



St. Francis' Canossian College

School Report 2019/20

School Development Plan 2018/19 – 2020/21

Annual School Plan 2020/21



Contents

School Report 2019/20

Our School	3
Major Concerns (Achievements and Reflection)	4
Our Learning and Teaching	12
Support for Student Development	16
Student Performance	21
Financial Summary	30
Feedback on Future Planning	43

School Development Plan 2018/19 – 2020/21

School Motto & School Vision	47
School Mission & School Goals	48
School Self-Evaluation Mechanism	49
Holistic Review	50
SWOT Analysis	58
Major Concerns for 2018/19 – 2020/21	60
School Development Plan	61

Annual School Plan 2020/21

Main Foci	67
-----------	----

<i>Appendix</i>	Plan on the Use of Capacity Enhancement Grant
	Plan on the Use of the Promotion of Reading Grant
	有關「支援非華語學生學習中國歷史及文化的非經常性津貼」安排事宜
	有關「運用教育局發放推動中國歷史及文化之一筆過津貼」安排事宜
	有關「非華語學生學習中文津貼」的安排事宜
	Plan on the Use of the Life-wide Learning Grant



School Report

2019/20





Our School

Brief Introduction of the School

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

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

St. Francis' is a grant-in-aid secondary school, consisting of Secondary 1 to Secondary 6 classes, with about 700 students and around 70 staff members. It is an English Medium of Instruction school.

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

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

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

More information about our school can be found on

- (i) our school's webpage at <http://www.sfcc.edu.hk> and
- (ii) the webpage of our school profile at https://www.chsc.hk/ssp2019/sch_detail.php?lang_id=1&sch_id=151&return_page=sch_list.php%3Flang_id%3D1%26chg_district_id%3D1%26search_mode%3D%26formMode%3Dpagebreak%26sort_id%3D-1%26district_id%3D5





Major Concerns (Achievements and Reflection)

Major Concerns

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

- To produce the 150th Anniversary Musical Performance
- To enable students appreciation on herself as a Franciscan and provide opportunities for students to learn

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

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

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

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





Achievements / Reflections

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

- To produce the 150th Anniversary Musical Performance
- To promote students' appreciation of themselves as Franciscans and provide them with opportunities to learn from past students

Achievements

Two more anniversary celebratory events were in place to pass the torch of faithfulness to our future generations and further reinforce students' identity as Franciscans. In October 2019, the 150th Anniversary Musical "Our Guardian Angels" was staged. The inauguration ceremony of the Memory Gallery was held in the same month.

- The 150th Anniversary Musical "Our Guardian Angels" was a remarkable success. Through the one-and-a-half-hour performance, all students were taken on a journey to explore the school motto "Live by the Truth in Love". Together with the Sisters and friends, the entire school witnessed a special moment of grace. The students concerned had perfect attendance at the training sessions and they were proud of being part of the show. Some of their reflections can be found in the school magazine.
- The inauguration ceremony of the Memory Gallery was another highlight in the school's history. It was a festive event met with great appreciation from its participants. The Memory Gallery preserves 150 years of history of St. Francis', bringing together a comprehensive collection of artifacts, records, reports and photographs. Our student ambassadors well-versed in the school's past, thanks to the incorporation of the school's history into the History curriculum, led the guided campus tour. Our guests were brought to relive the history of our school from the time the pioneer sisters from the Canossian Missions founded our school for street girls, to the day the redevelopment project was completed. Both the students and the guests were immersed in the Franciscan tradition while tracing its roots.

In the past 150 years, our school has nurtured generations of dedicated and promising young leaders for Hong Kong. 150 years have gone by, God's grace continues to guard and guide St. Francis'. With gratitude and respect, we remember our past. With love and faith, we embrace our future passing on our Franciscan spirit – to love and to serve.





Reflection

The school history was incorporated into the S1 history curriculum with the aim of strengthening students' sense of belonging to the school and revised in response to changing needs of the learners. As a cradle of love where the dream of St. Magdalene of Canossa lives on, the school will remain a true advocate of Catholic values, service and education as it was one and a half century ago.

The school history will continue to be implemented into the S1 history curriculum with the aid of the displays, records and artifacts in the Memory Gallery.





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

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

Achievements

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

A school-based Information Literacy (IL) curriculum implemented this year. The partnership with Dr. Sally Wan, Professional Consultant of the Department of Curriculum and Instruction in the Faculty of Education, CUHK and Dr. Cheung Suk Ming, Teresa, Senior School Development Officer of the EDB Language Learning Support Section, has provided a framework for our newly introduced IL curriculum in S1 and S2.

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

To sustain the reading culture among students, a favourable reading environment was created in our School Library and book floating corner.

In order to achieve the goal of “suspending classes without suspending learning” during class suspension as advised by the EDB, our school made use of diversified learning modes. Our eLearning strategies were in line with the major concern, Reading to Learn. These teaching and learning activities encouraged self-directed learning at home and catered for our students' needs. In collaboration with Dr. Sally Wan, a survey of students and teachers on the effectiveness of eLearning during class suspension was conducted in June. The results provided insights into further development of eLearning in our curriculum.





Reflection

The implementation of the proposed strategies in relation to the major concern was held up owing to class suspension from February to June 2020. Such strategies for reinforcing students' independent learning through developing information literacy will be reintroduced in the coming academic year. The IL curriculum will be further developed to support Integrated Science and Life and Society in S2. The promotion of Reading to Learn using a whole-school approach will be done progressively by setting up more book floating corners and holding book-sharing sessions related to various KLAS..





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

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

Achievements

- In-class activities were organized to enhance students' understanding and appreciation of oneself and others.
 - "One Person One Mission Scheme" was held to allow students to explore their talents and strengths and make contributions to their class.
 - Class corners were set up in the homerooms. Students showed creativity in the design of the corner that belonged to their class and posted up snapshots of joyful moments of the class.
- Recognition of students' achievement was given through different channels.
 - Students' achievements were regularly announced in Morning Assemblies and on our school web
- Various Functional Teams and subject departments actively engaged in organising activities for promoting the theme of positive living.
 - Types of activities held are as follows:

Functional Team	Activities held
Civic Education Team	Whole-school Theme Talk on Human Rights in India
Careers Guidance Team	F.1 Home Programme on Self-understanding
	F.3 Home Programme on Choice of Electives
	F.4 Home Programme on Value of Work
	F.5 Home Programme on Future Job Opportunities
	F.6 OLE activity – Preparation for Interview and Mock Interview Training Program
Sex & Health Education Team	A roving drama on "Healthy information for a healthy mind" for F.1 and F.2 students
	Publication of newsletters
Counselling Team	Guidance Assistance Scheme
	Summer Bridging Programme & Orientation Day for New F.1 Students
	F.3 Home Programme on Handling Emotions





Functional Team	Activities held
	F.4 Home Programme on Positive Living
	F.5 & 6 Home Programmes on Stress Management
Religious Team	School official opening mass
	St. Francis' Feast Day Celebration
	Christmas Celebration
	Easter Celebration (via School's mobile app)
	Foundress Feast Celebration (via School's mobile app)
	F.3 to 5 Home programmes – "My Quiet Moment with God" (after class suspension due to COVID-19)
Library Team	Book floating corner and library sharing sessions
Discipline Team	Form 1 Orientation and Parents' Day
	Installation ceremony
	First-term Discipline Campaign
Student Association	"Sweety Express"
	Daily quotes on "Positive Living" through PA
Chinese Department	Writing assignment on positive thinking
	Sharing by students on positive thinking through PA

- The Whole School Appreciation Scheme was held to appreciate students' good deeds and positive behaviours
 - The Whole School Appreciation Scheme was smoothly launched in the second term. Students' good deeds and positive behaviours in non-academic areas were appreciated. They were awarded with stickers for demonstrating eight Franciscan qualities namely Benevolent, Caring, Courteous, Determined, Peace-loving, Positive, Sunny and Trustworthy. All students received at least one sticker and a few senior-form students received over 20 stickers in three months.
- Various teachers and students shared on the theme "Positive Living" in the morning assemblies and through the PA system to promote a positive culture in school throughout the year.
- The theme "Positive Living" was further promoted by other means.
 - All students were re-introduced to the theme on the School Major Concerns Information Day in early October.
 - A souvenir mask folder was distributed to every student as a reminder that they were not alone in fighting the virus.





- Professional support for parents and teachers was provided.
 - Seminars were successfully organized for teachers and parents where they acquired the relevant knowledge and skills needed for promoting positive living among students. 100% of the attended parents and 94.3% of the attended teachers agreed that the seminars were useful to them.

Reflection

The implementation of various programmes was seriously affected by both the social events that occurred in the first term and the pandemic that broke out in the second term. Many activities such as the two Student Formation Days were cancelled. In view of this, we proposed adopting the theme of Positive Living for one more year, that is until 2021-2022 instead of routinely ending the three-year major concern development cycle in 2020-2021.





Our Learning and Teaching

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

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





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

- Lunch-time NET teacher-led activities were conducted in the ILC once a cycle. Story-telling, language games and conversation sessions were held to promote use of English in school.
- NET teacher-led oral practice was conducted for 20 high-achieving S6 learners in the first term. Small groups of students were offered extra opportunities to polish their speaking skills in their free lessons and after school. The sessions were considered productive with the teacher giving each student a critique of her performance.
- The English Club held some English-related activities to promote the target language.
- Students of all levels took part in the Hong Kong Schools Speech Festival and the results were satisfactory.
- Six S1 students took part in a reading aloud contest. Two of them entered the semi-final and one managed to get into the final.
- Several proficient users of English in the lower forms took part in the Humanities Programme for gifted students organised by the Hong Kong Academy for Gifted Education.
- 19 S2 to 4 students participated in the Toastmasters Youth Leadership Programme, which comprised a total of seven public speaking training sessions and a final speech contest. They all performed satisfactorily and each received an official ‘Certificate of Completion’ issued by Toastmasters International.
- Four students from S3 and 4 took part in “Teen Time” Open Space sharing their views on procrastination at RTHK on 11 December 2019. They promoted the programme to the whole school in a morning assembly after the recording session.
- Some S3 to 5 students took part in the first round of the Hong Kong Secondary Schools Debating Competition. Through the activity, students’ critical thinking and English skills were enhanced.
- A number of junior and senior form students took part in the Biliteracy Trilingualism Composition and Speech Competition 2019.
- 19 students from S2 to S4 joined the Hong Kong Federation of Youth Groups English Public Speaking Contest in January 2020, which helped to develop their public speaking skills. One S3 student finished Top Eight in her session of the District Preliminary Rounds and entered the District Finals of the Contest.
- In preparation for the DSE English oral exam, all S6 students took part in an English oral practice jointly organised by our school and Wah Yan College, Hong Kong in December 2019.





- Science, Technology, Engineering and Mathematics (STEM) education and skills development plays an important role in society nowadays. It aims to develop among students a solid knowledge base and enhance their interests in Science, Technology and Mathematics. Through STEM education, students' ability to integrate and apply knowledge and skills is strengthened and their innovative thinking and creativity are nurtured. In the past few years, STEM education has been implemented by means of both the school curriculum and extra-curricular activities.
 - Elements of STEM education were extensively covered in our curriculum. Our S1 and S2 students explored their potential in STEM through self-directed learning projects in Information Technology. Our Form 2 students chose a theme of their interest from Google's CS First Curriculum and self-learned block-based coding using Scratch. For IT education, the technology of AI was incorporated into the S3 curriculum. In Physics, our Form 3 students designed their own solar cooker by applying their knowledge of heat transfer.
 - STEM education formed part of the S1 and S2 OLE curriculum enhanced by diverse learning experiences. Twenty S1 students explored the principles of aerial photography while twenty-two S2 students worked on micro:bit projects during OLE periods. Apart from developing related knowledge and skills, the broad and balanced STEM curriculum played an important role in fostering whole-person development.
 - In addition, some activities and programmes were organised in 2020-2021 to turn our students into tinkers, thinkers and makers in STEM. In December 2019, one hundred and twelve S2 to S5 students took part in Microsoft「一小時編程」™ Hour of Code 2019 activity. Students learned the basics of coding while exploring how to prevent forest fires using AI with Minecraft. Other activities that students joined include online talks and competitions. Nine Form 5 and one Form 2 students participated in the International STEM Students' Forum 2020 organized by VTC STEM Education Centre in May 2020. Five of our Form 5 ICT students formed a team to take part in the GirlSpark Infinite Virtual Experience Day held in July 2020. Our students also took part in a series of online activities such as #FutureReady theme talk, a talk by IT leaders, an AI workshop, a virtual company tour and Flipgrid Challenge. To promote Reading to Learn, students were encouraged to read STEM-related materials on Scholastic Learn At Home during the period of face-to-face class suspension.
 - Our school adopted an integrated model of implementing civic education across the curriculum and through various extra-curricular activities. The Civic Education Team conducted interesting and creative programmes in relation to the main theme selected for the school year. The theme of 2019-2020 was "Human Rights". We organised talks and home programmes to enable students to have a better





understanding of the meaning of human rights and its significance in a civil society so that they can analyse related controversial issues from multiple perspectives and show respect for the rights of all individuals in society. At the end of the school year, both the teachers and the students gave an overwhelmingly positive response to the team's work.

