



St. Mary's Canossian College
2022-23

School Development Plan 2021/22-2023/24

Annual School Plan 2022/23

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 2022/23

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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

- 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 2021/22 to 2023/24 Cycle

STRENGTHS

- 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.
- After experiencing online learning in the past few years, both teachers and students are now adequately prepared for the implementation of eLearning.
- 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.

WEAKNESSES

- 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.
- 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.

OPPORTUNITIES

- 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.

THREATS

- 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.
- 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 | |
| <p>To enhance teachers' assessment literacy to improve learning and teaching effectiveness</p> | <p>Focus 1: <i>Planning effective Assessment for Learning to facilitate and improve student learning</i></p> <ol style="list-style-type: none"> 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 | ✓ | ✓ | ✓ | <p><u>Curriculum</u></p> <ul style="list-style-type: none"> ▪ 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 <p><u>Learning & Teaching Strategies</u></p> <ul style="list-style-type: none"> ▪ 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 <p><u>Assessment</u></p> <ul style="list-style-type: none"> ▪ 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 <p><u>Professional Development</u></p> <ul style="list-style-type: none"> ▪ 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 | |
| <p>To enhance teachers' assessment literacy through analysing different types of assessment data</p> | <p>Focus 2: <i>Making effective use of public assessment data to facilitate teachers to review assessment, curriculum, and pedagogies</i></p> <ol style="list-style-type: none"> To carefully analyse the public examination results and use the information to facilitate teaching and learning effectiveness To collect and analyse evidence of learning to improve students' future learning To align internal and external assessments | | ✓ | ✓ | <p><u>Curriculum</u></p> <ul style="list-style-type: none"> 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 <p><u>Learning & Teaching Strategies</u></p> <ul style="list-style-type: none"> 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 <p><u>Assessment</u></p> <ul style="list-style-type: none"> To give insight into (internal) assessment task design so as to echo the public examination trend <p><u>Professional Development</u></p> <ul style="list-style-type: none"> 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 | |
| | <p>Focus 3:</p> <p><i>Making effective use of internal assessment data to facilitate teachers to review curriculum and pedagogies</i></p> <ol style="list-style-type: none"> 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 | | ✓ | ✓ | <p><u>Curriculum</u></p> <ul style="list-style-type: none"> ▪ 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 <p><u>Learning & Teaching Strategies</u></p> <ul style="list-style-type: none"> ▪ 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 <p><u>Assessment</u></p> <ul style="list-style-type: none"> ▪ To design better assessment tasks and set questions and /or tasks to cater for learners of different needs and abilities <p><u>Professional Development</u></p> <ul style="list-style-type: none"> ▪ 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 | |
| <p><i>To boost student engagement by revamping lesson design and teaching strategies under hybrid learning</i></p> | <p>Focus 1: <i>Adjusting teaching materials and tools to engage students in online and face-to-face modes</i></p> <ol style="list-style-type: none"> 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 | ✓ | ✓ | ✓ | <p><u>Curriculum</u></p> <ul style="list-style-type: none"> ▪ 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 <p><u>Learning & Teaching Strategies</u></p> <ul style="list-style-type: none"> ▪ 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 <p><u>Assessment</u></p> <ul style="list-style-type: none"> ▪ 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 <p><u>Professional Development</u></p> <ul style="list-style-type: none"> ▪ 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 | |
| | <p>Focus 2:</p> <p><i>Increasing student engagement and learning outcome in and beyond lessons with the implementation of BYOD Initiative</i></p> <ol style="list-style-type: none"> 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 | ✓ | ✓ | ✓ | <p><u>Curriculum</u></p> <ul style="list-style-type: none"> ▪ 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 <p><u>Learning & Teaching Strategies</u></p> <ul style="list-style-type: none"> ▪ 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 <p><u>Assessment</u></p> <ul style="list-style-type: none"> ▪ 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 <p><u>Professional Development</u></p> <ul style="list-style-type: none"> ▪ 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 | |
| <p><i>Promoting Student Wellness through Cultivating a Positive School Culture and Environment</i></p> | <p>Focus 1: <i>To implement positive education through home-school cooperation</i></p> <ol style="list-style-type: none"> 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 | <p>✓</p> <p>✓</p> <p>✓</p> | <p>✓</p> <p>✓</p> <p>✓</p> | <p>✓</p> <p>✓</p> <p>✓</p> | <p>Staff Development Programmes:</p> <ul style="list-style-type: none"> • 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 <p>Parent Education Talks and Workshops:</p> <ul style="list-style-type: none"> • Equipping parents with knowledge and skills of positive education in family settings • Empowering parents to support and accompany daughters with elements of positive education <p>School-based Values Education Framework:</p> <ul style="list-style-type: none"> • 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 |
| | <p>Focus 2: <i>To nourish students' development with positive education</i></p> <ol style="list-style-type: none"> 1. To nurture positive values in students 2. To encourage students to practice gratitude 3. To enhance students' self-management skills and social skills | <p>✓</p> <p>✓</p> <p>✓</p> | <p>✓</p> <p>✓</p> <p>✓</p> | <p>✓</p> <p>✓</p> <p>✓</p> | |

| Major Concern | Targets | Time Scale (Please insert ✓) | | | A General Outline of Strategies |
|---------------|---------|---------------------------------|-------|-------|--|
| | | 21/22 | 22/23 | 23/24 | |
| | | | | | <p>Students' Positive Education:</p> <ul style="list-style-type: none"> • 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 (2022/23)

