has enrolled in the “Student Ambassador for Privacy Protection Programme – Partnering Schools Recognition Scheme 2024 (SAP)” from May to September 2024. This scheme aims to foster a culture of respecting and protecting personal data privacy. Supported by the Business-School Partnership Programme of the Education Bureau, Microsoft Hong Kong, and the Hong Kong Association for Computer Education, the SAP is an essential initiative for our school community.
  - ✧ In July 2024, 32 students from S1 to S5 will have the opportunity to participate in a STEM Exposure Trip to Korea. This trip aims to provide them with valuable exposure to STEM-related activities and experiences in a different cultural context.
- In addition, our talented students have actively participated in various STEM competitions, showcasing their skills and innovative ideas:





- ✧ In September to December 2023, all S1-3 students took part in the “Control of Obscene and Indecent Articles Ordinance” Slogan and Colouring Competition 2023. The competition aimed to raise students’ awareness of obscene and indecent articles in their daily lives.
- ✧ Two S4 students participated in the 「大灣區青少年人工智能及網絡安全」挑戰賽 from October to December 2023. They showcased their skills in designing a smart home that incorporated AI technology for personalised protection and enhanced convenience. Their design received significant recognition at the exhibition booth.
- ✧ In November 2023, four S4 students participated in the “Innovative Liquid Transport Device Competition for Secondary School Students” organised by the City University of Hong Kong. This experience encouraged students to think creatively and develop unique solutions by applying principles of physics, engineering, and fluid mechanics to optimise their designs.
- ✧ Four S4 students joined the “第三屆全港青年 STEAM 比賽暨展覽(由 AI 到 SI) 及人工智能素養教育影片比賽” organized by Caritas Fanling Chan Chun Ha Secondary School in November 2023. Their video explored the ethical considerations surrounding the rise of AI, demonstrating their commitment to advancing knowledge in emerging technologies and promoting awareness of ethical implications.
- ✧ Eighteen S4 students participated in “Samsung Solve for Tomorrow 2023” organised by Samsung in November 2023. They presented their vision for a sustainable future in Hong Kong and developed innovative Android applications that illustrated their design thinking and problem-solving abilities.
- ✧ In December 2023, all S1-3 students, along with some S4-6 students, participated in the “2023 Meritorious Websites Contest Healthy Mobile Phone/Tablet Apps Contest” organised by the Office for Film, Newspaper and Article Administration (OFNAA). The objective of this contest was to enhance students’ understanding of the Control of Obscene and Indecent Articles Ordinance (COIAO).
- ✧ Two S4 and three S5 students took part in the “聯校網絡安全比賽 2023” organised by AiTLE, HKIIT Cybersecurity Centre and CheckPoint in December 2023.
- ✧ In January 2024, five S3 students enthusiastically participated in The Hong Kong Mathematical High Achievers Selection Contest. Their dedication and passion for mathematics were evident as they showcased their exceptional skills and knowledge.
- ✧ In February 2024, three S5 students along with two S4 students eagerly participated in the Hong Kong Mathematics Olympiad Competition. This highly esteemed event, organised by the Mathematics Education Section of EDB and the





Department of Mathematics and Information Technology of The Education University of Hong Kong, provided our students with an exceptional platform to demonstrate their mathematical prowess and problem-solving abilities.

- ✧ In February 2024, a team of four S4 students participated in the “JPC Innovation and Technology Competition 2023-24” organised by the Hong Kong Police Force. Their project, titled “Mini Doctor”, provided innovative and feasible solutions to enhance urban management efficiency and build a smart and safe city, earning them the Commendation Award.
- ✧ Two S1 students participated in the fun and creative “2024 Science Buddies Engineering Challenge” organised by Science Buddies from February to March 2024. Their engineering design process to build a rubber band car using limited materials was highly recognized.
- ✧ In March 2024, ninety S1-5 students participated in the “Microsoft Office Specialist Championship Hong Kong 2024” organised by AiTLE x Coding101 x Microsoft.
- ✧ In March 2024, one S5 student participated in the “International Coding Elite (ICE) Challenge” organised by ICE Foundation.
- ✧ Two groups of four S2 students took part in the “Go with the Wind” Fun Science Competition 2024 organised by the Hong Kong Science Museum in March 2024. They designed and constructed devices that utilise wind power to travel along an inclined plank track and reach the finishing platform. Both groups won the First Prize, and one of them also received the Best Design Award for incorporating various engineering concepts into their designs.
- ✧ Three S5 students joined the “TECH” 出 Gen-A 節 “拍” <說好我們故事> 第一屆學界短片製作比賽 organized by HKACE x Firefilm in April 2024. They produced an inspiring video on student mental health, using a narrative storytelling format to effectively convey the significance of well-being.
- ✧ In May 2024, six students from different levels, three from S2 and three from S4, took part in the “AR For Good Challenge 2024” organised by the ICE Foundation. The students formed teams of three and were tasked with designing an augmented reality project centred around one of the sports events in which Hong Kong athletes have earned medals at the Olympic Games. They used the CoSpaces Edu platform as their medium for creating and presenting their projects.
- ✧ From May 2024 to November 2024, five S4 students will take part in the “2024 5G Campus Application Competition”. The competition requires our students to design a project, which includes the development of a mobile application that integrates AI technologies with 5G services, to enhance the smartness of the campus. Our students will have the chance to transform the community into a platform for learning, experimenting, and showcasing new ideas.







- ✧ From May 2024 to March 2025, three S4 students are selected to join the “Healthy Information Student Ambassadors Scheme 2024 第十六屆健康資訊學生大使計劃” organised by The Office for Film, Newspaper and Article Administration (OFNAA). Upon completion of the 19-hour training programme, the Student Ambassadors will participate in a range of publicity and public education activities that promote the healthy use of the Internet, including teaching parents basic computer skills and introducing their fellow students to the relevant provisions of the Control of Obscene and Indecent Articles Ordinance.
- ✧ From June 2024 to January 2025, our 20 STEM Exco and Prefects will participate in “建「機」灣仔 - 青少年社區設施優化計劃” organised by the Wan Chai District Office and Electrical and Mechanical Services Department. Our STEM students will apply their electromechanical knowledge to bring innovative social activities to the Wan Chai District.
- ✧ In July 2024, two S4 students will participate in the highly acclaimed Competition on System Modeling & Optimization (COSMO), a collaborative effort between the Department of Systems Engineering and Engineering Management (SEEM) at CUHK and The Hong Kong Association for Computer Education (HKACE). Through this prestigious event, our students will have the opportunity to enhance their skills in constructing system models, applying mathematical methods, and utilising computer technology to effectively address complex problems.
- ✧ In July 2024, two S4 students will be taking part in the newly introduced competition for this year called “The 3D For Good Challenge 2024”. The competition focuses on the theme of “Hong Kong Culture”. Participants are required to utilise software like Nomad Sculpt, Blender, or other 3D design platforms to create and sculpt models. The final pieces will be printed and coloured, and then displayed for exhibition.
- ✧ From August to September 2024, seven S4 students will take part in the “4th Hong Kong Secondary School Cosmetic Formulation Competition” organised by the City University of Hong Kong and Hong Kong Society of Cosmetic Chemists. This competition allows our students to apply their chemistry knowledge and experimental skills in developing new cosmetic formulations.

Overall, our students’ active participation in various competitions and programmes demonstrates their dedication to STEM education and their ability to apply their knowledge and skills in real-world contexts.





## Support for School Development

### Staff Development

- Staff induction programmes were conducted to familiarize new teachers with their roles, responsibilities and duties in school.
- Target-oriented seminars were held throughout the year.
  - ✧ Sharing of good practices and the principles of T-Standard was held in late August to update teachers on the latest educational trend.
  - ✧ A “Joint Canossian Schools Staff Development Day” was held in late August to facilitate the exchange of effective teaching strategies and innovative ideas among educators from different Canossian secondary schools. The keynote speech gave teachers a solid understanding of legal issues in education.
  - ✧ Speaker from the City University of Hong Kong conducted seminars on “Positive Discipline & Respect” and “Facilitation Skill & Respect” in late August and early September to help teachers to implement the major concern “Respect” in our teaching and learning.
  - ✧ Our school has joined the Quality School Improvement Project. Seminars related to “Assessment Literacy” and “Departmental PIE” were held for all teachers and department heads in late August and October respectively. The importance of assessment of learning and assessment as learning was discussed.
  - ✧ Wanchai District Schools Development Day was held in November. The importance of Artificial Intelligence and media literacy in education was highlighted.
  - ✧ Speakers from the Quality School Improvement Project provided insightful suggestions to panels on evaluating the examination performance of students.
  - ✧ A “Joint School Staff Development Programme in Greater Bay Area” was carried out in March. The school visits widened our horizon of the technological advancement of our motherland and gave valuable insights to teachers. Teachers all appreciated the rapid socio-economic development of our country.
  - ✧ The mental wellbeing of teachers is always our top priority. Leisure activities were carried out on Foundress Feast Day in May. This leads to a more positive and supportive work environment for teachers, which in turn enhances teaching and learning.
  - ✧ Teachers attended various courses and seminars to enhance their professional competence.



### Parent Teacher Association

- Seminars which tailored for different needs were organised for parents of S1 to S6 students in this academic year. The topics covered are as follows:
  - ✧ Helping children discover the fringe benefits of failures and gradually achieving success
  - ✧ Developing positive mindset and emotions
  - ✧ Preparation for JUPAS Application
  - ✧ Building positive relationships
  - ✧ NSS choice of subjects for S3 students
- Parent Volunteer Orientation and Gathering Day was held in October 2023.
- A Central Committee meeting PTA Annual General Meeting on “National Security Education” by Professor Albert So was held in November 2023.
- Four PTA Executive Committee meetings were held in the school year.

### Past Students’ Association

- St. Francis’ Canossian College Past Students’ Association (“PSA”) aims to promote friendship and co-operation among alumni of St. Francis’ Canossian College (“SFCC” or the “School”) and to strengthen the bonding between alumni and the school and reach out to the community. PSA organizes charitable work and other activities that are considered worthy and for the benefit of SFCC.
- The current committee of PSA comprises eleven graduates from 70s, 80s and 90s. During the term of service, PSA aims to build platforms for alumni with similar interests or hobbies to get together by holding thematic activities, interest groups and seminars. PSA is also keen to foster the sense of belonging among the alumni and be the effective channel for alumni to share reminiscences of their good old schooldays by organizing various gatherings.
- With the experienced guidance and tremendous support of the Honorable Advisor, Mrs. Maria Jim (our former music teacher) and the Conductor, Dr. Angelina Au (our alumni), St. Francis’ Canossian College Past Students’ Association Choir (“SFCCPSA Choir”) was established in September 2023, with the mission to promote lifelong interests in choral music and nurture strong friendship amongst alumni. At the School’s 155th Anniversary Open Days (“155 Open Days”), the SFCCPSA Choir presented four meaningful songs – Laudamus Te, Panis Angelicus, I Am His Child and For the Beauty of the Earth (conducted by Dr. Angelina Au) and the school song together with the current school choir (conducted by Mrs. Maria Jim) to wrap up the memorable





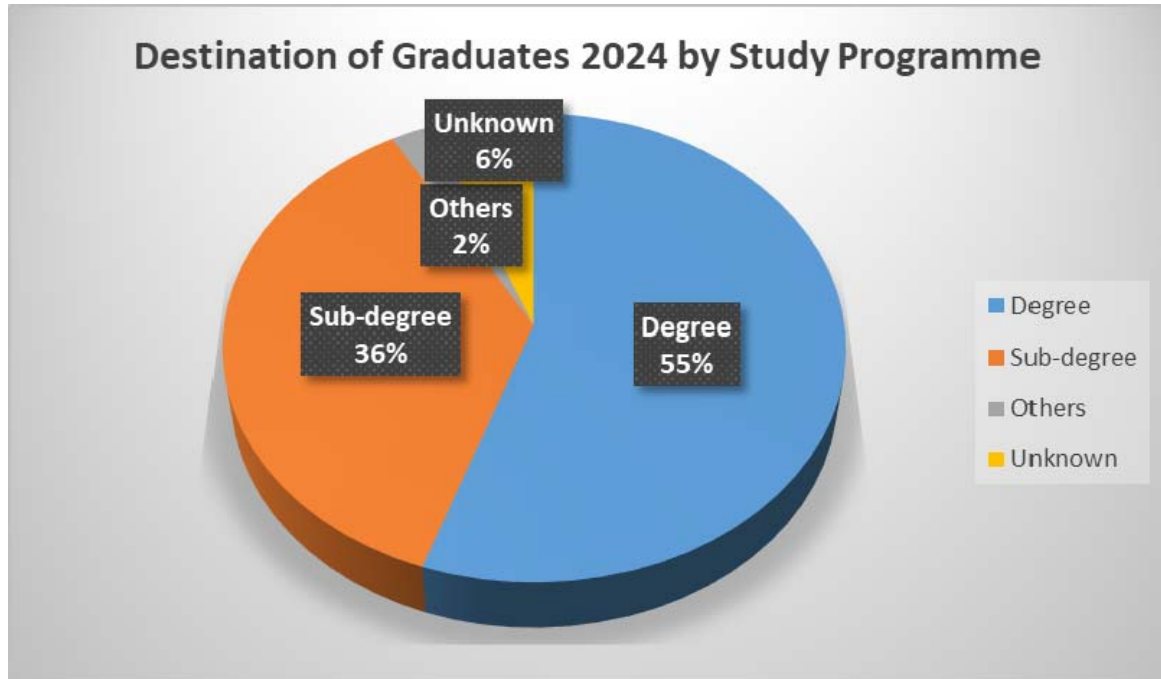
performances. Apart from regular rehearsals, the SFCCPSA Choir will participate or organize live performances, community service and fundraising events in the near future.

- In December 2023, PSA also organized the first ever Poon Choi Lunch Gathering at the end of 155th Anniversary Open Days which brought all alumni unforgettable and joyous time with endless laughter. Delightful pop songs were performed by talented students of the school's orchestra band.
- In January 2024, PSA and the School organized a tram ride as another celebratory event for SFCC 155th Anniversary. Alumni, sisters and former teachers were invited to have a tram ride on the special no. 88 tram with the wrap designed by one of our current students. We all had a cheerful afternoon with alumni singing hymns and school song during the round-trip tram ride from Whitty Street Tram Depot to Shau Kei Wan Terminus.
- In January 2024, PSA hosted a table tennis tournament with Mrs. Ha (our former history teacher), Mr. Law (our Principal), alumni and current students playing in single, double and mixed double round-robin and group tournaments at the gym of the school. All the enthusiastic participants enjoyed the exciting matches and we look forward to organizing more tournaments of different sports or games for our alumni and friends.
- In April 2024, the Chairman of PSA and other alumni participated in the Career Expo to share their career choice, journey, typical working environment and culture, education and training requirements of their profession to inspire current students from S3 to S5. Meanwhile, PSA strongly supports the continuation of mentorship programmes and will actively reach out to alumni of different generations and professions to invite them to share their professional knowledge and life experience with young Franciscans, with an aim to help the prospective graduates be well-equipped with knowledge and skillset to embrace new challenges ahead and to live fully in the spirit of SFCC.
- Last but not least, PSA continues to maintain its website, Facebook page and Facebook instant messenger and the newly launched Instagram page. With all these multimedia social networks being set up, PSA hopes to provide convenient channels for timely updates and announcements, photo and video sharing and even live broadcast of every memorable moment and to communicate with alumni across generations, near and afar. As in previous years, PSA published newsletters and organized tours to the Memory Gallery. Moreover, the Alumni Manager, a representative of alumni, was elected to sit in the Incorporated Management Committee meetings of SFCC for the period of 2023-2025.



