St. Mary's Canossian College

School Development Plan 2018-2021
Annual School Plan 2019-2020

St. Mary's Canossian College

School Development Plan 2018 – 2021
&
Annual School Plan 2019 – 2020

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School Vision

It is God's greatest glory that each and every St. Marian will be honored and distinguished as she is and what she can become.

School Mission

We are committed to a belief that all our students CAN develop to their full capacity. We provide a positive learning environment for the promotion of the whole person grounded in Christian virtues and the formation of heart, to empower them all to make the best use of God's given talents in service to their fellowmen.

We achieve our mission:

- **By instilling in our students a love for learning with the ability to think critically and creatively;**
- **By placing our hope in everyone and encouraging all of them to work and to develop their God given abilities and talents;**
- **By inculcating the Christian virtues of charity, humility and moral integrity which are fundamental to individual growth;**
- **By enabling students to achieve clearly-defined goals which give meaning to their lives; and**
- **By means of concerted effort of the whole staff in grooming students as responsible citizens who are committed to serving the needy and contributing to the well-being of our society and our country**.

School Goals

St. Mary's aims at achieving the following:

1) 一個充滿關愛、和諧的校園
   A caring and harmonious school environment
2) 培育學生有高遠廣闊的胸襟視野及對社會的承擔精神
   Grooming outward looking and socially responsible students
3) 提供合宜的環境，以造就學生優異的學術、道德、靈性的發展
   Providing opportunity for excellent academic and moral & spiritual development
4) 啟發學生的創造力，提供學生積極參與課餘活動及發展領導能力的途徑
   Encouraging students' creativities and leadership through active participation in extra- / co-curricular activities
5) 培育學生成為自發性高、自律或擁有高度情緒智商的青少年
   Grooming self-motivated and self-disciplined students with high EQ
6) 重視高層次道德行為及精神價值的發展
   Cherishing solid virtues and spiritual values
7) 注重多元性思維發展及鼓勵自由表達的空間
   Supporting free and diverse thinking and expressions
8) 提供充分的機會讓學生發展美育及藝術潛能
   Providing opportunity for artistic and aesthetic expression
9) 重視健康生活，加強學生的體質與體能的訓練
   Giving importance to good sporting opportunities and healthy living
10) 提供高科技設施，以支援高效能的學與教環境
    Providing high technological facilities to support an effective learning and teaching environment
11) 強調全方位自學及創意思維的訓練
    Stressing independent whole-life learning and creative thinking

Profile of an SMCC Graduate

A graduate of St. Mary's:

embraces Charity in Humility

- is able to love, respect and appreciate other people and life.
- has matured as a person emotionally and is considerate for others.
- has a sense of compassion for and is ready to support those who are in need.
- appreciates the joy of giving.

is a Dynamic, Goal-directed and Self-motivated Learner

- is goal oriented, proactive and able to collaborate.
- is knowledgeable, logical, critical, creative and innovative.
- is persevering, self-confident and resilient with effective problem solving skills.
- is able to broaden their horizons, evaluate an issue from multiple perspectives and formulate one's own opinion.
- is able to communicate fluently and proficiently in English and Chinese.
- has a habit of reflection on experiences to seek self-improvement.

is a Responsible Citizen with Global Outlook

- is concerned about community and world issues, and is open and respectful to the opinions of others.
- is ready to take up her responsibilities as a global citizen to contribute to the betterment of the world.
- is able to relate current events to their historical causes and appreciate her own cultural heritage.

has Faith in God

- is able to understand and respect teachings in the Gospels.
- is able to reflect on her experience of God's love, and realizes the need for prayer and for growth in faith.
- has a sense of wonder: an interest in a wide range of beauty, goodness and truth with a thankful heart.
- appreciates and realizes one's abilities and God's given talents.
- is able to choose a style of life in accordance to Christian values.

SWOT Analysis for 2018-2021 Cycle

STRENGTHS	WEAKNESSES
• The school has a very strong religious atmosphere emphasizing humility in charity, thus cultivating students' willingness to learn and to serve. • Students' overall ability is above average, resulting in satisfactory academic performance and public examination results. • Most teachers are very experienced and well aware of students' needs. • Parents and past students are supportive to school. • Students are proud of the school history and its architecture and have developed a strong sense of belonging. • The school provides numerous opportunities for students to showcase their talents, enabling students to develop their talents, sense of confidence and achievement. • Parents are enthusiastic in voluntary work in school, thus fostering school-family communication. • The Past Student Association is well established and proactive in offering support to current students, especially in careers planning.	• There is not enough space to accommodate more teachers and classrooms to implement small class teaching to cater for diverse learning needs. • The limited space in the campus results in the competition for venues among different departments and teams, which limit the frequency, format and variety of curricular and extracurricular activities. • The absence of elevators in most buildings within the campus limited the usage of rooms in the top floors. It also causes long term physical strain on staff members as a result of frequent negotiating with numerous flights of stairs. • There is inadequate support from the government in maintaining and preserving the school buildings, two of which have been assessed as Grade 1 Historical Buildings by the Antiquities Advisory Board. Bureaucratic red-tape delays maintenance work which causes inconvenience and even danger to members in the school community. • The average class size in our school is generally higher than the Hong Kong average of 27.6 (2017/18). As a result, the government funding policy on class basis results in less resource per student when compared to other schools.
OPPORTUNITIES	**THREATS**
• More resources have been allocated to upgrade school IT infrastructure, thus facilitating the implementation of eAdministration and mLearning to enhance efficiency. • More funds are available for school to hire extra manpower for after-school interest classes to realize holistic development. • Retired teachers are willing to offer support in various administration units to relieve teachers' workload. • There are more non-government organizations offering services to support activities which help develop student character, leadership skills and Catholic values. • The Through-train Steering Committee, formed by representatives of SMCC, SMCS and HACS, enables effective communication and collaboration among the three schools to ensure the smooth operation of the Through-train mode.	• The implementation of through-train mode results in diverse abilities among students which require teachers to spend extra time and efforts in designing graded curriculum and tasks to cater to the wider learner spectrum. • The more competitive atmosphere which might not have been so explicit in primary school life causes stress among students and gives rise to mental health issues. • Students seem to lack resilience, self-management skills and social skills because of being over-protected at home. • Students are spending much time on electronic gadgets, resulting in sleeping problem, hence, poor response during lessons. • Learning motivation and sense of crisis of students appear to be lower because of the through-train mode as a place in the secondary section has already been secured since P1. • A number of experienced senior teachers will retire within 5 years, and hence giving rise to the urgency for succession planning.