Learning & Teaching

Major Concern: “To groom students as actively engaged self-directed learners”

Focus 1: To use multiple assessment data to enhance teaching and learning outcomes

| Targets / Strategies | Time Scale | Success Criteria | Methods of Evaluation | People Responsible | Resources Required |
|--|------------|--|---|--|---|
| <ol style="list-style-type: none"> 1. L&T Section to collaborate with CUHK-QSIP Team to organise staff development programmes catering to needs of all teachers and Heads of Departments. 2. Core subject departments to seek assistance from CUHK-QSIP Team in assessment data analysis and obtain advice for improvement 3. Subject departments to analyse the 2022 HKDSE results and internal results of Final Exam (21/22) in the end-of-year exam evaluation meetings to identify students’ strengths and weaknesses. 4. Subject panels to set corresponding teaching topic(s) / skills and assessment focuses to address students’ common weaknesses and /or stretch knowledge for more able students. 5. Subject panels to align assessments with teaching by monitoring both teaching objectives and paper setting focus. 6. Subject panels to align internal assessments with public examinations and review examination paper settings and designs. 7. Subject panels to compile learning and teaching packages on public examination questions/skills/topics to guide students to practise and be better prepared. | Whole year | <ol style="list-style-type: none"> 1. Subject departments have utilised assessment data to help refine their teaching contents and strategies. 2. Teachers have addressed students’ strengths and weaknesses in their teaching more effectively. 3. Teachers have applied good practices and effective strategies from professionals in their lessons / paper setting and design. 4. Teachers have made changes in (i) teaching and assessments and (ii) internal assessments to align with public examinations. 5. More students have reported that they had made changes in their studies for improvement after knowing about their strengths and weaknesses. 6. Subject departments have selected topics /skills that require follow-up at each level. 7. The outcomes / end products of the efforts made to review/modify teaching materials, assignments, learning tasks | <ol style="list-style-type: none"> 1. Check departments’ DDP & department reports/minutes 2. Check departments’ Schemes of Work 3. Check departments’ organised tests and exam papers 4. Check departments’ academic performance evaluation reports 5. Check departments’ lesson observation records | <ul style="list-style-type: none"> ▪ Principals ▪ Learning & Teaching Section (LTS) ▪ Subject Department Heads ▪ Level Coordinators and teachers ▪ Staff Development and Appraisal Team | <ul style="list-style-type: none"> ▪ Time for meetings ▪ Time for implementation ▪ Time to conduct surveys, collect & process data ▪ Time for staff development |

| Targets / Strategies | Time Scale | Success Criteria | Methods of Evaluation | People Responsible | Resources Required |
|---|------------|--|--|--------------------|--------------------|
| <p>8. Subject panels to i) evaluate the effectiveness of strategies used for assessment data analysis in panel meetings and present it in the mid-year and year-end reports and ii) set the aforesaid strategies as lesson observation targets</p> <p>9. L&T Section to evaluate the assessment data with subject departments regularly, review their directions and focuses as well as offer advice and support to subject panels</p> <p>10. L&T Section to disseminate relevant training information online from time to time</p> <p>11. L&T Section to monitor progress made, evaluate and report to the whole staff at the end of school year</p> | | <p>and the sharing of good practices have been recorded in department documents.</p> <p>8. More students have reported that learning and teaching packages on public examination questions/skills/topics are useful.</p> <p>9. School-based training workshops have been conducted and the training record of relevant seminars /workshops of panel members have been maintained for easy retrieval.</p> <p>10. Review reports have been submitted to show adjustments made.</p> <p>11. Evaluation reports have been submitted to assess effectiveness.</p> <p>12. L&T Section has reported to the whole staff about effectiveness of the focus.</p> | <p>6. Check assignment inspection records</p> <p>7. SSE Staff Survey</p> <p>8. Student Survey</p> <p>9. Meetings with HoDs</p> | | |

Learning & Teaching

Major Concern: “To groom students as actively engaged self-directed learners”

Focus 2: To make effective use of online tools to assess and monitor student learning