# Student Performance

## Destination of Graduate 2024

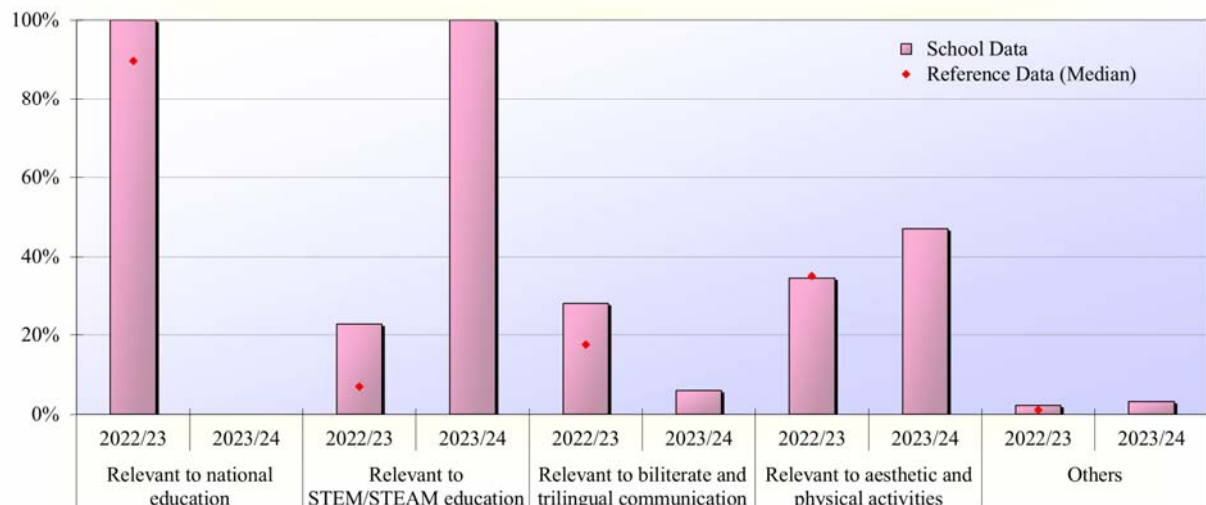


## Student Participation in Inter-school Events and Uniform/Social and Voluntary Services Groups

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

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

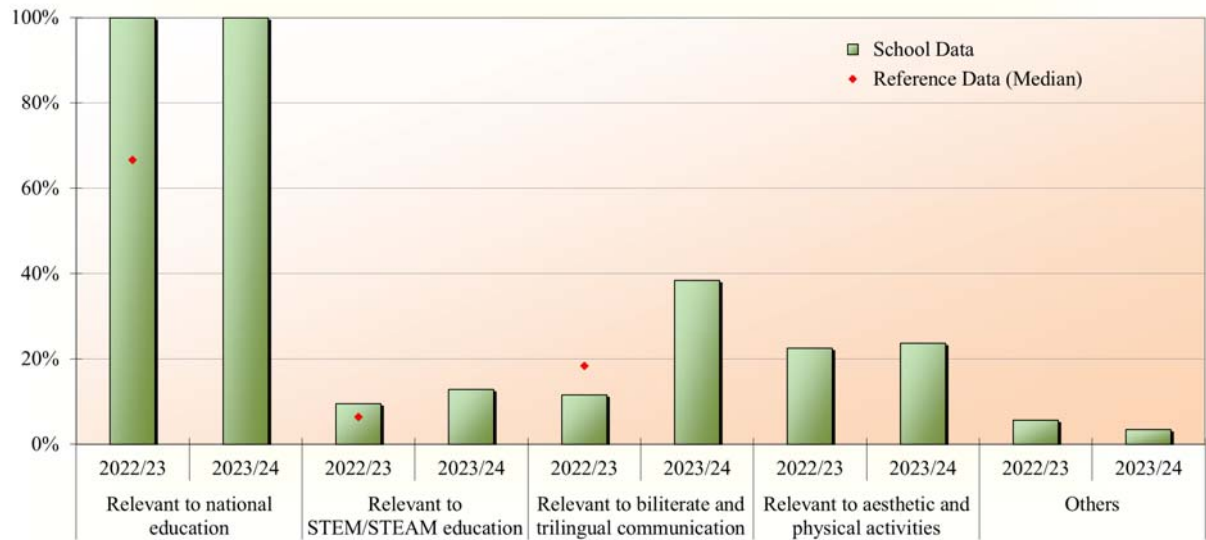
#### JUNIOR SECONDARY



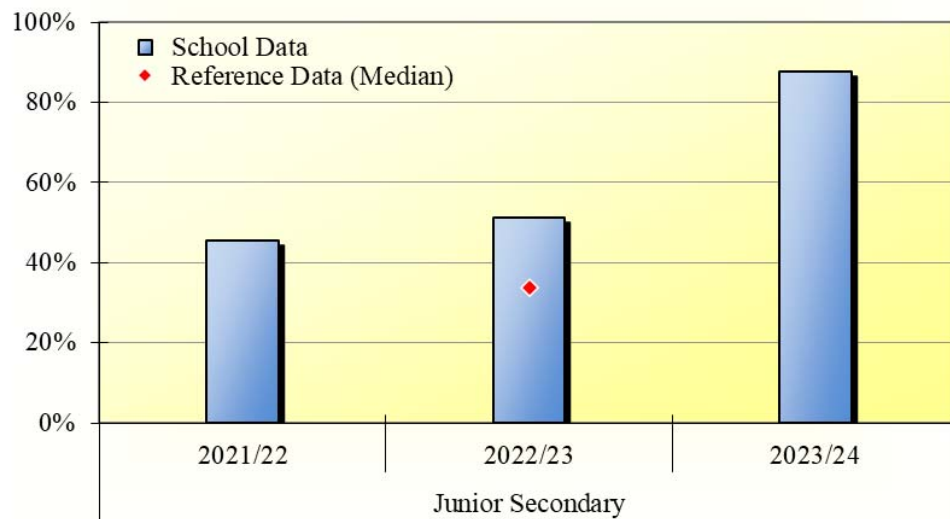


### Percentage of Students Participating in Territory-wide Inter-school Competitions

#### SENIOR SECONDARY



### Percentage of Students Participating in Uniform Groups / Community Services





## Other Learning Experiences

- Various kinds of OLE programmes were conducted in different forms among ten Other Learning Experiences (OLE) Fridays in the academic year 2023-2024.
- All S1 and S2 students were grouped according to their choice of domains offered, namely Art, Drama, Music, Dance 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 four domains offered, namely Music, Dance, Art, and Videography.
- In S5, OLE Fridays featuring Thai Boxing 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 required to join one of the Service and Uniform Groups, namely Girl Guides Association, Red Cross Association, Junior Police Call, Community Youth Club, Social Service Group and UNICEF Club.
- A leadership training programme for 87 student executive committee members was jointly organised by our school and the Hong Kong Hong Kong PHAB Association in November 2023.
- A leadership training day camp for potential student leaders was jointly organised by our school and Hok Yau Club in June 2024.
- To encourage active participation in community service, our school has co-organized with Caritas (Hong Kong) to offer a variety of thematic service-learning tasting activities for S3 students. Structured training sessions conducted by registered social workers and preparation for the services were held on the OLE Fridays.



## Inter-school Activities and Prizes Won in 2023/24 s.y.

### Music

#### 76th Hong Kong Schools Music Festival:

Plain Song Secondary School Choir	Champion	SFCC Senior Choir
School Choir - Foreign Language – Girls	Silver Award	SFCC Junior Choir
Second Division – Junior Age 15 or under		
Vocal Solo - Foreign Language - Female Voice - Secondary School - Age 16 or under	Bronze Award	
Vocal Solo - Foreign Language - Female Voice - Secondary School - Age 14 or under	Silver Award	(S2)
Guitar Solo — Junior	Silver Award	(S3)
Graded Piano Solo - Grade Five	1st Gold Award	(S2)
	3rd Gold Award	(S2)
Graded Piano Solo - Grade Eight	Bronze Award	(S4)
Violin Concerto - Age 13 or under	1st Gold Award	(S2)
Violin Solo - Grade Four	Silver Award	(S1)
Guitar Solo – Intermediate	Silver Award	(S4)
	Bronze Award	(S3)
箏獨奏 - 中級組	Silver Award	(S2)
	Bronze Award	(S2)
琵琶獨奏 - 中級組	Silver Award	(S4)
中阮獨奏 - 中級組	Silver Award	(S3)

#### School Music Competition

Secondary School Ensemble (String)	Bronze Award	SFCC String Ensemble
Secondary School Choir (Challenger)	Silver Award	SFCC Junior Choir
Secondary School Ensemble (Chinese Instrument)	Silver Award	SFCC Chinese Ensemble

### Art, Drama & Performing Art

The 60th School Dance Festival (Chinese Dance)	甲級獎	SFCC Dance Team
Hong Kong School Drama Festival		
	Award for Outstanding Cooperation	SFCC
	Award for Outstanding Performer	(S1 S2)
English Drama Fest		
	Outstanding Teamwork	SFCC







Outstanding Performer	(S4)
Hong Kong Specimen Drawing Competition	
Highly Commended Award	(S6)

### Scholarships & Leadership Awards

香港島傑出學生選舉

高中組	香港島十大優秀學生	(S6)
初中組	香港島十大優秀學生	(S3)

Youth Arch Student Improvement Award (S6)

Sir Robert Black Trust Fund Grants for

Talented Students in Non- academic Field (S2 S5)

大灣區優秀學生推選

高中組優良獎 (S5)

初中組優良獎 (S3)

Outstanding Ethnic Minority Student Award Scheme (S4)

籽識獎學金 (S3)

Kizuna 絆 Scholarship (S1 S3)

### Academic

75th Hong Kong Schools Speech Festival

Solo Verse Speaking	3rd	(S2)
	3rd	(S2)

第 75 屆香港學校朗誦節

普通話詩詞獨誦	季軍	(S5)
	季軍	(S2)

普通話散文獨誦 季軍 (S2)

中學辯論比賽 2023 馮壽如盃	冠軍	SFCC
	最佳辯員	(S3 S4 S6)

Hong Kong Specimen Drawing Competition

Highly Commended Award (S6)

“Go Green for a better future” competition - The most sustainable carbon reduction award

3rd (S5 S6)

Halfway Home Writing Competition XIV Outstanding Writer (S4)

The 18th Daily Readers "Read Out Loud" Competition

Gold Award (S2)



**Fun Science Competition - Go with the Wind 趣味科學比賽《風馳電掣》**

一等獎 (S2)

最佳設計獎 (S2)

Harvard Prize Book (S5)

**Services**

Wan Chai District First Aid Competition 1st (S3 S4 S5 S6)

Best Leader (S5)

**First Aid Competition of the Hong Kong Island Disaster and Emergency Preparedness Day**

(S3 S4 S5)

青年急救獎勵計劃 銅獎 Red Cross Youth Unit One

青年團第一團傑出紅十字會青年會員

傑出紅十字會青年會員 (S5)

港島總部傑出紅十字會青年會員

傑出紅十字會青年會員 (S5)

青年導師服務獎

銀獎 (S5)

銅獎 (S5 S6)

港島防災應急準備日青少年急救比賽 冠軍 (S3 S4 S5)

**The Outstanding Civic Students Award Scheme**

Top ten Civic Student Ambassador (S6)

**JPC Chinese Flag Raising Competition**

Outstanding Performance Award (S2 S4 S6)

**Sports****全港校際空手道大賽**

中學女子甲組個人型 季軍 (S5)

中學女子乙組個人型 亞軍 (S4)

中學女子乙組個人型 季軍 (S4)

中學女子組 全場總亞軍 SFCC

**全港空手道青少年大賽**

自由組手 女童 16-17 歲組別 冠軍 (S5)

高級組形 女童 16-17 歲組別 亞軍 (S5)

高級組形 女童 14-15 歲組別 季軍 (S4)

**“奔跑吧” 少年” 2023 年 全國青少年空手道 U 系列賽 (總決賽)**

U18 女子 48kg 組手 冠軍 (S5)





U18 女子個人型	季軍	(S5)
U15 女子個人型	季軍	(S4)

### Inter-School Swimming Competition

#### Division Three

A Grade 100m Freestyle	3rd	(S6)
B Grade 50m Butterfly	2nd	(S3)
	3rd	(S4)
B Grade 4x50m Freestyle Relay	2nd	(S3 S4)
C Grade 4x50m Freestyle Relay	3rd	(S1 S2)
B Grade	2nd	(S3 S4)
A Grade	3rd	SFCC
B Grade	3rd	SFCC
Overall	2nd	SFCC

### Inter-School Athletics Competition

#### Division Three Area 3

B Grade 4x100m Relay	3rd	(S1 S2 S4)
C Grade 4x100m Relay	2nd	(S2)
C Grade 4x400m Relay	1st	(S2)
C Grade Shot Put	2nd	(S2)
C Grade	2nd	SFCC

#### 愛心慈善跑比賽

女子青年組三公里個人賽	冠軍	(S2)
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## Financial Summary 2023 - 2024

<b>Financial Report for 2023 – 24</b>	<b>Total Allocation (\$)</b>	<b>Total Expenditure (\$)</b>
<b>Programme Item</b>		
(1) Premises	} 2,096,972.84	772,966.00
(2) Administration		2,375,019.74
(3) Curriculum		187,288.13
(4) Administration Grant	4,224,612.00	3,356,726.39
(5) Other items	1,911,981.00	2,515,099.82
<b>Total</b>	8,233,565.84	9,207,110.08
<b>Percentage Spent</b>	<b>111.82%</b>	
<b>EOEBG Income 2023 - 24</b>		8,233,565.84
<b>EOEBG Expenditure 2023 - 24</b>		9,207,110.08

<b>Collection of fee as approved by EDB</b>	<b>Income (\$)</b>	<b>Expenditure (\$)</b>
<b>Programme Item</b>		
(1) Tong Fai	139,820.00	139,820.00
(2) Non-standard Items Fee	173,100.00	173,100.00
<b>Total</b>	312,920.00	312,920.00
<b>Percentage Spent</b>	<b>100%</b>	



## Report on the use of Special Grants

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

- The Grant was used for the IT equipment, maintenance and supporting services for the development of IT in education.
- Approved Grant in the year 2023 – 2024: \$ 512,696

Item	Amount (\$)
• Technical Support Service	263,615.00
• School Internet Service	71,520.00
• Consumable & Maintenance	155,090.36
• Software & Equipment	13,000.00
<b>Total</b>	<b>503,225.36</b>
<b>Unspent Balance</b>	<b>9,470.64</b>

### 2. Capacity Enhancement Grant (CEG)

- The Grant was used for the employment of supporting staff to relieve the workload of teachers.
- Grant for the year 2023 – 2024: \$666,935.00
- Approved Grant in the year 2023 – 2024: \$ 1,186,000

Task Area	Area(s) of Concern	Amount (\$)
Library Support	• Reading to Learn	328,157.18
English Language	• Curriculum development	491,989.68
Physical Education	• Healthy Lifestyle	248,440.56
Music	• Western Instrumental Ensemble	22,000.00
	• Chinese Instrumental Ensemble	15,000.00
	• Sting Orchestra & Symphonic Orchestra	8,000.00
	<b>Total</b>	<b>1,113,587.42</b>
<b>Deficit top-up by EOEBG:</b>		<b>446,652.42</b>





### 3. Promotion of Reading Grant

#### Part 1: Evaluation of the Effectiveness

##### 1. Evaluation of achievement of the objectives:

In this academic year, aside from purchasing books, magazines, and newspapers, we also subscribed to SUEP and WisersOne for the development of our electronic collections. Students could access a wide range of e-books and e-resources through online reading platforms. In addition, a series of themed book exhibitions were held periodically, featuring both local and foreign authors. Permanent book exhibitions were also organized so as to facilitating students' understanding of the Motherland. There was great interest among students in borrowing the recommended books from the library. In the view of fostering a reading culture and broadening students' reading perspectives, talks by local authors had been held in each term. Local authors with extensive writing experience had been invited to our school to share writing and reading tips, as well as interesting experiences in literary writing. More than 90% of the students were satisfied with the talk. Lastly, the school library hosted a series of exciting activities to celebrate World Book Day on 23rd April. Book sharing activities, fun fairs, and bookstore visits made reading fun and meaningful for our school community.

