



St. Francis' Canossian College
嘉諾撒聖方濟各書院

School Report 2024/25

Contents

School Report 2024/25

Our School	3
Profiles of SFCC Graduates	4
School Management	5
Major Concerns (Achievements and Reflection)	6
Our Learning and Teaching	13
Support for School Development	26
Student Performance	31
Financial Summary 2024 - 2025	45
Report on the use of Special Grants	46



School Report

2024/25

Values Education:

Gratitude – Be grateful with Humility

Respect – United in Charity

Commitment in Life – Live out through Service

Catering for Learning Diversity:

Enhance Classroom Teaching Efficiency

Support Language across the Curriculum



Our School

Brief Introduction of the School

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

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

St. Francis' is a grant-in-aid secondary school, consisting of Secondary 1 to Secondary 6 classes. It is an English Medium of Instruction school. Student enrolment was 634 in September 2024. There are 100 Catholic students, making up 16% of the total student population.

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

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

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

More information about our school can be found on

- (i) our school's webpage at <http://www.sfcc.edu.hk> and
- (ii) the webpage of our school profile at [SSP2024/2025 St. Francis' Canossian College \(chsc.hk\)](http://SSP2024/2025%20St.%20Francis'%20Canossian%20College%20(chsc.hk))





Profiles of SFCC Graduates

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

Seeking Truth in Humility

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

Embracing Love with Charity

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



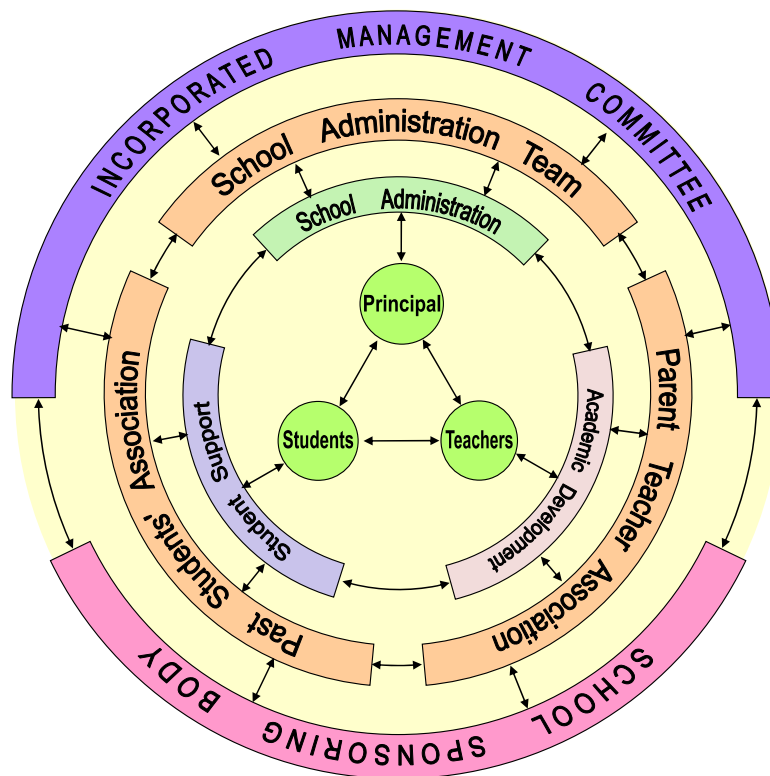


School Management

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

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

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





Major Concerns (Achievements and Reflection)

Major Concerns

1. To reinforce values education to enhance whole-person development of Franciscans

- To empower students of different levels with individual needs for a growth mindset through “Commitment”
- To help students develop Canossian values and other positive values in both formal and non-formal curriculum to achieve seven learning goals

2. To cater for learner diversity by enhancing classroom teaching efficiency

- To enhance students’ learning motivation and progression, through effective assessment practices





Achievements / Reflections

1. To reinforce values education to enhance whole-person development of Franciscans

- To empower students of different levels with individual needs for a growth mindset through “Commitment”
- To help students develop Canossian values and other positive values in both formal and non-formal curriculum to achieve seven learning goals

Achievements

With a foundation built on respect, the value "commitment" is the theme of this year's values education. Our school adopts a whole-school approach to the inculcation of positive values and attitudes in our students. Commitment, being one of our major concerns this academic year, is practised and integrated into the school's culture and ethos.