| <i>Targets / Strategies</i> | <i>Time Scale</i> | <i>Success Criteria</i> | <i>Methods of Evaluation</i> | <i>People Responsible</i> | <i>Resources Required</i> |
|--|-------------------|--|--|--|---|
| <ol style="list-style-type: none"> 1. Subject teachers to use varied and appropriate online apps/tools (e.g. student responses /auto-generated summary reports) to monitor student performance, assess learning instantly in class and understand students’ learning needs / difficulties 2. Subject teachers to provide timely and quality feedback (e.g. how to make improvements) once their students submit responses 3. Subject teachers to adopt student-centred learning and adopt appropriate online apps/tools to allow students to interact / collaborate with one another, share learning with others before, during and/or after class. 4. Subject teachers to teach and help students develop effective study skills and form good study habits (e.g. taking notes / keeping learning logs using online tools / learning platforms) to monitor their own learning 5. Peer and self-assessments to be incorporated to allow students to learn from one another and reflect learning using online tools. 6. Subject departments to equip their members with the necessary skills and knowledge about conducting effective online and face-to-face lessons via different modes (e.g. collaborative | <p>Whole year</p> | <ol style="list-style-type: none"> 1. More students have reported that they have been more active in class and frequently adopted peer learning. 2. More students have reported that they can follow the teaching, take notes and complete class work effectively in class. 3. Teachers have been more sensitive to students’ learning needs and progress and frequency of giving timely and effective feedback in lessons has increased. 4. Teachers have adopted different modes of assessments, including asking students to do self and peer assessments to monitor their own learning progress/outcomes. 5. 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. 6. Subject teachers have attended professional seminars / workshops and /or shared good practices with | <ol style="list-style-type: none"> 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 | <ul style="list-style-type: none"> ▪ Principals ▪ Learning & Teaching Section (LTS) ▪ Subject Department Heads ▪ Level Coordinators and teachers ▪ IT in Education Team ▪ BYOD Working Group | <ul style="list-style-type: none"> ▪ Time for meetings ▪ Time for implementation ▪ Time to conduct surveys, collect & process data ▪ Time for staff development |

| <i>Targets / Strategies</i> | <i>Time Scale</i> | <i>Success Criteria</i> | <i>Methods of Evaluation</i> | <i>People Responsible</i> | <i>Resources Required</i> |
|---|-------------------|---|------------------------------|---------------------------|---------------------------|
| <p>lesson planning, school visits, online /department-based training).</p> <p>7. Subject panels to i) evaluate the effectiveness of use of online tools in panel meetings and present it in the mid-year and year-end reports and ii) set online tool application as a lesson observation focus</p> <p>8. L&T Section to coordinate staff development sessions to equip staff with the necessary knowledge on the above strategies (e.g.-online tools and related pedagogies) and disseminate relevant training information online from time to time</p> <p>9. L&T Section to monitor progress made, evaluate and report to the whole staff at the end of school year</p> | | <p>other staff members/ schools.</p> <p>7. Whole-school and /or department-based training in online learning/ flipped classroom/ on-line learning tools etc. have been conducted and the training record have been maintained for easy retrieval.</p> <p>8. Review reports to show adjustments made have been submitted.</p> <p>9. Evaluation reports to assess effectiveness have been submitted.</p> <p>10. L&T Section has reported to the whole staff about effectiveness of the focus.</p> | | | |

Student Quality

Major Concern: “Promoting Student Wellness through Cultivating a Positive School Culture and Environment”

Focus 1: “To instil positive education in students, emphasizing positive emotions”

| Strategies / Tasks | Time Scales | Success Criteria | Methods of Evaluation | People Responsible | Resources Required |
|---|-------------------|--|---|--|--|
| <ul style="list-style-type: none"> • To create opportunities for students to experience and widen their exposure in various types of activities, e.g. external, whole-school, team-based, level-based, and class-based • To promote positive values through board decoration inside classrooms or on corridors • To build students’ habits in keeping reflective weekly journals in Student Handbook • To equip students with self-regulation and adaptation skills to better manage their emotions. • To develop school-based positive education curriculum • To promote mental well-being among students via mindfulness programmes in class periods • To encourage students to step out from their comfort zone and develop their potential through extended and experiential learning • To build up students’ self-confidence via | <p>Whole year</p> | <ul style="list-style-type: none"> • Professional development programmes have been arranged to equip teachers with strategies to implement positive education in class level. • External activities have been promoted to students. • Student participation rate in different activities has increased. • Elements of positive values are /have been displayed on boards in classroom and on school campus. • Lesson time has been arranged every week for students to complete the weekly journal. • Teaching packages on self-regulation and adaptation skills have been delivered and students have been observed to be on good terms with peers. • Positive education programmes and packages have been designed and conducted in class | <ul style="list-style-type: none"> • Post-activity feedback from students and teachers • Post-training feedback from students and teachers • Reflection done by students • End-of-year evaluation meetings of various teams • Stakeholders’ survey • Annual School Report | <ul style="list-style-type: none"> • Teams of Student Support & Quality Development Section • Class teachers | <ul style="list-style-type: none"> • Life-wide Learning Grant • Moral & National Education Support Grant • School funds |

| | | | | | |
|--|--|---|--|--|--|
| <p>extended and experiential programmes, e.g. skill-based workshops and career-related activities</p> <ul style="list-style-type: none"> • To further develop positive communication skills among students in building positive relationships with others on campus and outside school • To organize talks for parents on Positive Education for building good rapport with their daughters • To organize whole-school religious activities such as Christmas Celebration and Foundress Day Celebration based on the theme of Catholic Society, “Love one another without distinction” • To engage students in community service to show care and concern to different groups in the society | | <p>periods for different levels.</p> <ul style="list-style-type: none"> • Positive feedbacks on mindfulness programmes have been received. • Various extended and experiential programmes, such as adventure-based programmes, activity afternoons and leadership training days have been held as scheduled. • Special skill-based and career-related workshops have been held as scheduled. • Students have reported in their weekly journals that they have applied the positive communication skills learnt in various activities and events, and in daily life. • At least 1 parents’ talk on Positive Education has been held. • The Religious Activities and Formation Team has held whole-school activities to promote positive values like generosity, respect and empathy. • Community service has been conducted by students for different needy group in the society. | | | |
|--|--|---|--|--|--|

