St. Mary's Canossian College

2021-22

School Development Plan 2021/22-2023/24

Annual School Plan 2021/22

Appreciating Life with Gratitude

Fostering Love with Respect

Nourishing Growth with Commitment

St. Mary's Canossian College

School Development Plan 2021/22 – 2023/24
&
Annual School Plan 2021/22

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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**

➢ **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

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

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

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

is a Responsible Citizen with Global Outlook

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

has Faith in God

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

SWOT Analysis for 2021/22 to 2023/24 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. • Students are proud of the school's heritage 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. • Most teachers are very experienced and well aware of students' needs. • Low teacher turnover and stability in the staff force enable the school to carry on its vision and mission. • Parents and past students are supportive to school. • 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. • The school has established a strong collaborative relationship with SMCS and HACS which foster the smooth operation of the Through-train mode.	• 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. As a result, the government funding policy on class basis results in less resource per student when compared to other schools.
OPPORTUNITIES	**THREATS**
• Teachers have achieved a higher level of proficiency in IT which facilitates the adoption of multiple strategies to enhance the effectiveness of learning and teaching. • After experiencing online learning in the past two academic years, both teachers and students are now adequately prepared for the implementation of eLearning. • Various government grants are readily available for the school to acquire external manpower and resources to enrich students' exposure and learning experience. • More organizations are available to offer services to support activities which develop student character, leadership skills and Catholic values. • Retired teachers are willing to offer support to relieve teachers' workload.	• Extra support has to be offered to help students re-adapt to normal school life and re-establish proper learning habit after a prolonged period of class disruption arising from the pandemic. • Students are spending much time on electronic gadgets, resulting in sleeping problem, hence, poor response during lessons. • Students' sense of crisis and self-motivation are lower because of the through-train mode as a place in the secondary section has already been secured since P1. More efforts have to be put in cultivating their resilience, life-long skills and life-planning skills. • The wave of emigration may result in higher staff turnover and loss of more-experienced teachers. • Teachers have to take up more administrative work because of the difficulty in recruiting non-teaching staff.

School Development Plan (2021-2024)

Learning & Teaching

Major Concern	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		21/22	22/23	23/24	
To enhance teachers' assessment literacy to improve learning and teaching effectiveness	Focus 1: ***Planning effective Assessment for Learning to facilitate and improve student learning*** 1. To align internal assessment with student learning 2. To design assessment tasks with reference to students' current progress in learning 3. To address different levels of student performance and learner diversity 4. To provide equal opportunities for students to demonstrate their achievements	✓	✓	✓	Curriculum ▪ To ensure the assessment of knowledge, skills, values and attitudes is covered in appropriate proportions ▪ To make reference to the curriculum aims, objectives and the intended learning outcomes laid out in EDB curriculum guides ▪ To plan summative and formative assessments at appropriate times Learning & Teaching Strategies ▪ To make effective use of classroom assessments to understand the strengths and weaknesses of students in classroom learning; ▪ To use different levels of questions to facilitate student learning and check their understanding ▪ To provide timely and quality feedback to students on how to improve their learning; ▪ To give sufficient opportunities to students to learn from various classroom assessments Assessment ▪ To ensure assessments incorporating different levels of difficulty and in diverse modes ▪ To analyse the test results and revise classroom pedagogies accordingly ▪ To bring a balance between Assessment for Learning and Assessment of Learning Professional Development ▪ To share good practices, e.g. lesson package /worksheet design, through open classrooms at departmental level, of other departments, or other schools ▪ To organise staff development programmes for teachers to enhance their assessment literacy

Major Concern	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		21/22	22/23	23/24	
To enhance teachers' assessment literacy through analysing different types of assessment data	Focus 2: ***Making effective use of public assessment data to facilitate teachers to review assessment, curriculum, and pedagogies*** 1. To carefully analyse the public examination results and use the information to facilitate teaching and learning effectiveness 2. To collect and analyse evidence of learning to improve students' future learning 3. To align internal and external assessments		✓	✓	<u>Curriculum</u> • To use the external assessment data to review the public examination trend • To review the curriculum holistically and align the junior and senior curriculum • To use the assessment data to identify students' strengths and weaknesses in skills / subject content /question types <u>Learning & Teaching Strategies</u> • To identify areas for classroom teaching and consolidation based on the analysis and reports of public examinations • To compile sets of various types of questions/skills/topics to help and guide students to practise and prepare better for public examinations <u>Assessment</u> • To give insight into (internal) assessment task design so as to echo the public examination trend <u>Professional Development</u> • To hold formal/informal professional sharing within the subject department and to exchange experiences with other schools • To conduct staff development programmes / invite teachers to attend seminars to enhance their knowledge about assessment literacy

Major Concern	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		21/22	22/23	23/24	
	Focus 3: ***Making effective use of internal assessment data to facilitate teachers to review curriculum and pedagogies*** 1. To carefully analyse the internal examination results and use the information to facilitate teaching and learning effectiveness 2. To provide effective feedback to students and sustain their momentum in learning 3. To collect and analyse evidence of learning systematically to improve students' future learning		✓	✓	Curriculum - To use the assessment data to identify students' strengths and weaknesses in each teaching topic - To use the assessment data to review and shape the focuses in future lessons Learning & Teaching Strategies - To analyse the test results and revise class instructions afterwards - To adjust teaching strategies to support students who perform poorly in classroom assessments - To adjust teaching strategies to support students who perform well in classroom assessments - To give immediate feedback to students and employ different means to show them how to make improvements - To provide concrete evidence for students to keep up with their learning and reflect from classroom assessments Assessment - To design better assessment tasks and set questions and /or tasks to cater for learners of different needs and abilities Professional Development - To hold formal/informal professional sharing within the subject department and to exchange experiences with other schools - To conduct staff development programmes / invite teachers to attend seminars to enhance their knowledge about assessment literacy