- A variety of assessment methods were adopted to gauge students' competence which involved a range of related knowledge, skills, values and attitudes. In addition to teacher assessment of students' performance in tests and examination, the Continuous Assessment Scheme was in place to evaluate students' learning progress and outcomes throughout the year.
- Due to COVID19, the subject evaluation originally scheduled this year will be postponed to 2020-2021. The subjects involved are English, Chinese, Mathematics and Liberal Studies.



Support for Student Development

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

S1 Orientation Day was organised for the S1 students to enable them to adapt to the new school life. They were introduced to the Guidance Assistance Scheme and the counselling work of the school social worker.

S4 Orientation Day Camp was organised to help the S4 students to adapt to the school life in the senior forms and foster a congenial classroom atmosphere in their three years of studies for the HKDSE.

The Guidance Assistance Scheme and the counselling services provided by the team assisted new S1 students in their adjustment to a new study environment.

A training programme for the Guidance Assistants was organized by the school social worker from Caritas in this academic year.

The two Catholic groups, the Legion of Mary and the Catholic Society trained Christian leaders and strengthened students' faith through prayers and formative and sharing sessions. Guidance was given to students in regular meetings and through services.

The S1 students were streamed based on their results in the three language subjects. The language enrichment class was in place to stretch students' language potential. For the English remedial class, the split class arrangement helped to cater for the language needs of the weak students.

The focus of the Student Formation Programmes last year was to cultivate positive thinking in students and empower them to be persevering and resilient to challenges. It aimed at enhancing students' understanding and appreciation of oneself and others as well as equipping them with strategies to cope with challenges.

To improve students' English language proficiency, native speaker-led English language activities were conducted.

Various measures were in place to cater for learner differences. These include remedial classes for potential achievers as well as enrichment classes for high achievers





The Independent Learning Centre equipped with a wide range of graded reading, listening, grammar, vocabulary tasks continued to be in place. With the service provided by the teacher facilitators who interacted with learners on a one-to-one basis, the centre catered for students' diverse language learning needs and readily served both language enhancement and remedial purposes.

Information technology (IT) is no longer a motivating factor when it comes to learning – it is a must. Therefore, the school ensures that our students are equipped with the necessary IT skills to cope in a world dependent on technology.

The Wi-Fi infrastructure and technology devices under the Fourth Strategy on IT in Education facilitate mobile learning in the form of individualized and project-based self-directed learning. Dynamic learning experiences are created for our students in the hope that they will become independent learners. Through implementation of the school curriculum, students acquired the necessary skills in the use of IT as an information retrieval, knowledge enquiry, communication, collaboration, analytical and personal development tool. They demonstrated their IT skills across the curriculum, especially through projects. Our school is also taking advantage of mobile learning to engage students in class, making learning more interactive and assessments synchronous. Moreover, the Learning Management System (LMS) continues to foster a self-learning culture among our students. The system facilitates uploading of notes, assignments and resources for the development of students' self-learning skills. In addition, our students benefited from the use of iPortfolios in managing their learning records in preparation for the Student Learning Profile (SLP) under the New Academic Structure (NAS). The SLP chronicles students' academic journey through their NSS years.

IT plays a crucial role during class suspension from February to May 2020. Curriculum teaching and learning were extended well beyond the classroom with the use of IT. Virtual classrooms using various video conferencing software were created to conduct live-streaming lessons and effective teach-from-home digital tools were used to deploy online learning videos and assessments in all subjects. Online learning management platforms were also adopted to distribute and grade assignments, conduct virtual group discussions and send feedback to students. All these strategies were implemented to ensure that learning continued outside of the classroom.





To encourage home-school communication during the period of class suspension, instant messages were sent to students and parents via email and mobile applications to keep them connected with the school.

With an influx of new learning modes, use of technology will allow student learning to become increasingly personalized in the next few years.



Supporting services which promote students' healthy development

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

1. Seminars/ Talk

A roving drama “Healthy information for a healthy mind” was organized by the Office of the Communications Authority and the Spring-Time Experimental Theatre for S1 and S2 in December 2019. The aim of the drama is to remind youths to stay away from unhealthy information as well as to further enhance their understanding of the Control of Obscene and Indecent Articles Ordinance (COIAO).

2. Lunchtime activity

An activity called “Salad Bar” was held in January 2020 to encourage students to develop a healthy diet. Game booths and exhibition boards were set up in the gymnasium during lunchtime. Students were encouraged to develop a healthy diet through the activity. A cup of fruit was awarded to students who had participated in the games.

3. Newsletter

A newsletter about COVID-19 was issued in June 2020. Topics include the prevention of COVID-19, how to stay positive during the coronavirus pandemic and a teachers' interview on their way of relieving stress and maintaining a healthy life during the COVID-19 pandemic.

Progress of the implementation of Integrated Education

- The Special Education Needs (SEN) Team provided support for students who have special learning difficulties.
- These learning difficulties include Specific Learning Difficulties (SpLD), Intellectual Disability, Autism Spectrum Disorder (ASD), Attention Deficit/ Hyperactivity Disorder (ADHD), Physical Disability, Visual Impairment (VI), Hearing Impairment (HI), Speech and Language Impairments (SLI) and emotional issues.
- The SEN Team consists of eight members, including the School Social Worker, Co-ordinator of the Counselling Team, a representative or the junior panel head of the English, Mathematics and Chinese Department and the representatives from the Academic Team and the Examination Team.





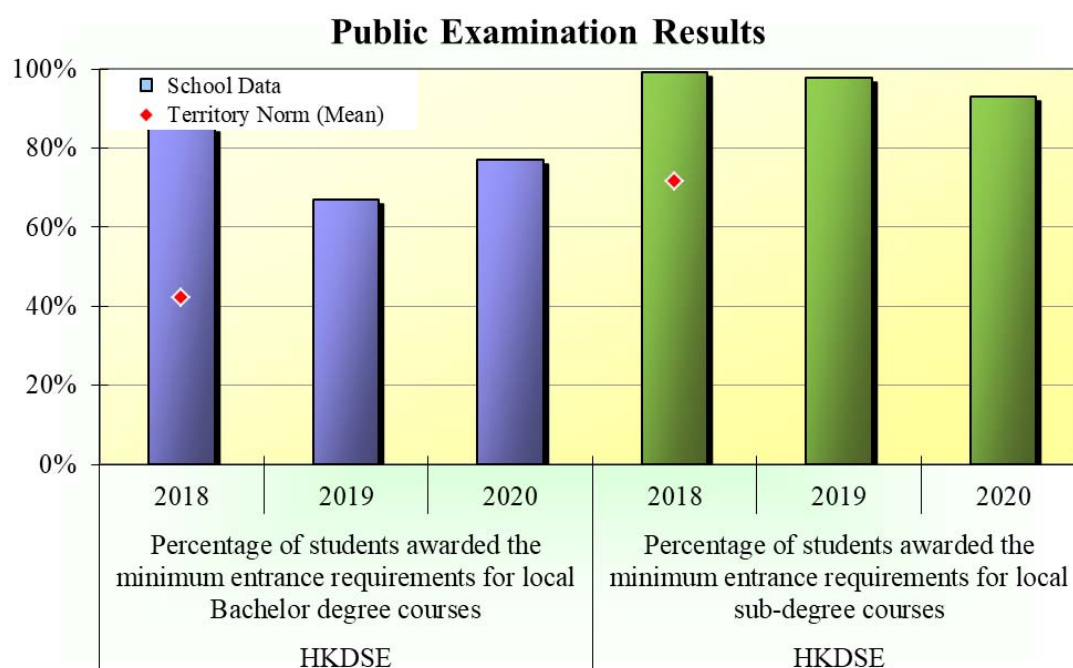
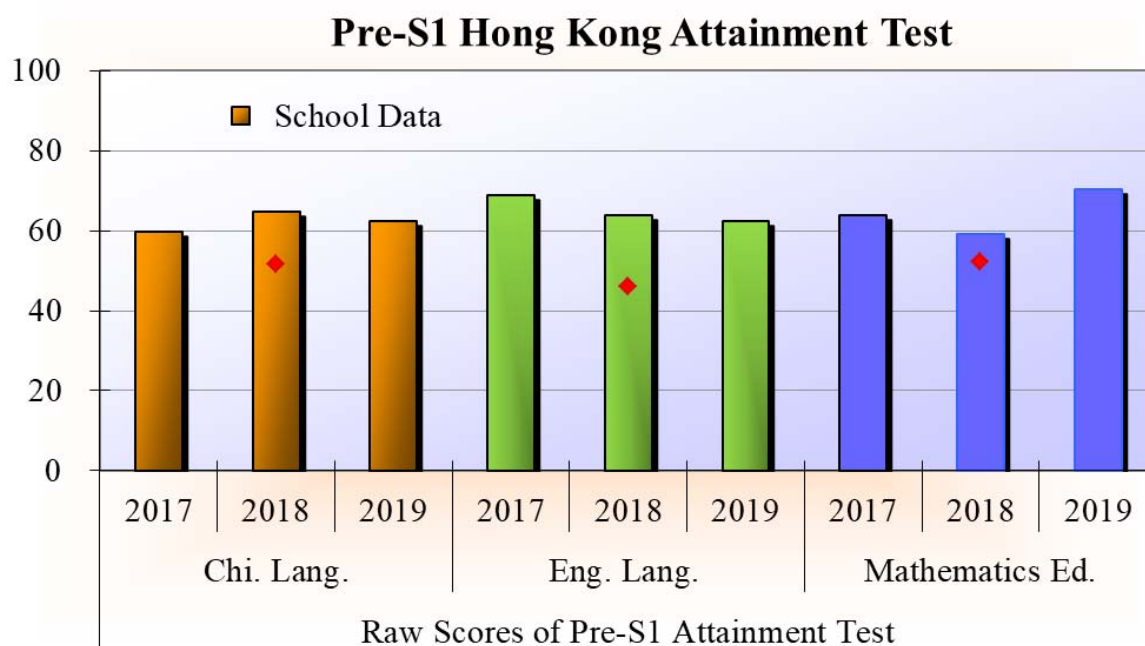
- Information was collected from all S1 students through questionnaires to identify the SEN students and their symptoms. The SEN Team then arranged regular meetings to discuss and review the educational plans for such student. Class meetings were also held to provide information about the students with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