School Development Plan (2018-2021)

Learning & Teaching

Major Concern	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		18/19	19/20	20/21	
To groom students as reflective, transforming and proactive learners by catering to diversified learning needs	Focus 1: ***Boosting students' self-confidence through setting achievable learning targets.*** 1. To fine-tune the curriculum to cater for students with diverse learning needs 2. To devise strategies to match teaching with students' learning style 3. To enhance students' English ability across the curriculum 4. To design a variety of assessment types to ensure that assessments are *for* learning and *of* learning	✓	✓	✓	<u>Curriculum</u> - Tailoring syllabuses with reference to HKDSE assessment frameworks to cater for varied students' abilities. - Setting teaching objectives to build students' positive learning attitudes, to create happy learning experiences and success in lessons. <u>Learning & Teaching Strategies</u> - Sensitizing students to find out their learning styles, abilities and study skills/ habits that work best for them. - Polishing students' English skills and enhance their confidence in using the language in class and Language Across Curriculum activities. <u>Assessment</u> - Apportioning marks for questions of different levels of difficulties to ensure the assessments are manageable and challenging.

Major Concern	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		18/19	19/20	20/21	
	Focus 2: ***Promoting students to self-direct and self-regulate their learning*** 1. To review the curriculum to cater for students with diverse learning needs and develop their capability as self-directed learners 2. To devise strategies to empower learners to learn on their own effectively 3. To design tasks to enhance students' sense of control and metacognitive skills	✓	✓	✓	<u>Curriculum</u> - Reviewing the curriculum with a focus to equip varied students with skills and knowledge to engage in learning inside and outside class (e.g. help students develop information literacy skills to support their learning). <u>Learning & Teaching Strategies</u> - Encouraging students to take the initiative in planning their learning, assume responsibility for their own learning, carry out their learning plans, take calculated risks and learn from mistakes. - Promoting various resources and strategies for learning to students to allow them to learn at their own pace and exhibit their learning achievements. - Developing learning communities where students support each other's learning. <u>Assessment</u> - Setting questions and /or tasks of different modes to assess self-directed learning. - Adopting multiple means of assessment to cater for different learning styles. <u>Professional Development</u> - Sharing good practices / professional sharing at departmental level.

Major Concern	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		18/19	19/20	20/21	
To groom students as reflective and proactive learners through multiple learning and teaching strategies	Focus 3: ***Through frequent use of multiple learning and teaching strategies in classrooms to motivate and activate students' passion and enthusiasm in learning.*** 1. To maximize student participation through m-learning, group dynamics and flipped classroom 2. To design new teaching packages to make learning more interactive 3. To monitor the progress of the scheme 4. To organize staff development programmes to enrich staff with knowledge on m-learning, group dynamics and flipped classroom	✓	✓	✓	<u>Curriculum</u> - Reviewing the curriculum to incorporate the new learning and teaching strategies. <u>Learning & Teaching Strategies</u> - Each department has to prepare teaching packages applying one to three of the following focuses: m-learning, group dynamics and flipped classroom in progressive stages. o Teachers will share good practices in subject department meetings. o The revised packages will be used as lesson observation focus. o The revised packages will be reviewed and revised continuously. - To help students learn effectively by adopting the new mode of learning progressively. <u>Professional Development</u> - The newly developed teaching packages will be the focus of lesson observation. - Professional sharing within the subject department will be held to exchange experience. - Staff development programmes will be conducted to help colleagues to learn more about m-learning, group dynamics and flipped classroom.