Major Concern	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		21/22	22/23	23/24	
To boost student engagement by revamping lesson design and teaching strategies under hybrid learning	Focus 1: *Adjusting teaching materials and tools to engage students in online and face-to-face modes* 1. To convert face-to-face content online effectively 2. To maximise teaching and learning effectiveness under hybrid learning mode 3. To facilitate and motivate students to learn in and beyond classroom	✓	✓	✓	Curriculum ▪ To revise lesson plans and materials to fit in with virtual and face-to-face mode ▪ To re-define teaching and learning focuses of face-to-face lessons ▪ To choose suitable topics for flipped and self-learning Learning & Teaching Strategies ▪ To adopt student-centred learning to engage students more in and outside classroom ▪ To adopt appropriate online apps/tools to allow students to interact / collaborate with one another, share their learning with others ▪ To help students develop habits of preparing for lessons and completing flipped learning tasks ▪ To help students tackle core/challenging contents in class Assessment ▪ To make effective use of online tools to assess and monitor student learning other than using conventional assessment modes ▪ To incorporate peer and self-assessments to allow students to learn from one another and reflect their learning Professional Development ▪ To hold formal/informal professional sharing within the subject department and to exchange experiences with other schools ▪ To conduct staff development programmes / invite teachers to attend seminars to enhance their knowledge about IT in education, flipped learning, etc.

Major Concern	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		21/22	22/23	23/24	
	Focus 2: ***Increasing student engagement and learning outcome in and beyond lessons with the implementation of BYOD Initiative*** 1. To maximise teaching and learning effectiveness under hybrid learning mode 2. To facilitate and motivate students to learn in and beyond classroom 3. To design varied tasks to cater for learner diversity	✓	✓	✓	Curriculum - To review lesson plans and materials to fit in with the use of mobile devices in class - To design various types of teaching and learning activities in face-to-face lessons and outside class Learning & Teaching Strategies - To use appropriate online apps/tools to allow teachers to view student responses and assess their learning more effectively e.g. check if students have completed the flipped learning tasks - To provide timely feedback to students once student submit their responses online - To promote peer learning in and outside classroom - To engage students in learning with the multimodal tasks and resources online Assessment - To make effective use of online tools to assess and monitor student learning - To incorporate online peer and self-assessments to allow students to learn from one another and reflect their learning Professional Development - To hold formal/informal professional sharing within the subject department and to exchange experiences with other schools - To conduct staff development programmes / invite teachers to attend seminars to enhance their knowledge about IT in education, flipped learning, etc.

School Development Plan (2021/22-2023/24)

Student Quality

Major Concern	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		21/22	**22/23**	**23/24**	
Promoting Student Wellness through Cultivating a Positive School Culture and Environment	Focus 1: *To implement positive education through home-school cooperation* 1. To arrange Staff Development Programmes on Positive Education 2. To arrange talks and workshops on positive education for parents 3. To develop and review the school-based values education framework Focus 2: *To nourish students' development with positive education* 1. To nurture positive values in students 2. To encourage students to practice gratitude 3. To enhance students' self-management skills and social skills	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓ ✓	Staff Development Programmes: • Exploring different strategies of positive education that fit the needs of our students and school context • Equipping staff with knowledge and skills of positive education in school settings • Empowering staff to support and accompany students with elements of positive education Parent Education Talks and Workshops: • Equipping parents with knowledge and skills of positive education in family settings • Empowering parents to support and accompany daughters with elements of positive education School-based Values Education Framework: • Mapping of level-based themes of class periods, OLE programmes and CCA activities with reference to the core values of the school and positive education • Incorporating the core values of the school and elements of positive education into CP lessons, OLE programmes and CCA activities • Implementing the school-based values education framework by adopting a whole-school approach

Major Concern	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		21/22	22/23	23/24	
					Students' Positive Education: • Cultivating a caring, respectful and supportive school atmosphere • Organizing a variety of programmes and activities to establish positive relationships and connections in the student body • Adopting a whole-school approach in nurturing the positive values in students • Displaying features of positivity around school campus • Promoting positive education in whole-school activities, e.g. Student Council and Catholic Society • Consolidating positive values by incorporating elements of positive education in different team activities • Reinforcing elements of positive education in morning assembly sharing • Developing students' gratitude habits and virtue of appreciation through a variety of internal and external programmes • Designing and trying out the teaching packages of class periods for F.1 and F.2 classes • Reviewing and fine-tuning teaching packages of class periods for the purpose • Developing students' sense of empathy and respect through participation in community services • Encouraging students to build up a sense of commitment through deeds

Annual School Plan (2021/22)

Learning & Teaching

Major Concern: "To groom students as proactive, motivated and versatile learners through hybrid learning mode"

Focus 1: To enhance teachers' assessment literacy to improve learning and teaching effectiveness