##### 2. Evaluation of strategies:

The promotion of reading could be achieved through various activities such as video sharing sessions, book report competitions, exhibitions of books, reading award schemes, and fun fair. As we move forward with our plan for the next school year, we will continue to use a variety of strategies and activities to create an interesting reading environment for students. Meanwhile, students' involvement in selecting and promoting reading materials was effective in motivating them to participate in the reading activities. Besides, 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

- Surplus from last year and grant for 2023 – 2024: \$ 67,679.87
- Approved Grant in the year 2023 – 2024: \$ 90,000.00

Item	Actual expenses (\$)
1. Purchase of reading materials	42,271.85
• Printed book	
• E-Book	
• Subscription of newspapers and magazines	





Item	Actual expenses (\$)
2. Web-based Reading Schemes: • eRead Scheme: WiseSearch	25,282.00
3. Reading activities: • Hiring writers, professional storytellers, etc. to conduct talks	4,000.00
4. Others	477.00
<b>Total</b>	<b>72,030.85</b>
<b>Deficit top-up by EOEBG:</b>	<b>4,352.98</b>

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

- The Grant was used for the procurement of personnel and reading materials regarding Chinese Language and Culture enhanced the NCS student's interest and motivation towards Chinese Language and Chinese History.
- Surplus from last year and grant for 2023 – 2024: \$ 1,167,605.20
- Approved Grant in the year 2023 – 2024: \$ 877,000

Item	Amount (\$)
Appointing 2 additional teachers to support the learning of Chinese and Chinese History of NCS students	792,000.00
Purchase teaching resources for the adapted Chinese Language and Chinese History Curriculum	50,544.00
Organise Chinese Culture activities for all students on effective communication with NCS students	52,364.00
<b>Total</b>	<b>894,908.00</b>
<b>Deficit top-up by previous year grant:</b>	<b>17,908.00</b>
<b>Grant b/f to 2024 - 2025</b>	<b>272,697.20</b>

#### 5. Grant for Sister School Scheme(姊妹學校計劃津貼)

- 進一步支援本地學校策劃和進行與內地姊妹學校的交流活動
- 2023 – 2024 學年津貼: \$ 162,994.00
- 2023 – 2024 學年預算開支: \$149,500.00

項目	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	131,486.70





項目	開支 (\$)
➤ 參觀當地大學及歷史建築	
<b>Total</b>	<b>131,486.70</b>
<b>Unspent Balance</b>	<b>18,013.30</b>
<b>Grant b/f to 2024 - 2025</b>	<b>31,507.30</b>

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

- To support the implementation of the CSD in different aspects, including the provision of professional development programmes for teachers, learning and teaching resources for the smooth implementation of the optimised curriculum
- One-off Grant from 2021 – 2025: \$300,000.00
- Surplus from last year 2022 – 2023: \$294,023.00
- Approved Grant in the year 2023 – 2024: \$ 134,000.00

Item	Amount (\$)
To enhance the teaching and learning effectiveness of the curriculum, utilize the learning efficiency as well as students' familiarity with the curriculum related-issues	62,620.00
To increase students' learning motivation through providing the chance of experiential learning and engagement diversified social experiences	31,637.73
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	19,904.00
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	4,500.00
To create an atmosphere in school for civic awareness and draw attention to the rise of global citizenship and national issues	4,383.20
<b>Total</b>	<b>123,044.93</b>
<b>Unspent Balance</b>	<b>10,955.07</b>
<b>Grant b/f to 2024 - 2025</b>	<b>170,978.07</b>





## 7. Learning Support Grant

- The School used this grant to provide learning support to students with special educational needs (SEN)
- Surplus from last year and grant for 2023 – 2024: \$ 376,485.35
- Approved Grant in the year 2023 – 2024: \$ 331,335.00

Item	Amount (\$)
Employment of a Student Support Officer	283,841.79
Workshop for SEN students (training for communication skills, handling emotions and improvements in self-management)	30,975.00
Whole School promotion of inclusive education	0.00
Tutorial Class	0.00
<b>Total</b>	<b>314,816.79</b>
<b>Unspent Balance</b>	<b>61,668.56</b>
<b>Grant b/f to 2024 - 2025</b>	<b>61,668.56</b>

## 8. One-off Grant for Mental Health at School (approved in the 3<sup>rd</sup> IMC meeting)

- To help students adjust to the changes and impacts brought by the pandemic, facilitate students to have more in depth communications and interactions with their peers and teachers, as well as enhance the sense of connectedness between various stakeholders in schools, thereby enhancing the mental health of students and school personnel
- One-off Grant from 2023 – 2025: \$60,000
- Approved Grant in the year 2023 – 2024: \$ 10,000

Item	Amount (\$)
Furniture at Counselling Room and Social Worker Room	0.00
Reach out Programme for repeaters in 2024/25	0.00
<b>Total</b>	<b>0.00</b>
<b>Unspent Balance</b>	<b>10,000.00</b>
<b>Grant b/f to 2024 - 2025</b>	<b>60,000.00</b>

## 9. One-off Grant for Mental Health of Parents and Students (approved in the 3<sup>rd</sup> IMC meeting)

- To organize activities and training programmes relating to mental health of students and parents, so as to equip parents with the relevant knowledge and skills on mental health, and help them play the important role in identifying early signs





of children's mental health problems, understand the ways of stress management and promotion of physical and mental health, as well as the promotion of children's positive mindset

- One-off Grant from 2023 – 2025: \$20,000
- Approved Grant in the year 2023 – 2024: \$ 3,000

Item	Amount (\$)
Speaker fee in S1 Orientation Day 2024/25	2,000.00
<b>Total</b>	<b>2,000.00</b>
<b>Unspent Balance</b>	<b>1,000.00</b>
<b>Grant b/f to 2024 - 2025</b>	<b>18,000.00</b>

**10. One-off Grant on Promotion of Chinese Culture Immersion Activities (approved in the 3<sup>rd</sup> IMC meeting)**

- To support schools in raising students' interest in learning traditional Chinese culture and strengthening their sense of national identity and to create a cultural atmosphere on school campus
- One-off Grant from 2023 – 2026: \$300,000
- Approved Grant in the year 2023 – 2024: \$ 55,000

Item	Amount (\$)
Programme Fee for S4 & 5 Chinese Culture Day	54,640.00
<b>Total</b>	<b>54,640.00</b>
<b>Unspent Balance</b>	<b>360.00</b>
<b>Grant b/f to 2024 - 2025</b>	<b>245,360.00</b>

**11. One-off Grant on Parent Education (approved in the 3<sup>rd</sup> IMC meeting)**

- To meet the needs of parents, and equip them with the knowledge and skills necessary for bringing up their children at different stages.
- One-off Grant from 2023 – 2027: \$200,000
- Approved Grant in the year 2023 – 2024: \$ 3,000

Item	Amount (\$)
Subsidy the Programme in S1 Orientation Day 2024/25	0.00
<b>Total</b>	<b>0.00</b>
<b>Unspent Balance</b>	<b>3,000.00</b>
<b>Grant b/f to 2024 - 2025</b>	<b>200,000.00</b>

**12. Grant of Supporting NCS Student with SEN (approved in the 3<sup>rd</sup> IMC meeting)**

- To support NCS students with SEN in adapting the school life and make smooth transition through different learning stages
- Grant in the year 2023 – 2024: \$105,191
- Approved Grant in the year 2023 – 2024: \$ 80,000

Item	Amount (\$)
Programme Fee for S3 Inclusion Education Day Camp	34,670.00
Mental Well-being Programme	38,000.00
<b>Total</b>	<b>72,670.00</b>
<b>Unspent Balance</b>	<b>32,521.00</b>
<b>Grant b/f to 2024 - 2025</b>	<b>32,521.00</b>

**13. One-off Grant for Promotion of a Sports Ambience & MVPA60 in Schools (approved in the 3<sup>rd</sup> IMC meeting)**

- To expose students to a wide variety of physical activities to help them develop sports skills, enhance physical fitness, gain knowledge of relevant physical activities, foster positive values and attitudes, and develop a habit of active participation in physical activities
- One-off Grant from 2024 – 2027: \$150,000
- Approved Grant in the year 2023 – 2024: \$ 20,000

Item	Amount (\$)
Equipment for Sport Activities	20,900.00
<b>Total</b>	<b>20,900.00</b>
<b>Deficit top-up by previous year grant:</b>	<b>900.00</b>
<b>Grant b/f to 2024 - 2025</b>	<b>129,100.00</b>

**14. Life-wide Learning Grant**

- To organise more out-of-classroom experiential learning activities in different Key Learning Areas (KLAs) and curriculum areas, so as to enliven and enrich the learning experiences<sup>2</sup> of students to broaden their horizons, enhance their learning motivation and interest, and foster their whole-person development.

	Budget (HK\$)	Actual Expenses
Categories 1	1,832,348.00	1,314,609.04
Categories 2	114,980.00	66,230.00
Categories 1 & 2	1,947,328.00	1,380,839.04



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**

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	<b>Local Activities:</b> To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes													
1	Toastmasters YLP Program Public speaking training To hone their public speaking skills and equip them with the skills to organize formal events	4/10/2024	S3, S4	20	0	0	E1	English Language	Students have become more confident in expressing their ideas in front of other students.	√				
2	EMI Schools English Drama Festival English Drama Team training and participation in the EMI Schools English Drama Festival To employ a company providing professional drama coaching and production services, in preparation for the English Drama Team's entry in the English Drama Festival competition in 2024	4/10/2024	S1, S2, S3, S4	12	52,698.00	4,392	E5	English Language	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.	√				
4	Training sessions for Hong Kong School Drama Festival To recruit drama coaching and production services for the Hong Kong School Drama Festival To provide drama production opportunities for students, and to cultivate their interest in acting on stage and working behind the stage.	2/3/2024	S1, S2, S3, S4, S5	50	48,536.00	971	E5	Cross-Disciplinary (	Over 80% of participants have better understanding of drama performances and explore their ability and interest in art performances.	√				
5	F4 Videography OLE To let students to experience of basics of videography	OLE Periods 2023-24	S4	21	15,000.00	714	E5	Cross-Disciplinary (	86% of students think the Project Learning provides a chance for me to further develop my potential in aesthetic development.	√				

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
6	School Picnic (Disneyland) To build up class spirit and bonding among teachers and students and to create a chance to release stress	11/2/2023	S1, S2, S3, S4, S5, S6	611	69,743.09	114	E6	Cross-Disciplinary (	From teachers' observation, most of the students have an unforgettable moment in picnic day. The Disneyland booklet also empowers students' value education of Perseverance and Respect for Others			√		
7	青年資訊科技大使獎勵計劃 YITAA The participants will serve as helpers for the school-based STEM activities. 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。	13/11/2023	S2, S3, S4, S5	20	0.00	0	E9	Cross-Disciplinary (	The success criteria is achieved (all participants received the bronze award)		√	√		
8	Prefects training workshops 1&2 to train up students' leadership, collaboration, communication and problem-solving skills through a series of activities	1/11/2023 &10/7/2024	S3, S4, S5, S6	104	18,000.00	173	E6	Leadership Training	Over 80% of the participants have acquired leadership, collaboration, communication and problem-solving skills.	√	√		√	
9	S1 OLE Art activities Western painting Understand and grasp the basic skills of Western painting	OLE Periods 2023-24	S1	25	6,240.00	250	E5	Arts (Visual Arts)	Over 80% of students understand the features and techniques of Western painting		√			
10	S2 OLE Art activities Chinese Painting To understand and grasp the basic skills of Chinese Painting	OLE Periods 2023-24	S2	29	6,240.00	215	E2	Arts (Visual Arts)	Over 80% of students understand the features and techniques of Chinese Painting			√		
11	S4 OLE art activities Procreate To learn the basic techniques of procreate	OLE Periods 2023-24	S4	28	9,600.00	343	E5	Arts (Visual Arts)	Over 80% of students understand the basic features of procreate			√		
12	S5 OLE art activity Aesthetic appreciation	OLE Period on 24/05/2024	S5	86	2,000.00	23	E5	Arts (Visual Arts)	Over 80% of students understand how to experience and appreciate beauty			√		

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
13	English Ambassadors Training Workshop 3 workshops on leadership training in preparation for English Fun Day To equip students with leadership, public speaking and interpersonal skills to become exemplary English Ambassadors	11/9/2023	S2, S3, S4, S5, S6	25	7000.00	280	E5	English Language	In evaluation meeting, helpers at the booths shared about their fruitful experience and saw themselves as becoming more confident speakers of English.	√	√			
14	Moodie.ai interactive platform for Oral training A platform that engaged students in speaking training assessed by AI To enhance learners' language proficiency and help them build confidence in speaking through practising with an AI programme that gives them timely feedback.	2023-24	S2, S3, S4, S5, S6	50	49,900.00	998	E1	English Language	Opinion of Team Leaders: Positive Booth games and Moodie AI were well-received. Prizes were attractive and served to motivate participation. Ambassadors were on task, enthusiastic, encouraging and polite.	√	√			
15	English Fun Day Booth games, mini-drama performances To 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)	8/12/2023	S1, S2, S3, S4, S5, S6	All students	11,800.90	#VALUE!	E7, E8	Cross-Disciplinary (	Over 90% of the students felt the course can help them to master the basics of photo and video editing	√	√	√	√	
16	Campus TV Training Basic training course to let students to master the skills for video taking and editingTo let students to master the skills for video taking and editing	16/10/2023	S3, S4, S5	20	20,000.00	1,000	E5	Cross-Disciplinary (	Over 90% of the students felt the course can help them to master the basics of photo and video editing			√		
17	S4 Tram Tour on Hong Kong Island & S5 Field Trip of the Heritage on Hong Kong Island S.5 Historical Field Trip to Sheung Wan 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	08/11/2023 & 23/5/2024	S4, S5	40	7,300.00	183	E1, E2	History	Over 80% students agree the learning activities is useful to enrich their learning experience in Hong Kong History.	√				

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			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
18	F1-F2 Careers Programs Workshop & drama show To let students have better understanding on their own strengths and passion	14/5/2024	S1	123	15,200.00	124	E6	Cross-Disciplinary (	Over 90% of the students have more in-depth understanding of their own "ASK" and they learn how to appreciate the "ASK" from other classmates. They also have better understanding on their own strength and weakness.					√
19	F3 Extended Learning Day Career exploration programs (3 hours )organized by VTC. The fee includes transportation fee. To let students explore more about different careers through hands-on experience.	19/1/2024	S3	105	21,900.00	209	E6	Cross-Disciplinary (	Over 90% of the students think that this program can help them determine their future study paths and career goals. Many students have an unforgettable experience in completing some group tasks like cooking Chinese and western cuisine with their classmates. This also further enhance their communication skills and self-learning ability.					√
20	F4 Extended Learning Day Career Sparkle program (3 hours) organized by St. James Settlement & company visits. The fee includes transportation fee. To let students explore more about different careers through hands-on experience.	19/1/2024	S4	68	10,268.00	151	E6	Cross-Disciplinary (	Students also find their horizon broadened and they can know more about different kinds of jobs. About 97% of the students find these events satisfactory.					√
21	F5 Personality workshop Registered social workers will be recruited to complete a registered personality tests with the students through games. To let students explore their personality and leverage their personality traits for their future career.	3/7/2024	S5	86	18,720.00	218	E6	Cross-Disciplinary (	80% of the participants find this workshop helpful in giving them insights to find their own future path.					√

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			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
22	F5-F6 University outing Students are going to visit one university and know more about the university programs according to their preference. The fee includes transportation fee. To let students understand more about the university programs for better planning on their future studies.	OLE Period on 15/12/2023	S5, S6	172	4,790.00	28	E6	Cross-Disciplinary (	About 99% of the students find the event satisfactory and inspiring. Students also find their horizon are broadened and they can know more about university programs and admission.					√
23	F6 Talk on multiple pathway Hok Yau Club will be recruited to deliver a talk to students in teaching them the most strategic ways in filling in the JUPAS choices. To let students develop strategic planning on applying university programs and have better planning for future studies.	OLE Period on 06/10/2023	S6	72	2,450.00	34	E6	Cross-Disciplinary (	Majority of the participants (about 97%) found that the talk was useful.					√
24	F6 interview skills and make-up workshop To let students learn about make-up techniques through hands-on experience and basic interview skills	OLE Periods on 26/01/2024 & 2/2/2024	S6	72	4,300.00	60	E6	Cross-Disciplinary (	Many students are too shy to apply make-up in the workshop. It is not recommended next year.					√
25	F1 OLE Drama activities F1 OLE drama lessons To stretch students' potential in aesthetic activities through the learning of drama, to appreciate art and culture, and to develop students' strengths and abilities in non-academic fields.	OLE Periods 2023-24	S1	25	9,600.00	384	E5	Arts (Others)	Over 80% of the participants showed satisfaction in terms of the course content, the instructor's presentation, and their personal interest and enjoyment in the course.			√		
26	F2 OLE Drama activities F2 OLE Drama lessons To stretch students' potential in aesthetic activities through the learning of drama, to appreciate art and culture, and to develop students' strengths and abilities in non-academic fields.	OLE Periods 2023-24	S2	25	9,600.00	384	E5	Arts (Others)	Over 80% of the participants showed satisfaction in terms of the course content, the instructor's presentation, and their personal interest and enjoyment in the course.			√		
27	F1 Extended Learning Day Different activities such as farm visit, making of recycled paper To be aware of the importance of environmental conservation and sustainability	19/1/2024	S1	121	26,005.00	215	E1, E2	Science	Nearly all (95%) of the students demonstrated respect and care for nature.	√	√			