Our first target is to foster students' dedication through engaging activities. After restructuring school-based Home Programs and Other Learning Experiences (OLE), cross-curricular collaboration among subject departments and functional teams are facilitated. More authentic learning experiences and programmes related to values education are arranged by different teams in Home Programs, OLE and also in Extended Learning Days. These programs encourage students to dedicate time, effort, and energy to meaningful pursuits, even in the face of challenges. For instance, through school-based activities, all S1 and S2 students gained practical skills in managing emotional challenges and fostering positive peer relationships. Service projects further inspire S1 students to strengthen their commitment to supporting underprivileged communities. Meanwhile, S3 and S4 students explored their talents through a personal growth and resilience camp, providing them with opportunities for self-discovery. S5 and S6 students engaged in themed Home Programs designed to help them reflect on and shape their future aspirations. Across these extensive programs, students developed a strong sense of commitment—whether in personal growth and self-improvement, dedication to responsibilities and work, or in building meaningful emotional connections.

According to the Stakeholder Survey 2024-2025, about 80% of the teachers emphasized that the school leads collaboration among subject panels and committees to actively implement values education. About 72% of the students expressed that the school can help them develop good moral character inside and outside of the classroom. About 78% of the parents also agreed that the school helps their children





develop good moral character.

The second target is to foster Canossian values and other positive values through both formal and non-formal learning experiences. To accomplish this, the school continues to implement a school-based Information Literacy (IL) Curriculum for S1 and S2 students. Through this program, students develop the ability to critically and responsibly process information from various media sources. Key values such as integrity, respect for the law, and perseverance are thoughtfully instilled throughout their learning experience.

The APASO results (2024-2025) and a focused group interview with 15 junior and senior students highlight the effective integration of value education within both the curriculum. The Q-score for the Learning subscale (school based extra-curricular activities) in APASO was approximately 116, exceeding the Hong Kong average. Additionally, the Q-scores for the Learning subscale National Identity (National Flag, Anthem, Proud & Love, and Achievement) and that of Morality (Importance) were around 116, which also surpassed the Hong Kong average. From the focused group interview, students generally have positive feedback on school-based Home Program and OLE arrangement and they are more committed to reach out and join various extra-curricular activities.

Through these initiatives, students grow more aware of Canossian values and other positive values, with a particular emphasis on commitment, which is embedded in both the formal and non-formal aspects of our curriculum. By participating in activities, they gain a stronger understanding of commitment and develop practical ways to incorporate it into their daily lives.

Reflection

Taking cultivation of school core values and positive attitudes as the direction, the school has enhanced the collaboration between departments and functional teams in various cross-curricular domains in values education so as to provide students with all-round learning experiences conducive to their whole-person development.

However, to cultivate whole-person development, it is essential to adopt a holistic approach that extends beyond a sole focus on values. A strong emphasis on soft skills development is also essential to enrich students' personal growth, equipping them with essential life skills for future success.

Besides, students tend to adopt a more receptive approach to learning. They are still in the process of cultivating the qualities of motivated learners and developing proactive



engagement in their studies. Additionally, further strengthening home-school collaboration is also essential to further support students' growth. Greater communication and partnership between teachers and parents can create a more cohesive learning environment, ensuring students receive consistent encouragement both at school and at home.

Feedback and Follow-up

To enhance whole-person development, a comprehensive approach that integrates value education and soft skills training into the curriculum is essential. Experiential learning, project-based activities, and student leadership roles can provide valuable opportunities for students to develop communication, problem-solving, and adaptability skills while reinforcing core values such as responsibility, respect, and commitment. Meaningful and hands-on experiences can also deepen students' understanding and motivation, fostering a proactive mindset and encouraging them to take initiative in their own learning.

Furthermore, strengthening home-school collaboration plays a crucial role in supporting students' growth and instilling positive values. Regular parent education talks/ workshops can equip families with strategies to reinforce students' learning and personal development. Increasing collaboration among departments and functional teams can also create a more cohesive and systematic framework for soft skills training, ensuring that all students benefit from a comprehensive, school-wide initiative.

By implementing these strategies, schools can create a dynamic and supportive learning environment that encourages students to thrive while internalizing meaningful values that guide them through life.