Focus 2: “To continue to build a caring and respectful school environment through promoting positive values”

| Strategies / Tasks | Time Scales | Success Criteria | Methods of Evaluation | People Responsible | Resources Required |
|--|-------------------|---|---|--|--|
| <ul style="list-style-type: none"> • To reinforce positive values in students with a whole-school approach • To encourage and guide students to practice gratitude and value others’ contributions on different occasions, e.g. religious activities, extended and experiential programmes, activities organized by NGOs, PSA and other higher institutions • To make collaborative efforts among teachers in providing positive feedback to students • To recognize and promote positive behaviour and good deeds of students via Appreciation Corner in classroom and “Stars of the Week” scheme • To showcase students’ talents and achievements through different channels, e.g. school products, good work display and celebration of achievements • To create opportunities for students to showcase their talents and to value their blessings • To create more opportunities for engagement in class so as to strengthen supportive teacher-student and student-student relationships | <p>Whole year</p> | <ul style="list-style-type: none"> • Elements of positive values have been included in sharing in morning assemblies and school events. • Extended and experiential learning activities have been organized to foster positive values among students. • Teachers have shown recognition to students’ participation and efforts made more frequently. • Teachers have made use of the Appreciation Corner and “Stars of the Week” to express appreciation and commendation to students’ behaviour. • Achievements and accomplishments have been displayed on campus. • Christmas Card Competition, regular art exhibitions, Fashion Show and School Concert have been held to showcase students’ talents and achievements. | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Teams of Student Support & Quality Development Section • Class teachers | <ul style="list-style-type: none"> • Life-wide Learning Grant • Moral & National Education Support Grant • School funds |

| | | | | | |
|--|--|--|--|--|--|
| <ul style="list-style-type: none"> • To foster students’ proper manners and etiquette on campus and outside school • To cultivate a positive culture on campus by organising different club activities related to positive values • To promote students’ sense of belonging to teams and clubs through co-curricular activities • To further encourage students to share their blessings at Catholic meetings and religious activities | | <ul style="list-style-type: none"> • Activities have been arranged to strengthen bonding and build supportive relationships among students and teachers. • Students have been more sensitive to proper manners and etiquette on different occasions. • At least 3 meetings/activities (face-to-face or online mode) echoing with the school theme have been organized by all clubs for their members or the whole school. • Students have better understanding of their responsibilities and show more commitment towards teams and clubs’ activities. • Students have shared their blessings more frequently at Catholic meetings and religious activities. • Students have acquired and practised positive values in their daily life. | | | |
|--|--|--|--|--|--|

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 2022/23

A. EOEBG

| Programme Item | Funds available (\$) | Approved Budget (\$) |
|--|----------------------|----------------------|
| EOEBG Surplus Bal from previous years and income of current school year | 6,493,653 | |
| Premises & Administration | | 4,096,380 |
| Curriculum - Subjects | | 360,850 |
| Pastoral | | 24,200 |
| Total Budget from EOEBG | | 4,481,430 |

B. Other Grants

| <u>Task Area</u> | <u>Remarks:</u> |
|--|--|
| Teaching Assistant for School Administration | Capacity Enhancement Grant \$636,625- |
| Chinese Language Highflyers' Programmes | |
| Full-time Social Worker Service | |
| Programme Consultant | Teacher Relief Grant \$486,184- |
| Teaching Assistant for English Language | |

St. Mary's Canossian College

Three-year-plan – Provision of Gifted Education Programmes for the 14th cohort of senior secondary students (from 2022/23 to 2024/25 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 |
|-----------------------|--|---|---|---|--|-------|-------|---|-------------------|---------------------------------------|
| | | | | | 22/23 | 23/24 | 24/25 | | | |
| 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 | \$4,800 |
| 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 workshop per school year | NSS students gifted in science and technology invention | 20 | 20 | 0 | - Students will be shortlisted to the final and /or 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 14th cohort of senior secondary students (from 2022/23 to 2024/25 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 |
|-----------------------|---|---|---------------------------|------------------------------------|--|-------|-------|--|--------------------------------|---|
| | | | | | 22/23 | 23/24 | 24/25 | | | |
| 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 | \$4,800 |
| 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 per school year | 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 |