Student Quality

Major Concern	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		18/19	19/20	20/21	
To groom St. Marians as reflective, transforming and proactive learners	Focus 1: ***To embrace own strengths and weaknesses*** 1. To create opportunities for students to understand own strengths and weaknesses 2. To enhance students' self-management skills 3. To help students to utilize their strengths and tackle /address their weaknesses Focus 2: ***To develop a sense of compassion and thoughtfulness towards the others*** 1. To foster an atmosphere of gratitude on campus 2. To promote the value of appreciating the joy of giving 3. To encourage students to take initiative in the act of giving with humility	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓	<u>Understanding own strengths & weaknesses</u> - A wide variety of activities will be promoted and organized for students so that they have a better self-understanding and develop self-recognition. - Different teams will support students to explore their strengths in different disciplines and provide platforms for them to showcase their strengths. - Student leaders will be nurtured to reflect upon their strengths and weaknesses when taking up different roles and responsibilities in organizing activities. - Students will be guided to explore, adopt a positive attitude towards and respect one's unique features through Religious Education. <u>Attaining a balanced development of strengths & weaknesses</u> - Student leaders and students with potential will be groomed so that they know how to utilize their strengths and manage their weaknesses for leadership roles. - Students who need more support in self-management and habit formation will be guided to set achievable targets and to make progress by class teachers, discipline teachers and guidance teachers. - Various types of positive reinforcement will be given to students as a recognition of their achieved targets and progress. - Students will be encouraged to take a more active role in developing their strengths through participating in courses / programmes / competitions run by external organizations.

Major Concern	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		18/19	19/20	20/21	
					- Additional resources will be tapped to build up students' capacity and strengths in different arenas. <u>Utilizing own strengths to bring positive influence on others</u> - The value of gratitude will be advocated via class period lessons, CCA activities and OLE activities. - Students will be guided to see into the needs of others in student activities, school events and class period lessons, and understand the positive impacts that they can have on others. - Students will be motivated to show their care and concern about social issues through Religious Education lessons and civic education activities. - Students will be encouraged to respond proactively to the needs of our society by participating in internal and external activities and programmes . - Students will be offered a variety of activities, such as services, to unleash their potential and serve others with their own strengths. - Additional resources will be tapped to nurture students for promoting the joy of giving and the act of giving.

Annual School Plan (2019-2020)

Learning & Teaching

Major Concern: "To groom students as motivated, proactive, and achieving learners via diversified modes of learning and assignments"

Focus 1: To sustain students' interests in learning through multiple learning and teaching strategies

Targets / Strategies	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1. Subject departments to review the curriculum to incorporate the new learning and teaching strategies and to help students learn effectively by adapting to the new mode of learning 2. Subject departments to design new packages incorporating the following strategies / elements to facilitate interactive teaching and learning and boost students' motivation and interests • Strategies include: m-learning, group dynamics and flipped classroom; • multimodal means (e.g. visual, audio, digital) 3. Subject departments to adopt the suggested measures proposed by L&T Section on teaching package and lesson design 4. Subject panels to set their targets as a focus of lesson observation 5. Subject departments to evaluate effectiveness of measures taken in panel meetings. The evaluation report is included in the mid-year and year-end reports. 6. L&T Section to monitor progress made, evaluate and report to the whole staff at end of school year 7. L&T Section to promote staff development and enrich staff with the necessary knowledge on the above / new teaching strategies	Whole year	1. Subject departments have reviewed their curriculum and produced some new teaching packages that can meet the criteria. 2. The packages can help to increase the effectiveness of learning and teaching. 3. Students' increased interest in learning after implementing the lessons using such strategies is displayed. 4. Improved performance of students after using the new packages is shown. 5. Experience sharing and evaluation about the use of new packages has been conducted. 6. Review reports submitted to show adjustments made 7. Evaluation reports submitted to assess effectiveness 8. L & T Section reports to the whole staff about the effectiveness of the teaching strategies.	1. Study departments' DDP & department reports / minutes 2. Study departments' schemes of Work 3. Study departments' lesson observation records. 4. SSE Staff Survey 5. Student Survey 6. Meetings with HoDs	▪ Principals ▪ Learning & Teaching Section (LTS) ▪ Chairs of Subject Panels ▪ IT in Education Team	▪ Time for meetings ▪ Time for implementation ▪ Time to conduct survey, collect & process data

Learning & Teaching

Major Concern: "To groom students as motivated, proactive, and achieving learners via diversified modes of learning and assignments"

Focus 2: To provide diversified modes of assignments with a view to strengthening students' learning capacity and consolidating their learning outcome

Targets / Strategies	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1. Subject departments to review components and weightings of student assignments which include class and take-home assignments and adjust the weightings to a certain percentage of Term Mark 2. Subject departments to differentiate the product assignments to match student readiness • stretch advanced students' potentials by encouraging higher-order and abstract thinking, in-depth learning of self-directed topics, and / or using multimodal input and output • allow and encourage students of different learning styles to adopt varied modes / means of presentations to display their learning outcome 3. Subject departments to share good practices in department meetings and / or with other schools 4. Subject departments to evaluate effectiveness of measures taken in panel meetings. The evaluation report is included in the mid-year and year-end reports.	Whole year	1. Subject Departments reviewed assignments of each level and adjusted the weightings to at least 10% of Term Mark. 2. Differentiated assignments are produced for students of various abilities and recorded in department documents. 3. Teachers marked students' assignments which reflected their abilities effectively. 4. The assignments can cater for students of various abilities and interests who can display their learning via different means / modes of presentation. 5. The assignments can motivate students to learn further and display their learning potentials. 6. The assignments for highflyers can develop high-order thinking skills and creativity and direct their own learning in certain topics.	1. Study departments' DDP & department reports/minutes 2. Study departments' schemes of Work 3. Study Inspection and examine assignment Inspection Forms 4. SSE Staff Survey 5. Student Survey 6. Meetings with HoDs	▪ Principals, ▪ Learning & Teaching Section (LTS) ▪ Chairs of Subject Panels	▪ Time for checking / reporting. ▪ Time for meetings ▪ Time to conduct survey, collect & process data

Targets / Strategies	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
5. Subject departments to encourage members to attend relevant seminars or workshops.		7. Experience sharing and evaluation about the modes and effectiveness of assignments has been conducted. 8. Subject panel / team members have attended relevant seminars / workshops.			