2. To cater for learner diversity by enhancing classroom teaching efficiency

- To enhance students' learning motivation and progression, through effective assessment practices

Achievements

To maximize students' potential and enhance the efficiency and effectiveness of classroom instruction, it is essential to establish clear curriculum goals and improve teaching practices. This approach must also account for learner diversity by enhancing classroom teaching efficiency to meet the varied needs of all students. By setting specific objectives for the curriculum, teachers can ensure that the learning experience is tailored to students' individual strengths and challenges.

- The target is to enhance students' learning motivation and progression, through effective assessment practices. By developing an Assessment Blueprint for each subject, we align teaching with assessment methods, incorporating diagnostic, formative, interim, and summative components for a comprehensive evaluation of student learning. This allows students to reflect on their strengths and weaknesses, helping them self-regulate their efforts for improvement. They are also developing the habit of assessing their learning needs across different subjects. Support from The Quality School Improvement Project (QSIP) at The Chinese University of Hong Kong has been crucial in promoting assessment literacy among our middle-level leaders. Our school and curriculum leaders have successfully organized and conducted internal dissemination activities.
- As shown in our APASO result (2024-2025), the Q-score for the Learning subscale (self-monitoring) was approximately 112, exceeding the Hong Kong average and showing improvement from the data for 2023-2024. Additionally, the Q-score for the Learning subscale (self-planning) was around 102, which also surpassed the Hong Kong average.
- According to the Stakeholder Survey, most teachers noted that students reflected on and improved their learning. Students also expressed that they consider their performance in class, test and exam results, and teachers' feedback such as comments on their assignments to enhance their learning.
- Students have become adept at reflecting on their strengths and weaknesses, self-regulating their work for improvement, and developing a habit of evaluating their learning needs across different subjects.
- The second strategy involves integrating assessment literacy into eLearning across all subjects to create engaging and impactful online assessments that support





student learning and achievement. An e-Learning circle, comprising representatives from all Key Learning Areas (KLAs), has been established to empower e-Learning buddies in promoting eLearning and enhancing assessment literacy within various KLAs.

- According to the Stakeholder Survey, most teachers observed that students frequently utilize various resources for learning, including e-learning tools and community resources. Students also indicated that they know how to apply effective learning strategies, such as preparing for lessons in advance, using concept maps, and accessing online resources.
- The third strategy is to strengthen teachers' assessment literacy to address learner diversity through staff development workshops.
- The majority of teachers expressed that professional support significantly enhances their capacity in assessment literacy, particularly through the staff sharing session of Assessment Learning Circles held in October 2024 and the Staff Development workshop focused on the use of HKDSE data by QSIP in January 2025. These initiatives provided valuable insights and practical strategies for improving assessment practices.
- Furthermore, staff members found the various sharing sessions on e-Learning circles during general staff meetings to be exceptionally beneficial and effective. These sessions fostered collaboration and the exchange of best practices, helping teachers to better integrate e-Learning into their teaching methodologies and enhance student engagement.

Reflection

- The development of assessment blueprint has been internalised and extended to all subject departments for more structured alignment of teaching with assessment practices in some levels. Subject departments have incorporated assessment literacy practices into their teaching. These strategies have become an integral part of their teaching repertoire, ultimately facilitating student learning and growth. With more targeted intervention from teachers, students have been more able to understand their strengths and weaknesses for setting personal learning goals.
- Additionally, our school leaders and curriculum leaders have actively organized and facilitated internal dissemination activities to share successful practices, resulting in a comprehensive and ongoing professional development environment for our teachers.



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

Feedback and Follow-up

By broadening the scope of the assessment blueprint, all departments will create a more comprehensive framework for evaluating student learning. Additionally, a whole-school approach incorporating strategies such as differentiated instruction and effective note-taking is recommended to meet the diverse learning needs of students. According to APASO data, there is a need to further cultivate students' reading habits to build a broad and solid knowledge base, develop and apply generic skills in an integrated manner, and foster independence as self-directed learners for their future studies and careers.

By implementing these strategies, students can cultivate a growth mindset that encourages continuous improvement in their learning. With the development of a broad and solid knowledge base, students are expected to better understand their interests, aptitudes, and abilities, allowing them to set and reflect on personal goals while aspiring for further studies and future careers.