Targets / Strategies	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1. L&T Section to collaborate with CUHK-QSIP to organise staff development programmes for all teachers and Heads of Departments. 2. CUHK-QSIP to provide mentoring and intensive support service 4 subject departments including Chinese Language, Math, Life and Society, and Economics. 3. Subject departments to revisit and evaluate the results of Final Exam (20/21) in the end-of-year exam evaluation meetings to identify students' strengths and weaknesses. 4. Subject panels to set related teaching topic(s) / skills and assessment focuses to address students' common weaknesses and /or stretch students' knowledge for more able students. 5. Subject panels to analyse assessment results and help evaluate student performance and refine teaching on time. 6. Subject teachers to use and vary types of classroom assessments to monitor student performance and understand students' learning needs / difficulties. 7. Subject teachers to raise different levels /types of questions and follow-up questions to facilitate and assess students' understanding.	Whole year	1. Teachers are able to understand students' strengths and weaknesses and address them in their teaching more effectively. 2. Teachers can align classroom assessments with student learning. 3. Students' performance can be improved and they can make improvements from teachers' feedback. 4. Subject departments have utilised assessment data to help refine their teaching contents and strategies. 5. Teachers have acquired good practices and effective strategies from professionals and applied in their lessons. 6. Subject departments have selected topics that require follow-up at each level. 7. The outcomes / end products of the efforts made to review/modify teaching materials, assignments, learning tasks and the sharing of good practices have been recorded in department documents.	1. Check departments' DDP & department reports/minutes 2. Check departments' Schemes of Work 3. Check departments' lesson observation records 4. Check assignment inspection records 5. SSE Staff Survey 6. Meetings with HoDs	▪ Principals ▪ Learning & Teaching Section (LTS) ▪ Chairs of Subject Panels ▪ Level Coordinators and teachers ▪ Staff Development and Appraisal Team	▪ Time for meetings ▪ Time for implementation ▪ Time to conduct survey, collect & process data ▪ Time for staff development

Targets / Strategies	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
8. Subject teachers to give timely and quality feedback to students based on their performance and point out to students how to make improvements explicitly. 9. Subject panels to i) evaluate the effectiveness of measures taken in panel meetings and present it in the mid-year and year-end reports and ii) set the aforesaid targets as a lesson observation focus 10. L&T Section to disseminate relevant training information online from time to time 11. L&T Section to monitor progress made, evaluate and report to the whole staff at the end of school year		8. The reviewed materials/ tasks/ assignments can help address students' needs and weaknesses and/ or stretch students' abilities and boost their learning outcomes. 9. School-based training workshops have been conducted and the training record of relevant seminars /workshops of panel members are maintained. 10. Review reports submitted to show adjustments made. 11. Evaluation reports submitted to assess effectiveness. 12. L&T Section reports to the whole staff about the effectiveness of the focus.			

Learning & Teaching

Major Concern: "To groom students as proactive, motivated and versatile learners through hybrid learning mode"

Focus 2: To boost student engagement by revamping lesson design and teaching strategies under hybrid learning

Targets / Strategies	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1. Subject departments to revise contents, lesson plans and materials (e.g. teaching focuses, pedagogies, online resources, flipped learning tasks) to fit in with virtual and face-to-face modes: 2. Subject teachers to adopt student-centred learning and adopt appropriate online apps/tools to allow students to interact / collaborate with one another, share their learning with others before, during and/or after class. 3. Peer and self-assessments to be incorporated to allow students to learn from one another and reflect their learning using online tools. 4. Subject departments to equip teachers with the necessary skills and knowledge about conducting effective online and face-to-face lessons via different modes e.g. collaborative lesson planning, school visits, online /department-based training. 5. Subject panels to i) evaluate the effectiveness of measures taken in panel meetings and present it in the mid-year and year-end reports and ii) set the aforesaid targets as a lesson observation focus	Whole year	1. Students are more engaged in lessons and learn from one another. 2. Subject departments have selected appropriate topics at each level for flipped learning. 3. Teachers can design and conduct online and face-to-face lessons effectively. 4. The outcomes / end products of the efforts made to review/modify / differentiate teaching materials, assignments, learning tasks and the sharing of good practices have been recorded in department documents. 5. The reviewed materials/ tasks/ assignments can help promote self-learning among students and make learning outcomes achievable. 6. Subject teachers have attended professional seminars / workshops and /or shared good practices with other staff members/ schools.	1. Check departments' DDP & department reports/minutes 2. Check departments' Schemes of Work 3. Check assignment inspection records 4. Check departments' lesson observation records 5. SSE Staff Survey 6. Student Survey 7. Meetings with HoDs	▪ Principals ▪ Learning & Teaching Section (LTS) ▪ Chairs of Subject Panels ▪ Level Coordinators and teachers ▪ IT in Education Team ▪ BYOD Working Group	▪ Time for meetings ▪ Time for implementation ▪ Time to conduct survey, collect & process data ▪ Time for staff development

Targets / Strategies	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
6. L&T Section to coordinate staff development sessions to equip staff with the necessary knowledge on the above strategies e.g. share exemplars of flipped learning online and disseminate relevant training information online from time to time 7. L&T Section to monitor progress made, evaluate and report to the whole staff at the end of school year		7. School and /or Department-based training in online learning/ flipped classroom/ using various learning tools etc. have been conducted and the training record of relevant seminars /workshops of panel members are maintained. 8. Review reports submitted to show adjustments made. 9. Evaluation reports submitted to assess effectiveness. 10. L&T Section reports to the whole staff about the effectiveness of the focus.			

Student Quality

Major Concern: *"Promoting Student Wellness through Cultivating a Positive School Culture and Environment"*

Focus 1: "To equip staff with elements of positive education and build a caring and respectful school environment"

Strategies / Tasks	Time Scales	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
• To introduce elements of positive education to staff through staff development programmes • To explore and try out different strategies of positive education by Positive Education Working Group • To promote positivity among students through whole-school activities and make it more visible on campus • To organize whole-school religious activities based on the theme of Catholic Society, "Rejoice! For we are blessed!" • To cultivate an inclusive atmosphere with harmony, respect and mutual understanding on campus • To recognize and value students' talents in the production of school products • To instil the importance of contributing to a caring and supportive school environment among students and equip them with skills in doing so • To foster positive communication skills among students in building positive relationships with peers and teachers	Whole year	• 2 sessions of positive education workshops are organized for whole staff • At least 70% of whole staff reflect that they understand positive education • At least 4 workshops are organized for members of Positive Education Working Group • Members of Positive Education Working Group meet up regularly to share good practices that they have tried out • Whole-school activities are arranged by teams of SSQD section to promote positivity and gratitude • Students' works are adopted in the production of school products • Students acquire and practise positive interpersonal skills in their daily life	• Post-activity feedback from students and teachers • Post-training feedback from students and teachers • Reflection done by students • End-of-year evaluation meetings • Stakeholders' survey	• Teams of Student Support & Quality Development Section • Class teachers	• Life-wide Learning Grant • Moral & National Education Support Grant • School funds