Student Quality

Major Concern: ***"To Groom St. Marians as Transforming Learners"***

Focus 1: "To engage students to build on their strengths and learn to maximize their potentials"

Strategies / Tasks	Time Scales	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<u>Career</u> • By liaising with UBS, an investment bank, for the programme "Women in Finance" <u>Student Support</u> • By providing a platform for students to showcase their talents in diversified areas • By encouraging students to take a more active role in developing their strengths through participating in courses/programmes for gifted students • By providing training to young gifted students to become responsible leaders <u>Discipline</u> • By reinforcing the leadership role and responsibility of Discipline Prefects and class prefects • By enhancing the leadership capacity of students and strengthening their communication skills	Whole year	<u>Career</u> • The programme is well attended by students. • The programme receives favourable feedbacks. <u>Student Support</u> • Students actively enrol in activities and competitions • Students exhibit their talents in different fields. • Gifted students become responsible and transforming leaders. <u>Discipline</u> • Discipline Prefects show confidence and devotion in carrying out their duties. • Class Prefects take the initiatives and responsibility in maintaining classroom discipline.	<u>Career</u> • Post-activity evaluation survey <u>Student Support</u> • Evaluation of activities and programmes • Analysis of students' participation and results in competitions • Evaluation & Reflection of leadership qualities of gifted students <u>Discipline</u> • Informal feedback from Discipline Teachers and Prefects • Year-end evaluation of Discipline Prefects • Class Discipline Record	• Careers Team • Student Support Team • Discipline Team • Guidance Team • Aesthetic Team • CCA Team • CSU • RAFT	• Funding for training programme • Funding for running activities

Strategies / Tasks	Time Scales	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
		• Students are aware of their communication style and learn to accept opposite opinions.	• Students' feedback collected from level-based programmes • Teachers' formal and informal feedback.		
Guidance • By promoting positive attitudes to utilize strengths and tackle weaknesses • By running activities that encourage participants to be transforming learners • By inviting students to take part in activities that are beneficial to their growth		Guidance • Participants' response shows that they have been encouraged to develop positive attitudes to utilize strengths and tackle weaknesses. • Activities that are considered appropriate have been promoted to students. • Students have the opportunity to reflect their experiences in utilizing their strengths and ways to tackle their weaknesses. • Participants can complete the programme they have enrolled in, or attain attendance of at least 80% of the total number of sessions.	Guidance • Evaluation reports of guidance programmes • Records of students' self-evaluation reports • Records of qualitative feedback by participants/teachers • Participants' list of activities		

Strategies / Tasks	Time Scales	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<u>Aesthetic</u> • By assisting students to choose, discover and explore the following aesthetic activities for themselves so as to help them to become transforming learners • By organizing different aesthetic activities and competitions: e.g. concerts, music festival, school drama, fashion show, dance competition etc. Students can know more about their strengths and weaknesses and aesthetic abilities through participating in these activities • By enabling students to collaborate, communicate and lead in a range of aesthetic activities <u>CCA</u> • By training student leaders to think positively, accept challenges and respect others • By encouraging F.3-5 students to take up responsible posts based on their interests and talents • By guiding students to develop their own strategies to form a well-rounded team where they can recognize and utilize the unique value of others so as to enhance group cohesion and maximize students' potential		<u>Aesthetic</u> • Over 80% students become transforming learners who build on their strengths and learn to maximize their potentials. • Students know their own strengths and weaknesses and they choose suitable aesthetic activities for themselves to develop their own potential. <u>CCA</u> • Student leaders show improvement in organizing activities gradually. They will perform better in terms of communication, organization and group cohesion. • Student Council, 4 Houses and CCA clubs cooperate with the school, design and organize activities on the 120th Anniversary Open Day. • Student leaders become more mature, thankful and considerate.	<u>Aesthetic</u> • Feedback on students' aesthetic performances will be given immediately to let them know their level of attainment. • Post-activities evaluation and reflection <u>CCA</u> • Feedbacks from the leadership training workshop • Feedbacks from teacher advisors • Evaluation meetings of Student Council, 4 Houses and CCA clubs • Feedbacks from visitors on the 120th Anniversary Open Day • CCA club chairlady reports and members' evaluation forms		