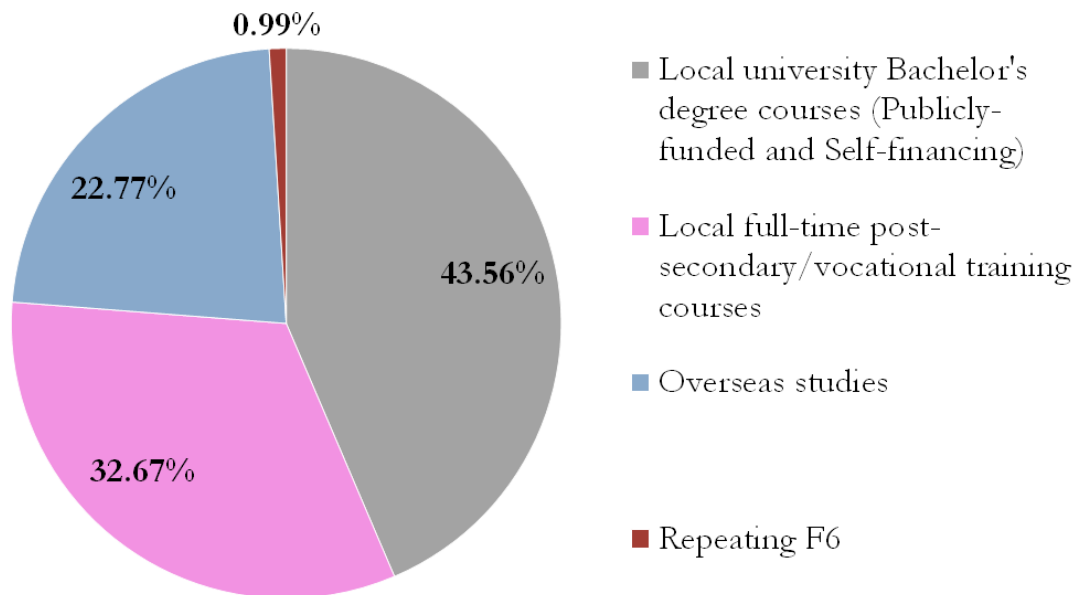
Student Performance

Academic Performance





Destinations of Graduates 2020

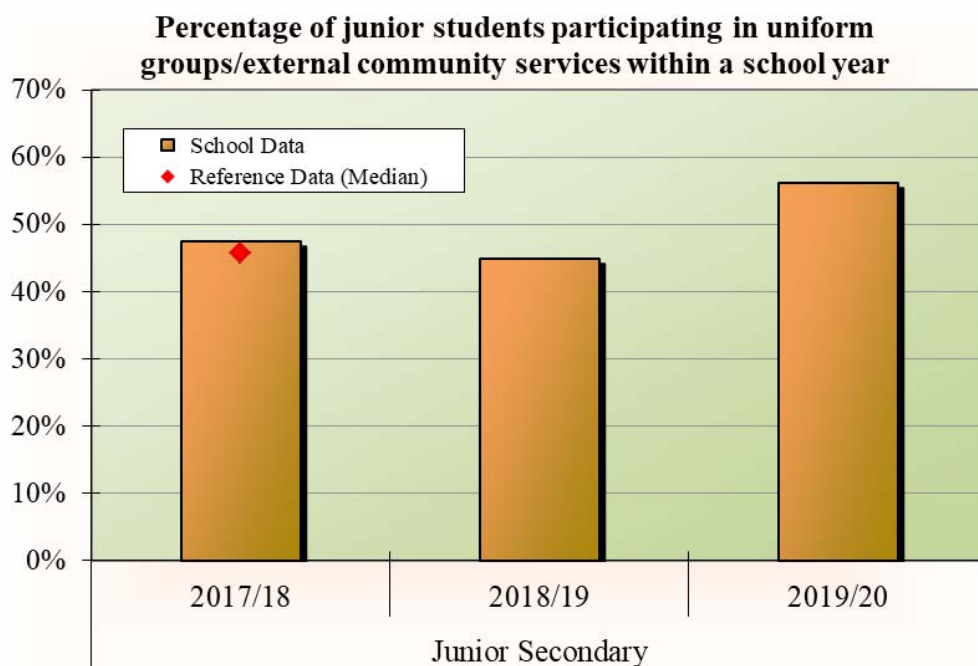
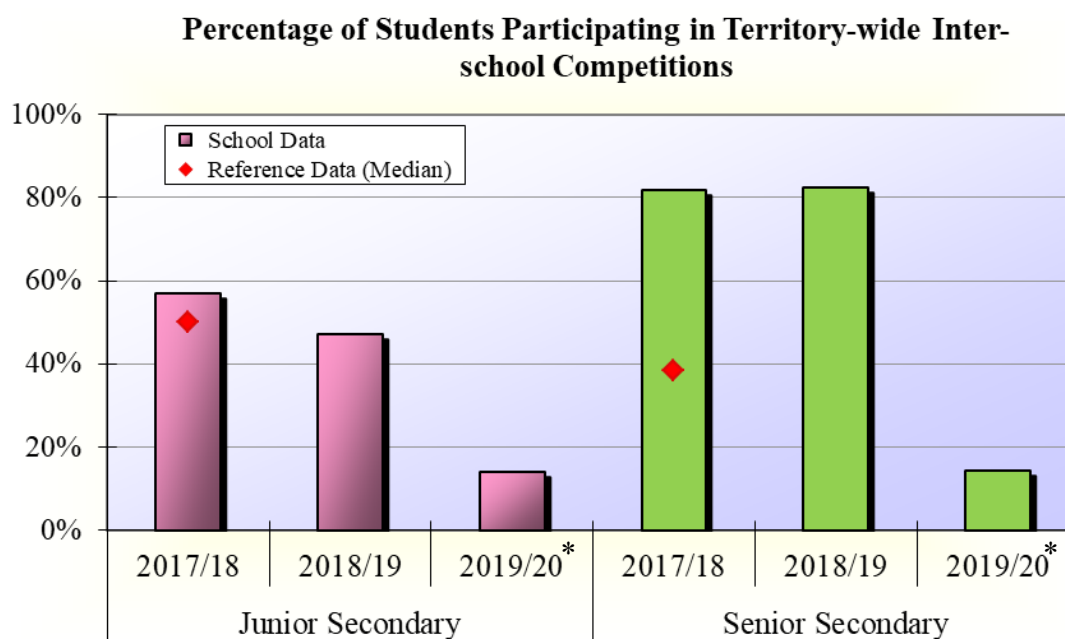




Non-academic Performance

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

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



**Remarks: In view of the COVID-19 situation in Feb – Aug 2020, class was suspended and all inter-school events and uniform/social and voluntary services were cancelled.*



Other Learning Experiences

- Four Other Learning Experiences (OLE) days were organized in the first term of academic year 2019-2020 and various kinds of OLE programmes were conducted in different forms.
- All S1 and S2 students were grouped under six domains: Drama, Music (Percussion), Dance, Chinese and Western Paintings and STEM according to students' preferences. Tutors from different external organizations 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 the activities in one of the five domains offered, namely Music (African drum), Modern dance, Art (Fashion design), Videography and Drama.
- In S5, OLE days featuring Wing Tsun Martial Arts and Yoga were organized to foster students' physical development.
- Extra-curricular activities are grouped under five major categories, namely School Teams, Religious Groups, Service and Uniform Groups, Interest Groups and Academic Groups.
- Dress Down Day was organized to raise funds for improving school facilities and building a better academic environment.
- A leadership training day camp for student executive committee members was jointly organized by our school and the Hong Kong PHAB Association in November 2019.
- To encourage active participation in community service, our school joined the Volunteer Movement organized by the Social Welfare Department. Each student has a community service logbook for recording the voluntary service rendered throughout the year. Students' performance was satisfactory as in previous years





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

Nature	Name of Competition / Organization	Award / Prize details		
		2017/18	2018/19	2019/20
Sports	Inter-school Swimming Championship and others	Inter-school Athletics Competition 2017-2018 Division Three C Grade 400m 2 nd C Grade Shot Put 2 nd A Grade 4 x 100m Relay 3 rd	Inter-School Swimming Competition 2018-2019 Division Three A Grade 4 x 50m Medley Relay 4 th B Grade 4x 50m Freestyle Relay 2 nd Overall B Grade 4 th C Grade 50m Butterfly 2 nd C Grade 50m Back Stroke 2 nd C Grade 4 x 50m Medley Relay 4 th	Inter-School Swimming Competition 2019-2020 Division Three A Grade 100m Breaststroke 2 nd A Grade 4 x 50m Freestyle Relay 4 th B Grade 50m Freestyle 3 rd B Grade 100m Freestyle 4 th B Grade 4 x 50m Freestyle Relay 2 nd C Grade 50m Breaststroke 3 rd C Grade 100m Breaststroke 2 nd , 4 th C Grade 4 x 50m Freestyle Relay 4 th Girl's Overall 2 nd Overall B Grade 4 th Overall C Grade 3 rd
		Inter-school Swimming Competition 2017-2018 Division Three B Grade 50m Butterfly 4 th C Grade 50m Freestyle 4 th C Grade 100m Freestyle 2 nd B Grade 4x50m Freestyle Relay 2 nd C Grade 4x50m Freestyle Relay 2 nd Overall B Grade 3 rd Overall C Grade 4 th	Inter-School Team Fencing Competition 2018-2019 A Grade Girl's Foil Individual 2 nd B Grade Girl's Foil Individual 3 rd Girl's Foil Team 4 th	(In view of the novel coronavirus epidemic, majority of events of the sports events were cancelled.)
		Inter-school Team Fencing Competition 2017-2018 Hong Kong Island and Kowloon Girls Foil 4 th	Inter-School Athletics Competition 2018-2019 Division Three Area 3 B Grade 200m 1 st B Grade 400m 1 st B Grade Shot Put 2 nd C Grade 100m 1 st C Grade 400m 2 nd C Grade 1500m 2 nd C Grade Long Jump 3 rd	
		19th Secondary Schools Trampoline Competition 2018 Girls C Grade 3 rd	21st Hong Kong Life Saving Marathon Student Girls Self-survival 1600m 1 st &2 nd	
		A.S. Watson Group HK Students Sports Awards 2017-2018	Inter-School Basketball Competition 2018-2019 Hong Kong Island Division Two Girls C Grade 4 th	
		Invitation Relay in Annual Sports Meet Organised by S.K.H. Lui Ming Choi Secondary School 1 st Organised by St. Paul's Secondary School 2 nd Organised by St. Mary's Canossian College 2 nd	All Hong Kong Inter-Secondary Schools Life Saving Competition 2018-2019 A Grade Girls Line Throw 2 nd A Grade Girls Overall 4 th	
		Invitation Relay in Swimming Gala Organised by S.K.H. Lui Ming Choi Secondary School 2 nd Organised by PuiTak Canossian College 3 rd Organised by Canossa School (Hong Kong) 3 rd	A.S. Watson Group HK Students Sports Awards 2018-2019 2018-2019 Invitation Relay in Annual Sports Meet Organised by Precious Blood Secondary School 1 st Organised by Pui Tak Canossian College 1 st Organised by Canossa College 2 nd	



Nature	Name of Competition / Organization	Award / Prize details		
		2017/18	2018/19	2019/20
Music	HK Schools Music Festival	70th Hong Kong Schools Music Festival Recorder Duet – Age 19 or under (Alto) (S4) 3rd Plain Song (Gregory Chant) Junior Choir 1st HK Youth Music Interflows 2017 Symphony Orchestra Contest Bronze Award	71 st Hong Kong Schools Music Festival Plain Song Junior Choir 3rd	(In view of the novel coronavirus epidemic, majority of events of the 72nd Hong Kong Schools Music Festival were cancelled.)
		灣仔區議會屬下文化及康樂事務員會城市縮影 灣仔攝影定向挑戰最佳攝影獎 冠軍 (中五) 第六屆香港青少年藝術展 印象最深刻作品選舉 (公開組) 銅獎 (中三) 全最愛作品選舉亞軍 (中三) English Drama Fest 2018 Outstanding Script SFCC Outstanding Performer (S4) 第五十四屆學校舞蹈節 中國舞(群舞) 傣家的女兒, 傣家的雨(傣族) 甲級獎	Exhibition of Student Visual Art Work Silver Award (S2) English Drama Fest 2019 Outstanding Creativity SFCC Outstanding Performer (S2) 第五十五屆學校舞蹈節中學組 中國舞(群舞)梅 (古典) 甲級獎	Hong Kong Specimen Drawing Competition 2019 1st (S5) Highly commended award (S5) 第五十六屆學校舞蹈節 中學組中國舞(獨舞) 雪中梅 (膠州秧歌) 優等獎