Focus 2: "To nurture positive values in students so that they live a life with gratitude, respect, commitment"

Strategies / Tasks	Time Scales	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
- To make collaborative efforts among teachers in nurturing positive values (focusing on gratitude, care, courtesy, respect and responsibility) in students - To encourage and guide students to practice gratitude and value others' contributions through class period activities, religious activities and life-wide learning programmes - To organize activities which encourage students to recognize their blessings - To strengthen students' self-management skills and commitment through habit formation and self-discipline - To promote students' sense of commitment as organizers and participants through co-curricular activities - To nourish students' proper manners and etiquette - To foster peer support among students - To encourage students to show care and concerns to different groups in the society through attending community service	Whole year	- Guidelines on nurturing positive values are provided for teachers - Elements of gratitude and appreciation are incorporated in class period activities and life-wide learning programmes - Students adopt the practice of gratitude in their daily life - Students recognize the blessings they receive from God - Students understand their responsibilities and show commitment towards them - Students demonstrate proper manners and etiquette - Activities are arranged to strengthen bonding and build supportive relationships among students - Students take part in various community services serving different groups of the society	- Post-activity feedback from students and teachers - Post-training feedback from students and teachers - Reflection done by students - Evaluation meetings of club committee members - End-of-year evaluation meetings - Stakeholders' survey	- Teams of Student Support & Quality Development Section - Class teachers	- Life-wide Learning Grant - Moral & National Education Support Grant - School funds

Medium of Instruction

English is adopted as the medium of instruction at St. Mary's Canossian College for all subjects except Chinese Language, Putonghua and Chinese History.

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 are 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, i.e. English medium subjects in English and Chinese medium subjects in Putonghua (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 or PTH).

- **All messages or notes written on the blackboard** should be in proper written English / Chinese as appropriate. 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,
  - ➢ 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 the language policy,
  - ➢ 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,
  - ➢ ensure all general assemblies are conducted in English.

- **For Subject Teachers :**
  - ➢ observe the policy on teaching medium,
  - ➢ monitor and ensure that students express themselves fully in proper language,
  - ➢ speak to students in the same language used for teaching inside and outside the classroom.

Budget Summary 2021/22

A. EOEBG

Programme Item	Funds available for 20/21 ($)	Approved Budget 20/21 ($)
EOEBG Surplus Bal from previous years and income of 2021/22	6,668,547.33	
Premises & Administration		3,263,250
Curriculum - Subjects		232,300
Pastoral		154,000
Total Budget from EOEBG		3,649,550

B. Other Grants

Task Area	Remarks:
Teaching Assistant for English Language	Capacity Enhancement Grant $558,309
Chinese Language Highflyers' Programmes	
Chinese Language Consolidation Programmes	
Chinese History Teacher for Non-Chinese Speaking Students	
Full-time Social Worker Service	
School-based & Class-based Careers Activities	Careers & Life Planning Grant $746,053
Interview Workshop	
English Language Teachers	
Programme Consultant	
Programme Consultant	Teacher Relief Grant $100,000
Supply Teachers	
English Language Teacher	Senior Secondary Curriculum Support Grant $1,188,591
Associate Teacher for Mathematics	
Teaching Assistant	
Language & Drama Consultant	
Programme Consultant	

Three-year-plan – Provision of Gifted Education Programmes for the 13ᵗʰ cohort of senior secondary students (from 2021/22 to 2023/24 school year)

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

Annex 3

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
					21/22	22/23	23/24			
Student Support Team	To organize training sessions to further develop students' giftedness in Math and help them excel in external math competitions	F.4 Mathematics Highflyer Programme	20 sessions (1hr 15min@)	F.4 students gifted in Mathematics	10-15	0	0	Students will be awarded prizes in external Mathematics competitions.	Ms Karen Yu	**$36,000**
Student Support Team	To nominate and prepare science gifted students to participate in external science competitions or taking science/ technology related workshops to develop their talents	Suitable 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 will be shortlisted to the final and expected to receive awards in competitions. - Through taking workshops, students will excel in and demonstrate their giftedness in their learning or future studies.	Ms Angel Chan	$2,250/yr x 2 = **$4,500**

St. Mary's Canossian College

Three-year-plan – Provision of Gifted Education Programmes for the 13th cohort of senior secondary students (from 2021/22 to 2023/24 school year)

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
					21/22	22/23	23/24			
Student Support Team	To organize workshops on skills required for walking on the runway to let students 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	Student models will receive training on postures, balance and techniques on the catwalk.	Ms Cathy Ching	**$5,000**
Student Support Team	To organize photography workshops to enable students to discover how photographic works create meaning and apply the learnt methodology to show appreciation and write a critique	Artist-in-Residence Programme	2 sessions (2 hrs@)	NSS students gifted in Visual Arts	20	0	0	Students will learn professional photo-taking skills and are able to analyze photographs and are more sensitive to ideas conveyed in visual works.	Ms Cathy Ching	**$4,500**
Student Support Team	To subsidize gifted students to take enrichment courses offered by tertiary institutions to further develop their potential	Summer gifted programmes offered by tertiary institutions	2 months	F.4-5 academically gifted students	15	15	0	Students will further broaden their horizons and excel in their areas of giftedness.	Ms Carmen Cheng & Ms Echo Wong	$30,000/yr x 2 = **$60,000**