St. Mary's Canossian College

Three-year-plan – Provision of Gifted Education Programmes for the 14th cohort of senior secondary students (from 2022/23 to 2024/25 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 |
|---|--|--|--|--|--|-------|-------|---|--|---|
| | | | | | 22/23 | 23/24 | 24/25 | | | |
| Chinese Language | To provide intensive training to enhance students' writing skills in Chinese Language | Chinese Language Writing Highflyers' Programme | 8 lessons from October to May per school year (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 Amy Lee | \$(12,900 +7,200 x 2) = \$27,300 |
| Scholarship and Award Coordination Team | <ul style="list-style-type: none"> - 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 Feb – May Jul - Aug per school year | 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 be finalists in 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 14th cohort of senior secondary students (from 2022/23 to 2024/25 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 |
|--------------------------|--|--------------------------|---|--|--|-------|-------|---|-----------------------|-----------------------------------|
| | | | | | 22/23 | 23/24 | 24/25 | | | |
| 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 per school year | 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 | 4-hour-mass programme x 3 per school year | Student Council members, executive committee members of CCA clubs and prefect boards | 50 | 50 | 0 | Students leaders <ul style="list-style-type: none"> • will acquire techniques in organizing activities and build networks • can discharge their duties with more confidence • can successfully hold activities echoing the annual school theme | Ms Clare Chan | \$15,000 x 2 = \$30,000 |
| | | | | | | | | | | \$149,400 |

Schools are required to upload this Plan or the Annual School Plan which consist of this Plan endorsed by their SMCs / IMCs onto the homepage of the schools for the sake of enhancing transparency and in accordance with the established practice.
Declaration: We understand clearly the principles on the use of the Life-wide Learning Grant and, after consulting teachers on the allocation of the resources, plan to deploy the Grant for promoting the following items.