Nature	Name of Competition / Organization	Award / Prize details		
		2017/18	2018/19	2019/20
Scholarships & Leadership Awards		<p>Sir Edward Youde Memorial Prizes for Senior Secondary School Students 尤德爵士紀念獎學金</p> <p>Youth Arch Student Improvement Award</p> <p>2017 年香港島(灣仔區)傑出學生選舉 高中組 香港島十大優秀學生 (中五) 初中組 灣仔區傑出學生 (中三)</p> <p>2017 年灣仔區傑出青年選舉 灣仔區傑出青年□學生組 (中四)</p> <p>Rev. Joseph Carra Memorial Education Grants (S4)</p> <p>Future Star – Upward Mobility Scholarship 2017 (S6)</p>	<p>2018 年香港島(灣仔區)傑出學生選舉 高中組 香港島十大優秀學生 (中六) 初中組 灣仔區傑出學生 (中三)</p> <p>2018 年灣仔區傑出青年選舉 灣仔區傑出青年□學生組 (中五)</p> <p>第三十一屆香港特別行政區傑出學生選舉 優異學生 (中六)</p>	<p>Sir Edward Youde Memorial Prizes for Senior Secondary School Students 尤德爵士紀念獎學金</p> <p>2019 年香港島(灣仔區)傑出學生選舉 高中組 香港島十大傑出學生 (中六) 初中組 分區優秀學生 (中三)</p> <p>2019 年灣仔區傑出青年選舉 灣仔區傑出青年學生組 (中六)</p> <p>2019 第五屆全港青少年進步獎 (中二、中三、中四)</p> <p>Sir Robert Black Trust Fund Grants for Talented Students in Non- academic Fields 2019-20 (S5 & S6)</p> <p>Rev. Joseph Carra Memorial Education Grants (S4)</p> <p>Lugard Scholarship (S5)</p>
	Hong Kong School Speech Festival and others	<p>69th HK Schools Speech Festival Solo-Verse Speaking – Non-Open (S4) 2nd Prose Reading – Non-open (S4) 1st, 2nd&3rd Dramatic Duologue - Non Open</p> <p>第 69 屆香港學校朗誦節 二人朗誦 (中五) 冠軍 普通話散文獨誦 (中三) 季軍</p> <p>第十二屆「善言巧論：全港學生口語溝通大賽」 優秀學校大獎(中學中文組優異獎)</p> <p>Hong Kong Biology Literacy Award 2017-18 (S5) Second Class Honours</p> <p>Hong Kong Specimen Drawing Competition 2017 (S6) First Prize</p> <p>杜葉錫恩教育基金 2017 第三屆全港青少年進步獎 (S4)</p> <p>HKIS Building Surveying Scholarship for Secondary School Students 2016 (S5)</p>	<p>70th Hong Kong Schools Speech Festival Solo-Verse Speaking – Non-Open (S1-3,S5) 1st, 2nd & 3rd Prose Reading – Non-open</p> <p>第 70 屆香港學校朗誦節 普通話詩詞獨誦 (中一) 季軍</p> <p>The Thirteenth Speaking Contest For Hong Kong Schools Outstanding School Award 2nd</p> <p>Hong Kong Bebras International Challenge on Computational Thinking 2018 Gold Award (S2-5) Silver Award (S1-4) Bronze Award (S1-4)</p> <p>杜葉錫恩教育基金 2018 第四屆全港青少年進步獎</p> <p>Secondary School Mathematics and Science Competition 2019 Chemistry– High Distinction (S5)</p>	<p>71st Hong Kong Schools Speech Festival Solo-Verse Speaking – Non-Open (S1,S2,S3) 1st, 2nd & 3rd</p> <p>第 71 屆香港學校朗誦節 普通話詩詞獨誦 (中二) 亞軍 普通話散文獨誦 (中二) 亞軍 二人朗誦 (中五) 季軍</p>



Nature	Name of Competition / Organization	Award / Prize details		
		2017/18	2018/19	2019/20
		香港西區婦女福利會首屆「成功在望」計劃之全港青少年學業進步獎 卓越獎		
Services	Red Cross	Wan Chai District First Aid Competition 2nd 香港紅十字會 2016-17 年度青年榮譽章 (中六) 青年導師服務獎章 (金章) 2016-17 年度傑出紅十字青年會員 - 十大 (中六)	Hong Kong Red Cross Wan Chai District Nursing Competition 2nd Hong Kong Red Cross Youth Attainment Badge (S5) Hong Kong Red Cross Hong Kong Island Division Nursing Competition	Youth First Aid Competition (Wanchai District) SFCC 2nd & 3rd Lady Jane's Guide Award 香港女童軍「紫燕榮譽女童軍獎章」(S6)
	Steering Committee on Promotion of Volunteer Service	Award for Volunteer Service 2017 (Steering Committee on Promotion of Volunteer Service) Gold Award (Organisation) for Volunteer Service	Award for Volunteer Service 2018 (Steering Committee on Promotion of Volunteer Service) Gold Award (Organisation) for Volunteer Service 2018 北京、西安航天科技考察團研習成果彙報比賽 C3 分隊 季軍	Award for Volunteer Service 2019 (Steering Committee on Promotion of Volunteer Service) Gold Award (Organisation) for Volunteer Service

**Merits, Certificates of Merit and Achievements in 2019-2020**

Name of Competitions, Events and Achievements	No. of students
<i>(In view of the novel coronavirus epidemic, many interschool competitions and events were cancelled.)</i>	
第 71 屆香港學校朗誦節	
二人朗誦：優良	6
詩詞獨誦：優良	4
散文獨誦：優良	1
普通話散文獨誦：優良	1
普通話詩詞朗誦：優良	2
71th Hong Kong Schools Speech Festival	
Prose Reading - Non-open : Merit	5
Dramatic Duologue - Non-open : Merit	10
Solo-Verse Speaking - Non-open : Merit	17
72nd HK Schools Music Festival	
<i>(In view of the novel coronavirus epidemic, majority of events of the 72nd Hong Kong Schools Music Festival were cancelled.)</i>	
立橋金融集團「少年中國歷史博學獎」	1
DEAR Reading Programme	
Gold Award	2
Silver Award	5
Bronze Award	7



Financial Summary 2019 - 2020

Financial Report for 2019 – 20	Total Allocation (\$)	Total Expenditure (\$)
Programme Item		
(1) Premises	} 1,993,480.09	707,759.60
(2) Administration		986,484.19
(3) Curriculum		148,817.10
(4) Administration Grant	4,016,136.00	3,350,510.40
(5) Other items	1,722,904.00	1,621,132.17
Total	7,732,520.09	6,814,703.46
Percentage Spent	88.13%	
EOEBG Income 2019 - 20	7,732,520.09	
EOEBG Expenditure 2019 - 20	6,814,703.46	

Collection of fee as approved by EDB	Income (\$)	Expenditure (\$)
Programme Item		
(1) Tong Fai	159,480.00	159,480.00
(2) Non-standard Items Fee	195,000.00	195,000.00
Total	354,480.00	354,480.00
Percentage Spent	100%	





Report on the use of Special Grants

1. Capacity Enhancement Grant

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

Task Area	Area(s) of Concern	Amount (\$)
Curriculum development	<ul style="list-style-type: none">• Reading to learn• PTH and Chinese Education• Mathematics Education	563,562.20
	Total	563,562.20

2. Promotion of Reading Grant

Grant in the year 2019 – 2020: \$ 61,980.00

Item	Amount (\$)
<ul style="list-style-type: none">• Purchase of reading materials in Chinese Language and English Language• Web-based Reading Schemes: Wisenews• Subscription to English magazine	42,029.01
Total	42,029.01
Balance	19,950.99

3. School-based Support Scheme Grant for Non-Chinese Speaking (NCS) Students

Grant in the year 2019 – 2020: \$ 50,000.00

Item	Amount (\$)
Engaging external service to operate the After-school Chinese Elementary Course for NCS students	46,800.00
Total	46,800.00
Balance	3,200.00

4. 支援非華語學生學習中國歷史及文化的非經常性津貼

2019/2020 學年結餘：\$ 50,000.00

由於社會事件及疫情關係，2019/2020 學年未能運用該筆款項。

5. 推動中國歷史及文化之一筆過津貼

2019/2020 學年結餘：\$ 107,410.00

由於社會事件及疫情關係，2019/2020 學年未能運用該筆款項。



6. Life-wide Learning Grant

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Category 1	To organise / participate in life-wide learning activities											
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises, thematic learning day)											
Liberal Studies	To organize visits to various organizations/ households/ places in Hong Kong for deeper understanding of the social problems, e.g. poverty, recycling of food waste and urban renewal	To collect data in primary source for a social enquiry in a group project	March 2020	110 (S4)	Not applicable. The visit to Western District was arranged in collaboration with the Conservancy Association Centre for Heritage. However, the visit was cancelled because of COVID 19. An administrative fee of \$1000 was charged for such cancellation.	1,000	COVID	✓	✓			
			Expenses on Item 1.1			1,000						
1.2	Local Activities: To organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes (e.g. activities on multiple intelligences; physical, aesthetic and cultural activities; leadership training; service learning; clubs and societies; school team training; uniformed groups; military camps)											

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Guidance	F4 Orientation Day Camp	Team building and early adaptation to NSS	9 Oct 2019	110 (S4)	More than 95% of the F.4 students feel satisfied with the program. They can collaborate with each other and build up sense of belongings to their class.	28,890	E1 & E5					✓
SA	Leadership Training Camp for newly elected student exco. members	Leadership Training	22 & 23Nov 2019	80 (S2 – S5)	100% of students agreed that they learned the essential qualities of being a good student leader.	34,800	E1			✓		
STEM	To organize S1 OLE Aerial Photography (Basic Course)	<ul style="list-style-type: none"> develop and explore students' interest and potential in STEM learn the basic skills & principles in aerial photography 	OLE time 2019-2020	20 (S1)	Due to the impact of COVID-19, only 4 lessons were arranged. Nevertheless, students did find it interesting and inspiring. Their potential in STEM has been developed and they have learnt the basic skills of aerial photography, while gaining a deeper understanding of the principles behind.	4,800	E5	✓				

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Art	To organize S1 OLE Art activities	Students will: Understand and grasp the basic skills of Chinese Painting and Western Painting	OLE time 2019-2020	30 (S1)	The evaluation forms could not be completed due to the COVID-19 outbreak.	7,600	E1&E5			✓		
Music	To organize S1 OLE Music activities	Students will: Understand the basic process of creating a piece of music by using percussion.	OLE time 2019-2020	30 (S1)	Only 4 lessons have been accomplished.	4,000	E1			✓		
PE	To organize S1 OLE training course of Chinese Dance	Physical and Aesthetic development	OLE time 2019-2020	30 (S1)	Only 4 lessons have been conducted due to the COVID-19 outbreak. Students had a very good feedback, as reflected in the class observation from the Teacher-in-charge. Moreover, the dance tutor was very professional. Not only could arouse students' interest to learn more dancing techniques intensively, she also enhanced their ability in dance appreciation.	4,000	E5			✓		

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Drama	To organize S1 OLE Drama lessons	<ul style="list-style-type: none"> To stretch students' potential in aesthetic activities through the learning of drama To appreciate art and culture To cultivate the spirit of collaboration To help develop students' strengths and abilities in non-academic fields To boost self-confidence through acting/doing role plays 	OLE time 2019-2020	22 (S1)	Tutor's assessment through various learning tasks / activities conducted in the lessons – satisfactory	11,275	E5 & E6			✓		
STEM	To organize S2 OLE micro:bit course: <ul style="list-style-type: none"> Students can learn the basic concepts, logic, and techniques of programming through micro:bit and make their own product through hands-on activities. 	<ul style="list-style-type: none"> Learn the basic concepts, logic, and techniques of programming through micro:bit. Understand different scientific and mechanical principles (MATH, Science and Engineering) and design viable electronic products. Based on micro:bit, create creative and imaginative (Arts) and create different 	OLE time 2019-2020	20-30 (S2)	Only 4 lessons have been conducted due to the COVID-19 outbreak. Students enjoyed the lessons. They showed active participation in the lesson. They were able to complete the tasks assigned by the tutor quickly. Also, they were able to show their creativity in writing programme	4,800	E5	✓				