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			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
29	Leadership Training Camp for newly elected student exco. members An overnight camp co-organized with PHAB camp. Team-building activities designed to foster collaboration, communication, and problem-solving skills. To stretch students' potential in leadership, develop teamwork and enhance communication and interpersonal skills	10-11/11/2024	S2, S3, S4, S5	80	24,140.00	302	E1, E2	Leadership Training	Over 90% of the participants agree they have stretched their leadership skills		√	√		
30	Leadership Training for potential leaders Different team-building games and debriefing sessions To stretch students potential in leadership and enhance communication skills	28/6/2024	S1, S2, S3, S4	34	11,620.00	342	E1	Leadership Training	100% of participants agree that they have stretched their leadership skills.		√	√		
31	Musical 我們的青春日誌 The play is about love, friendship, family, and dreams and spreads a positive message through various forms of singing and dancing. To release students' study pressure and help them develop an appreciation for diversity	OLE Period on 24/11/2023	S6	86	47,380.00	551	E1	Arts (Music)	All students enjoyed the performance.			√		
32	Puppet Show (replaced by a talk) To release students' pressure	OLE Period on 24/11/2023	S5	86	0.00	0	E1	Values Education	All students are thrilled to share their experiences with Dr. Poon and her esteemed Doctor Dog.		√			
33	Counselling team GA training To improve the counselling skills and have better understanding of themselves	18/04/2024 & summer holiday	S3, S4, S5	23	12,197.96	530	E1	Others, please specify: Personal growth	Over 80% of the participants have better understanding of themselves and enhance their communication skills with others.		√			
34	Counselling team GA and SC Orientation The activities included warm-up games, sharing, pair-up games between GA and SC To enhance the relationship between the GA and the F1 SC	28/9/2023	S1, S4, S5	46	6,700.00	146	E1	Others, please specify: Personal growth	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		√			
35	Counselling Team Service Trip All GA and SC will join the program. They will arrange activities and games for the needy, providing souvenir and booth games to develop in them a sense of responsibility for their community	27/1/2024	S1, S4, S5	46	4,736.00	103	E1	Others, please specify: Personal growth	Over 80% of the participants have better understanding of themselves and the society.		√			

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			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
36	Counselling Team F.4 Orientation All the F.4 students joined the program. Social workers from Methodist Centre helped to organized the program. Games and sharing section were held during the program. 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.	3/2/2024	S4	81	25,000.00	309	E1	Others, please specify: Personal growth	Over 80% of the participants have better understanding of themselves and the skill of self-management.		√			
37	Biotechnology Mobile Laboratory Program Two sessions of Biotechnology workshops for S5 Biology students To boost students' interest and expand their knowledge on the latest advancements in the Biotechnology.	26/6/2024	S5	40	6,550.00	164	E6	Science	All students were able to recognise the applications of recombinant DNA technology and DNA fingerprinting after the workshop and all of them agreed that their scientific investigation skills have been enhanced after the workshop.	√				
40	F.1 OLE STEM Drone Soccer To train students in drone soccer so as to participate in related competitions.	OLE Periods 2023-24	S1	22	49,520.00	2,251	E6	Cross-Disciplinary (	All students agreed / strongly agreed that the content of the programme is appropriate.	√				
41	F.2 OLE STEM Microbit To learn the concept of microbit and IoT coding and its applications.	OLE Periods 2023-24	S2	22	21,600.00	982	E6	Cross-Disciplinary (	All students agreed that the content of the programme is appropriate. All students agreed that the tutor can stimulate their interest in that area and they all satisfied with the tutor's performance.	√				
42	校園記者培訓班 及 中二級寫作活動 教授學生成為校園記者的知識，包括採訪、拍攝及寫作新聞稿的技巧 學生能通過實地觀察，豐富寫作素材	04/12/2023 & 26/06/2024	S2, S3, S4	347	25,640.00	74	E1, E2, E6	Chinese Language	學生能成功訪問校友，並撰寫成人物專訪並公開發表。學生的文章篇幅明顯增加，內容亦較為豐富，立意見與描寫扣連更佳。	√	√			

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			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
43	F.3 Sex and Health Workshops 4 workshops 1 workshop for each class To let students to understand the correct attitude in maintaining a romantic relationships.	OLE Periods on 12/01/2024 & 26/1/2024	S3	100	4,000.00	40	E6	Values Education	99% of the students agreed that the content of the programme suited their development needs and 98% of them satisfied with the programme.		√			
44	F.4 Sex and Health Home Program Talk for S4 students during home time. To let students to understand the importance of protecting oneself and respecting others and learn the correct attitude in maintaining a romantic relationship.	14/5/2024	S4	91	900.00	10	E6	Values Education	99% of the students agreed that the content of the programme suited their development needs and all of them satisfied with the programme.		√			
45	F.6 Sex and Health Home Program Talk for S6 students during home time To let students to understand the importance of protecting oneself and respecting others.	4/12/2023	S6	86	1,000.00	12	E6	Values Education	99% of the students agreed that the content of the programme suited their development needs and all of them satisfied with the programme.		√			
46	叮叮(實體電車導賞) 一趟香港百年之旅電車旅程來回西環和銅鑼灣，途徑上環、中環、金鐘和灣仔。透過不同時代的電車車票，給予學生各種身份，如戰前商人、抗日戰爭的難民、二戰後的學生等，發掘電車沿線社區所保留與承傳的特色，連繫今昔，反思香港的未來發展及機遇。了解香港戰前、抗日戰爭與戰後復興的社經發展與城市規劃，增加對香港史的認識。	23/5/2024	S4	14	4,300.00	307	E2, E6	Moral, Civic and Na	80%參加同學增加對香港史認識，了解香港戰前、抗日戰爭與戰後社區發展。	√	√			
47	GirlsSTEM for School application fee 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。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。	1/9/2023	S2, S3, S4, S5	20	400.00	20	E1	Cross-Disciplinary (	100% of the students participated in the activities.	√	√			

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			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
51	S1 OLE Music African drum To let students to have an overview of African Drum music through learning and playing some basic skills	OLE Periods 2023-24	S1	25	12,000.00	480	E1, E5, E6	Arts (Music)	The students have demonstrated a remarkable ability to acquire the skills taught in this course.	√	√	√		√
52	S2 OLE Music Beatbox To let students to have an overview of Beatbox singing through learning and playing some basic skills	OLE Periods 2023-24	S2	25	10,400.00	416	E1, E5, E6	Arts (Music)	They were able to acquire the skills, enjoyed learning the course, and developed their aesthetic judgment through this activity.	√	√	√		√
53	S4 OLE Music Accappella To let students to have an overview of Accappella singing through learning and playing some basic skills	OLE Periods 2023-24	S4	25	10,400.00	416	E1, E5, E6	Arts (Music)	The students have shown a remarkable ability to acquire the skills taught in this course, and their aesthetic judgment has been significantly enhanced.	√	√	√		√
54	S5 OLE Music Accappella Demonstration To let students to have an overview of Accappella singing in an advanced level through learning and playing some basic skills	OLE Period on 06/10/2023	S5	86	6,000.00	70	E1, E5, E6	Arts (Music)	Students enjoyed learning the course and developed their aesthetic judgment through this activity.	√	√	√		√
55	Various Instrumental Classes To organize various Instrumental Classes for studentsTo offer oppertunites for students to learn music through playing and learning musical instruments	7/10/2023	S1, S2, S3, S4, S5, S6	80	26,049.60	326	E1, E5, E6, E7	Arts (Music)	They were able to acquire the skills, enjoyed learning the course, and developed their aesthetic judgment through this activity.	√	√	√		√
56	Symphony Orchestra and Music Ensembles To organize Symphony Orchestra and Music Ensembles To offer oppertunites for students to learn music through playing in the Orchestra or music ensembles	12/10/2023	S1, S2, S3, S4, S5, S6	35	100,000.00	2,857	E1, E5, E7	Arts (Music)	The students have demonstrated a remarkable ability to acquire the skills taught in this course. Their aesthetic judgement was being enhanced.	√	√	√		√
57	3D Printing Course To let students learn how to design objects and 3D printing Products 3D printed by students	6/11/2023	S2, S3, S4, S5	20	4,380.00	219	E5	Cross-Disciplinary (	All participants were able to produce and print out a 3D object	√		√		

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			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
58	F3 OLE Service Project 5 Structure sessions in the service center for training and preparation and 1-2 extra sessions in the services To let students increase the motivation and retention of academic skills as specific learning goals are tied to community needs	OLE Periods from 02/02/2024 to 24/5/2024	S3	108	46,800.00	433	E1	Values Education	97.9% of students agreed that they have a better understanding of their role as citizen		√	√		
59	Athletics Team (Track) Students took part in above 40 training sessions of 1.5 hours in Sports Ground and attended the Inter-school Athletics Competitionexpending students' physical ability and fitness level through regular after-school training. Develop their sense of belonging to schoool and social involvement through inter-school sports competition.	2023-24	S1, S2, S3, S4, S5, S6	37	60,000.00	1,622	E5	Physical Education	The performance of students was satisfactory. Students showed improvement and put continous effort in training as well as in the inter-school competition.			√		
60	Swimming Team Students took part in 8 training sessions of 2 hours in Morrison Hill Swimming Pool.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.	2023-24	S1, S2, S3, S4, S5, S6	25	10,702.00	428	E1, E5	Physical Education	The performance was satisfactory. Students showed sportsmanship in the inter-school competition and won the 2nd place in the girls overall.			√		
61	Basketball Team At least 50 training sessions and at least 10 inter-school competitionsExpending 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.	2023-24	S1, S2, S3, S4, S5	35	80,000.00	2,286	E5	Physical Education	Students show growth in both physical and cognitive level. The competition results were satisfactory (1 runner-up for B grade)			√		
62	S1 OLE Dance Chinese Dance To let students appreciate the beauty of Chinese Dance and perform movements from different dance technique.	OLE Periods 2023-24	S1	26	6,400.00	246	E5	Physical Education	More than 80% students and teachers agreed that			√		
63	S2 OLE Dance Tap dance lessons To let students appreciate the beauty of Dance and perform movements from different dance technique.	OLE Periods 2023-24	S2	22	9,600.00	436	E5	Physical Education	More that 80% students and teachers gave positive feedbacks.			√		
64	S4 OLE dance Modern dance To let students can appreciate the beauty of Modern Dance and perform movements from different dance technique.	OLE Periods 2023-24	S4	19	7,200.00	379	E5	Physical Education	About 70% of students gave positive results.			√		
65	S5 OLE Thai Boxing & self defence 5 lessons To let students experience the benefits of Thai boxing such as supporting body wellness, self defending and learn sports composed of different culture	OLE Periods from 15/03/2024 to 15/3/2024	S5	86	13,400.00	156	E5	Physical Education	64.5% students agreed that they enjoyed the Thai boxing class.			√		

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			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
66	Chinese Dance Team To train students in dance skills so that they can participate in competitions and broaden their horizon.to encourage students to develop their interest as well as understand their own strengths.	2023-24	S1, S2, S3, S4, S5, S6	17	57,010.00	3,354	E2, E5	Arts (Others)	The performance was satisfactory. The team won the Highly Commended Award in the 60th School Dance Festival and also performed in different school functions with great appreciation from teachers and students.		√			
67	Cheerleading Dance Team 30 after-school training sessions for open competition To expend students' physical ability and fitness level through regular after-school training and develop their sense of belonging to school and social involvement through inter-school sports competition.	2023-24	S1, S2, S4	16	24,790.00	1,549	E5, E7	Physical Education	Students performed confidently in sports day. They got the first and the second place in the All Hong Kong Competition held in June			√		
68	S5 Extended Learning Day To let students experience horse riding in a whole day activity and broaden students' experience in sports.	19/1/2024	S5	86	31,995.00	372	E6	Physical Education	98.7% students enjoyed the activity.			√		
69	Chinese Debating Team To provide 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 writing, and provide guidance during preparation and on the day of competition. Hire debate coaches to support our team members' preparation and training for competitions	2023-24	S1, S2, S3, S4, S5	10	42,634.00	4,263	E5	Cross-Disciplinary (	Students did well in competitions, showed improvement in their skills. Won overall Champion for one of the competition.	√				
71	Religious Team Religious activities, Catholic formation, and spiritual development activities, including talks by guest speakers, hands-on workshops, outings, retreats, and training programs for leaders of the Catholic Society and Legion of MaryTo enhance religious knowledge and deepen spiritual formation To provide various learning experiences	2023-24	S1, S2, S3, S4, S5, S6	600	19,179.99	32	E1, E2, E3, E4, E5, E6, E	Moral, Civic and Na	Over 80% of the participants have a better understanding of religious knowledge and deepened spiritual formation.		√			

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			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
72	Ocean Park – Physics in Motion 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. To enhance senior secondary students’ understanding of certain physics principles	cancelled	S5	0	0.00	0	E1, E6	Science	The timeslots offered by Ocean Park are limited and they all clash with our "school-level" post-exam activities. Besides, Ocean Park replied that the no. of tourists has increased and hence they do not have enough manpower to arrange the workshop every day. Hence, this activity is cancelled this year.	√				
75	External Competition Fee for Music Teams To organize External Competitions for Music Teams To provide opportunities for students in diversity learning; widen students' horizons	2023-24	S1, S2, S3, S4, S5, S6	133	4,905.00	37	E1, E3, E6	Arts (Music)	The students have demonstrated a remarkable ability to acquire the skills taught in this course. Their aesthetic judgement was being enhanced.	√	√	√		√
76	Travelling expenses for External Music Performances and Competitions To provide transportations for students to the performing venues or competition venues	2023-24	S1, S2, S3, S4, S5	133	8,500.00	64	E2	Arts (Music)	Students are highly facilitated to actively take part into the external activities.	√	√	√		√
77	Hiring Professional Accompanist To provide professional pianist / accompanist for students to join the external music competition performance To help students to have better performance for their external competitions / activities	2023-24	S1, S2, S3, S4, S5, S6	0	0.00	0	E5	Arts (Music)	No students require the assistance of an external accompanist for competitions this year.	√	√	√		√
78	Musical Visits, seminars, and masterclass for students To broaden students' horizons and their exposure in music	2023-24	S1, S2, S3, S4, S5	133	4,400.00	33	E1, E3, E4, E5, E6, E7	Arts (Music)	The students have demonstrated a remarkable ability to acquire the skills taught in this course. Their aesthetic judgement was being enhanced.	√	√	√		√
the space provided is insufficient.)														
Sub-total of Item 1.1				5,016	\$1,289,320.54									
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons													

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			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1	廣州番禺歷史文化及科技考察之旅 學生透過參與活動提升學習中國歷史文化的興趣，從中認識古蹟的歷史，增廣見聞，透過考察廣州科技中心認識科技如何融入民生生活，增進對國家科研發展的認同。提升學習中國歷史文化的興趣、增廣見聞、增進對國家認同	19/1/2024	S2	115	25,288.50	220	E2, E6	Moral, Civic and National Education	97%同學表示是次活動目標達成。 95%同學認同是次活動增加他們對宋朝文治社會及中華文化素養的認識。					
2														
3														
4														
the space provided is insufficient.)														
Sub-total of Item 1.2				115	\$25,288.50									
Expenses for Category 1				5,131	\$1,314,609.04									

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

No.	Item	Purpose	Actual Expenses (\$)
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	\$2,500.00
3	To procure musical instruments for students playing in the orchestra and instrumental classes	for procurement	\$49,600.00
4	Dance Costume Fee	For Dance Team	\$9,150.00
the space provided is insufficient.)			
Expenses for Category 2			\$66,230.00
Expenses for Categories 1 & 2			\$1,380,839.04

Category 3: Number of Student Beneficiaries

Total number of students in the school:	611
Number of student beneficiaries:	611
Percentage of students benefitting from the Grant (%):	100%
Name of Contact Person for LWL:	Ms. Vivian Yan
Post of Contact Person for LWL:	Teacher

* Input using the following codes; more than one code can be used for each item.			
E1	Activity fees (registration fees, admission fees, course fees, camp fees, venue	E6	Fees for students attending courses, activities or training organised by external organisations recognised by the
E2	Transportation fees		
E3	Fees for non-local exchange activities / competitions (students)	E7	Purchase of equipment, instruments, tools, devices, consumables
E4	Fees for non-local exchange activities / competitions (escorting teachers)	E8	Purchase of learning resources (e.g. educational
E5	Fees for hiring expert / professionals / coaches	E9	Others (please specify )