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

| Schools are required to complete this part | | | | | | | Completion of this part is not mandatory | | | | | | | | |
|--|---|----------------------|-----------------|----------------------------------|-------------------------|------------------------------------|---|--|--|--|------------------|------------------------------------|-------------------|----------------------------|-----------------------------------|
| No. | Activity Name | Proposed Date | Target Students | | Estimated Expenses (\$) | Estimated Expenses per Person (\$) | Brief Description and Objective of the Activity | Domain (Please select or fill in the domain of the activity as appropriate) | Brief Description of the Monitoring / Evaluation Mechanism | Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected) | | | | | Subject Panel / Teacher-in-charge |
| | | | Level | Estimated Number of Participants | | | | | | Intellectual Development (closely linked with curriculum) | Values Education | Physical and Aesthetic Development | Community Service | Career-related Experiences | |
| 1.1 | 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 | | | | | | | | | | | | | | |
| e.g. | Career Experience Activity | Nov 2022 | S1-S3 | 200 | \$20,000.00 | \$100.00 | | | | | | | | | |
| 1 | BAFS Competition | Whole year | F.4-5 | 20 | \$2,500.00 | \$125.00 | To arouse students interests in the subject and offer opportunities to apply knowledge | BAFS | Students' performance in competitions and teacher's evaluation | ✓ | | | | | Mandy Chau |
| 2 | Chinese Debate | Whole year | F.1-5 | 50 | \$29,000.00 | \$580.00 | To enhance students' speaking and thinking skills and exposure to social issues | Chinese Language | Students' performance in competitions and teacher's evaluation | ✓ | ✓ | | | | Queenie Lam |
| 3 | English Language Centre Activities & competitions | Whole Year | F.1-6 | 926 | \$8,700.00 | \$9.40 | To enrich students' exposure to English Language learning | English Language | Feedback from teachers and students | ✓ | | | | | Evita Lai |
| 4 | Speech Festival | Sept-Dec 2022 | F.1-2 | 200 | \$34,500.00 | \$172.50 | To enhance students' literary appreciation and boost their confidence in oral presentation | English Language | Students' performance in competitions and teacher's evaluation | ✓ | | | | | Evita Lai |
| 5 | Drama Fest | Jan-May 2023 | F.1-4 | 40 | \$7,300.00 | \$182.50 | To further develop English skills and confidence | English Language | Feedback from teachers and students | ✓ | | | | | Evita Lai |
| 6 | Corsage Making Workshop | Jun 2023 | F.1-5 | 20 | \$8,000.00 | \$400.00 | To learn making wrist corsages given to guests in different school functions | Home Economics | Feedback from teachers and students | ✓ | | | | ✓ | Tracy Chan |
| 7 | Mathematics Training Workshop | Mar 2023 | F.1-3 | 20 | \$2,000.00 | \$100.00 | To further develop students' giftedness in math and help them excel in external math competitions | Mathematics | Students' performance in competitions and teacher's evaluation | ✓ | | | | | Ma Wai Hong Kwok Yu Fai |
| 8 | Physics in Motion Workshop by Ocean park Academy, Hong Kong | March 2023 | F.5 | 40 | \$8,000.00 | \$200.00 | To deepen students' understanding of mechanics concepts and applications in daily life examples | Science | Feedback from teachers and students concerned | ✓ | | | | | Tom Chow |
| 9 | Odyssey of the Mind Hong Kong Regional Tournament 2023 | Feb 2023 | F.5 | 7 | \$2,500.00 | \$357.14 | To apply knowledge and skills in STEM, creativity and innovation | Science | Feedback from teachers and students concerned | ✓ | | | | | Tom Chow |
| 10 | Outsourced STEM Training/ Workshops/ Activities, e.g. A.I. fun day, microbit, camera drones | Feb 2022 | F.1-6 | 200 | \$106,000.00 | \$530.00 | To foster knowledge and skills in STEM, creativity and innovation | STEM | Students' performance in competitions and teacher's evaluation | ✓ | | | | | Dominic Chan |
| 11 | School Drama Production | Whole Year | F.1-5 | 500 | \$800,000.00 | \$1,600.00 | To engage students in drama production and performance so as to enrich students' life-wide learning experiences | School Annual Production | Students' participation and audiences' feedback | ✓ | ✓ | ✓ | | | Hermione Lai |
| 12 | Workshop on Coffee Making | Oct 2022 | F.5 | 16 | \$30,000.00 | \$1,875.00 | To cultivate students' interests and equip them with practical skills | Extended & Experiential Learning | Students' participation and feedback | | | | | ✓ | Clara Leung |
| 13 | Workshop on Planting | Nov 2022 | F.5 | 16 | \$10,000.00 | \$625.00 | To cultivate students' interests and equip them with practical skills | Extended & Experiential Learning | Students' participation and feedback | | | | | ✓ | Clara Leung |
| 14 | Workshop on Wood Carving | March 2022 | F.5 | 16 | \$60,000.00 | \$3,750.00 | To cultivate students' interests and equip them with practical skills | Extended & Experiential Learning | Students' participation and feedback | | | | | ✓ | Clara Leung |
| 15 | Board Game Afternoon | Dec 2022 | F.1-2 | 365 | \$2,000.00 | \$5.48 | To let students understand their characters and recognize their strengths | Extended & Experiential Learning | Students' participation and feedback | | ✓ | | | | Clara Leung |
| 16 | Activity Afternoon | Dec 2022 | F.3 | 155 | \$54,250.00 | \$350.00 | To let students understand their characters and recognize their strengths | Extended & Experiential Learning | Students' participation and feedback | | ✓ | | | | Clara Leung |
| 17 | Introduction to Newly Emerged Sports for F.4 | Sept 2022 | F.4 | 146 | \$29,400.00 | \$201.37 | To let students experience the newly emerged sports and develop their potential | Extended & Experiential Learning | Students' participation and feedback | | | ✓ | | | Clara Leung |
| 18 | Introduction to Newly Emerged Sports for F.5 | Sept 2022 | F.5 | 131 | \$13,300.00 | \$101.53 | To let students experience the newly emerged sports and develop their potential | Extended & Experiential Learning | Students' participation and feedback | | | ✓ | | | Clara Leung |
| 19 | Introduction to Newly Emerged Sports for F.6 | Sept 2022 | F.6 | 130 | \$13,200.00 | \$101.54 | To let students experience the newly emerged sports and develop their potential | Extended & Experiential Learning | Students' participation and feedback | | | ✓ | | | Clara Leung |
| 20 | Sports Talk for F.1-3 | Sept 2022 | F.1-3 | 80 | \$9,000.00 | \$112.50 | To enhance students' awareness of physical health and fitness | Extended & Experiential Learning | Students' participation and feedback | | | ✓ | | | Clara Leung |
| 21 | Activity Day: Learning Trip to Organic Farm | Feb 2022 | F.1 | 197 | \$108,650.00 | \$551.52 | To develop students' leadership skills | Extended & Experiential Learning | Students' participation and feedback | | ✓ | | | | Clara Leung |
| 22 | Activity Day: Adventure-based Training Program | Feb 2022 | F.2 | 168 | \$101,000.00 | \$601.19 | To develop students' leadership skills | Extended & Experiential Learning | Students' participation and feedback | | ✓ | | | | Clara Leung |
| 23 | Activity Day: Rock Climbing | Feb 2022 | F.3 | 155 | \$93,500.00 | \$603.23 | To boost students' physical strength, problem-solving skills and confidence | Extended & Experiential Learning | Students' participation and feedback | | | ✓ | | | Clara Leung |
| 24 | Activity Day: Adventure-based Training Program | Feb 2022 | F.4 | 146 | \$89,500.00 | \$613.01 | To develop students' leadership skills | Extended & Experiential Learning | Students' participation and feedback | | ✓ | | | | Clara Leung |
| 25 | Activity Day: Adventure-based Training Program | Feb 2022 | F.5 | 131 | \$82,500.00 | \$629.77 | To develop students' leadership skills | Extended & Experiential Learning | Students' participation and feedback | | ✓ | | | | Clara Leung |
| 26 | Post Exam Activities: Leadership Training Program | July 2022 | F.3 | 155 | \$77,500.00 | \$500.00 | To develop students' leadership skills | Extended & Experiential Learning | Students' participation and feedback | | ✓ | | | | Clara Leung |
| 27 | Music Festival & Music Interflow | Whole year | F.1-5 | 400 | \$298,021.00 | \$745.05 | To enhance students' exposure to music and foster team work through music activities | Music | Students and teachers' evaluations | | ✓ | ✓ | | | Viola Chan |
| 28 | Swimming Gala | 30 Sept 2022 | F.1-6 | 600 | \$4,400.00 | \$7.33 | To allow students to unleash their potential and foster a sense of belonging | Physical Education | Students and teachers' evaluations | | | ✓ | | | Meaco Kwok |
| 29 | Sports Meet | 2 May 2023 | F.1-5 | 800 | \$5,600.00 | \$7.00 | To allow students to unleash their potential and foster a sense of belonging | Physical Education | Students and teachers' evaluations | | | ✓ | | | Meaco Kwok |
| 30 | Inter-class, Inter-house and External Sports Competitions | Sept 2022 – May 2023 | F.1-6 | 200 | \$27,400.00 | \$137.00 | To allow students to unleash their potential and foster a sense of belonging | Physical Education | Students and teachers' evaluations | | | ✓ | | | Meaco Kwok |
| 31 | School Team Training | Sept 2022 – Aug 2023 | F.1-6 | 200 | \$80,000.00 | \$400.00 | To elevate the skills of students with sports potential through professional training and competitions | Physical Education | Students and teachers' evaluations | | | ✓ | | | Meaco Kwok |