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
		interesting gizmos.										
Art	To organize S2 OLE Art activities	Students will: <ul style="list-style-type: none"> Understand and grasp the basic skills of Chinese Painting and Western Painting 	OLE time 2019-2020	30 (S2)	The evaluation forms could not be completed due to the COVID-19 outbreak.	7,600	E1&E5			✓		
Music	To organize S2 OLE Music activities	Students will: <ul style="list-style-type: none"> Understand the basic process of creating a piece of music by using percussion and perform as a group performance. 	OLE time 2019-2020	30 (S2)	Only 4 lessons have been accomplished.	4,000	E1			✓		
PE	To organize S2 OLE Training course of Chinese Dance	Physical and Aesthetic development	OLE time 2019-2020	30 (S2)	Only 4 lessons have been conducted due to the COVID-19 outbreak. Students had a very good feedback, as reflected in the class observation from the teacher-in-charge. Moreover, the dance tutor was very professional. Not only could she arouse students' interest to learn more dancing techniques	3,000	E5			✓		

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
					intensively, she also enhanced their ability in dance appreciation.							
Drama	To organize S2 OLE Drama lessons	<ul style="list-style-type: none"> To stretch students' potential in aesthetic activities through the learning of drama To appreciate art and culture To cultivate the spirit of collaboration To help develop students' strengths and abilities in non-academic fields To boost self-confidence through acting/doing role plays 	OLE time 2019-2020	22 (S2)	Tutor's assessment through various learning tasks / activities conducted in the lessons - satisfactory	11,275	E5 & E6			✓		
Art	To organize S4 OLE Art activities (Fashion Design)	Students will: <ul style="list-style-type: none"> Understand the basic process of fashion design 	OLE time 2019-2020	30 (S4)	The evaluation forms could not be completed due to the COVID-19 outbreak.	8,023	E1&E5			✓		
Music	To organize S4 OLE Music activities (Coach for African Drum)	Students will: <ul style="list-style-type: none"> Understand the basic skills of African Drum 	OLE time 2019-2020	30 (S4)	Only 4 lessons have been accomplished.	4,400	E1			✓		

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Video	To organize S4 OLE Video activities	Students will: <ul style="list-style-type: none"> Understand the basic process of videography 	OLE time 2019-2020	30 (S4)	Evaluation was not carried out due to the class suspension under the COVID-19 pandemic.	7,800	E5			✓		
PE	To organize S4 OLE Modern Dance activities	Students will: <ul style="list-style-type: none"> Understand the basic process of modern dance apply different methods for concept development 	OLE time 2019-2020	30 (S4)	Only 4 lessons have been conducted due to the COVID-19 outbreak. The evaluation forms could not be completed. Students had a very good feedback, as reflected in the class observation from the teacher-in-charge. For the F.4 Modern Dance lessons, the dance tutors were very professional. Not only could she arouse students' interest to learn more dancing techniques intensively, she also enhanced their ability in dance appreciation.	2,880	E5			✓		
Drama	To organize S4 OLE Drama lessons	<ul style="list-style-type: none"> To stretch students' potential in aesthetic 	OLE time 2019-2020	20 (S4)	Tutor's assessment through various learning	13,530	E5 & E6			✓		

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
		activities through the learning of drama <ul style="list-style-type: none"> To appreciate art and culture To cultivate the spirit of collaboration To help develop students' strengths and abilities in non-academic fields To boost self-confidence through acting/doing role plays 			tasks / activities conducted in the lessons - satisfactory							
PE	To organize S5 OLE Training course on Wing Tsun Martial Art	Physical Development and explore the technique to protect yourself.	OLE time 2019-2020	110 (S5)	Only 3 lessons have been conducted. Students had a very good feedback, as reflected in the class observation from the P.E. teacher. The tutors were very professional.	7,200	E5			✓		
Music	To organize S5 OLE Music activities (whole form)	Students will: <ul style="list-style-type: none"> Explore more on the performing arts by music appreciation. 	OLE time 2019-2020	110 (S5)	The opera performance in Sheung Wan Civil Centre is being cancelled due to the outbreak of COVID-19.	4,500	E1 & E2			✓		

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
PE	To organize S5 OLE Training course of Yoga	Physical Development with mental health.	OLE time 2019-2020	110 (S5)	Only 1 lesson has been conducted. Students had a very good feedback in this lesson. The tutors were very professional.	2,000	E5			✓		
Music	To organize S6 OLE Music activities (whole form)	Students will: <ul style="list-style-type: none"> Explore more on the performing arts by music appreciation. 	OLE time 2019-2020	110 (S6)	The “Aa capella” performance is well presented.	4,000	E1			✓		
English Drama Education	Drama Fest 2020 (Drama Competition)	<ul style="list-style-type: none"> Carrying out auditions, drama training and rehearsals which last for about 28-30 hours Writing the drama script Directing the play The production cost of the play 	Dec 2019 – April 2020	20-30 (S2-S4)	The drama script has been produced by the drama coach. Audition was completed. However, the competition was cancelled due to the COVID-19.	10,700	E5 & E6	✓		✓		

Expenses on Item 1.2

192,073

1.3	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons											
Exposure Trip	To organise exposure trip in PSHE area		Mar-Apr 2020	40 (S3-S5)	Not applicable.	65,000	COVID	✓				

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
			Expenses on Item 1.3			65,000						
1.4	Others											
Career	Interview Preparation Workshop and Mock Interview (conducted by an experienced Education Services Provider)	To equip students with better interviewing skills for admission interviews. The workshop consisted of an interview preparation workshop and mock interview.	Oct 2019 – Nov 2019	110 (S6)	95% of the students find that the program is useful and are satisfied with it. 93% of the students find that the program can improve their interview skills.	28,500	E6					✓
			Expenses on Item 1.4			28,500						
			Expenses for Category 1			285,573						

Domain	Item	Purpose	Actual Expenses (\$)
Category 2	To procure equipment, consumables or learning resources for promoting LWL		
Music	To procure and maintain musical instruments for performance and outside classroom activities (like Chinese drums, Yang Qin, Bass clarinet, Strings & Mallet etc)	For promoting music performance and related activities	8,401
		Expenses for Category 2	8,401
		Expenses for Categories 1 & 2	293,974

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

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

Number of Student Beneficiaries

Total number of students in the school:	658
Number of student beneficiaries:	658
Percentage of students benefitting from the Grant (%):	100



Feedback on Future Planning

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

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

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

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

The 2019-2020 School Year has been a challenging and arduous time for all of us. The social unrest and the COVID-19 pandemic have brought unprecedented challenges to all teachers and students. Class suspension, closed borders, lockdowns, social distancing and wearing of masks have all become a part of our everyday life. People are trying very hard to cope with the changes.

As face-to-face classes and on-campus activities were suspended for five months in the 2019-2020 School Year, the scheduled and planned tasks for the second and third major concerned were cancelled. The school is therefore planning to extend the current school development plan cycle (2018 – 2021) from 3 years to 4 years (i.e. 2018 – 2022) so as to meet the expected targets.





School Development Plan

2018/19 – 2020/21



Grace Upon Grace



St. Magdalene of Canossa

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





School Motto

“Live by the truth in love”

School Vision



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



School Mission

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

School Goals

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

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

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

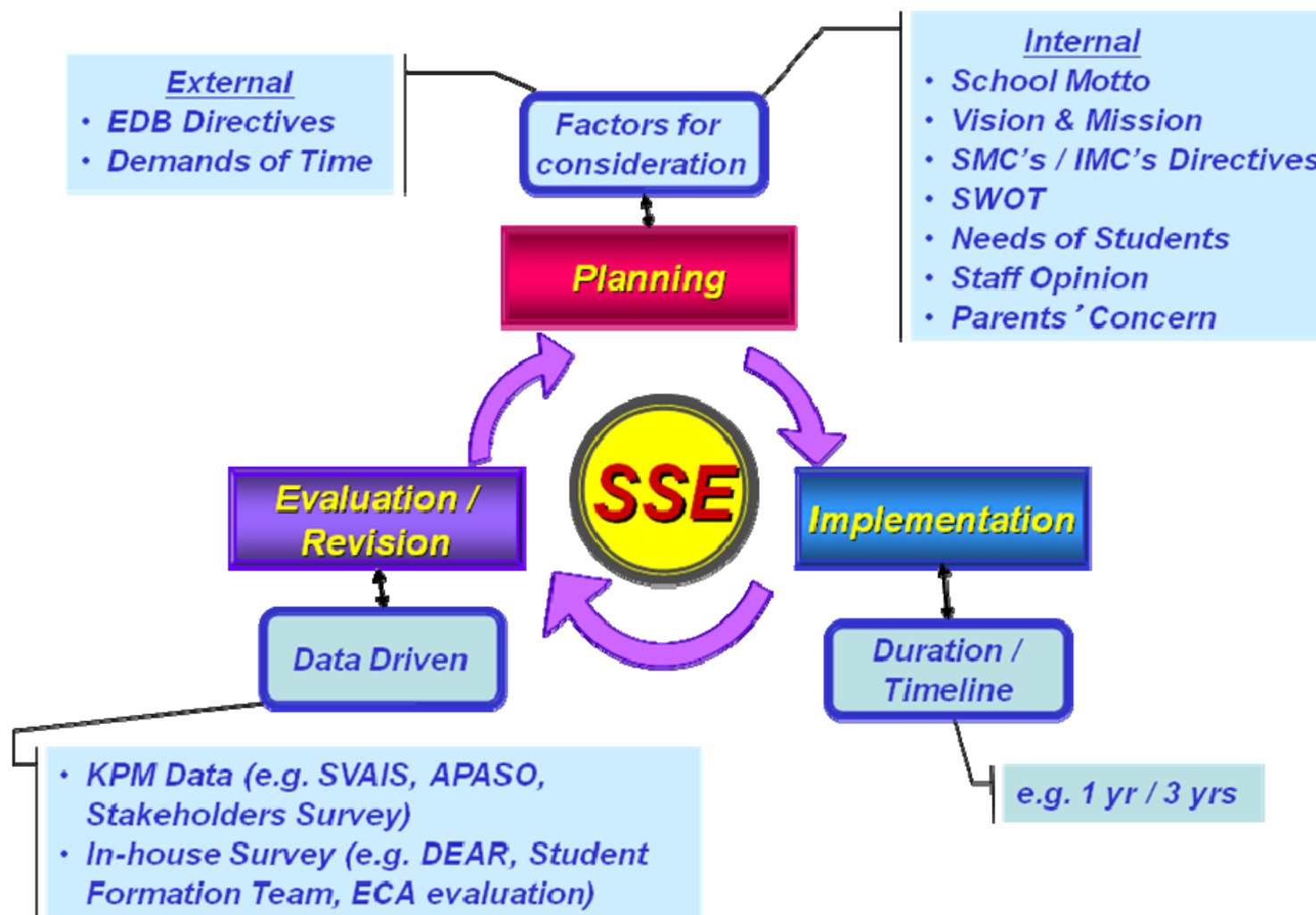
We prepare students to achieve clearly defined goals which give meaning to their life.

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



School Self-Evaluation Mechanism

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



Holistic Review

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

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

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

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

Evaluation of the School's Overall Performance

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

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

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

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

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



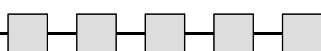
SWOT Analysis

Our Strengths

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

Our Weaknesses

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



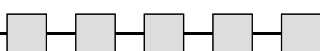


Our Opportunities

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

Our Threats

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





Major Concerns for 2018/19 – 2020/21

(in order of priority)

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

* The 7-year long School Redevelopment Project was completed in May 2018 and the school will celebrate the 150th anniversary of its establishment in 2019. The two important milestones have indeed brought “double happiness” to the school community, thus providing us a golden opportunity to reinforce students' sense of belonging to the school.