Three-year-plan – Provision of Gifted Education Programmes for the 13th cohort of senior secondary students (from 2021/22 to 2023/24 school year)

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
					21/22	**22/23**	**23/24**			
Chinese Language	To provide intensive training to enhance students' writing skills in Chinese Language	Chinese Language Writing Highflyers' Programme	8 lessons from October 2021 to May 2022 (1.5 hrs@)	F.4-F.6 students gifted in Chinese Language	20	20	20	Students will achieve better results in external competitions	Ms Agnes Lui & Ms Nancy Yum	$9,600/yr x 3 = **$28,800**
Scholarship and Award Coordination Team	- To sponsor students with potential to participate in various enrichment / summer courses offered by tertiary institutions and/or other institutes - To empower students with various skill training and leadership training	Gifted programmes offered by tertiary institutions and /or other institutes e.g. HKFYG	Oct –Dec 2021 Feb – May 2022 Jul - Aug 2022	F.4-F.5 students from SMCC Outstanding Student Network (SMCCOSN) and other students with potential	15	15	0	Students will further broaden their horizons and excel in their areas of giftedness Students are more likely to be shortlisted to apply for external awards and contests	Ms Jenny Chan, Mr David Chau & Ms Jane Yap	$5,000 /yr x 2 = **$10,000**

St. Mary's Canossian College
Three-year-plan – Provision of Gifted Education Programmes for the 13th cohort of senior secondary students (from 2021/22 to 2023/24 school year)

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
					21/22	22/23	23/24			
Music	To subsidize students talented in music to enroll in external courses to enhance their music skills and further develop their giftedness	Music Enrichment Courses	4 music lessons x 2	F.4 & F.5 music gifted students	1	1	0	Selected students will participate in different public music performances or competitions showcasing their enhanced skills.	Ms Viola Chan	$1,500 x 2 = **$3,000**
Co-curricular Activities	To organize training sessions to improve students' leadership skills and enable them to organize quality activities	Leadership Training	2 years (4 hrs mass x 3 / year)	Student Council members, executive committee members of CCA clubs and prefect boards	50	50	0	Students leaders • will acquire techniques in organizing activities and build networks • can discharge their duties with more confidence • can successfully hold activities echoing the annual school themes	Ms Clare Chan	$30,500 + $18,000 = **$48,500**
										$203,000

Plan on the Use of the Life-wide Learning Grant
(2021-2022)

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

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses ($)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				Level	Estimated Number of Participants			I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Category 1	**To organise / participate in life-wide learning activities**											
1.1	**Local Activities:** To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness，or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes											
1	Chinese Debate To enrich students' life-wide learning experiences through competitions and activities	Chinese Language	Whole year	F.1-5	50	Students' and teachers' evaluation	$27,000	✓	✓			
2	Performance and Talk on Face-changing Magic (變臉) To enrich students' exposure and broadening their horizon on Chinese culture	Chinese Language	5 Nov 2021	F.1	Whole school	Students' and teachers' evaluation	$5,000	✓		✓		

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

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses ($)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				Level	Estimated Number of Participants			I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
3	Hong Kong Schools Speech Festival To sponsor students to participate in the Hong Kong Schools Speech Festival	Chinese Language	Sept-Dec 2021	F.1	35	Students' and teachers' evaluation	$2,500	✓		✓		
4	ELC Activities & other competitions To enrich students' life-wide learning experiences through activities	English Language	Whole year	F.1-6	Whole school	Students and teachers' evaluations	$13,200	✓				
5	Drama Fest To enrich students' life-wide learning experiences through activities	English Language	Whole year	F.1-6	Whole school	Students and teachers' evaluations	$49,800	✓				
6	Senior Forms Field Trips To enrich students' exposure and broadening their horizon on Geography	Geography	Mar-July 2022	F.4-5	60	Students and teachers' evaluation	$4,000	✓				
7	Technological Discovery Journey: Smart City-Visit 「體驗在天際」 To experience the implementation of environmentally friendly technology in building design and managing the tallest building in Hong Kong	Geography	Mar-July 2022	F.5-6	60	Students and teachers' evaluation	$6,000	✓				

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses ($)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
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8	Trial classes at HKU SPACE Food Lab To enrich students' exposure to Food Science through attending trial food lab classes at the university.	Home Economics	Sept-Dec 2021	F.4-5	40	Students and teachers' evaluation	$2,000					✓
9	Mathematics Training Workshop To further develop students' giftedness in math and help them excel in external math competitions	Mathematics	Mar 2022	F.1-3	20	Students' participation and feedback	$4,000	✓				
10	Training Workshop in Mathematics To further develop students' giftedness in math and help them excel in external math competitions	Gifted Education	Whole year	F.2-3	20	Students' participation and being awarded in external math competitions	$12,000	✓				
11	Training Workshop for Gifted Students To further develop students' giftedness in different academic areas and help them excel in external competitions	Gifted Education	Whole year	F.1-5	30	Students' participation and being awarded in external competitions	$9,000	✓		✓		