## 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.

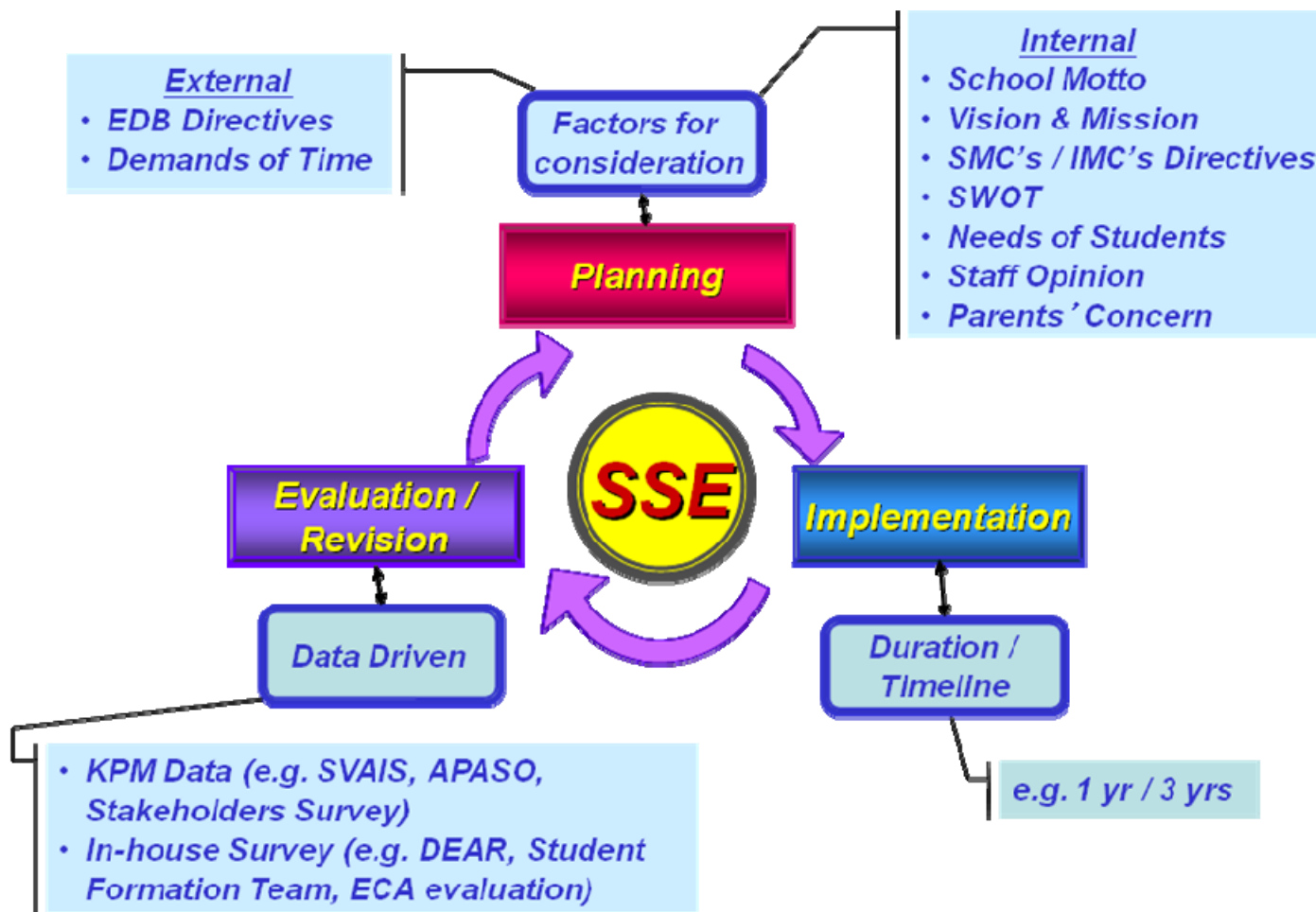
We prepare students to achieve clearly defined goals which give meaning to their life.

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"> <li>All anniversary celebratory events, including the kick-off "Grace upon Grace" ceremony, Gala Dinner and setting up of the School Historical Achieve Room – SFCC Memory Gallery were successfully held.</li> <li>The school history is incorporated in the F1 History curriculum since 2020 – 2021 school year. Students showed immense enthusiasm in the school history and mastered the basic concept of timelines and first-hand information through the display and artifact in the Memory Gallery.</li> </ul>	<ul style="list-style-type: none"> <li>Long-term partnership with alumni in setting up a good model for students to reinforce the identity as Franciscans</li> <li>School History in F1 History curriculum will continue so as to build up a strong bonding between students and the school.</li> </ul>
2. To foster students' autonomy in learning through Reading to Learn	Achieved	<ul style="list-style-type: none"> <li>The subject "Information Literacy" (IL) was successfully introduced in both F1 and F.2 classes</li> <li>The IL curriculum reinforced students' independent learning through Reading Across the Curriculum.</li> <li>Action research was successfully conducted in IL to support the learning of Chinese, Integrated Science and Life &amp; Society.</li> </ul>	<ul style="list-style-type: none"> <li>Long-term external partnership with a local university in carrying out action research and staff development since 2014 has helped the school to build a more cohesive community through taking greater ownership and responsibility for addressing student needs jointly.</li> <li>The IL curriculum will be revised in the new school development cycle so as to address the changing needs of</li> </ul>

Major Concerns	Extent of targets achieved	Follow-up action	Remarks
			students – media education.
3. To cultivate positive thinking in students and empower them to be persevering and resilient to challenges	Mostly achieved	<ul style="list-style-type: none"> <li>Strengthening students' positive thinking becomes a routine measure in the school community, especially under the pandemic situation</li> <li>The school's major concern of the next 3-year cycle will emphasize on the Values Education – Gratitude, respect and sense of commitment on which students should place more value.</li> </ul>	<ul style="list-style-type: none"> <li>With the coordination of the Student Support coordination team, the Values Education Core Team will be set up to enhance coordination among different academic departments and functional teams for cultivating students' values education at the while-school level.</li> </ul>

## Evaluation of the School's Overall Performance

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



PI Areas	Major Strengths	Area for Reinforcement / Improvement
2. Professional Leadership	<ul style="list-style-type: none"> <li>• The staff is valued as the rich intellectual capital of the school. Distributed leadership is in practice and teachers are encouraged to participate in school affairs.</li> <li>• The school has a strong team of middle managers, including subject panels and committee heads who demonstrate professional knowledge of their respective subject disciplines and areas of work. They keep themselves abreast of education reforms.</li> <li>• Good team collaboration and effective distributive leadership are evident. The middle managers offer suitable guidance and supervision for their department or team members.</li> <li>• The staff are in a harmonious working relationship and have good team spirit.</li> <li>• Target-oriented staff development activities were organized to keep teachers abreast of educational trends as well as the school major concerns.</li> <li>• Teachers participate in various staff development activities for self-improvement and continuous professional development.</li> </ul>	<ul style="list-style-type: none"> <li>• Apart from focusing on major-concern-related professional development activities, a greater variety of staff development programmes e.g. an annual excursion will be organized to equip teachers with more managerial skills.</li> <li>• Ongoing explanations and reminders will be given to staff on the importance of the National Security Education and its requirement to be fulfilled as requested by EDB.</li> </ul>

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

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

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



## SWOT Analysis

### *Our Strengths*

#### **School Administration**

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

#### **School Curriculum**

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

#### **Student Support**

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





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



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

**(in order of priority)**

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

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

### 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"> <li>• Collaboration with the City University of HK to conduct a series of school-based values education programmes</li> <li>• Reinforcement of a reflective culture among students</li> </ul>	<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"> <li>• Cross-curricular collaboration among subject departments and teams                             <ul style="list-style-type: none"> <li>■ Incorporating Canossian values and other positive values into classroom teaching</li> <li>■ Incorporating Canossian values and other positive values into activities</li> </ul> </li> <li>• Collaboration with the NGOs and mass media companies to refine and develop School-based</li> </ul>	<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	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.
	To implement values education through home-school collaboration	✓	✓	✓	<ul style="list-style-type: none"> <li>• Provision of staff development programmes by               <ul style="list-style-type: none"> <li>• Canossian Missions</li> <li>• External support (City U, NGOs and mass media companies)</li> </ul> </li> <li>• Provision of parent education talks and workshops</li> </ul>	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. 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 students' learning motivation and progression, through effective assessment practices	✓	✓  ✓  ✓	✓   ✓  ✓	<ul style="list-style-type: none"> <li>To enhance teachers' capacity in assessment literacy to cater for learner diversity through staff development workshops★</li> <li>To enhance teachers' capacity in assessment literacy to cater for learner diversity through lesson studies in Chinese Language and English Language★</li> <li>To encourage students to reflect on their strengths and weaknesses in learning and self-regulate their work for improvement★</li> <li>To develop an assessment blueprint in each subject which aligns with teaching and assessment practices, incorporate diagnostic, formative, interim, and summative components for a holistic evaluation of student learning. ★</li> <li>To apply assessment literacy in the context of eLearning in each</li> </ul>	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

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		
					subject so as to create engaging and impactful online assessments that support student learning and achievement. ★	
	★To support Language across the Curriculum	✓	✓		<ul style="list-style-type: none"> <li>• Lesson studies to improve students' language proficiency and understanding of academic content★</li> <li>• Professional development to enhance Language across the Curriculum★</li> </ul>	

★ Amendment / Adjustment after the evaluation in 2023/24 s.y.



# ***Annual School Plan***

## **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



# Annual School Plan

2024/2025

## Main Foci

- 1. To reinforce values education to enhance whole-person development of Franciscans**
  - *To empower students of different levels with individual needs for a growth mindset through “Commitment”*
  - *To help students develop Canossian values and other positive values in both formal and non-formal curriculum to achieve seven learning goals*
- 2. To cater for learner diversity by enhancing classroom teaching efficiency**
  - *To enhance students' learning motivation and progression, through effective assessment practices*



**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.)**

Canossian values on gratitude & respect and other positive values have been reinforced among students in previous years. Students are therefore become more mindful of Canossian values and other positive values and they always behave grateful, respectful and self-disciplined. The school would like to streamline and prioritize the existing practice and programme (e.g. home programme, OLE Friday and extended learning days) in order to cater for the individual needs of each form through “Commitment” as follows:

- Empower the role of various teams in equipping students with the skills, knowledge, values and positive mindset necessary for life. We also aim at developing a sense of responsibility and commitment towards society
- Foster cross-curricular collaboration in HT and OLE periods.

Targets	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People Responsible	Resources Required
1. To empower students of different levels with individual needs for a growth mindset through “Commitment”	<ul style="list-style-type: none"> <li>Empower the role of various teams in equipping students with the skills, knowledge, values and positive mindset necessary for life. We also aim at developing students’ sense of responsibility and commitment towards society through conducting mass programmes at school level and home programmes at class level related to Canossian values and other positive values for the whole school</li> <li>Encourage students to reflect and share their understanding of the importance of commitment</li> <li>Promote home-school collaboration by providing parents education talk</li> </ul>	<ul style="list-style-type: none"> <li>Students reflect on their behavior and devise plans for improvement</li> </ul>	<ul style="list-style-type: none"> <li>Students’ reflection and sharing</li> <li>Observation by teachers</li> <li>Minutes of evaluation meetings</li> <li>Home Programs and OLE Friday records</li> <li>Questionnaires</li> <li>Focus group interview</li> </ul>	Sept 2024 to Aug 2025	<ul style="list-style-type: none"> <li>Principal</li> <li>Student Support Coordinating Team</li> <li>Student Formation Team</li> <li>Form and co-form teachers and students</li> <li>PTA</li> </ul>	<ul style="list-style-type: none"> <li>School grant</li> <li>LWLG</li> <li>NGOs</li> </ul>
2. To help students develop Canossian values and other positive values in both	<ul style="list-style-type: none"> <li>Facilitate cross-curricular collaboration among subject departments and functional teams</li> <li>Restructure Home Programs</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation reports that display effectiveness of the incorporation of values education in all subject departments and</li> </ul>	<ul style="list-style-type: none"> <li>Department curriculum plans and minutes</li> <li>Questionnaire survey of</li> </ul>	Sept 2024 to Aug 2025	<ul style="list-style-type: none"> <li>Principal</li> <li>Student Support Coordinating Team</li> </ul>	<ul style="list-style-type: none"> <li>School grant</li> <li>LWLG</li> <li>NGOs</li> </ul>

Targets	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People Responsible	Resources Required
formal and non-formal curriculum to achieve seven learning goals	and Other Learning Experiences to instill students with Canossian values and other postiive values to achieve seven learning goals.	<ul style="list-style-type: none"> <li>functional teams</li> <li>Conduction of Home Programs for instilling students with Canossian values and other positive values</li> <li>Students are mindful of Canossian values and other positive values inculcated through formal and non-formal curriculum</li> <li>The results of the related APASO are improved.</li> </ul>	<ul style="list-style-type: none"> <li>students</li> <li>Observation by teachers</li> <li>Minutes of evaluation meetings</li> <li>Lesson observation feedbacks</li> <li>Home Programs and OLE Friday records</li> <li>Focus group interviews</li> </ul>		<ul style="list-style-type: none"> <li>Student Formation Team</li> <li>Form and co-form teachers and students</li> </ul>	



## 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 provided by the CUHK Quality School Improvement Project has played a significant role in promoting assessment literacy within our school. Through this support, our teachers have gained valuable pedagogical knowledge and skills, enabling them to effectively incorporate assessment literacy practices into their teaching. These strategies have become an integral part of their teaching repertoire, ultimately facilitating student learning and growth. Additionally, our school leaders and curriculum leaders have actively organized and facilitated internal dissemination activities to share successful practices, resulting in a comprehensive and ongoing professional development environment for our teachers.

- Feedback and Follow-up:

To further enable students to progress in their learning through assessment literacy in subjects, several strategies will be implemented.

- Based on the experience of QSIP lesson studies (Chinese and English) in 2023-2024, the development of assessment blueprint will be internalised and extended to other subject departments for more structured alignment of teaching with assessment practices. It is expected that with more targeted intervention from teachers, students will be more able to understand their strengths and weaknesses for setting personal learning goal.
- Furthermore, students will be provided with more personalized learning opportunities through leverage technology tools and online platforms that support assessment, track progress and immediate feedback by teachers. With the application of assessment literacy in the context of eLearning in subjects, students can develop a deeper understanding of their own learning, and make informed decisions about their progress.

By implementing these strategies, students can develop a growth mindset to motivate them to strive for continuous improvement in learning. It is expected that with the acquisition and construction of a broad and solid knowledge base, students will be more able to understand one's own interests, aptitudes and abilities, and to develop and reflect upon personal goals with aspirations for further studies and future career. (Updated Seven Learning Goals of Secondary Education, CDI 2023)

Targets	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People Responsible	Resources Required
1. To enhance students' learning motivation and progression, through effective assessment practices.	<ul style="list-style-type: none"> <li>To develop an assessment blueprint in each subject which aligns with teaching and assessment practices, incorporate diagnostic, formative, interim, and summative components for a holistic evaluation of student learning.</li> <li>To apply assessment literacy in the context of eLearning in each subject so as to create engaging and impactful online assessments that support student learning and achievement.</li> <li>To strengthen teachers' assessment literacy to address learner diversity through staff development workshops</li> </ul>	<ul style="list-style-type: none"> <li>Students are able to understand their strengths and weaknesses, recognize their individual learning needs and develop strategies to enhance their learning.</li> <li>Over 90% of teachers agree that the professional support can enhance their professional capacity in assessment literacy</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaire survey of teachers</li> <li>Observation by teachers</li> <li>Minutes of evaluation meetings</li> </ul>	Sept 2024 to July 2025	<ul style="list-style-type: none"> <li>QSIP, CUHK</li> <li>Principal</li> <li>Academic Team</li> <li>All subject departments</li> <li>All teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>School Grant</li> </ul>

## Plan on the Use of Capacity Enhancement Grant 2024 – 2025

Task Area	Major Area (s) of Concern	Implementation Plan	Benefits Anticipated (e.g. in what way teachers' workload is alleviated)	Implementation Schedule	Resources Required	Performance Indicators	Assessment Mechanism	Person-in-charge
Library Support	Reading to Learn and Information Literacy	To employ a full-time Library assistant to promote reading and cultivate reading habit among students	<ul style="list-style-type: none"> <li>Workload of librarian teacher and other teachers can be reduced</li> </ul>	Whole year	Salary for the year  <b>\$345,303</b>	Videos sharing produced to broadcast during DEAR lessons and displayed in the Library	Performance appraisal by Principal, Vice-Principal and Teacher Librarian	Mr Law Ms R. Lee Ms A. Chan
Chinese Language	Sustainable curriculum Development in Chinese Language	To employ a part-time Chinese language teacher to enhance the smooth transition in the future development of the subject and professional dialogs	<ul style="list-style-type: none"> <li>Workload of Chinese teachers can be reduced</li> </ul>	From September to March	Salary for the months  <b>\$180,000</b>	Lesson observation and student evaluation	Performance appraisal by Principal	Mr Law
Wind Ensemble	Music	Hire a tutor to lead the ensemble	<ul style="list-style-type: none"> <li>Teacher's workload in training the students can be reduced</li> </ul>	From September 2024 onward for 1 year	Salary of the tutor:  <b>\$32,000</b>	Students are able to acquire the skill	Teacher's assessment on Students' performance	Ms. Janet Wong
Chinese Instrumental	Music	Hire a tutor to lead the ensemble	<ul style="list-style-type: none"> <li>Teacher's workload in</li> </ul>	From September 2024 onward for 1	Salary of the tutor:	Students are able to acquire the skill	Teacher's assessment on Students'	Ms. Janet Wong