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

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

School Development Plan (2018/19 – 2020/21)

Major Concerns (in order of priority)	Intended Outcomes / Targets	A General Outline of Strategies	Time Scale (Please insert ✓)		
			18/19	19/20	20/21
1. To reinforce students' identity as Franciscans through the "Grace Upon Grace" celebration	<ul style="list-style-type: none"> To actively involve stakeholders in celebrating the 150th anniversary of the school through various celebratory events 	<ul style="list-style-type: none"> Organize celebratory activities which involve collaboration between students, past students, parents and teachers 	✓	✓	✓
	<ul style="list-style-type: none"> To appreciate their identity of Franciscans 	<ul style="list-style-type: none"> Provide opportunities for students to learn from the alumni 	✓	✓	✓
	<ul style="list-style-type: none"> To incorporate the school history into the S1 History curriculum so as to strengthen students' understanding and appreciation of their identity as Franciscans. 	<ul style="list-style-type: none"> Develop teaching and learning materials about school history and incorporate it into the S1 History curriculum 		✓	✓
2. To foster students' autonomy in learning through Reading to Learn	<ul style="list-style-type: none"> To reinforce independent learning through developing information literacy 	<ul style="list-style-type: none"> Carry out action research on developing information literacy in various subjects as a means to enhance independent learning through Reading Across the Curriculum implemented by the Library Team in collaboration with the subject departments concerned. <ul style="list-style-type: none"> To develop the information literacy curriculum To implement the information literacy curriculum 	✓	✓	✓

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

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



Annual School Plan

2020/21



Grace Upon Grace



St. Magdalene of Canossa

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





Annual School Plan

2020/2021

Main Foci

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

- *To incorporate the School History into the F.1 History Curriculum*
- *To enable students appreciation on herself as a Franciscan and provide opportunities for students to learn – set up the Student Historical Archive Team to maintain the Memory Gallery*

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

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

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

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

* The 7-year long School Redevelopment Project was completed in May 2018 and the school will celebrate the 150th anniversary of its establishment in 2019. The two important milestones have indeed brought "double happiness" to the school community, thus providing us a golden opportunity to reinforce students' sense of belonging to the school.

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

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



1. Major Concern: To reinforce students' identity as Franciscans through the “Grace Upon Grace” celebration

Targets	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People Responsible	Resources Required
1. To incorporate the School History into the F.1 History Curriculum	<ul style="list-style-type: none"> Incorporating the School History into the S1 History Curriculum 	<ul style="list-style-type: none"> At least 80% of students agreed that the new curriculum allows them to know more about the school 	<ul style="list-style-type: none"> Teacher observation Assignment 	Sept 2020 to Dec 2020	<ul style="list-style-type: none"> Principal Teachers concerned 	<ul style="list-style-type: none"> School Grant
2. To enable students appreciation on herself as a Franciscan and provide opportunities for students to learn - set up the Student Historical Archive Team to maintain the Memory Gallery	<ul style="list-style-type: none"> Training the Student Ambassadors to introduce the school history to our honourable guests in special school function 	<ul style="list-style-type: none"> At least 80% of students ambassadors appreciated themselves as the ambassadors and satisfy their performance 	<ul style="list-style-type: none"> Teacher observation Focus interview Questionnaire survey 	Whole year	<ul style="list-style-type: none"> Principal Historical Archive Core Team Teachers concerned 	<ul style="list-style-type: none"> School Grant

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

Targets	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People Responsible	Resources Required
1. To reinforce independent learning through developing information literacy	<p>Action research in information literacy in F1 English, Chinese and History and F2 Integrated Science and Life and Society to enhance independent learning through Reading across the Curriculum implemented by Library Team in collaboration with the related subject departments</p> <ul style="list-style-type: none"> To develop information literacy curriculum To implement information literacy curriculum 	<ul style="list-style-type: none"> Development of information literacy curriculum which suits the needs of F1 English, Chinese and History and F2 Integrated Science and Life and Society Over 80% of teachers agree that the strategies adopted can enable students acquire information literacy skills Over 70% of students agree that the strategies adopted can enable them to acquire information literacy skills Students are able to complete independent learning tasks 	<ul style="list-style-type: none"> Questionnaire survey of students and teachers Observation by teachers Evaluation meetings Library records 	Sept 2020 to May 2021	<ul style="list-style-type: none"> Principal Academic Team Library Team English, Chinese, History, Integrated Science and Life and Society Departments All teachers and students 	<ul style="list-style-type: none"> School grant Reading Grant

Targets	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People Responsible	Resources Required
2. To motivate students to read outside class	<ul style="list-style-type: none"> Promotion of Reading to Learn through whole-school approach progressively e.g. to develop reading tasks, to prepare leisure reading lists, to set up more book floating corners and to hold book sharing sessions 	<ul style="list-style-type: none"> Reading tasks and leisure reading lists are prepared by all KLAs Regular book sharing sessions by teachers, students and library assistant Book exhibitions and writers talk are held Students are motivated to read outside class Students find reading enjoyable 	<ul style="list-style-type: none"> Questionnaire survey of students Interviews with students and teachers concerned Observation by teachers Evaluation meetings 	Whole year	<ul style="list-style-type: none"> Principal Academic Team Library Team KLAs All teachers and students 	<ul style="list-style-type: none"> School grant Reading Grant
3. To support staff development in promoting Reading to Learn for students' independent learning	<ul style="list-style-type: none"> External professional support <ul style="list-style-type: none"> To conduct staff development programmes on Reading across the Curriculum To provide school-based support in planning, implementing and evaluating the use of information literacy in the action research Dissemination of good practices in facilitating Reading across the Curriculum for independent learning Lesson observation, co-planning & reflection meetings to focus on 	<ul style="list-style-type: none"> Over 85% of teachers agree that they have acquired relevant knowledge and skills in implementing Reading across the Curriculum for independent learning through external professional support Teachers' demonstration of Reading to Learn strategies in promoting students' independent learning Professional development programmes and sharing of 	<ul style="list-style-type: none"> Questionnaire survey of teachers Evaluation meetings 	Whole year	<ul style="list-style-type: none"> Principal Academic Team Library Team All teachers 	<ul style="list-style-type: none"> School grant Reading Grant

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

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

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

Targets	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People Responsible	Resources Required
1. To enable students' understanding and appreciation on oneself and the others	Organize in-class activities to enhance students' understanding and appreciation on oneself and the others: <ul style="list-style-type: none"> One Person One Mission Scheme Inter-class Board Decoration Competition Class Corner set up in the homeroom Provide more recognition of student achievements through different ways regularly: <ul style="list-style-type: none"> Principal's recognition during assembly Prize presentation School web promotion 	<ul style="list-style-type: none"> "One Person One Mission Scheme" is held in junior classes to explore students' potential and appreciate their strengths. Inter-class Board Decoration is held to promote a positive learning environment in the classroom. Class Corner is set up to strengthen the bonding within the class. Student Achievements are regularly commended through different channels. Over 75% of students and teachers agree that through the activities held students have a better understanding and appreciation on oneself and the others. 	<ul style="list-style-type: none"> Questionnaire survey of students and teachers Teacher observation Student interview Evaluation meetings 	Whole year	<ul style="list-style-type: none"> Principal Student Support Coordinating Team Form teachers School Publicity Team All teachers 	<ul style="list-style-type: none"> School Grant: \$11,000 LWL fund (Activity Day in the second term)
	<ul style="list-style-type: none"> Engage departments and functional teams to organize activities for promoting self-understanding and 	<ul style="list-style-type: none"> Activities for promoting self- understanding and mutual appreciation are well 		Whole year	<ul style="list-style-type: none"> Student Support Coordinating 	

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

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

Targets	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People Responsible	Resources Required
		promoting positive living among their daughters.			Association	

Plan on the Use of Capacity Enhancement Grant 2020 – 2021

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	To employ a full-time Library assistant to promote reading and cultivate reading habit among students	<ul style="list-style-type: none"> Workload of teachers can be reduced 	Whole year	Salary for the year \$200,000	More book sharing and more use of the book floating corner	Performance appraisal by Principal, Vice-Principal and Teacher Librarian	Principal Academic Team
Curriculum development	PTH and Chinese History Education	To employ a 0.5 GM teacher to release the teaching workload	<ul style="list-style-type: none"> Workload of concerned teachers can be reduced 	Whole year	Salary for the year \$220,000	Lesson observation	Performance appraisal by Principal, Vice-Principal and concerned Department Head	Principal
Curriculum development	PSHE Education	To employ a 0.5 GM teacher to release the teaching workload	<ul style="list-style-type: none"> Workload of concerned teachers can be reduced 	Whole year	Salary for the year \$220,000	Lesson observation	Performance appraisal by Principal, Vice-Principal and concerned Department Head	Principal
Physical Education	Basketball Team	Hiring Basketball Coach for School Basketball Team	<ul style="list-style-type: none"> Teacher's workload in training the students can be reduced 	From September 2020 onward for 1 year	Salary of the coach : \$14,000	Students are able to demonstrate various skills in their selected discipline.	Teacher assessment Students' performance	Ms. W. Tang

Task Area	Major Area (s) of Concern	Implementation Plan	Benefits Anticipated (e.g. in what way teachers' workload is alleviated)	Implementation Schedule	Resources Required	Performance Indicators	Assessment Mechanism	Person-in-charge
Physical Education	Dance Lessons	Hiring Dance Teacher for F.1 to F.3 Dance Lessons	<ul style="list-style-type: none"> Teacher's workload in training the students can be reduced 	From September 2020 onward for 1 year	Salary of the coach : \$32,000	Students are able to demonstrate various skills in their selected discipline.	Teacher assessment Students' performance	Ms. W. Tang
Physical Education	Inter-House Basketball Competition	Hiring Judges of Basketball for School Basketball competition	<ul style="list-style-type: none"> Teacher's workload in Basketball Competition can be reduced 	From September 2020 onward for 1 year	Salary of the Judge : \$8,000	Students are able to demonstrate various skills in their selected discipline.	Teacher assessment Students' performance	Ms. W. Tang
Physical Education	School Sports Programme	Hiring coach to introduce different sports for F.1 to F.3	<ul style="list-style-type: none"> Teacher's workload in training the students can be reduced 	From September 2020 onward for 1 year	Salary of the coach : \$20,000	Students are able to demonstrate various skills in their selected discipline.	Teacher assessment Students' performance	Ms. W. Tang
Western Instrumental Ensemble	Music	Hire a tutor to lead the ensemble	<ul style="list-style-type: none"> Teacher's workload in training the students can be reduced 	From September 2020 onward for 1 year	Salary of the tutor: \$40,000	Students are able to acquire the skill	Teacher's assessment on Students' performance	Ms. T. Sau
Chinese Instrumental Ensemble	Music	Hire a tutor to lead the ensemble	<ul style="list-style-type: none"> Teacher's workload in training the students can be 	From September 2020 onward for 1 year	Salary of the tutor: \$20,000	Students are able to acquire the skill	Teacher's assessment on Students' performance	Ms. T. Sau

Task Area	Major Area (s) of Concern	Implementation Plan	Benefits Anticipated (e.g. in what way teachers' workload is alleviated)	Implementation Schedule	Resources Required	Performance Indicators	Assessment Mechanism	Person-in-charge
			reduced					
			Total Estimate		\$774,000.00			
			CEG for 2020/21		\$638,461.00			
			Surplus / (Deficit)		(\$134,539.00)			

Plan on the Use of the Promotion of Reading Grant 2020 – 2021

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

Objective	Items	Estimated Expenses (\$)	Person-in-charge
1	<ul style="list-style-type: none"> Purchase of books & magazines Purchase of e-Books Web-based Reading Schemes: Wisenews Reading activities: Hiring writers, professional storytellers, etc to conduct talks 	\$12,000.00 \$8,800.00 \$16,372.00 \$1,000.00	Ms C. Yeung
2	<ul style="list-style-type: none"> Purchase of printed books Subscribe the SCMP archive 	\$1,442.00 \$7,800.00	Ms. A. Tang
3	<ul style="list-style-type: none"> Purchase of printed books (for F.1 – F.6 class reading corner) Purchase of e-Books Reading activities: Hiring writers, professional storytellers, etc to conduct talks 	\$5,000.00 \$5,000.00 \$5,000.00	Ms. M.K. Cheung
	Total:	\$62,414.00	