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses ($)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
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12	Outsourced STEM Training/ Workshops/ Activities, e.g. microbit, camera drones. To arouse students' interests and raise their standard in STEM	STEM	Whole year	F.1-6	Whole school	Feedback from teachers and students	$40,000	✓				
13	Hong Kong Youth Science and Technology Innovation Competition To advocate STEM education, arouse students' interests and raise their standard in STEM	STEM	April 2022	F.1-5	4	To collect teacher's feedback and reflection done by students	$500	✓				
14	The Greater Bay Area STEM Excellence Award 2022 (Hong Kong) To enhance students' creativity and innovation, and recognise young STEM talents for their efforts	STEM	May 2022	F.1-5	6	To collect teacher's feedback and reflection done by students	$500	✓				
15	Hong Kong ICT Awards 2022 To create an atmosphere of learning ICT/programming in school	STEM	July 2022	F.1-5	10	To collect teacher's feedback and reflection done by students	$500	✓				

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses ($)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
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16	The Hong Kong Student Science Project Competition 2022 To inspire students' intellectual and career interest in science and technology, as well as bringing creative ideas for social innovation	STEM	Aug 2022	F.1-5	10	To collect teacher's feedback and reflection done by students	$500	✓				
17	School Opening Mass To cultivate a thankful and prayerful atmosphere at the beginning of the academic year	Religious formation	Sept 2021	F.1-6	Whole school	To observe students' participation in the activity	$1,500		✓			
18	Foundress Mass To celebrate the Foundress Day	Religious formation	May 2021	F.1-6	Whole school	To observe students' participation in the activity	$1,500		✓			
19	Advent Activities To prepare for the coming of Jesus Christ and deepen students' understanding of Christmas	Religious formation	Nov-Dec 2021	F.1-6	Whole school	To collect feedback from teachers and students participated in the activities	$700		✓			

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses ($)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
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20	Christmas Celebration To share the joy and peace brought by the birth of Jesus Christ	Religious formation	Dec 2021	F.1-6	Whole school	To observe students' participation in the activity	$800		✓			
21	Lenten Activities To prepare for the death and resurrection of Jesus Christ and to renew students' commitment to Christian beliefs.	Religious formation	Mar-Apr 2022	F.1-6	Whole school	To collect feedback from teachers and students	$700		✓			
22	Easter Celebration To share the joy and hope brought by the risen Lord	Religious formation	Apr 2022	F.1-6	Whole school	To observe students' participation in the activity	$800		✓			
23	Evangelization Activities To provide more opportunities for the non-Christians to learn more about the Christian faith	Religious formation	Feb-Mar 2022	F.1-6	Whole school	To collect feedback from teachers and students participated in the activities	$2,500		✓			

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses ($)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
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								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
24	Marian Celebration To learn the virtues of Mother Mary	Religious formation	May 2022	F.1-6	Whole school	To observe students' participation in the activity	$500		✓			
25	Formation Programme To provide spiritual formation to students and strengthen their Catholic faith	Religious formation	May 2022	F.1-6	Whole school	To observe students' participation in the activity	$1,500		✓			
26	Leadership Training Camp To develop students' leadership skills in organizing religious activities	Religious formation	Nov 2021	F.1-6	Whole school	To observe students' participation in the activity	$2,000		✓			
27	New F.1 Catholic Students' Orientation To welcome the new F.1 Catholic students and pray for God's grace in their new school life so they will adapt faster to the school culture	Religious formation	Aug 2022	F.1 Catholic students and parents	200	To observe students' and parents' participation in the activity	$1,000		✓			

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								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
28	Class-based Talks and Seminars To arouse social awareness of students and prepare them to be confident and knowledgeable volunteers	Community Service	Oct 2021 – Jul 2022	F.1-6	Whole school	Statistical analysis of students' participation and student self-evaluation	$3,000				✓	
29	F.5 Class-based Service Projects To develop students' social responsibility, empathy and self-efficacy through planning and participating in community services	Community Service	Oct 2021 – Jan 2022	F.5	146	Student self-evaluation	$14,400				✓	
30	Service Projects for Students To develop students' responsibility through participating in community services	Community Service	Oct 2021 – Jul 2022	F.1-6	Whole school	Statistical analysis of students' participation and student self-evaluation	$22,800				✓	
31	Workshop on Skincare To equip students with basic skills in skincare and makeup in preparation for professional appearance and grooming for the workplace.	Other Learning Experiences	Nov-Dec 2021	F.6	145	Evaluation from teachers and students	$36,000		✓			✓

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32	Chinese Shaolin Kung Fu Training To cultivate students' interest in and appreciation of Chinese Kung Fu	Other Learning Experiences	Apr-May 2022	F.5	146	Evaluation from teachers and students	$24,000		✓	✓		
33	Workshop on Social Manners To foster social manners and etiquette so as to better prepared for society in the future.	Other Learning Experiences	Mar 2022	F.4	151	Evaluation from teachers and students	$30,000		✓			✓
34	Workshop on Photography To instil students with skills for photo-taking so as to be more expressive and creative	Other Learning Experiences	Mar 2022	F.4	151	Evaluation from teachers and students	$30,000		✓	✓		
35	OLE and SLP Workshop To introduce the aims and objectives of OLE under the NSS curriculum so that F.4 students understand the requirements of the curriculum	Other Learning Experiences	Oct 2021	F.4	151	Evaluation from teachers and students	$3,600	✓	✓			
36	Workshop on Aesthetic Performance To cultivate aesthetic appreciation ability of students	Other Learning Experiences	Nov 2021	F.3	169	Evaluation from teachers and students	$12,000		✓	✓		

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37	Workshop on Finance Management To provide students with smart money management skills so as to live a healthy, happy and secure life.	Other Learning Experiences	Feb 2022	F.2	193	Evaluation from teachers and students	$12,000		✓			
38	Activity Days To enrich students' learning experiences outside classrooms	Other Learning Experiences	20-22 Jan 2022	F.1-5	860	Evaluation from teachers and students	$394,750		✓	✓	✓	
39	School Picnic To give students a temporary relief from their studies and to develop students' their generic skills	Other Learning Experiences	26 Nov 2021	F.1-6	Whole school	Evaluation from teachers and students	$298,000		✓	✓		
40	Annual Drama To engage students in drama production and performance so as to enrich students' life-wide learning experiences	Drama	Whole year	F.1-5	Whole school	Students' participation and audiences' feedback	$200,000	✓		✓		