Strategies / Tasks	Time Scales	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
		• More than 70% F.3-5 students take up responsible posts. • Team spirit and quality of activity in Term 2 are better than those in Term 1.			
CSU • By encouraging students to take part in different community services according to their strengths and interests to maximize their potentials • By developing social awareness and building social responsibilities through service-learning, e.g. planning, implementation, evaluation and reflection, to transform our students to be a humble servant of God and the young leader of our society		CSU • Students maximize their potentials and learn ways to cope with limitations by reflecting on their roles and responsibilities in the service projects. • Students realize their social responsibility and are motivated to be proactive in serving the minorities • Students transformed to be a young leader through taking part in planning, implementation and evaluation. • Students receive recognition (Gold/ Silver Awards for Service) accordingly to motivate their participation in serving.	CSU • Statistical analysis of students' evaluation to show the achievement of expected outcomes • Records of programme evaluation reports • Records of students' reflections from the logbooks that support the attainment of the objectives set • Statistical records of the number of students participating in voluntary service • Statistical records of Silver and Gold certificate awardees		

Strategies / Tasks	Time Scales	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
RAFT • By organizing religious activities for students to recognize their strengths and maximize their potentials to the fullest • By guiding students to keep a prayerful heart and realize God's guidance and protection in the spiritual transformation		RAFT • Students are able to recognize their strengths and weaknesses as God's unique gifts to every individual. • Students are able to seize every chance to develop their talents and actualize their potentials. • Students are able to find courage and humility to embrace the challenges in their lives through prayers and meditations.	RAFT • To observe students' participation in religious activities • To collect feedback from teachers and students participated in religious activities		

Student Quality

Major Concern: ***"To Groom St. Marians as Transforming Learners"***

Focus 2: "To empower students to manage limitations and develop desirable qualities"

Strategies / Tasks	Time Scales	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<u>Discipline</u> • By continuing to advise skills to students to achieve self-management and foster responsibility among students • By reinforcing respect and positive peer influence in value formation among students through level-based programmes • By reviewing with students in case of irregularities or misbehaviour, with the collaboration with class teachers, so that the students would be responsible for their faults and learn proper problem-solving skills • By showing recognition to and motivating students who have made progress in self-management and demonstrating high responsibility in the year by means of positive reinforcement	Whole year	<u>Discipline</u> • New students understand school expectations and make progress in the transitional period. • Students take actions to maintain classroom cleanliness. • Improvement in punctuality of students with habitual lateness. • Targeted students set reasonable goals and make progress towards achieving their improvement plan. • Students can maintain positive peer relationships. • The number of discipline / guidance cases involved in drug abuse remains zero.	<u>Discipline</u> • Stakeholders' Survey • Teachers' and Parents' formal and informal feedback • Records of classroom cleanliness campaign • Late Record • Records of "stars of the week" issued • Statistical analysis of various discipline records • Students' feedback collected from level-based programmes	• Discipline Team • CSU • CCA Team • RAFT	• Funding for running activities • Funding for award schemes

Strategies / Tasks	Time Scales	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
CSU • By developing desirable qualities and instilling skills needed for serving through taking part in different pre-service workshops and training • By fostering resilience and exploring different ways to cope with difficulties and their own limitations through sharing life experience of different target groups and peers CCA • Student leaders will accept different opinions from others, show mutual respect and understanding • Student leaders will tackle difficult problems with positive emotion through the guidance and support of the teacher advisors. RAFT • To encourage students to be aware of their limitations and explore ways to make improvement in their character formation		CSU • Students develop resilience and an enhanced commitment to community service. CCA • Student leaders understand themselves more and become mature, thankful and considerate. • Student leaders show improvement in organizing activities gradually. They perform better in terms of communication, organization and group cohesion. RAFT • Students are able to acknowledge and manage their limitations in the challenges in their lives. • Students are able to understand that God gives us strength and hope to become new beings. They are able to become the persons God created them to be.	CSU • Records of students' reflections from the logbooks that support the attainment of the objectives set CCA • Feedbacks from teacher advisors • Evaluation meetings of Student Council, 4 Houses and CCA clubs RAFT • To observe students' participation in religious activities		

Medium of Instruction

St. Mary;s Canossian College would continue to adopt English as the medium of instructions for all non-language subjects for all Form 1 students admitted in the 2019/20 school year.

We have put the 'Language on Campus Policy' in place to enrich the English Language environment. Details of the policy are as follows:

Language on Campus Policy

i) Related to Learning and Teaching:

- All subjects should be taught in English except Chinese related subjects.
- Outside the classroom, teachers should speak to the students in the same language that they use in the classroom. English medium subjects in English, Chinese medium subjects in PTH.
- To maintain high standards in use of language on campus, students are required to speak in full language at all times, that is, using proper and accurate English and Chinese (PTH), inside and outside the classroom.
- Students should use dignified language and refrain from using unacceptable language at all times.
- Students should make the effort and encourage one another to exchange views in English/PTH at all times on campus and should avoid using mixed codes in their conversations.

ii) Related to Student Activities:

- **All whole school assemblies** should be conducted in English, except for specific occasions as needs arise.
- **School functions and club activities** should be conducted primarily in English supplemented by Chinese (Putonghua) or completely in PTH if deemed appropriate and necessary.
- Proper language should be used for **materials on display boards and all publicity documents such as circulars, notices etc**. All written documents should be in proper written form and mixed codes are not accepted.
- **All class announcements** should be made in proper English (except those related to subjects taught in Chinese-PTH).
- **All messages or notes written on the blackboard** should be in proper written English / Chinese as required. Mixed codes are not allowed.