Our Learning and Teaching

Values Education

- Values education has always been an integral component in Canossian Education. Formation of the heart of our students is an important key to inculcate positive attitudes and values. The implementation of values education at St. Francis' Canossian College makes reference to the school core values of integrity, love for learning, commitment and compassion; the educational philosophy of the School Sponsoring Body with an emphasis on charity and humility, and nurturing our students to be grateful people with strong commitment and respect for all creatures; and the twelve priority values and attitudes including perseverance, respect for others, responsibility, national identity, commitment, integrity, benevolence, law-abidingness, empathy, diligence, filial piety and unity as suggested by the Education Bureau (EDB).
- Students Support Coordinating Team oversees the whole school's formal and non-formal curriculum development, take charge of the longitudinal planning and development of values education, and regularly evaluate its effectiveness.
- Our school adopts a whole-school approach to the inculcation of positive values and attitudes in our students. Commitment, being one of our major concerns this academic year, is practised and integrated into the school's culture and ethos.
- The school's non-formal curriculum has incorporated a comprehensive inculcation of values through various extra-curricular activities. Authentic learning experiences and programmes related to values education are arranged by different teams in whole-school Home Programmes and on Other Learning Experiences (OLE) Fridays. Students are encouraged to invest time, effort, and energy into something meaningful, even when challenges arise. There is a specific focus for each form. The topics of this academic year were as follows:

S1: Understanding Oneself and Self-Management Skills Development

S2: Communication Skills Development

S3: Exploring One's Talent and Lifespan Development

S4: Problem-Solving Skills and Leadership Development

S5: Goal Setting and Learning from Role Models

S6: Stress Management and Meaning of Life (Multiple Pathways)

- In some of the school-based programmes, all S1 and S2 students learned techniques in handling emotional challenges and maintaining positive peer relationships. All S3 and S4





students had an opportunity to explore their talent in a personal growth and resilience camp. All S5 and S6 students were guided to explore their future goals through school-based main theme Home Programmes. Through these massive programmes, students learned to demonstrate commitment in many forms—personal commitments to growth and self-improvement, commitments to work and responsibility, or emotional commitments in relationships.

- Parents play a vital role in the journey of their children's growth and learning, and are key partners of our school. Our school has provided ample opportunities for parents to have close connections with form and co-form teachers. This enhances parents' understanding of child raising, supporting children's learning, fostering positive values, and facilitating the whole-person development of their daughters. This home-school cooperation provides a positive and conducive environment for moral development.
- National Flag Raising Ceremony is held weekly at school. Students of each class take turns to deliver a speech under the National Flag. The ten-minute speech with themes like socio-economic development of China, cultural heritage and traditional cultural values help students develop a sense of belonging to our country and national identity. Students also actively participate in competitions related to national security and national education.
- Service learning provides opportunities for students to widen their horizons and nurture love for the community. All S1 students have to join one of the service and uniform groups to raise their sense of civic responsibilities and encourage engagement in community work. Service projects, including JC Volunteer Together – School-Based Programme, are organised by the Hong Kong Jockey Club for S1 students to enhance their commitment in serving the underprivileged groups.
- Taking cultivation of school core values and positive attitudes as the direction, the school has enhanced the collaboration between departments and functional teams in various cross-curricular domains in values education so as to provide students with all-round learning experiences conducive to their whole-person development.
- A school-based Information Literacy curriculum has been devised to teach S1 and S2 students how to process information from different media in a rational and responsible manner. Values such as integrity, law-abidingness and perseverance have been instilled.
- By making values education a priority, the school endeavours to create a culture of positivity that nurtures students into dignified young ladies ready to serve the community and our motherland.