嘉諾撒聖方濟各書院
二零二零至二零二一年度
有關「支援非華語學生學習中國歷史及文化的非經常性津貼」安排事宜

行政長官在 2017 年的《施政報告》中提出於 2018/19 學年落實中國歷史在初中成為獨立必修科，並在 2017/18 學年，課程發展議會成立「支援非華語學生學習中國歷史及中華文化專責委員會」，對非華語學生學習中國歷史的學與教策略、課程調適等給予建議。2018 年，行政長官於施政報告中提出向初中非華語學生撥款，支援他們學習以中文學習中國歷史。

本校初中非華語學生學習中國歷史現況：

本校於 2020-2021 學年共有 7 名非華語學生。當中有 2 位同學就讀中一級，必須修讀中國歷史科，並由本校教學助理以課堂抽離方式教授中國歷史。另有 2 位同學分別就讀於中二及中三級。因應中國歷史科初中新課程的推行，擬定下年(2021-2020)中國歷史科非華語課程將發展至中二級。

中國歷史科對「支援非華語學生學習中國歷史及文化的非經常性津貼」的建議如下：

運用款項的項目	時間	對象	表現指標及成效衡量	預算費用
一、課程規劃及資源				
1. 發展校本課程及師資培訓	全年	本科老師及教學助理	<ul style="list-style-type: none">課程規劃課堂教學完成相關課程	\$10000
2. 採購及發展學與教資源	全年	本科老師、教學助理及非華語學生	<ul style="list-style-type: none">教材購置及存放	\$ 20000
二、舉辦或資助學生參加校外或校本活動，例如：文化及歷史活動、考察活動、比賽等	全年	非華語學生	<ul style="list-style-type: none">學生參與率及參與活動過程的表現學生參加活動後的成果	\$ 20000
總額				\$50000

以上之預算為初步估計各項目所需的費用，可能與實際情況有異。

嘉諾撒聖方濟各書院
二零二零至二零二一年度
有關「運用教育局發放推動中國歷史及文化之一筆過津貼」安排事宜

為加強對青年人在中國歷史及中華文化兩方面的教育，支援中、小學的中國語文、中國歷史教師改善教學，教育局於 2017 年 9 月向全港小學及中學發放 10 萬及 15 萬的一筆過津貼(教育局通函第 119/2017 號)。學校可跨年度使用該筆津貼，為期三年，即由 2017/2018 至 2019/2020 三個學年為止。惟因疫情關係，當局將津貼的運用期限延長一年，如屆時撥款未用完，教育局將於 2021 年 8 月 31 日收回餘款。

經本校中國語文科及中國歷史科教師商討，建議於下列範疇運用該筆款項，詳情如下：

1. 2017/2018 學年支出

款項用途	內容	已用金額
推行校內、校外的學習活動	資助師生參與有關中國歷史和中華文化活動或比賽的費用，如交通費、報名費用等。	\$ 6240
	僱用校外服務機構，舉辦中國歷史科研習活動。	
結餘		\$ 143760

2. 2018/2019 學年支出

款項用途	內容	預算金額
推行校內、校外的學習活動	開設推廣中華文化興趣班。	\$ 36350
	資助師生參與本地有關中國歷史和中華文化活動或比賽的費用，如交通費、報名費用等。	
	僱用校外服務機構，舉辦中國歷史科研習活動	
結餘		\$ 107410

3. 2019/2020 未有運用該筆款項。

4. 2020/2021 學年預算

款項用途	內容	預算費用
推行校內、校外的學習活動	開設推廣中華文化興趣班：	\$40000
	● 配合中一級中史科課程之文化學術活動	
	● 配合中文學會文化週之活動	
	資助師生參與本地有關中國歷史和中華文化活動或比賽的費用，如交通費、報名費用等。	
	僱用校外服務機構，舉辦中國歷史科研習活動	
資助老師及學生前往國內、國外進行交流活動	資助老師及學生前往國內、國外進行有關中國文化、歷史的交流活動。	\$ 40000

款項用途	內容	預算費用
購買教學資源	購買中史科的教學資源 <ul style="list-style-type: none"> • 購買實物教具。 • 購買適合的電子學習資源，如網上學習服務。 	\$ 27410
預算總額		\$107410

- ✧ 以上每學年之預算為初步估計各項目所需的費用，如該學年用剩的津貼餘款將撥入下一個財政年度繼續運用，直至 2021 年 8 月 31 日為止。

嘉諾撒聖方濟各書院
二零二零至二零二一年度
有關「非華語學生學習中文津貼」的安排事宜

教育局於 2020/2021 學年因應錄取較少 (即 1 至 9 名) 非華語學生學校的需要，提供額外撥款以支援非華語學生學習中文。本校於 2020/2021 學年共取錄 7 名非華語學生 (2 名學生就讀中一級，1 名學生就讀中二級，1 名就讀中三級，3 名學生就讀中四級)，符合該筆撥款的申請資格，故已於九月份向局方提出申請。

經校方與中國語文科非華語小組的老師商議後，擬運用該筆撥款僱用教學助理，開設課後學習中文班，兼教授中國歷史科，或資助學生報讀應考公開試(GCE/GCSE)的課程，並購買非華語課程之教材。

2020-2021 年支援非華語學習中文撥款及可用款項總額：\$300,000，有關本科針對非華語學生學習中文的安排，詳情如下：

對象	詳情	預算費用
一、聘請教授非華語學生中文班的導師及開設非華語中文班		
7 名非華語學生	<ul style="list-style-type: none"> 開辦非華語學生學習中文班(兼教中國歷史)，聘請全職教學助理任教。 課堂形式：中文課堂進行抽離學習、小組學習及課後支援學習。 	\$ 190,000
第一班： 兩名中一學生		
第二班： 一名中二學生及 一名中三學生	目的： 1.學習中國語文的興趣，養成學習語文的良好習慣 2.學習中文的基礎知識 3.提升聽說讀寫的能力 4.為學生未來應考公開試建立良好基礎 5.訓練學生應付公開考試	
第三班： 三名中四學生	時間：9/2020 至 8/2021 <ul style="list-style-type: none"> 中一級非華語學生將按學生程度分為班教授，依學校循環週中文、中史及普通話堂上課， 第二班及第三班於放學時間上課，每星期兩天上課時間，上課時間：15:30- 16:45，平日並有一至兩節課堂時間作個別輔導 	
	表現指標及成效衡量 <ul style="list-style-type: none"> 學生的課堂表現 評核安排： 學生平日須完成若干課業，每學期均設多次默書、小測及 1 次大考 	

對象	詳情	預算費用
二、資助非華語學生參與活動及報讀校外中文課程		
非華語學生	非華語學生均報讀由教育局委託香港大學開設的支援非華語學習中文的課程。 (上課時間：逢星期六)	\$20000
	資助非華語學生報讀校外中文課程及參加校外有關中文科的活動	
	時間：全年	
	表現指標及成效衡量 ● 學生的課堂表現 ● 學生的成績	
三、購買學與教資源		
教師及非華語學生	購買非華語課程教材及教學物資 時間：全年	\$ 30000
餘額		\$ 60000
總額		\$ 300,000

◊以上之預算為初步估計各項目所需的費用，可能與實際情況有異。

**Life-wide Learning Grant
Plan on the Use of the Grant
2020 - 2021**

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.

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Category 1	To organise / participate in life-wide learning activities										
1.1	To organise life-wide learning activities in different KLAS / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises, thematic learning day)										
English Language	A life-wide learning English activity organized by the Chatteris Educational Foundation - Comic Strip Making <ul style="list-style-type: none">helps to improve the English language standard of studentscarried out by native-speaking English tutors	<ul style="list-style-type: none">To expose students to comic strips and develop their reading and creative writing skillsTo develop their IT skills through use of an online comic and storyboard makerTo subsidize the cost of the course	TBC	S1/S2	Students will be guided to create their own comic strip to be read in an online environment.	5,000	✓				
English Language	Film watching outing for junior form students	<ul style="list-style-type: none">To expose students to various language arts as part of the lower form English curriculumTo explore the culture of other countries through appreciation	TBC	S1/S2/S3	Through post-viewing writing / speaking tasks	13,200	✓				

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
		of different forms of language arts									
English Language	A life-wide learning English activity organized by the Chatteris Educational Foundation –Video Making <ul style="list-style-type: none"> helps to improve the English language standard of students carried out by native-speaking English tutors 	<ul style="list-style-type: none"> To enhance students' STEM, creativity, communication and presentation skills To subsidize the cost of the course 	TBC	S4	Students will be guided to write a script and make a video.	5,000	✓				
English Language	An outing for senior form students where they are taken to see a film/drama/musical play	<ul style="list-style-type: none"> To expose students to various language arts To promote appreciation of drama as part of the senior form English language curriculum To add variety to the English language curriculum To subsidize the cost of tickets 	TBC	S4 and S5	Through post-viewing writing / speaking tasks	22,000	✓				
Liberal Studies	To organize visits to four social service organizations or facilities for Form 4 students in the aim of broadening the horizon of students in studying social issues.	<ul style="list-style-type: none"> To enrich students' understanding of social issues through visits and interviews with expertise in Hong Kong society To cultivate in students the sense of belonging and civic 	Mar 26, 2021	S4	Teachers and students will fill in assessment forms to evaluate the program in view of the achievement of objectives and their	25,000	✓	✓			

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
		awareness as responsible citizens of Hong Kong society			performance in the whole project.						
Physics	Disney's World of Physics: <ul style="list-style-type: none"> It is a half-day outdoor activity to be conducted in the Hong Kong Disneyland through which physics students will discover the vast world of physical science. Students will explore the Theme Park and carry out through hands-on experiments. They can see how physical science and creativity come together in the design of Hong Kong Disneyland. 	<ul style="list-style-type: none"> To apply a problem-solving technique to everyday situations. To discuss and demonstrate the effects of friction on movement. To identify, define and illustrate physical concepts like potential and kinetic energy, speed, inertia and Newton's First Law of Motion. To discuss factors that may influence the roller coaster design process. To discuss elements of the electromagnetic spectrum. To understand how a glowing effect is produced with UV light. To understand how sound moves through a solid, liquid and gas. 	Jan/Feb 2021	54 (S4 Physics Students)	Questionnaire survey of teachers and students	\$23,000	✓				
STEM	Aerial photography- Basic Course	<ul style="list-style-type: none"> To learn the basic skills in drone control & basic 	OLE days	S1	Observation by the teachers-in-charge	12,000	✓				

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
		principles of aerial photography.			& through the questionnaires given to students.						
STEM	Students can learn the basic concepts, logic, and techniques of programming through micro:bit and make their own product through hands-on activities.	<ul style="list-style-type: none"> To learn the basic concepts, logic, and techniques of programming through micro:bit. To understand different scientific and mechanical principles (MATH, Science and Engineering) and design viable electronic products. To create creative and imaginative (Arts) and create different interesting gizmos. 	OLE days	S2	Fill in OLE Evaluation form and through teacher's observation	12,000	✓				
History	Field trip (‘港島慢遊・電車歷史之旅’) A two-hour out-of-classroom experiential learning activity will be organized to enrich students' knowledge on the economic and social development of Hong Kong History. It is a 2-hour tram trip from Western District to Happy Valley. An experienced docent from The Conservancy Association Centre for Heritage will analyze the socio-economic development of Hong Kong through old photos, posters, historical sources, and scenery from the tram.	<ul style="list-style-type: none"> To enrich students' learning experience in Hong Kong History through field trips To consolidate students' knowledge on the socio-economic development of Hong Kong in the 20th century and the urbanization 	March/ April 2021	S4	Evaluate the effectiveness of the activities during Department Meeting and in Evaluation Report	4,400	✓				