| No. | Activity Name | Proposed Date | Target Students | | Estimated Expenses (\$) | Estimated Expenses per Person (\$) | Brief Description and Objective of the Activity | Domain (Please select or fill in the domain of the activity as appropriate) | Brief Description of the Monitoring / Evaluation Mechanism | Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected) | | | | | Subject Panel / Teacher-in-charge |
|---|---|-------------------------------|-----------------|----------------------------------|-------------------------|------------------------------------|---|---|--|---|------------------|------------------------------------|-------------------|----------------------------|-----------------------------------|
| | | | Level | Estimated Number of Participants | | | | | | Intellectual Development (closely linked with curriculum) | Values Education | Physical and Aesthetic Development | Community Service | Career-related Experiences | |
| 1.1 | 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 | | | | | | | | | | | | | | |
| 32 | Musical Performances by External Organizations | May 2023 | F.3-4 | 300 | \$7,220.00 | \$24.07 | To enrich students' exposure to music and enhance their sense of aesthetic appreciation | Aesthetic Development | Students and teachers' evaluations | | ✓ | ✓ | | | Viola Chan |
| 33 | HK Schools Dance Festival & Dance Performances | Whole year | F.1-5 | 20 | \$48,000.00 | \$2,400.00 | To elevate the skills of students talented in dancing and enhance their sense of aesthetic appreciation | Aesthetic Development | Students and teachers' evaluations | | ✓ | ✓ | | | Viola Chan |
| 34 | Fashion Show | 09 Dec 2022 | S3-S5 | 300 | \$9,500.00 | \$31.67 | To enrich students' exposure to visual arts and enhance their sense of aesthetic appreciation | Aesthetic Development | feedback from teachers and students | | | ✓ | | | Joan Chik |
| 35 | Training Workshops for Gifted Students | Whole year | F.1-6 | 130 | \$22,900.00 | \$176.15 | To further develop students' giftedness in different academic areas | Gifted & Remedial Training | Students' participations and teacher's evaluation | ✓ | | | | | Flora Poon |
| 36 | Public Speaking Enhancement Workshops for Face-to-Face / Online Contests | Sept-Dec 2022 Mar-Jul 2023 | F.1-5 | 20 | \$12,000.00 | \$600.00 | To enhance students' skills in public speaking | Language Environment Support Team | Feedback from students and teachers | ✓ | | | | | Jenny Chan |
| 37 | Class Period Programmes on Mindfulness | Whole year | F.1-6 | 625 | \$495,000.00 | \$792.00 | To promote mindfulness and to maintain students' well-being | Student Quality Development | Feedback from students and teachers | | ✓ | ✓ | | | Amanda Tang |
| 38 | Careers Newsletters, Board Display, Transportation fees for Careers Resources | Whole-year | F.1-6 | 926 | \$600.00 | \$0.65 | To disseminate latest information on further studies and life planning | Careers & Further Studies Team | Feedback from students and teachers | | | | | ✓ | Queenie Mui |
| 39 | Interview Workshop | Dec 2022 | F.6 | 130 | \$20,000.00 | \$153.85 | To equip students with skills for JUPAS interviews | Careers & Further Studies Team | Feedback from students and teachers | | | | | ✓ | Queenie Mui |
| 40 | Careers Programme | Nov-Dec 2022 | F.1-2 | 365 | \$20,000.00 | \$54.79 | To equip students with goal setting skills and knowledge about the careers world | Careers & Further Studies Team | Feedback from students and teachers | | | | | ✓ | Queenie Mui |
| 41 | School Picnic | 10 Nov 2022 | F.1-6 | 926 | \$47,000.00 | \$50.76 | To strengthen the bonding among students and develop self-management skills | Co-curricular Activities | Feedback from students and teachers | ✓ | ✓ | ✓ | | | Clare Chan |
| 42 | Leadership Development (Talks / Training Programmes) | Whole year | F.3-5 | 100 | \$115,000.00 | \$1,150.00 | To develop students' leadership skills | Co-curricular Activities | Feedback from students and teachers | ✓ | ✓ | ✓ | | | Clare Chan |
| 43 | Student-led Activities (Student Council / Houses / CCA Clubs / Membership Fees / Prizes / Gifts) | Whole year | F.1-6 | 926 | \$108,000.00 | \$116.63 | To develop students' leadership skills through organizing activities and offer life-wide learning experiences to all students | Co-curricular Activities | Feedback from students and teachers | ✓ | ✓ | ✓ | | | Clare Chan |
| Sub-total of Item 1.1 | | | | 7,605 | \$3,102,941.00 | | | | | | | | | | |
| 1.2 | Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons | | | | | | | | | | | | | | |
| e.g. | Exchange Tour to the Greater Bay Area | 10-12 Apr 2023 | S4-S5 | 88 | \$100,000.00 | \$1,136.36 | | | | | | | | | |
| 1 | Cultural Exchange Tours to Guangdong-HK-Macao Greater Bay Area, Okinawa, Xian and United Kingdom | Apr-Aug 2023 | F.1-5 | 90 | \$184,300.00 | \$2,047.78 | To broaden students' horizons through cultural exchange experiences | Cultural Enrichment | Feedback from students and teachers | ✓ | ✓ | ✓ | | | Bonnie Leung |
| (Please insert rows above if the space provided is insufficient.) | | | | | | | | | | | | | | | |
| Sub-total of Item 1.2 | | | | 90 | \$184,300.00 | | | | | | | | | | |
| Total for Category 1 | | | | 7,695 | \$3,287,241.00 | | | | | | | | | | |