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
Ensemble			training the students can be reduced	year	\$24,000		performance	
			Total Estimate		\$581,303			
			CEG for 2024/25		\$676,944			
			Surplus / (Deficit)		\$95,641			

## Plan on the Use of the Promotion of Reading Grant 2024 - 2025

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	Description	Estimated Expenses (\$)
1	Purchase of reading materials	40,000
	• Printed books	
	• e-Books	
	• Subscription of newspapers and magazines	
2	Web-based Reading Schemes	20,000
	• eRead Scheme : Nowbook Digital Library, WiseSearch	
3	Reading Activities	4,000
	• Hiring writers, professional storytellers, etc. to conduct talks	
4	Others	2,000
	<b>Total:</b>	<b>66,000</b>

**Plan on the Use of the Education Support Grant provided for Non-Chinese Speaking (NCS) Students  
2024-2025**

<b>Strategies</b>	<b>Benefits Anticipated</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Method of Evaluation</b>	<b>People Responsible</b>	<b>Resources Required (HK\$)</b>
Appointing 2 additional teachers to support the learning of Chinese and Chinese History of NCS students	12 NCS students	Sept 2024 to Aug 2025	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	833,880
Subsidies NCS students to participate in the Chinese-related Programs / Activities	6 NCS students	Sept 2024 to Aug 2025	Students' performance in Chinese Language were enhanced.	NCS students feedback and concerned Chinese Language teachers' observation	Chinese Language Panel Head	20,000
Purchase teaching resources for the adapted Chinese Language and Chinese History Curriculum	12 NCS students	Sept 2024 to Aug 2025	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	20,000
Organise Chinese Culture activities for all students on effective communication with NCS students	All students	Jun 2025	Positive feedback from students	Students feedback and concerned Chinese Language teachers' observation	Chinese Language Panel Head	50,000
					<b>Total</b>	<b>923,880</b>

## Grant for the Sister School Scheme

### 2024-2025 學年 姊妹學校交流計劃書

內地姊妹學校名稱： 武漢市第十九中學  
武漢市第十九初級中學

締結日期：2023 年  
締結日期：2024 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 ➤ 學校管理分享 ➤ 遠程教室/視像交流/電子教學交流  武漢市第十九初級中學 ➤ 進行簽約儀式	學校方面： ➤ 交流良好管理經驗和心得 ➤ 提升學校行政及管理的能力 ➤ 促進教師專業發展，了解兩地學術發展方向 ➤ 增進與締結學校的友好情誼	➤ 通過教師的反思、討論及彼此回饋	視像交流設備及其他電腦設備的費用：\$130,000 交流物資費用：\$10,000 在香港進行交流活動時的開支：\$3000
		Total	143,000

# **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 tours<sup>2</sup> 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 2024-25**

<b>Item</b>	<b>Objective(s)</b>	<b>Details</b>	<b>Success criteria</b>	<b>Method of Evaluation</b>	<b>People responsible</b>	<b>Estimated Expenses (\$)</b>
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, include but not limited to educational magazines, reference books and electronic learning materials	Students' uplifting performance in Citizenship and Social Development assessments	<ul style="list-style-type: none"> <li>➤ Evaluated by students' performance and progress in tests/exams</li> <li>➤ Observed by subject teachers</li> </ul>	Citizenship and Social Development Department Head	40,000
2	To enhance the efficiency and effectiveness of students' participation in the co-curricular learning activities outside formal lessons and teaching	Relevant learning materials and extra materials employed for students' participation in the learning activities, include but not limited to research materials, second-hand reference books and electronic platforms	Students' uplifting performance in Citizenship and Social Development assessments and performance in co-curricular learning activities	<ul style="list-style-type: none"> <li>➤ Observed by subject teachers</li> <li>➤ Evaluated by students' level of participation</li> </ul>	Citizenship and Social Development Department Head	20,000
3	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	<ul style="list-style-type: none"> <li>➤ Observed by subject teachers</li> <li>➤ Evaluated by students' level of</li> </ul>	Citizenship and Social Development Department Head	50,000

Item	Objective(s)	Details	Success criteria	Method of Evaluation	People responsible	Estimated Expenses (\$)
			lesson/after-class discussion	participation		
4	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"> <li>➤ Evaluated by students' level of participation</li> <li>➤ Evaluated by students' creativity and performance in activities and product design</li> </ul>	Citizenship and Social Development Department Head	16,500
5	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"> <li>➤ Evaluated by students' learning initiative and level of in-depth reflection</li> <li>➤ Observed by all teachers and students</li> </ul>	Citizenship and Social Development Department Head	50,000
6	To create an atmosphere in school for civic awareness and draw attention to the rise of	Miscellaneous items for Civic Education (e.g. tools for flag raising teams)	The performance of all students and participation	➤ Observed by all teachers and students	Citizenship and Social Development	500

Item	Objective(s)	Details	Success criteria	Method of Evaluation	People responsible	Estimated Expenses (\$)
	global citizenship and national issues		in activities		Department Head	
		Total				177,000

**Plan on the Use of the Learning Support Grant  
2024 – 2025**

<b>Strategies</b>	<b>Benefits Anticipated</b>	<b>Success Criteria</b>	<b>Method of Evaluation</b>	<b>Resources Required (HK\$)</b>
Employment of a Student Support Officer	<ul style="list-style-type: none"> <li>Provide support to SEN students including counselling, social activities etc.</li> <li>Support administrative work of SEN team and Counselling team</li> </ul>	Students' social skills, execution skills and emotional skills were enhanced.	Feedback from teachers, parents and students concerned.	293,517.00
Workshop for SEN students (training for communication skills, handling emotions and improvements in self-management)	<ul style="list-style-type: none"> <li>Support students' needs with various activities</li> </ul>	Students' needs (academic, social, mental health) were catered.	Questionnaire	30,000.00
Whole School promotion of inclusive education	<ul style="list-style-type: none"> <li>Development of whole school as harmonious learning environment</li> </ul>	Students communication skills were enhanced.	Feedback from teachers and students concerned.	41,000.00
Tutorial Class	<ul style="list-style-type: none"> <li>Providing extra lessons for SEN Students.</li> </ul>	Students' academic needs .	Feedback from teachers and students concerned.	10,000.00
Employment of a part-time Student Support helper	<ul style="list-style-type: none"> <li>Provide support to SEN students including special exam arrangement</li> </ul>	Student's special needs of exam were catered.	Feedback from teachers and students concerned.	62,900.00
			<b>Total</b>	<b>437,417.00</b>

**Plan on the One-off Grant for Mental Health at School  
2024 – 2025**

<b>Strategies</b>	<b>Benefits Anticipated</b>	<b>Success Criteria</b>	<b>Method of Evaluation</b>	<b>Resources Required (HK\$)</b>
Promote mental health through organizing F1 Wellness Day and carrying out wellness home programs	<ul style="list-style-type: none"> <li>To foster self-exploration and self- confidence among F1 students in overcoming challenges.</li> <li>F1 students will engaging in various group activities aimed at developing their collaboration, communication, and resilience skills.</li> <li>To promote the mental health, physical health, time management skills and social skills in F1 students. F1 students will participate in various programs to learn about the proper sleeping habit and also the ways to relieve stress.</li> </ul>	<p>Over 80% of the participants agree that they have gained a better knowledge in being mentally healthy.</p> <p>Over 80% of the participants agree that the activities are effective in enhancing their collaboration, communication, and resilience skills.</p>	<p>Observation from teachers and feedback from students.</p> <p>Data collected from questionnaires.</p>	30,000
Promote mental health through organizing F2	<ul style="list-style-type: none"> <li>To foster self-exploration and self- confidence</li> </ul>	Over 80% of the participants agree that the activities are	Observation from teachers and feedback from students.	20,000

Strategies	Benefits Anticipated	Success Criteria	Method of Evaluation	Resources Required (HK\$)
Wellness Day	<p>among F2 students in overcoming challenges.</p> <ul style="list-style-type: none"> <li>F2 students will engaging in various group activities aimed at developing their collaboration, communication, and resilience skills.</li> </ul>	effective in enhancing their collaboration, communication, and resilience skills.	Data collected from questionnaires.	
Reach out program for repeaters in 2024-25	<ul style="list-style-type: none"> <li>To help the students to improve their study skills</li> <li>To enhance students learning motivation</li> </ul>	Over 70% of the participants agree that the activities are effective in enhancing their collaboration, communication, and resilience skills.	<p>Observation from teachers and social workers</p> <p>Feedback from students.</p> <p>The data collected from questionnaires.</p>	10,000
			<b>Total</b>	<b>60,000</b>

**Plan on the One-off Grant for Mental Health of Parents and Students  
2024 – 2025**

<b>Strategies</b>	<b>Benefits Anticipated</b>	<b>Success Criteria</b>	<b>Method of Evaluation</b>	<b>People Responsible</b>	<b>Resources Required (HK\$)</b>
Organization of parent-child or parent activities relating to the promotion of mental health of students and parents.	<ul style="list-style-type: none"> <li>Parents and students can relieve stress, communicate effectively, and improve their relationships</li> </ul>	70% of participants agree that the programs are useful.	<ul style="list-style-type: none"> <li>Survey</li> <li>Feedback from parents</li> </ul>	Counselling Team Student Support Coordinating Team PTA	15,000
Dissemination of information related to mental health to students and parents	<ul style="list-style-type: none"> <li>Parents gain better awareness and understanding of their children's mental health needs.</li> <li>Parents feel more confident in supporting and communicating with their children.</li> </ul>	70% of participants agree that the resources are useful	<ul style="list-style-type: none"> <li>Survey</li> <li>Feedback from parents</li> </ul>	Counselling Team Student Support Coordinating Team PTA	3,000
				<b>Total</b>	<b>18,000</b>

## Plan on the One-off Grant on Promotion of Chinese Culture Immersion Activities

### 推廣中華文化體驗活動一筆過津貼

2024 - 2025

項目	計劃	預期目標	對象	監察／評估	預算開支(港幣\$)
1	舉行文化體驗學習工作坊	配合「文化特色」課題，安排體驗式學習工作坊，讓學生體會中華文化豐富、創新的內蘊，提升學生對中華民族及文化的情感，並能尊重及關懷中華文化的承傳與發展，增加學生對學習中國歷史的興趣。	中二級學生	1. 教師觀察 2. 科員檢討報告 3. 科務會議記錄 4. 科務工作檢討報告	25,000
2	舉行本地考察活動	安排跨科協作／課後活動，學生在本地進行考察，認識香港的發展歷程及其與國家發展的關係，提升學生對國家、民族及社會的認同感、歸屬感及責任感。	高中學生	1. 教師觀察 2. 科員檢討報告 3. 科務會議記錄 4. 科務工作檢討報告	10,000
3	中華文化周活動	學生透過活動及工作坊，培育學生對中華民族及文化的情感，認識傳統文化節日下中國人的人倫價值觀。	全校師生	1. 學生問卷 2. 教師觀察	50,000
4	舉行本地考察活動	配合寫作教學，帶領學生到本地進行考察，認識本土文化，豐富學生學習經歷，增加寫作材料，提升學生對語文科的興趣。	中二級學生	1. 學生課業 2. 教師觀察	5,000
5	文言文戲劇欣賞	培養學生學習文言文的興趣及知識，從中細味文言篇章內的傳統品德情意價值觀。	中一級學生	1. 學生課業 2. 教師觀察	20,000
				總數：	110,000



**Plan on the One-off Grant on Parent Education  
2024 – 2025**

<b>Strategies</b>	<b>Benefits Anticipated</b>	<b>Success Criteria</b>	<b>Method of Evaluation</b>	<b>Resources Required (HK\$)</b>
<b>F.4 Parents' Seminar</b> 「正視限制，適時發揮」	<ul style="list-style-type: none"> <li>Parents understand how to help their children adapt to school life in senior forms.</li> <li>Parents learn how to support their children in overcoming failures and difficulties.</li> <li>Parents acquire strategies to develop their children's positive attitudes towards life.</li> <li>Parents know how to assist their children to develop their leadership skills.</li> </ul>	Degree of satisfaction on activity arrangement and degree of agreement on views not less than 80%	<ul style="list-style-type: none"> <li>Feedback from parents via Google Form questionnaire</li> <li>Observation by teachers</li> </ul>	5,000
<b>F.2 Parents' Seminar</b> 「給予空間，成就自律」	<ul style="list-style-type: none"> <li>Parents learn techniques of cultivating self-discipline in their children.</li> <li>Parents understand how to help their children develop a positive attitude towards life.</li> </ul>	Degree of satisfaction on activity arrangement and degree of agreement on views not less than 80%	<ul style="list-style-type: none"> <li>Feedback from parents via Google Form questionnaire</li> <li>Observation by teachers</li> </ul>	8,500

Strategies	Benefits Anticipated	Success Criteria	Method of Evaluation	Resources Required (HK\$)
	<ul style="list-style-type: none"> <li>Students and parents can build positive family relationships.</li> </ul>			
<b>F.5 Parents' Seminar</b> 「建立目標，放眼世界」	<ul style="list-style-type: none"> <li>Parents and students know the requirements for progression to universities and tertiary institutions.</li> <li>Parents and students can prepare for public examinations and plan for further studies in advance.</li> <li>Parents learn how to help their children set goals and broaden their horizon regarding different future studies pathways.</li> </ul>	Degree of satisfaction on activity arrangement and degree of agreement on views not less than 80%	<ul style="list-style-type: none"> <li>Feedback from parents via Google Form questionnaire</li> <li>Observation by teachers</li> </ul>	7,500
手機平台家長教育課程 <b>Mobile Platform Parent Education Program 24-25</b>	<ul style="list-style-type: none"> <li>Through mobile platform parenting education programs, we assist parents in equipping themselves with the knowledge, skills, attitudes, and values for effective positive</li> </ul>	Degree of satisfaction on activity arrangement and degree of agreement on views not less than 80%	<ul style="list-style-type: none"> <li>Feedback from parents via Google Form questionnaire</li> <li></li> </ul>	49,000

Strategies	Benefits Anticipated	Success Criteria	Method of Evaluation	Resources Required (HK\$)
	<p>parenting, fostering the holistic physical and mental well-being of both their children and themselves.</p> <ul style="list-style-type: none"> <li>Through the voice and video navigation of the mobile application, parents can easily learn the systematic parental education programs recommended by the Education Bureau.</li> </ul>			
			<b>Total</b>	<b>70,000</b>

**Plan on the Grant of Supporting NCS Student with SEN  
2024 – 2025**

<b>Strategies</b>	<b>Benefits Anticipated</b>	<b>Success Criteria</b>	<b>Method of Evaluation</b>	<b>Resources Required (HK\$)</b>
Promote S4 Inclusion Education Leadership Training Camp	<ul style="list-style-type: none"> <li>Enhance communication and mutual understanding between SEN students and other students in the same level</li> <li>Equip SEN students with leadership skill</li> <li>Empower SEN students with greater confidence</li> </ul>	Positive feedback from SEN students and S4 Form Teachers	<ul style="list-style-type: none"> <li>Teachers' observation and evaluation</li> <li>Feedback from SEN students</li> </ul>	60,000
Whole-school inclusion education and peer support among NCS students with SEN and local students (Picnic Day)	<ul style="list-style-type: none"> <li>Enable NCS students with SEN and all students to learn and thrive together and help them integrate into school life.</li> </ul>	Positive feedback from SEN students and S4 Form Teachers	<ul style="list-style-type: none"> <li>Teachers' observation and evaluation</li> <li>Feedback from SEN students and all students</li> </ul>	50,000
Organizing workshops on Mathematics learning in order to help NCS students with SEN integrate into normal mathematics curriculum	<ul style="list-style-type: none"> <li>Provide remedial support to NCS students with SEN in Mathematics and local students to enable them to learn and thrive together</li> </ul>	Positive feedback from the participants	<ul style="list-style-type: none"> <li>Evaluation, and feedback from the participants</li> </ul>	8,400
			<b>Total</b>	<b>118,400</b>

**Plan on the One-off Grant for Promotion of a Sports Ambience & MVPA60 in Schools  
2024 – 2025**

	<b>Item</b>	<b>Proposed Date</b>	<b>Target students</b>	<b>Brief Description and Objective of the Activity</b>	<b>Success criteria and method of evaluation</b>	<b>Estimated expenses</b>
1.	Purchasing InBody (body composition measuring machine) + Laptop for data assessment and storage + Portable height measuring scale	September 2024	S.1-6	Promote the importance of body composition testing. Students (and teachers) will conduct body composition test in September. They will understand their weakness and be motivated to improve their body wellness by health life style. Measurement will be made by end of school year. Students (and teachers) can see if any improvement in body composition.	Every student (and teacher) can obtain two reports in each school year.	\$25,000
2.	Course of “Briefing on Proper Ways to Use Fitness Equipment”	25/10/2024	S.5	After attending a 3-hour course and pass a written test taught by the Physical Fitness Association of Hong Kong, China, students (and teachers) can be awarded with a certificate, and will be eligible to use the fitness room under LCSD.	90% of S5 students will be awarded with the certificates.	\$8,000
3.	Introducing Newly Emerged Sports to students in PE lessons	2024-2027	S.1 – S.6	Introducing newly emerged sports such as lacrosse, skateboarding, light volleyball during PE lessons or after school. Inter-house competition will be	Students actively take part in the lessons and competitions.	\$12,000

	Item	Proposed Date	Target students	Brief Description and Objective of the Activity	Success criteria and method of evaluation	Estimated expenses
				held in Sports Week.		
4.	Coach fee for after-school long run activity/ training	September 2024 to May 2027	S.1 – S.6	Promoting long run, facilitating the establishment of cross-country team in the future.	At least 18 students taking part in regular training. (minimum number of players in Inter-school Cross-country Competition)	\$8,000
5.	Purchasing new sports equipment	September 2024 to May 2027	S1 - S.6	Purchasing new sports equipment such as rowing machine, dart boards for the regular use in PE lessons.	Students can operate the equipment safely and properly.	\$10,000
					<b>Total:</b>	<b>\$63,000</b>

## Plan on the Use of the School-based After-school Learning and Support Programmes 2024 – 2025

I. The estimated number of students benefited under this Programme is **12** (including A: **1** CSSA recipients, B: 8 SFAS full-grant recipients and C: 3 disadvantaged students identified by the school under the discretionary quota (not more than 25%). The budgeted expenditure is **\$17600**.