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
History	Field trip (‘港島慢遊・電車歷史之旅’) A two-hour out-of-classroom experiential learning activity will be organized to enrich students’ knowledge on the economic and social development of Hong Kong History. It is a 2-hour tram trip from Western District to Happy Valley. An experienced docent from The Conservancy Association Centre for Heritage will analyze the socio-economic development of Hong Kong through old photos, posters, historical sources, and scenery from the tram.	<ul style="list-style-type: none"> To enrich students’ learning experience in Hong Kong History through field trips To consolidate students’ knowledge on the socio-economic development of Hong Kong in the 20th century and the urbanization 	March/ April 2021	S5	Evaluate the effectiveness of the activities during Department Meeting and in Evaluation Report	4,000	✓				
					Sub-total:	125,600					
1.2	To organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students’ potential and nurturing in students positive values and attitudes (e.g. activities on multiple intelligences; physical, aesthetic and cultural activities; leadership training; service learning; clubs and societies; school team training; uniformed groups; military camps)										
Student Support Coordinating Team	Student Formation Day 3 (This activity is co-organized with the Baptist Oi Kwan Social Service (Wan Chai district))	<ul style="list-style-type: none"> To organize various activities on one afternoon for students and teachers to take rest, relax themselves and regain positive energy to face difficulties and challenges ahead. 	March, 2021	S1 - S5	Questionnaires and teacher’s observation	30,000		✓			
Discipline	Prefects training workshop	<ul style="list-style-type: none"> To train up students’ leadership, collaboration, 	June 25, 2021	S3 - S5	Observation by the teachers-in-charge	18,000				✓	

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
		communication and problem-solving skills through a series of activities.			& through the questionnaires given to students.						
Counselling	Counselling Team Services Program	<ul style="list-style-type: none"> Skill training in organizing the service program Serve the needy in the society 	Mar / Apr	50 (S1 clients and S4)	Questionnaires	5,000				✓	
Counselling	F.4 Orientation Day Camp	Team building and early adaptation to NSS	TBC	S4	Questionnaires	31,200					✓
Counselling	Guidance Assistants Training Camp	Skills input and sharing about the difficulties faced by the F1 students	Late June	25 (S3- S4)	Questionnaires	20,000				✓	✓
SA	Leadership Training Camp for newly elected student exco. members	Leadership Training	Nov 20 & 21, 2020	80 (S2 – S5)	Questionnaires	43,000			✓		
SA	Leadership Training Camp for potential leaders	Leadership Training	Late June 2021	60 (S1 – S4)	Questionnaires	18,200			✓		
Careers	Personality Workshop (the workshop is led by professional and licensed social workers)	To let students explore their personality and leverage their personality traits for their future career through participating an interactive workshop.	June 2021	S5	Questionnaires will be done by students for evaluation	26,000					✓

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Careers	Interview Preparation Workshop and Mock Interview (conducted by an experienced Education Services Provider)	To equip students with better interviewing skills for admission interviews. The workshop consisted of an interview preparation workshop and mock interview.	Oct 2020 – Nov 2020	S6	Questionnaires will be done by students for evaluation	30,000					✓
Careers	Students' talk on multiple pathway	To let students have deeper understanding on making JUPAS choices and have better preparation on planning their future studies.	Oct 2020	S6	Questionnaires will be done by students for evaluation	3,000					✓
F.1 OLE	To organize F.1 OLE Art activities	To understand and grasp the basic skills of Chinese Painting and Western Painting	OLE days	S1	Evaluation forms	20,000			✓		
F.1 OLE	To organize F.11 OLE training course of Chinese Dance	Physical and Aesthetic development	OLE days	S1	Observation from teacher-in-charge and feedback from students	9,000			✓		
F.1 OLE	To organise S1 OLE Drama lessons	<ul style="list-style-type: none"> To stretch students' potential in aesthetic activities through the learning of drama To appreciate art and culture To cultivate the spirit of collaboration To help develop students' strengths and abilities in non-academic fields 	OLE days	S1	Tutor's assessment through various learning tasks (group /individual) in the lessons	4,250			✓		

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
		<ul style="list-style-type: none"> To boost self-confidence through acting/doing role plays 									
F.1 OLE	To organize F.1 OLE Music activities	<ul style="list-style-type: none"> To understand the basic process of creating a piece of music by using percussion. 	OLE days	S1	Evaluation forms	13,000			✓		
F.2 OLE	To organize F.2 OLE Art activities	<ul style="list-style-type: none"> To understand and grasp the basic skills of Chinese Painting and Western Painting 	OLE days	S2	Evaluation forms	20,000			✓		
F.2 OLE	To organize F.2 OLE training course of Chinese Dance	Physical and Aesthetic development	OLE days	S2	Observation from teacher-in-charge and feedback from students	11,000			✓		
F.2 OLE	To organize S2 OLE Music activities	<ul style="list-style-type: none"> To understand the basic process of creating a piece of music by using percussion and perform as a group performance. 	OLE days	S2	Evaluation forms	13,000			✓		
F.2 OLE	To organise S2 OLE Drama activities	<ul style="list-style-type: none"> To stretch students' potential in aesthetic activities through the learning of drama To appreciate art and culture To cultivate the spirit of collaboration To help develop students' strengths and abilities in 	OLE days	S2	Tutor's assessment through various learning tasks (group	4,250					

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
		<ul style="list-style-type: none"> non-academic fields To boost self-confidence through acting/doing role plays 			/individual) in the lessons						
F.4 OLE (PL)	To organize F.4 OLE art activities	<ul style="list-style-type: none"> To understand the basic process of architectural design 	OLE days	S4	Evaluation forms	50,000			<input type="checkbox"/>		
F.4 OLE (PL)	To organize S4 OLE Modern Dance activities	<ul style="list-style-type: none"> To understand the basic process of modern dance To apply different methods for concept development 	OLE days	S4	Evaluation forms	15,000			✓		
F.4 OLE (PL)	To organise F.4 OLE Drama activities	<ul style="list-style-type: none"> To stretch students' potential in aesthetic activities through the learning of drama To appreciate art and culture To cultivate the spirit of collaboration To help develop students' strengths and abilities in non-academic fields To boost self-confidence through acting/doing role plays 	OLE days & AA day	S4	Tutor's assessment in class time - extended performance in June (AA Day)	33,000			✓		
F.4 OLE (PL)	To organize F.4 OLE Music activities (African Drum)	<ul style="list-style-type: none"> To understand the basic skills of African Drum 	OLE days	S4	Evaluation forms, Teacher's assessment, Students'	20,000			✓		

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
					performance						
F.4 OLE (PL)	To organise F.4 OLE videography activities	<ul style="list-style-type: none"> To learn different movie genres To learn the basic technique of filming, acting and video editing 	OLE days	S4	Evaluation forms	36,000			✓		
F.4 OLE	F.4 Sports Day Camp	Physical and sportsmanship development	5 Feb 2021	110 (S4)	Observation from teacher-in-charge and feedback from students	46,000			✓		
F.5 OLE	Training course of Wing Tsun Martial Art	Physical Development and explore the technique to protect yourself	OLE days Oct: 9, 23 Nov: 6, 27	S5	Lesson observation from teacher-in-charge and evaluation from students.	10,000			✓		
F.5 OLE	Training course of Yoga	Physical Development with mental health.	OLE days Dec: 11, Jan: 15, Feb: 26	S5	Lesson observation from teacher-in-charge and evaluation from students.	8,000			✓		

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
F.5 OLE	F5 Drama/ Traditional Art Viewing	To expose students to various forms of performance arts	One OLE day in the second term	S5	Teachers' accompaniment in viewing the show	1,000			✓		
F.5 OLE	To organize F.5 OLE art activities	Aesthetic appreciation through artist's sharing	OLE days	S5	Evaluation forms	4,500			✓		
F.5 OLE	To organize F.5 OLE Music activities	To explore more on the performing arts by music appreciation.	OLE days	110 (S5)	Evaluation forms	6,000			✓		
F.5 OLE	F.5 Sports Day Camp	Physical and sportsmanship development	5 Feb 2021	110 (S5)	Observation from teacher-in-charge and feedback from students	37,000			✓		
F.6 OLE	To organize S6 OLE Music	To explore more on the performing arts by music appreciation.	OLE days	100 (S6)	Evaluation forms	12,000			✓		
English Drama Education	Drama Fest 2021 (EMI Drama competition)	<ul style="list-style-type: none"> To enhance students' English speaking skills To apply their English language skills in an authentic context To subsidize the cost of drama training and rehearsals, script 	TBC	20 (S2-S4)	The judges of the competition will adjudicate the students' performance. School English teachers will assess	39,500	✓		✓		

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
		writing and production			the performance of the students and the drama coach during rehearsals in school by means of observation.						
Religious Team	To organise various religious activities, e.g. talks by guest speakers, pilgrimage to visit churches on outlying islands or workshops in the one-day retreat for Catholic students.	Students will <ul style="list-style-type: none"> understand the history of different churches and congregations in Hong Kong acquire more in-depth biblical knowledge strengthen their faith in God 	September 8, 2020 January 16, 2021	90 (S1 - S6)	Evaluation forms	15,000		✓			
School Sports Team	To organize Basketball Training for Basketball Team	Physical and sportsmanship development	October 2020 – August 2021	40 (S1 - S5)	Observation from teacher-in-charge and feedback from students	55,000			✓		
School Sports Team	To organize Athletics Training for Athletics Team	Physical and sportsmanship development	November 2020 – May 2021	40 (S1 - S5)	Observation from teacher-in-charge and feedback from students	10,000			✓		
School Dance Team	To organize Chinese Dance Training for Chinese Dance Team	Physical and sportsmanship development	October 2020 – May 2021	30 (S1 - S5)	Observation from teacher-in-charge and feedback from students	21,000			✓		

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
School Music Team	To organize instrumental class for music teams	Students will: <ul style="list-style-type: none"> Learn the skill from specific instrument; To explore more on the performing arts by music appreciation. 	October 2020 – August 2021	66 (S1 – S5)	Evaluation forms, Teacher's assessment, Students' performance	100,000			✓		
School Debating Team	English Debating Team	<ul style="list-style-type: none"> To provide debate training to students to develop skills in research, critical thinking and communication 	September 2020 – June 2021	S2 – S4	Students' performance & participation	10,000	✓	✓			
School Debating Team	Chinese Debating Team	<ul style="list-style-type: none"> To provide debate training to students to develop skills in research, critical thinking and communication 	September 2020 – December 2020	S2 – S4	Students' performance	15,000	✓				
					Sub-total:	862,900					
Estimated Expenses for Category 1						988,500					

Domain	Item	Purpose	Estimated Expenses (\$)
Category 2	To procure equipment, consumables and learning resources for promoting life-wide learning		
SA	To procure consumables and materials for organizing various life-wide learning activities by SA, clubs and houses	To promote life-wide learning and broaden students' horizon	53,000
STEM	VR glasses (Cardboard) for F.1 students	To broaden students' horizon and enhance their interest in learning through VR glasses	2,800
STEM	BBC Micro: bit, Micro: bit extension board with 2000mAh Li battery, 2 meters USB wire for F.2 OLE	<ul style="list-style-type: none"> To promote STEM education in micro:bit. To arouse students' interest in writing programme 	10,500
STEM	To purchase materials & equipment for PolyU Robot Competition	<ul style="list-style-type: none"> To develop students' interest, creativity and problem-solving skills in STEM To learn the basic principles & skills of coding, programming & 3D printing To broaden students' horizon in STEM education 	3,000
STEM	To purchase new drones for STEM activities	<ul style="list-style-type: none"> To promote STEM activities To learn the basic principles & skills of coding 	30,000
Music	To procure and maintain musical instruments for performance and outside classroom activities (like Chinese drums, Yang Qin, Double Bass, Cello, Xylophone & Mallet etc)	To promote music performance and related activities	48,100
Estimated Expenses for Category 2			147,400
Estimated Expenses for Categories 1 & 2			1,135,900

Estimated Number of Student Beneficiaries

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

St. Francis' Canossian College

School Report 2019/20

School Development Plan 2018/19 – 2020/21

School Annual Plan 2020/21

Endorsed by

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

Sr. Law Yuen Ming
School Supervisor / Chairperson

St. Francis' Canossian College

9 – 13 Kennedy Road, Wanchai, Hong Kong

Tel: (852) 2587 2700 Fax: (852) 2529 1758

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

E-mail: office@sfcc.edu.hk



嘉諾撒聖方濟各書院

香港灣仔堅尼地道九至十三號

電話：(852) 2587 2700 傳真：(852) 2529 1758

網址：<http://www.sfcc.edu.hk>

電郵：office@sfcc.edu.hk