Ways to sustain the Language on Campus Policy

- **For Class Teachers :**
  - explain the language policy included in the School Core Values in Practice in the student handbook;
  - regularly monitor students' conscientiousness in observing the language policy; and
  - spot check and make rectifications where necessary.
- **For Student Council :**
  - incorporate the language policy requirements in the guidelines given to all student bodies;
  - check and monitor to ensure all publicity materials are written or made according to language policy;
  - check and monitor to ensure all activities are conducted according to language policy and
  - regularly hold activities to promote the language policy.
- **For House Advisors and CCA Advisors :**
  - incorporate the language policy requirements in the guidelines or instructions given to houses and clubs;
  - monitor and maintain the standard of language used in announcements, meetings and publication materials;
  - language related clubs (i.e. English Society, Chinese Culture Society, Debate Clubs, etc.) should regularly hold activities to promote the language policy; and
  - demand all general assemblies be conducted in English.
- **For Subject Teachers :**
  - observe the policy on teaching medium;
  - monitor and demand students express themselves fully in proper language and
  - speak to students in the same language used for teaching inside and outside the classroom.

Annex 2

St. Mary's Canossian College

Three-year-plan – Provision of Gifted Education Programmes for the 11th cohort of senior secondary students (from 2019/20 to 2021/22 school year)

The following programmes are adopted with the support of EDB's Diversity Learning Grant (DLG):

Domain (Dept/Team)	Strategies & benefits anticipated	Name of programme(s)	Duration of programme(s)	Target students	Estimated no. of students involved in each school year			Evaluation of student learning / success indicators	Teacher-in-charge	Expected expenditure
					19/20	20/21	21/22			
Student Support Team	To further develop students' giftedness in math and help them excel in external math competitions	F.4 Mathematics High flyer Programme	20 sessions (1hr 15min@)	F.4 students gifted in Mathematics	10-15	0	0	Students are awarded prizes in external Mathematics competitions.	Ms Karen Yu	**$6,000**
Student Support Team	To further cultivate scientifically gifted students to develop their talents through participation in external science competitions or taking science/ technology related workshops	To further cultivate scientifically gifted students to develop their talents through participation in external science competitions or workshops organized by tertiary institutes/ NGO	- 3–4 months for competitions - 1 day or more for workshops	NSS students gifted in Science and Technology Invention	20	20	0	- Students are shortlisted to the final and expected to receive awards in competitions. - Through taking workshops, students excel in and apply their giftedness in their learning or future studies.	Ms Ada Cheng	$2,250/yr x 2 = **$4,500**

Domain (Dept/Team)	Strategies & benefits anticipated	Name of programme(s)	Duration of programme(s)	Target students	Estimated no. of students involved in each school year			Evaluation of student learning / success indicators	Teacher-in-charge	Expected expenditure
					19/20	20/21	21/22			
Student Support Team	To experience on-stage artistic creation	Cat-walk training for Fashion Show	5 sessions (1 hr 30 min@)	NSS students gifted in Visual Arts	0	20	0	Models have their on-stage practice. Cat-walking of models develop good posture, balance and technique.	Ms Cathy Ching	**$5,000**
Student Support Team	To enable students to discover how photographic works create meaning and apply the learnt methodology to make appreciation and criticism	Artist-in-Residence Programme	2 sessions (2 hrs@)	NSS students gifted in Visual Arts	20	0	0	Students have opportunities to analyse photographs with ideas conveyed in visual culture.	Ms Cathy Ching	**$4,500**
Student Support Team	To enable students to participate in enrichment courses offered by tertiary institutions	Summer gifted programmes offered by tertiary institutions	2 months	F.4-5 academically gifted students	15	15	0	Students further broaden their horizon and excel in their areas of giftedness	Ms Carmen Cheng & Ms Echo Wong	$30,000/yr x 2 = **$60,000**
Chinese Language	To provide intensive training to enhance students' speaking skills in Chinese	Chinese Language Oral Highflyers' Programme	6-7 lessons in summer vacation (3- hrs@)	F.4-F.6 students gifted in Chinese Language	30	30	30	Selected students achieve excellent results in the HKDSE Chinese Language Exam	Mrs Kapo Lee & Ms Agnes Lui	$2,500/yr x 3 = **$7,500**

Domain (Dept/Team)	Strategies & benefits anticipated	Name of programme(s)	Duration of programme(s)	Target students	Estimated no. of students involved in each school year			Evaluation of student learning / success indicators	Teacher-in-charge	Expected expenditure
					19/20	20/21	21/22			
Chinese Language	• To provide intensive training to enhance students' writing skills in Chinese Language • Selected students will achieve excellent results in the HKDSE Chinese Language Paper 2 (Writing) Exam	Chinese Language Writing Highflyers' Programme	5 lessons in October 2018 (1.5 hrs@)	F.4-F.5 students gifted in Chinese Language nominated by Chinese Language Department with specific criteria	12	8	0	Students' Mid-year Exam Paper 2 (Writing) results	Mrs Kapo Lee & Ms Agnes Lui	$7,600 + $5,000 = **$12,600**
Language Environment Support Team	• To polish student presenters English Oral delivery skills • To groom student MCs to host in various school functions	Vocal Training Workshops	Sept – Dec 2018 (6 sessions, 1.5 hrs@)	F.4-F.5 Potential good and confident English speakers	20	15	0	Quality speaking produced in the school broadcasting and school events	Ms Jenny KM Chan	$18,000 + $15,000 = $**33,000**
Music	To enhance students' music skills and to further develop giftedness in music	Music Enrichment Courses	4 music lessons x2	F.4 & F.5 music gifted students	1	1	0	Students participate in different music public performances or competitions and improve their music skills in music performance	Ms Viola Chan	$ 1,500 /yr x 2 **= $3,000**