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

| No. | Item | Purpose | Estimated Expenses (\$) |
|---|---|------------------------------|-------------------------|
| e.g. | STEM Learning Kits | STEM Interest Group Activity | \$50,000.00 |
| 1 | Repair and maintenance of 3D printer and LASER Cutter, materials and consumables to promote STEM activities in Physics | STEM Interest Group Activity | \$3,000.00 |
| 2 | Composite furniture and equipment: Laboratory equipment, teaching aids & related resources for STEM activities | STEM Interest Group Activity | \$10,000.00 |
| 3 | Materials for STEM activities (e.g. micro-controllers, sensors, chemicals, storage boxes, tools) | STEM Interest Group Activity | \$36,000.00 |
| 4 | External STEM related competitions or courses application fees and other related expenses (e.g. materials for experiments/prototypes, printing posters or tools for exhibition) | STEM Interest Group Activity | \$15,000.00 |
| 5 | Musical instruments, musical accessories and piano tuning | Equipment Maintenance | \$36,400.00 |
| (Please insert rows above if the space provided is insufficient.) | | | |
| Estimated Expenses for Category 2 | | | \$100,400.00 |
| Estimated Expenses for Categories 1 & 2 | | | \$3,387,641.00 |

Category 3: Estimated Number of Student Beneficiaries (Compulsory)

| | |
|--|--------------|
| Total number of students in the school: | 926 |
| Estimated number of student beneficiaries: | 926 |
| Percentage of students benefitting from the Grant (%): | 100% |
| Name of Contact Person for LWL: | Bonnie Leung |
| Post of Contact Person for LWL: | SGM |

Plan on the Use of the Promotion of Reading Grant 2022/23

| 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 | 10,000.00 | 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 | 29,500.00 | English Language Department |
| 3 | Procurement of reading materials, such as newspapers, magazines and books for student access in the school library | 31,800.00 | All Subject Departments (except Chinese Language and English Language Departments) |
| 4 | Book coupons for Reading Award Scheme | 9,000.00 | Reading & Thinking Enhancement Team |
| 5 | Reading materials, stationery and prizes for Reading & Thinking Activities | 25,800.00 | |
| 6 | Procurement of books, newspapers, magazines and consumable stores for School Library Programmes | 24,300.00 | School Library |
| Total | | \$130,400.00 | |

Plan on the use of the CS Grant 2021-2024

| Items | | Target Group | Academic Year | | | Estimated Expense (\$) |
|--------------|---|---------------------|---------------|-------|-------|------------------------|
| | | | 21/22 | 22/23 | 23/24 | |
| 1 | Procurement of relevant reading materials e.g. newspaper, magazine, books for student access in the library | F.4-F.6 students | | ✓ | ✓ | \$30,000 |
| 2 | Procurement of relevant teaching materials for teacher use e.g. books, apps, DVD | CS teachers | | ✓ | ✓ | \$20,000 |
| 3 | Site visit of CS teachers for the preparation of local / China tour | CS and L&S teachers | | | ✓ | \$30,000 |
| 4 | Cross department teachers' professional development with L&S by external service providers (e.g. Ming Pao) | CS and L&S teachers | | ✓ | ✓ | \$40,000 |
| 5 | Subsidizing CS students and teachers to take part in Mainland tour | F.4 & F.5 students | | | ✓ | \$150,000 |
| 6 | Online local or mainland tours | F.4-F.6 students | | ✓ | ✓ | \$30,000 |
| TOTAL | | | | | | \$300,000 |

St. Mary's Canossian College
School Development Plan 2021/22 – 2023/24
Annual School Plan 2022/23

Endorsed by:

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

Sr. Agnes LAW
Supervisor/Chairperson
25th October 2022