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses ($)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
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41	Music Festival & Music Interflow, hiring conductors for music teams To organize after-school music classes and rehearsals for music competitions so as to enrich students' learning experiences through musical training and competitions	Music	Whole year	F.1-5	400	Students and teachers' evaluations	$242,121	✓		✓		
42	Swimming Gala To arouse students' interest in swimming, and enhance their skills and sportsmanship	Physical Education	29 Sept 2021	F.1-6	Whole school	Feedback from teachers and students	$4,400	✓		✓		
43	Sports Meet To arouse students' interest in sports, and enhance their skills and sportsmanship	Physical Education	7 Dec 2021	F.1-6	Whole school	Feedback from teachers and students	$5,600	✓		✓		
44	Inter-class, Inter-house and External Sports Competitions To organize various school–based competitions and sponsor training, membership fees, court rental and transportation fees in preparation for external competitions so as to broaden student' life-wide learning experiences through various sports competitions	Physical Education	Whole year	F.1-6	Whole school	Feedback from teachers and students	$27,400	✓		✓		

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45	School Team Training To enrich students' life-wide learning experiences through sports training and competitions	Physical Education	Whole year	F.1-6	200	Performance of sports team in various competitions	$80,000			✓		
46	Music Performances by external organizations To enrich students' exposure to music and enhance their sense of aesthetic appreciation	Aesthetic Development	Nov 2021	F.1-5	200	Feedback from students	$4,000			✓		
47	Dance Team ①Participation in the HK Schools Dance Festival & other dance performances ②Hiring a coach for the dance team To enrich students' exposure to dance and enhance their sense of aesthetic appreciation	Aesthetic Development	Whole year	F.1-5	20	Feedback from students; Evaluation with team coach; Evaluation of students' performances in the inter- school competitions	$40,720			✓		

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48	Fashion Show To enrich students' exposure to visual arts and enhance their sense of aesthetic appreciation	Aesthetic Development	17 Dec 2021	F.3-5	500	Feedback from teachers & students	$7,500			✓		
49	Discipline Prefects' Training To train DPs' effective communication skills and leadership skills	Discipline	Sept 2021 – Jul 2022	F.4-5	36	Statistical analysis of students' evaluation and student self-evaluation	$9,600		✓			
50	Peer Induction Scheme ("Big Sisters Scheme") ①To enhance students' social skills, self-esteem and self-efficacy ②To promote peer support ③To facilitate better school adjustment for F.1 students	Guidance	Oct 2021 – Jul 2022	F.1, 4 and 5	40 F.1 students with 20 F.4 & F.5 Guidance Prefects	Statistical analysis of students' evaluation and student self-evaluation	$38,510		✓			

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses ($)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
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51	Shining Teens Programme ①To enhance students' awareness of mental health ②To enhance students' self-efficacy and problem-solving skills ③To equip students with effective communication and cooperation skills	Guidance	Oct 2021 – Jul 2022	F.2	15	Statistical analysis of students' evaluation and student self-evaluation	$10,010		✓			
52	Relaxation Programmes ①To encourage students to establish peer social support while engaging in positive leisure activities ②To relieve pressure after examination/test periods	Guidance	Oct 2021 – Jul 2022	F.1-6	60	Statistical analysis of students' evaluation	$10,520		✓			
53	Parent-child Workshop (2 sessions) To enhance parent-child relationship	Guidance	Oct 2021 – Jul 2022	F.1-2 and their parents	20 pairs of parents-daughter participants	Statistical analysis of students' evaluation	$5,000		✓			

| No. | Brief Description and Objective of the Activity | Domain* (Please refer to the remark for examples of domain) | Date | Target Students | | Brief Description of the Monitoring / Evaluation Mechanism | Estimated Expenses ($) | Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected) | | | | |
				Level	Estimated Number of Participants			I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
54	School-based Discipline and Guidance Programmes To cultivate different moral values in students through different talks, workshops and activities by social workers and teachers	Guidance	Sept 2021 – Jul 2022	F.1-6	Whole school	Statistical analysis of students' evaluation and student self-evaluation	$55,200		✓			
55	Guidance Prefects' Training To train GPs' effective communication skills and leadership skills	Guidance	Sept 2021 – Jul 2022	F.4-5	20	Statistical analysis of students' evaluation and student self-evaluation	$8,400		✓			
56	Class Period Activities To cultivate different moral values in students through different talks, workshops and activities by social workers and teachers	Guidance	Sept 2021 – Jul 2022	F.1-5	150	Statistical analysis of students' evaluation	$4,600		✓			

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses ($)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
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57	Drama Presentation on Sustainable Development To enrich students' awareness on energy crisis and the importance of sustainable development.	Environmental Education Team	19 Nov 2021	F.5	146	Questionnaire from teachers and students	$500		✓			
58	Charity Plant Sale To promote green living, support charity and environment conservation	Environmental Education Team	Nov 2021	F.1-6	Whole school	Feedback from students	$1,500		✓		✓	
59	Clubs Ex-co Members' Leadership training and team building Workshop To sharpen student leaders' knowledge and leadership skills in event planning and to nurture student leaders' ability in leading groups and implementing large-scale events	Co-curricular Activities	Oct 2021	F.4-5	100	Students and teachers' evaluation	$50,000		✓			✓
60	Leadership Talk To provide students with an overview of qualities of an outstanding person and how to be a good leader	Co-curricular Activities	Jan/Feb 2022	F.3	180	Feedback from students and teachers	$2,000		✓			✓