Domain (Dept/Team)	Strategies & benefits anticipated	Name of programme(s)	Duration of programme(s)	Target students	Estimated no. of students involved in each school year			Evaluation of student learning / success indicators	Teacher-in-charge	Expected expenditure
					19/20	20/21	21/22			
Co-curricular Activities	Students can improve their leadership skills and able to organize quality activities that focus on the school theme.	Leadership Training	2 years (4 hrs mass programme / year)	NSS Student leaders chosen by • election • interview • teachers' nomination • form position (top 100) with good conduct (B+ or above)	50	50	0	• Attendance of students • Students have acquired techniques in organizing activities and build up network. • Students have better confidence to be leaders. • Student activities have successfully been held echoing the school themes	Ms Meaco Kwok	$4,500 /yr x2 = **$9,000**
									Total	**$145,100**

4 October 2019

St. Mary's Canossian College (2019-2020)
Plan of Life-wide Learning Grant

Annex 3

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)**										
All subjects	120th Anniversary Open Day	Enriching students' life-wide learning experiences through demonstration	March 20	All students	Students and teachers' evaluations	$13,900	✓				
Chinese Language	Chinese Language Activities	Enriching students' life-wide learning experiences through competitions and activities	Whole year	All students	Students and teachers' evaluations	$3,000	✓				
	Debate Activities					$27,000	✓				
English Language	ELC Activities	Enriching students' life-wide learning experiences through activities	Whole year	All students	Students and teachers' evaluations	$12,200	✓				
	Drama Fest	Enriching students' life-wide learning experiences through activities and competitions	Whole year	All students		$46,800	✓				

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				
Geography	Field Trip	Enriching students' life-wide learning experiences through activities	Whole year	All students	Students and teachers' evaluations	$3,000	✓				
History	History Activities	Enriching students' life-wide learning experiences through exhibition	Whole year	All students	Students and teachers' evaluations	$200	✓				
Physical Education	Swimming Gala	Enriching students' life-wide learning experiences through sports competition	Whole year	All students	Students and teachers' evaluations	$10,160			✓		
	Sports Day			All students		$10,600			✓		
	Inter-class & Inter-house competitions			Sports Team		$73,300			✓		
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)**										
Aesthetic Development Team	**<u>Dance</u>** 1. Participating in the HK Schools Dance Festival & other dance performances 2. Hiring coach for dance team	Enriching students' exposure to arts and enhancing their sense of aesthetic appreciation through regular lessons, school-based activities and inter-school competitions	Sept 2019 - July 2020	Dance Team members	Feedback from students; Evaluation with Team Coach; Evaluation of students' performances in inter-school competitions	$51,520			✓		

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				
	<u>Visual Arts</u> 1. Fashion Show		13 Dec 20 19	F.3 - F.5	Feedback from students	$8,250			✓		
	<u>Music</u> 1. OLE performances by the external organisations		15 May 2020	F.3 & 4	Feedback from students	$4,000			✓		
Co-curricular Activities	Membership fee for various student associations	Encouraging students' active participation in CCA	Whole year	All students	Feedback from teachers & students	$500		✓	✓		
Drama	Professional Services for School Drama	Enriching students' life-wide learning experiences through drama production	Whole year	Drama Production Team	Feedback from guests, teachers & students	$150,000	✓		✓		
Health & Sex Education	Seminar on Healthy Eating (F.2)	Developing students' habits on healthy eating	1 Nov	F.2	Feedback from nurses & students	$600		✓			
	Seminar on Proper Attitude towards Dating (F.4) and Pre-marital Sex (F.5)	Instilling in students the right attitude and knowledge on health and sex related issues	F.4: 13 Mar or 27 Mar 2020 F.5: 11 Oct 2019	F.4 & F.5	Feedback from Class Teachers & students	$1,600		✓			
Music	Music Festival & Music Interflow	Enriching students' life-wide learning experiences through musical training and competitions	Whole year	All students	Students and teachers' evaluations	$238,470	✓		✓		