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

Type of activities	Objectives of the activity	Success criteria	Method of evaluation	Date	Learning Experience <sup>#</sup>					Estimated no. of eligible students <sup>*</sup>			Estimated expenditure (HK\$)
					I	V	P	C	C	A	B	C	
Music Instrumental Classes	To offer opportunities for students to learn music through playing and learning musical instruments	By observation and students' feedback; Over 80% of the students are able to acquire the skills	Evaluation by students' questionnaire and teachers' observation.	1/10/2024-31/7/2025	✓		✓		✓	1	7	3	\$14,850
Hong Kong Schools and Speech Festival Competition	To offer opportunities for students to widen their horizons and enhance their confidence through joining external competitions.	By observation and students' feedback; Over 80% of the students are able to acquire the skills; satisfactory competition results	Evaluation by students' questionnaire and teachers' observation; competition results	18/11/2024 – 18/12/2024		✓	✓		✓	1	2	2	\$900
Hong Kong Schools Music Festival Competition	To offer opportunities for students to widen their horizons and enhance their confidence through joining external	By observation and students' feedback; Over 80% of the students are able to acquire the skills; satisfactory competition results	Evaluation by students' questionnaire and teachers' observation;	24/2/2025-26/3/2025		✓	✓		✓	1	2	2	\$1250

Type of activities	Objectives of the activity	Success criteria	Method of evaluation	Date	Learning Experience <sup>#</sup>					Estimated no. of eligible students <sup>*</sup>			Estimated expenditure (HK\$)
					I	V	P	C	C	A	B	C	
	competitions.		competition results										
Other Local or Non-Local Competition (s)	To offer opportunities for students to widen their horizons through joining external competitions.	By observation and students' feedback; satisfactory competition results	Evaluation by students' questionnaire and teachers' observation; competition results	Dec,2024	✓	✓	✓		✓		1		\$600
Total no. of activities: 4					No. of man-times					3	12	7	\$17600
					Total no. of man-times					22			

Note: \* Types of activities are categorized as follows: tutorial service, learning skill training, languages training, visits, art /culture activities, sports, self-confidence development, volunteer service, adventure activities, leadership training, and communication skills training courses. @ Man-times: refers to the aggregate no. of benefitted students participating in each activity listed above. \*\*Total no. of man-times: the aggregate of man-times (A) + (B) + (C) # Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the discretionary quota (not more than 25%) (C) .



**Plan on the use of Diversity Learning Grant  
2024 – 2025**

<b>Domain</b>	<b>Program</b>	<b>Learning Objective</b>	<b>Target students (level, no, selection criteria)</b>	<b>Duration/ Start Date</b>	<b>Deliverables</b>	<b>Teacher / organization i/c</b>	<b>Budget (HK\$)</b>
Cross-KLA	External gifted education programs	To enhance students' knowledge in different subject	Top 10% students of each senior form (F.4-F.6) [about 29 students]	Whole year	Completion of the course	Gifted Education Team	58,000
Geography	A study tour to Antarctica	To explore the wonder of the nature	One F.5 student after selection process	26/11/24-8/12/24	Completion of the study tour and share learning experience with the schoolmates	Commissioned to Partners Education Foundation Limited	10,000
Physics	A study tour to Hainan, Wenchang Space Launch Site	To understand and appreciate China's achievement in space science and technology	Ten students	25-29/12/24	Completion of the study tour and share learning experience with the schoolmates	Sister School Exposure Trip Committee	20,000
						<b>Total</b>	<b>\$88,000</b>

## Plan on the Use of the Life-wide Learning Grant 2024-2025

**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:	636
Estimated number of student beneficiaries:	636
Percentage of students benefitting from the Grant (%):	100%

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

Plan on the Use of the Life-wide Learning Grant																		
2024-25																		
Schools are required to upload this Plan or the Annual School Plan which consist of this Plan endorsed by their SMCs / IMCs onto the homepage of the schools for the sake of enhancing transparency and in accordance with the established practice.																		
Declaration: We understand clearly the principles on the use of the Life-wide Learning Grant and, after consulting teachers on the allocation of the resources, plan to deploy the Grant for promoting the following items.																		
Category 1: To organise / participate in life-wide learning activities																		
Schools are required to complete this part							Completion of this part is mandatory											
No.	Activity Name	Proposed Date (number of sessions and duration)	Target Students		Estimated Expenses (\$) (Subsidized by school in LWLG)	Estimated Expenses per person (Subsideized by school in LWLG)	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			
1.1	<b>Local Activities:</b> To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes																	
1	Extended Learning Day F.3 Camp	10,11 April 2025	S3	106	\$55,000.00	\$518.87	Objective: To foster self-exploration and resilience among F3 students in overcoming challenges. Description: F3 students will participate in an overnight camp at a campsite, engaging in various group activities aimed at developing their collaboration, communication, and resilience skills. (Students need to pay the transport fee themselves if any)	personal growth	Observation from teachers and feedback from students	Over 80% of the participants agree that the activities are effective in enhancing their collaboration, communication, and resilience skills.		✓					L. Lau	
2	F4 Extended Learning Day	10-12 April 2025 (3 day 2 night camp)	S4	100	\$70,000.00	\$700.00	Objective: To let students built good rapport and effective collaboration with their class through various team-building activities.	Leadership Training	Evaluation by teacher and studeng using questionnaire/o bservation.	Over 80% of the participants exhibit increased trust and respect for each other. Over 80% of the participants demonstrate positive attitudes towards teamwork and collaboration.		✓	✓				V. Yan & Esther Wong	
3	F5 Extended Learning Day (SA Backup for CS Trip)	11 April 2025	S5	100	\$40,000.00	\$400.00	Objective: Students experience whole day horsing riding course	Physical Education	Evaluation by teacher and studeng using questionnaire/o bservation.	Over 80% of the students identify their strengths and weaknesses. Over 80% of the students acquire different strategies (e.g. problem solving skills) to face challenges.		✓	✓				Esther Wong	
4	S5 Extended learning day (Careers Back-up)	10/4/2025	S5	120	\$30,000.00	\$250.00	Objective: To let students explore more about different careers through hands-on experience. Description: Each student will participate in compnay visits or careers-related workshops. The fee includes transportation fee if any. (The fee may be claimed by CLAP HKBM Activity Seed Scheme)	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	
5	Home programs for student formation	HT	S1-3, 5-6	600	\$30,000.00	\$50.00	Objective: To develop students soft skills according to the main theme of the home programs proposed.	Cross-Disciplinary (Others)	Teacher's observation and students' feedback	Over 80% of the students find the programs useful and satisfactory.		✓					L. Lau	
6	F4 Leadership Development Programme	26 Sept, 24 Oct & 3 Apr HT (3 sessions) tutor:students ratio 1:10	S4	100	\$30,000.00	\$300.00	Objective: 1. To let students identify their strengths and weaknesses 2. To let students acquire different strategies (e.g. problem solving skills) to face challenges.	Leadership Training	Evaluation by teacher and studeng using questionnaire/o bservation.	Over 75% of the students identify their strengths and weaknesses. Over 75% of the students acquire different strategies (e.g. problem solving skills) to face challenges.		✓					V. Yan & Esther Wong	

Schools are required to complete this part							Completion of this part is mandatory										
No.	Activity Name	Proposed Date (number of sessions and duration)	Target Students		Estimated Expenses (\$) (Subsidized by school in LWLG)	Estimated Expenses per person (Subsideized by school in LWLG)	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		
7	OLE Drama - English Drama Performance in school (Shakespearean)	1 OLE Period (May 2025 - TBC)	S1-3 // S1-5	360	\$14,000.00	\$38.89	Objective: To let students learn to appreciate classic English literature (e.g. Shakespeare) and to cultivate their interest in performing arts.  Description: An English drama performance by an external organization will be held in the School Hall for F1-3 students to enjoy. Pre- and post-show educational materials (e.g. story summary, vocabulary list, critical thinking questions, writing and listening skills exercises) will be provided by both the organization and the respective English teachers concerning the literature work and books related to the drama performance.	English Language	Evaluation by teacher and studeng using questionnaire/o bservation.	Over 80% of the participants have gained better knowledge of English classics and have developed greater interest in performing arts.	✓		✓			V Wong	
8	S1 OLE Music	OLE Periods 2024-2025	S1	100	\$10,000.00	\$100.00	To let students to have an overview of Wind Brass 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	
9	S2 OLE Music	OLE Periods 2024-2025	S2	100	\$10,000.00	\$100.00	To let students to have an overview of Woodwind 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	
10	S3 OLE Music	OLE Periods 2024-2025	S2	100	\$10,000.00	\$100.00	To let students to have an overview of Accappella 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	
11	S4 OLE Music	OLE Periods 2024-2025	S4	100	\$10,000.00	\$100.00	To let students to have an overview of Western Opera in an advanced level through 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	
12	S5 OLE Music	OLE Periods 2024-2025	S5	100	\$10,000.00	\$100.00	To let students to have an overview of Western Opera in an advanced level through 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	
13	S6 OLE Music	OLE Periods 2024-2025	S6	100	\$10,000.00	\$100.00	To let students to have an overview of Chinese Opera in an advanced level through 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	
14	Appreciate Beauty (OLE)	22/11 .23/5 OLE period(TBC)	F.1	120	\$18,000.00	\$150.00	Objective: Students will be able to understand how to experience and appreciate beauty outside school. Description: Students will visit Art Museum or JaoTsung-I Academy. The fee includes workshop and transportation fee .	Arts (Visual Arts)	Evaluation by teacher and studeng using questionnaire/o bservation.	Over 80% of the participants have better understanding of how to appreciate Art in Hong Kong.			✓			H. Wong	

Schools are required to complete this part							Completion of this part is mandatory										
No.	Activity Name	Proposed Date (number of sessions and duration)	Target Students		Estimated Expenses (\$ (Subsidized by school in LWLG)	Estimated Expenses per person (Subsideized by school in LWLG)	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		
15	Alcohol Ink Art (OLE)	23/5 OLE period(TBC)	F.4	120	\$8,000.00	\$66.67	Objective: Students will be able to create implied movement in alcohol ink art. Description: Coach fee for alcohol ink art workshop.	Arts (Visual Arts)	Evaluation by teacher and studeng using questionnaire/o bservation.	Over 80% of the participants can create implied movement in their artworks.			✓			H. Wong	
16	OLE Day (STEM)	22 Nov, 17 Jan	S1	120	\$8,400.00	\$70.00	To introduce drone soccers to students so that students who have talents or interests can further develop and participate in related competitions.	Cross-Disciplinary (STEM)	Evaluation by teacher and student using questionnaire/o bservation.	Over 70% of the participants agreed that the content of the programme is appropriate.			✓			W.K. Chan	
17	S.1 OLE Sports Experience (Fencing)	Dec 2024 (1session)	S1	130	\$2,000.00	\$15.00	Objective: Expending students' horizon in sports through a tasting session. Description: an 1.5 hour experience session by professional coaches in Gym.	Physical Education	Evalutaion by teacher and students' evaluation forms.	Observation by teachers, 80% of positive feedback from evaluation forms			✓			PH Ho	
18	S.2 OLE Sports Experience (Break dance)	Dec 2024 (1session)	S2	120	\$4,000.00	\$33.00	Objective: Expending students' horizon in sports through a tasting session. Description: an 1.5 hour experience session by professional coaches in Hall.	Physical Education	Evalutaion by teacher and students' evaluation forms.	Observation by teachers, 80% of positive feedback from evaluation forms			✓			PH Ho	
19	S.3 OLE Sports Experience (Skateboard)	Dec 2024 (1session)	S3	105	\$4,000.00	\$38.00	Objective: Expending students' horizon in sports through a tasting session. Description: an 1.5 hour experience session by professional coaches in Basketball Court	Physical Education	Evalutaion by teacher and students' evaluation forms.	Observation by teachers, 80% of positive feedback from evaluation forms			✓			PH Ho	
20	S.4 OLE Sports Experience (ice-hockey/bowling) (outing)	Dec 2024 (1session)	S4	100	\$5,000.00	\$50.00	Objective: Expending students' horizon in sports through a tasting session. Description: an 1.5 hour experience session by professional coaches in LOHAs (ice-hockey) or SCAA (bowling)	Physical Education	Evalutaion by teacher and students' evaluation forms.	Observation by teachers, 80% of positive feedback from evaluation forms			✓			PH Ho	
21	S.5 OLE Sports Experience (Gym pass) (outing)	Dec 2024 (1session)	S5	100	\$15,000.00	\$150.00	Objective: facilitating the students to apply for a gym pass for the use of gym room under LCSD to promote active lifestyle. Description: an 3 hour course + assessment in gym rooms under LCSD, conducted by the coaches from Physical Fitness Association of Hong Kong, China.	Physical Education	Evalutaion by teacher and students' evaluation forms.	Observation by teachers, 80% of positive feedback from evaluation forms			✓			PH Ho	
22	S.6 OLE Sports Experience (outing) (golf club /Cricket club)	Dec 2024 (1session)	S6	86	\$3,000.00	\$35.00	Objective: Expending students' horizon in sports through a tasting session in private sports clubs. Description: an 2 hour experience session in private sports club.	Physical Education	Evalutaion by teacher and students' evaluation forms.	Observation by teachers, 80% of positive feedback from evaluation forms			✓			PH Ho	