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses ($)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
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61	Leadership Training for Potential Leaders (F.3-4) To let students understand their strengths and weaknesses and to nurture both competency and commitment in future student leaders	Co-curricular Activities	Feb/Mar 2022	F.3-4	30	Students and teachers' evaluation	$40,000		✓			✓
62	Membership fee for ①Hong Kong Extra-curricular Activities Masters' Association ②Hong Kong Union for Young Leaders To sustain participation in external organizations	Co-curricular Activities	Whole year	F.1-6	Whole school	Feedback from teachers and students	$1,000		✓	✓		
63	Expenses for Student Council, Houses and CCA Clubs To encourage students to participate in Co-curricular Activities	Co-curricular Activities	Whole year	F.1-6	Whole school	Evaluation from teachers and students	$30,000	✓	✓	✓	✓	

Sub-total of Item 1.1 **$1,949,131**

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								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
1.2	**Non-Local Activities:** To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons											
1	Cultural Exchange Tours: ①Guangdong-Hong Kong-Macao Greater Bay Area ②Okinawa ③Xi'an ④United Kingdom To broaden students' horizons through cultural exchange experiences	Cultural Enrichment	Apr-Aug 2022	F.1-5	90	Evaluation from teachers and students	$183,800	✓	✓			
2	Infomatrix 2022 (Special online edition) To enhance students' ICT subject knowledge by participating in worldwide ICT competitions	STEM	May 2022	F.1-5	4	Evaluation from teachers and students	$4,000	✓				
3	iCAN 2022 (Special online edition) To broaden the horizon of students and provide them an opportunity to compete in worldwide competitions	STEM	July 2022	F.1-5	10	Evaluation from teachers and students	$8,000	✓				
					Sub-total of Item 1.2		**$195,800**					
					Estimated Expenses for Category 1		**$2,144,931**					

No.	Item	Domain* (Please refer to the remark for examples of domain)	Purpose	Estimated Expenses ($)
Category 2	**To procure equipment, consumables or learning resources for promoting life-wide learning**			
1	Medals for Service Awards	Co-curricular Activities	To encourage students' active participation in CCA	$2,000
2	Library books and resources	Guidance	To enhance students' social skills, self-esteem and to promote peer support	$1,000
3	Stationery for guidance board displays	Guidance	To promoted positive values and awareness of mental health	$500
4	Stickers for the 'Star of the Week' Scheme	Guidance	To encourage and recognise effort and good deeds made by students	$1,000
5	Prizes for Outstanding Discipline and Guidance Prefects	Guidance	To encourage and recognise the effort paid by Discipline Prefects and Guidance Prefects	$1,000
6	①Musical instruments & accessories ②Piano tuning ③Maintenance fees for musical instruments	Music	To maintain musical equipment for students' use to enrich their life-wide learning experiences through musical training	$28,900
7	Reference Books	Religious formation	To buy books for students' spiritual formation	$1,500
8	Stationery	Religious formation	To decorate display boards for students' spiritual formation	$800
9	Teaching resources and STEM materials	STEM	To encourage students to engage in STEM activities	$1,000
10	Composite furniture and equipment: Laboratory equipment, teaching aids & related resources	STEM	To encourage students to engage in STEM activities	$10,000

No.	Item	Domain* (Please refer to the remark for examples of domain)	Purpose	Estimated Expenses ($)
11	Consumable stores: Materials to promote STEM activities in Science subjects and CCA	STEM	To encourage students to engage in STEM activities	$14,500
12	External STEM related competitions or courses application fees	STEM	To encourage students to participate in external STEM-related trainings and competitions	$10,000
13	Materials for experiments and printing posters for taking external STEM related competitions	STEM	To encourage students to participate in external STEM-related trainings and competitions	$5,000
14	Purchase of project-related hardware (e.g. microcontroller, sensors and tools.)	STEM	To encourage students to be inventive	$1,200
15	Competition-related expenses (e.g. consumables for project, banners or posters for display)	STEM	To facilitate booth setup or presentation in competitions	$800
			Estimated Expenses for Category 2	**$79,200**
			Estimated Expenses for Categories 1 & 2	**$2,224,131**

Category 3: Estimated Number of Student Beneficiaries

Total number of students in the school:	986
Estimated number of student beneficiaries:	986
Percentage of students benefitting from the Grant (%):	100%

Contact Person for LWL (Name & Post):   Bonnie LEUNG (Coordinator of OLE)

Plan on the Use of the Promotion of Reading Grant 2021/22

	Item	Estimated Expenses ($)	Responsible Team/Dept
1	Procurement of reading materials, such as newspapers, magazines and books for student access in the school library and Extensive Reading Scheme of Chinese Language	11,000.00	Chinese Language Department
2	Procurement of reading materials, such as newspapers, magazines and books for student access in the school library and Extensive Reading Scheme of English Language	30,500.00	English Language Department
3	Procurement of reading materials, such as newspapers, magazines and books for student access in the school library	30,500.00	All Subject Departments (except Chinese Language and English Language Departments)
4	Book coupons for Reading Award Scheme	6,000.00	Reading & Thinking Enhancement Team
5	Reading materials, stationery and prizes for Reading & Thinking Activities	13,800.00	
6	Procurement of books, newspapers, magazines and consumable stores for School Library Programmes	30,400.00	School Library
Total		**$122,200**	

St. Mary's Canossian College

School Development Plan 2021/22 – 2023/24

Annual School Plan 2021/22

Endorsed by:

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

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Sr. Agnes LAW
Supervisor/Chairperson
15th November 2021