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				
Physical Education	School Team Competitions	Enriching students' life-wide learning experiences through sports competitions	Whole year	All students	Feedback from teachers & students	$73,300	✓		✓		
Other Learning Experiences Coordination Team	Workshop on Skincare	▪ Widening students' horizon ▪ Developing lifelong interests ▪ Nurturing positive values and attitudes ▪ Realising the curriculum goal of whole person and balanced development ▪ Developing lifelong learning capabilities	1st term	F.6	Students and teachers' evaluations	$36,000					✓
	Chinese Shaolin Kung Fu Training		1st term	F.5		$24,000			✓		
	OLE & SLP Workshop		4 Oct	F.4		$2,400	✓				
	Workshop on Photography		1st term	F.4		$30,000		✓			
	Workshop on Aesthetic Performance		1st term	F.3		$9,000			✓		
	School Picnic	To develop a healthy lifestyle and students' generic skills	14 Nov	All students		$300,000			✓		
STEM Education Team	External STEM-related Competitions / courses	To encourage students to participate in external STEM-related trainings and competitions	Whole year	All students	Students and teachers' evaluations	$13,000	✓				✓
	Outsourced trainings/ workshops/ activities e.g. mBot, microbit, camera drone etc.	To encourage students to pursue STEM fields	Whole year	All students	Students and teachers' evaluations	$50,000	✓				✓
Student Support Team	Battle of Books Competitions, writing, speaking, Science and Art external competitions	To further develop students' giftedness in different academic areas and help them excel in external competitions	Whole year	F.1-5	Students' participation and awarded in external competitions	$9,000	✓		✓		

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				
1.3	**To organise or participate in non-local exchange activities or competitions to broaden students' horizons**										
Cultural Exchange Teams	Cultural Exchange Tours: ▪ Japan (Okinawa) ▪ Singapore ▪ Mainland China (Xian) ▪ United Kingdom	To broaden students' horizons through cultural exchange experiences	Whole year	All students	Students and teachers' evaluations	$293,000	✓	✓			
			Estimated Expenses for Category 1			**$1,494,530**					

Domain	Item	Purpose	Estimated Expenses ($)
Category 2	**To procure equipment, consumables and learning resources for promoting life-wide learning**		
Music	Musical Instruments & Accessories	Enriching students' life-wide learning experiences through musical training	$70,000
Physics	▪ Notebook computers for coding in Vex Robotic Competition ▪ Vex Robotic Competition Kit ▪ Stationery Bike Stand (Demonstration kit for converting kinetic energy to electrical energy)	Enriching students' life-wide learning experiences through demonstration and experiment	$14,500
STEM	▪ Library books and DVDs ▪ Laboratory Equipment, Teaching aids and related resources for STEM education ▪ Consumable stores to promote STEM activities in Science KLA and CCA	Enhancing students' understanding of and interests in STEM	$26,500
		Estimated Expenses for Category 2	**$111,000**
		Estimated Expenses for Categories 1 & 2	**$1,605,530**

Estimated Number of Student Beneficiaries

Total number of students in the school:	1,089
Estimated number of student beneficiaries:	100%
Percentage of students benefitting from the Grant (%):	100%

Annex 4

Plan on the Use of the Promotion of Reading Grant 2019-20

Item		Estimated Expenses	Responsible Team/Dept
1	Procurement of reading materials, such as newspapers, magazine and books for student access in the school library and Extensive Reading Scheme of Chinese Language	$8,000	Chinese Language Department
2	Procurement of reading materials, such as newspapers, magazine and books for student access in the school library and Extensive Reading Scheme of English Language	$10,500	English Language Department
3	Book coupons for Reading Award Scheme	$12,000	Reading & Thinking Enhancement Team
4	Reading materials, stationery and prizes for Reading & Thinking Activities	$3,100	
5	Procurement of books, newspapers, magazines and consumable stores for School Library Programmes	$48,150	School Library
Total		**$81,750** (Disbursement in 2019/20 - $70,000)	

Annex 5

Plan of Various Grants in 2019-20

Task Area	Remarks:
0.5 Pastoral Worker	Capacity Enhancement Grant $964,346
1 Teaching Assistant for English Language	
Full-time Social Worker Service	
Professional Services for School Development & Documents	
Drama Support	
Speaker for JUPAS Talk	Careers & Life Planning Grant $652,759
Interview Workshop	
F1 Target Group Careers Programme	
0.5 Teacher for English Language	
0.3 Teacher for Science Subjects	
Programme Consultant	
0.5 Teacher for Humanities & Music	Teacher Relief Grant $350,942
1 Teacher for English Language	Senior Secondary Curriculum Support Grant $1,172,106
Lang & Drama Consultant	

Annex 6

Budget Summary - General

for the period from 1/9/2019 to 31/8/2020

Programme Item	Funds available for 19/20 ($)	Approved Budget 19/20 ($)
EOEBG Surplus Balance from previous years and income of 19/20 (2,955,083.54 + 2,505,782.00)	5,460,865.54	
Premises		
Administration		3,439,949
Curriculum - Subjects		347,800
Pastoral		119,300
Total Budget from EOEBG		3,907,049

Budget Summary - Others

for the period from 1/9/2019 to 31/8/2020

Administration Grant - Ordinary

Funds for 19/20	4,779,132	
Budget for 19/20		4,503,603

Teachers Relief Grant

Surplus from 18/19 (a)	0.00	
Estimated amount for 19/20 (b)	288,027	
Total TRG available (a+b)	288,027	
Budget for 19/20		350,942

St. Mary's Canossian College

School Development Plan 2018 – 2021

Annual School Plan 2019 – 2020

Endorsed by:

The Incorporated Management Committee
Of
St. Mary's Canossian College

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Sr. Cynthia Chan
Supervisor/Chairperson
11th October 2019