Schools are required to complete this part							Completion of this part is mandatory										
No.	Activity Name	Proposed Date (number of sessions and duration)	Target Students		Estimated Expenses (\$) (Subsidized by school in LWLG)	Estimated Expenses per person (Subsidized by school in LWLG)	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		
23	F.2-F.3 Sex and Health Home Program	24 Oct 2024	S2-S3	240	\$1,000.00	\$4.17	To let students understand the importance of protecting oneself and respecting others Description: 1 session of an one hour HT talk for 8 classes	Values Education	Evaluation by students' questionnaire	Over 70% of the participants satisfied with the program and can understand the importance of protecting oneself and respecting others.		✓				V.Chan	
24	F.4 Sex and Health Home Program	10 Mar 2025	S4	100	\$1,000.00	\$10.00	To let students understand 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 the participants satisfied with the program and can understand the importance of protecting oneself and respecting others.		✓				V.Chan	
25	F.5 Sex and Health Home Program	16 May2025	S5	100	\$2,500.00	\$25.00	To let students to understand the influence of social media / To learn the correct ways to relieve stress and maintain a healthy lifestyle. Description: 1 session of an one-hour HT talk for 4 classes	Values Education	Evaluation by students' questionnaire	Over 70% of the participants satisfied with the program.		✓				V.Chan	
26	F.6 Sex and Health Home Program	11 Feb 2025	S6	90	\$1,000.00	\$11.11	To let students to understand the importance of protect oneself and respecting others. Description : 1 session of an one-hour HT talk for 4 classes	Values Education	Evaluation by students' questionnaire	Over 70% of the participants satisfied with the program and can understand the importance of protecting oneself and respecting others.		✓				V.Chan	
27	STEM Talk for Home Program	Mar 2025	S5	100	\$3,000.00	\$30.00	Students learn about STEM in the working field	Cross-Disciplinary (STEM)	Evaluation by teacher and students using questionnaire.	Over 80% of the participants have better understanding of STEM in different fields	✓	✓			ü	J. Ho	
28	School Picnic	Nov 8 2025	S1-S6	700	\$10,000.00	\$14.29	Objective: To build up class spirit and peer relationship among students and to create a chance to release stress. Description: The venue of school picnic is Po Leung Kuk Jockey Club Tai Tong Holiday Camp. The price include day camp entrance fee and travelling fee. Students need to pay for the lunch / BBQ fee and also adventurous activities themselves.	Cross-Disciplinary (Others)	Teacher observation	Over 75% students think that the school picnic is a treasurable moment and can release stress. It can help them build better peer relationship.			✓			A Wong & A Cheung	
29	S3 Careers Day	7/7/2025	S3	120	\$25,000.00	\$208.33	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 studeng using questionnaire/o bservation.	Over 80% of the participants have better understanding of the jobs concerned and are able to develop the corresponding soft skills.					✓	L. Lau	

Schools are required to complete this part							Completion of this part is mandatory									
No.	Activity Name	Proposed Date (number of sessions and duration)	Target Students		Estimated Expenses (\$ (Subsidized by school in LWLG)	Estimated Expenses per person (Subsidized by school in LWLG)	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	
30	S4 Careers Day	7/7/2025	S4	100	\$22,000.00	\$220.00	Objective: To let students explore more about different careers through hands-on experience. Description: Each student will participate in the Career Future Studio(3 hours )organized by St. James Settlement. After that, students will have compnay visits. The fee includes transportation fee if any.	Cross-Disciplinary (Others)	Evaluation by teacher and studeng using questionnaire/o bservation.	Over 80% of the participants have better understanding of the jobs concerned and are able to develop the corresponding soft skills.					✓	L. Lau
31	S4-S5 University Outing	1 OLE period	S4-S5	240	\$6,000.00	\$25.00	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. (The fee may be claimed by CLAP HKBM Activity Seed Scheme)	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
32	S6 Talk on multiple pathway	24/10/2024 (HT)	S6	100	\$3,000.00	\$30.00	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 deliver a talk to students in teaching them the most strategic ways in filling in the JUPAS choices. (The fee may be claimed by CLAP HKBM Activity Seed Scheme)	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
33	Counselling Team GA Training	Oct 2024, Feb & April 2025 (3 sessions,2 hours)	S4,S5	24	\$25,000.00	\$1,041.67	Objective: To foster self-exploration, self-understanding, and develop basic counseling skills. Description: GA will participate in three training sessions organized by an NGO. They will engage in various group activities, sharing sessions, and a training camp.	personal growth	Observation from teachers and feedback from students	Over 80% of the participants have better understanding of themselves and enhance their comunication skills with others.		✓				E. Ngai
34	Counselling Team GA and SC Orientation	Oct 2025 (2 hours)	S1,S4,S5	48	\$10,000.00	\$208.33	Objective: To foster a supportive relationship between the GA and the F1 SC throughout the school year. Description: Both the GA and SC will engage in various group activities, including warm-up games, sharing sessions, and pair-up games, to facilitate their relationship.	personal growth	Observation from teachers and feedback from students	Over 80% of the participants have gained a better understanding of themselves and the GA Scheme. Additionally, over 80% of the participants find the Orientation useful in establishing the relationship between the GA and F1 SC.		✓				E. Ngai

Schools are required to complete this part							Completion of this part is mandatory										
No.	Activity Name	Proposed Date (number of sessions and duration)	Target Students		Estimated Expenses (\$ (Subsidized by school in LWLG)	Estimated Expenses per person (Subsideized by school in LWLG)	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		
35	Counselling Team F.4 Orientation	14/9/2024 (Sat)	S4	106	\$25,000.00	\$235.85	Objective: To foster self-exploration and self-understanding among F.4 students, and equip them with communication and collaboration skills to navigate challenges in senior forms. Description: Students will participate in a day camp, engaging in various group activities and sharing sessions aimed at honing their skills to overcome challenges.	personal growth	Observation from teachers and feedback from students	Over 80% of the participants have gained a better understanding of themselves and agree that the activities can hone their problem-solving and communication skills in overcoming challenges.		✓				E. Ngai	
36	Counselling Team Service Trip	Feb 2025	S1,S4,S5	48	\$16,000.00	\$333.33	Objective: To cultivate a sense of responsibility in serving the community among GA and SC. Description: All GA and SC will actively participate in a series of activities aimed at serving the needs of the community.	personal growth	Observation from teachers and feedback from students	Over 80% of the participants agree that they have gain better sense of responsibility in serving their community.		✓		✓		E. Ngai	
37	Chinese Debating Team	Sept 2024- Aug 2025 (Approximately more than 10 competitions)	S1-S5	20	\$50,000	\$2,500.00	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 studeng using questionnaire/o bservation.	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 and A. Chan	
38	English Debating Team	Sept 2024- Aug 2025 (Approximately more than 10 competitions)	S1-S5	15	\$30,000	\$2,000.00	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.	English Language	Evaluation by teacher and studeng using questionnaire/o bservation.	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.	✓					A Chan and Sara Choy	



Schools are required to complete this part							Completion of this part is mandatory										
No.	Activity Name	Proposed Date (number of sessions and duration)	Target Students		Estimated Expenses (\$ (Subsidized by school in LWLG)	Estimated Expenses per person (Subsideized by school in LWLG)	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		
39	Drama Club Training Sessions for Hong Kong School Drama Festival	Oct 2024 - Apr 2025 (20 sessions; 1.5 hours per session)	S1-5	50	\$50,000.00	\$1,000.00	Objective: To provide drama production opportunities for students, and to cultivate their interest in acting on stage and working behind the stage. Description: Each student will participate in the Hong Kong School Drama Festival in either acting or production team. Training is provided in at least 20 sessions, each of which lasts for 1.5 hours.	Cross-Disciplinary (Others)	Annual evaluation on the company selected	Over 80% of participants have better understanding of drama performances and explore their ability and interest in art performances.			✓			P. Siu	
40	Drama Club Purchase of Tickets for Drama Appreciation	1st Term (after school)	S1-5	50	\$10,000.00	\$200.00	Objective: To expose students to public drama productions so that they understand and appreciate the necessity of performance as a creative art. Description: Students will watch a public drama performance. The fee may include transportation fee.	Cross-Disciplinary (Others)	Evaluation by students using questionnaires	Over 80% of participants have better understanding of drama performances and explore their ability and interest in art performances.			✓			P. Siu	
41	EMI Schools English Drama Festival (English Drama Team)	Oct 2024 - May 2025 (40 hours)	S1-4	20	\$60,000.00	\$3,000.00	Objective: To employ a company providing professional drama coaching and production services, in preparation for the entry in the English Drama Fest competition in 2025 Description: Each member will participate in at least 40 hours of drama training provided by a professional drama coach. Each session lasts about 1.5 to 2 hours. They will all join the English Drama Fest competition in 2025 and receive a certificate of participation from the organizer of the competition.	English Language	Annual evaluation of the company providing the drama coaching, scripts, props, costumes, and production services	Over 80% of the participants have gained better understanding in theatre and drama performance, confidence in English speaking, developed leadership and collaboration skills, as well as experienced personal growth.	✓					V Wong	
42	Chinese Dance training	Oct 2024-May 2025	S1-5	20	\$70,000.00	\$3,500.00	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 by teacher	Over 70%of the participants have better understand of their own strengths and enjoy themselves in the dance competition		✓	✓			Eyu Ashley Cheung	
43	To organize various music instrumental classes	2024-2025	S1-S6	700	\$60,000.00	\$85.71	To offer oppertunites 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	

Schools are required to complete this part							Completion of this part is mandatory										
No.	Activity Name	Proposed Date (number of sessions and duration)	Target Students		Estimated Expenses (\$ (Subsidized by school in LWLG)	Estimated Expenses per person (Subsidized by school in LWLG)	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		
44	To organize Symphony Orchestra and Music Ensembles	2024-2025	S1-S6	40	\$100,000.00	\$2,500.00	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	
45	External Competition Fee for Music Teams	2024-2025	S1-S6	150	\$7,000.00	\$46.67	To provide opportunities for students in diversity learning; widen students' horizons	Arts (Music)	Results of the Competition and Feedback from the students	By observation and students' feedback		✓	✓			Janet Wong	
46	Travelling expenses (for music performance and competition)	2024-2025	S1-S6	150	\$6,000.00	\$40.00	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	
47	To organize visits, seminars, and masterclass for Music Teams	2024-2025	S1-6	150	\$5,000.00	\$33.33	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	
48	Visit Hong Kong Science Museum / Hong Kong Space Museum	Second Term	S5 Physics students	33	\$1,500.00	\$45.45	To strengthen student's knowledge in Physics. Description : Travelling fee to museum	Cross-Disciplinary (STEM)	Evaluation by students' questionnaire and observation from teachers	Over 70% of participants were satisfied with the program and felt that their physics knowledge had been enhanced.	✓					B. Lam	
49	Religious Team Activities	Sep 2024 to August 2024 (24 sessions)	S1-6	600	\$43,600.00	\$72.67	Objective: To enhance religious knowledge and deepen spiritual formation. To provide various learning experiences. Description: Religious activities include masses, retreats, catholic formations, spiritual development programmes, celebrations, workshops and activities organised by external organisations.	Cross-Disciplinary (Others)	Observation by teachers	Over 80% of the participants have a better understanding of religious knowledge and deepened spiritual formation.	✓	✓	✓	✓	✓	N. Li, C. Chan	
50	Guided Tour to the Cathedral	Sep to Dec 2024 (10, 2hours)	S1-5	550	\$8,000.00	\$14.55	Objective: To let students learn about the religious significance of the Catholic Cathedral before they attend the 155 Thanksgiving Mass there in December. Description: Students will join the guided tour offered by the Cathedral. Each tour is about 1 hour. 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 religious significance of the Cathedral	✓	✓	✓			N. Li (RME Department)	
51	青年資訊科技大使獎勵計劃 YITAA	Sep 2024-May 2025	S2-5	20	\$1,000.00	\$50.00	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)	Criteria of the scheme	Over 80% of the students attain the requirement for the bronze / silver award	✓	✓				J. Ho	
52	GirlsSTEM	Sep 2024-May 2025	S2-5	20	\$600.00	\$30.00	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GirlsSTEM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)	教師觀察、同學的匯報、問卷及報告	Over 80% of the students obtain the certificate of the program	✓	✓				J. Ho	

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No.	Activity Name	Proposed Date (number of sessions and duration)	Target Students		Estimated Expenses (\$) (Subsidized by school in LWLG)	Estimated Expenses per person (Subsideized by school in LWLG)	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		
53	第 5 屆 生物醫學工程 創意競賽之「愛・創耆樂」	18 Jan 2025	S5	4	\$1,000.00	\$250.00	參賽隊伍須參加大會安排的三項活動，瞭解香港獨居或雙老長者，按其需要設計友善科技樂齡玩樂產品，協助長者維持身心健康 參賽隊伍須設計 海報 及製作樂齡玩樂產品樣板 參賽去驗證其概念	Cross-Disciplinary (STEM)	Completion of the competition	Students took part in the competition	✓	✓				J. Ho	
54	STEM Week	Mar 2025	S1-5	400	\$20,000.00	\$50.00	To arouse students' interest in STEM	Cross-Disciplinary (STEM)			✓	✓				J. Ho	
55	Athletics Team	Sep 2024-Aug 2025 (100 sessions, 1.5h/2h)	S1-6	60	\$130,000.00	\$1,667.00	Objective: To enhance school team's performance in interschool competitions. Expending students' physical ability and fitness level through regular trainings. Develop students' sense of belonging to school through team games. Description: students attend more than 40 training sessions of track and field taught by professional coaches in Wan Chai or TKO Sports Ground	Physical Education	Evalutaion by teacher and students' evaluation forms.	Observation by teachers, Competition performance, 80% of positive feedback from evaluation forms			✓			PH Ho	
56	Swimming Team	Sep - Oct 2024 (10 training sessions + competitions)	S1-6	30	\$18,000.00	\$600.00	Objective: To enhance school team's performance in interschool competitions. Expending students' physical ability and fitness level through regular trainings. Develop students' sense of belonging to school through team games. Description: students attend 10 training sessions taught by professional coaches from Hoi Tin Swimming Consultant Ltd	Physical Education	Evalutaion by teacher and students' evaluation forms.	Observation by teachers, Competition performance, 80% of positive feedback from evaluation forms			✓			PH Ho	
57	Cheerleading Dance Team	Sep 2024-Aug 2025 (30 training sessions + competition materials)	S1-S5	30	\$25,000.00	\$833.00	Objective: To enhance school team's performance in interschool competitions. Expending students' physical ability and fitness level through regular trainings. Develop students' sense of belonging to school through team games. Description: students attend 30 training sessions taught by professional coach.	Physical Education	Evalutaion by teacher and students' evaluation forms.	Observation by teachers, Competition performance, 80% of positive feedback from evaluation forms			✓			PH Ho	
58	Basketball Team	Sep 2024 Aug 2025 (80 sessions trainings + 10 competitions)	S1-S6	40	\$90,000.00	\$2,250.00	Objective: To enhance school team's performance in interschool competitions. Expending students' physical ability and fitness level through regular trainings. Develop students' sense of belonging to school through team games. Description: students attend 80 training sessions and comepetitions taught by professional coach.	Physical Education	Evalutaion by teacher and students' evaluation forms.	Observation by teachers, Competition performance, 80% of positive feedback from evaluation forms			✓			PH Ho	

[illegible]

Schools are required to complete this part							Completion of this part is mandatory									
No.	Activity Name	Proposed Date (number of sessions and duration)	Target Students		Estimated Expenses (\$) (Subsidized by school in LWLG)	Estimated Expenses per person (Subsideized by school in LWLG)	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	
1.2	<b>Non-Local Activities:</b> To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons															
1																
2																
3																
(Please insert rows above if the space provided is insufficient.)																
				Sub-total of Item 1.2	0	\$0.00										
				Total for Category 1	4,924	\$1,376,600.00										
<b>Category 2: To procure equipment, consumables or learning resources for promoting life-wide learning (Compulsory)</b>																
No.	Item	Purpose	Estimated Expenses (\$) (Subsidized by school in LWLG)				Brief Description and Objective of the purchasing the items	Domain (Please select or fill in the domain of the activity as appropriate)								Subject Panel / Teacher-in-charge
1	Chinese Dance Competition	Chinese Dance Competition	\$5,000.00				Description: The cost of participating competitions and prepare for shows if needed. Objective: To encourage students to borden their horizon through participating competitions and shows.	Art (Others)								Eyu, Ashley Cheung
2	To repair musical instruments	To have better instruments for students to learn musical instruments	\$54,000.00				To have better instruments for students to learn musical instruments	Music Education								Janet Wong
3	To procure musical instruments for students playing in the orchestra and instrumental classes	To have better instruments for students to learn musical instruments	\$50,000.00				To have better instruments for students to learn musical instruments	Music Education								Janet Wong
(Please insert rows above if the space provided is insufficient.)																
			Estimated Expenses for Category 2	\$109,000.00												
			Estimated Expenses for Categories 1 & 2	\$1,485,600.00												
<b>Category 3: Estimated Number of Student Beneficiaries (Compulsory)</b>																
Total number of students in the school:			636													
Estimated number of student beneficiaries:			636													
Percentage of students benefitting from the Grant (%):			100%													
Name of Contact Person for LWL:			Ms Leanne Lau													
Post of Contact Person for LWL:			Finance Team Member													

# **St. Francis' Canossian College**

**School Report 2023/24**

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

**School Annual Plan 2024/25**

**Endorsed by**

**The Incorporated Management Committee of**

**St. Francis' Canossian College**

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**Sr. FOK Wai Man Veronica**  
School Supervisor / Chairperson

**St. Francis' Canossian College**

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