Academic Development

- To further enhance assessment literacy to cater for learner diversity, we have developed an Assessment Blueprint in each subject which aligns with teaching and assessment practices, and incorporates diagnostic, formative, interim, and summative components for a holistic evaluation of student learning. Students are able to reflect on their strengths and weaknesses in learning and self-regulate their work for improvement. They have developed a habit to evaluate their learning needs in different subjects. The support received from the Quality School Improvement Project (QSIP) of the Chinese University of Hong Kong has played a significant role in promoting assessment literacy among our middle-level leaders. Our school and curriculum leaders have effectively organised and conducted internal dissemination activities.
- Assessment literacy has been implemented within the context of e-learning for each subject to develop engaging and effective online assessments that enhance student learning and achievement. Through the development of Learning Circles, pioneering teachers of various subjects collaborate to share their successful strategies. Our teachers have effectively utilised data for evaluating assessments, ranging from classroom evaluation to formal tests and examinations.
- To enhance learning and teaching in Personal, Social, and Humanities Education (PSHE) subjects, we participated in the Productive Teacher Questioning Programme offered by the Department of English and Communication at The Hong Kong Polytechnic University. This initiative comprised various collaborative activities, such as lesson planning meetings, lesson observations, post-lesson discussions and data analysis consultations. Through these engagements, our teachers have strengthened their instructional expertise and developed effective questioning strategies that address learner diversity. This approach has also cultivated a culture of continuous improvement and professional growth among our staff, ultimately benefiting teaching and learning outcomes.
- We joined the EDB's School-Based Support Programme on STEM Education to enhance the effectiveness of learning and teaching in S1 Technology Education. The designated theme focuses on self-directed learning as a strategy to promote STEAM education in the era of artificial intelligence.
- The implementation of small-class teaching in S1 and S2 Chinese Language effectively addresses learner diversity within our school. Furthermore, we have implemented pull-out enrichment and remedial programmes for both junior and senior levels in different Key Learning Areas (KLAs) to cater to our students' specific needs. By offering



a range of diverse learning experiences, students have achieved significant progress in their individual learning journeys, allowing them to reach their full potential.

- To encourage the development of language skills and creativity among S1 and S2 students, we have integrated Language Arts into the English Language curriculum. This approach enables students to actively participate in language-related activities that enhance both their linguistic proficiency and imaginative thinking.
- To facilitate knowledge construction, promote collaboration and problem-solving skills, and cultivate positive values and attitudes among students, we have integrated cross-curricular activities into the PSHE and Science and Technology KLAs. This approach enables students to actively engage in interdisciplinary activities, develop and apply generic skills in an integrative manner, and become independent and self-directed learners for their future studies and careers.
- The school has implemented the “Three-Tier Implementation Model” to effectively plan and execute our school-based gifted education programme. This model allows us to systematically and strategically identify and develop the potential of our gifted students, creating a talent pool that can thrive. By adopting this approach, we provide tailored educational opportunities that align with each student’s individual abilities and needs. The model promotes education at appropriate levels, ensuring our gifted students are challenged and engaged in a flexible teaching and learning environment. Through this strategy, we aim to maximise the growth and development of our gifted students, nurturing their talents and enhancing their learning experience.
- Our Academic Team is dedicated to recognising the gifts and talents of our students and providing them with opportunities to nurture versatility and develop global awareness. We aim to help them reach their full potential in serving others and contributing to the community. Students with diverse talents are nominated to participate in various academic and non-academic programmes that align with their abilities and interests. By fostering our students’ unique strengths and providing a platform to showcase their capabilities, we strive to cultivate well-rounded individuals who can make a positive impact on the world.





Catholic Formation

- Religious and Moral Education (RME) is taught as a subject in the formal curriculum. Through the teaching of Jesus and the good deeds of Saints, students acquire an understanding of Christianity and the religious way of life. Guidance is given to students in their search for faith or a life stance by which to live.
- In response to the school theme of the year ‘Commitment in Life – Live out through Service’, students were invited to join ‘I Can Challenge’. During RME lessons, students took turns to set short-term goals and share their commitment to achieving them. We celebrated both their successes and failures, encouraging students to reflect on their experiences and improve for the future.
- With God’s blessings, we had monthly masses and rosary sessions in May and October. We encouraged students to meditate and enjoy the prayerful moments with God when they were empowered with His abundance of love and grace.
- We held the School’s Official Opening Mass and Thanksgiving Mass and four liturgical celebrations, namely St. Francis’ Feast Celebration, Christmas Celebration, Easter Celebration and Foundress Feast Celebration, for all students. Through drama, prayers, and sharing from guest speakers, students were guided to reflect on their relationship with God and experience God’s presence in their daily lives. Both Catholic and non-Catholic students were invited to take part in the above celebrations.
- Six Catholic Formation sessions were held during Home Programmes for Catholic students. Each session included prayer, catechism input, group reflection and games. This year’s topics covered the rosary, pilgrimage through Following Thy Way, homosexuality, the eight special areas of concern established by the Hong Kong Diocese for Jubilee 2025 and the Way of the Cross.
- Spiritual development programmes were arranged during Home Programmes for non-Catholic students. In the six sessions conducted this year, we engaged students in reflecting on the purpose of life, faith, Holy Spirit and resisting temptations. We instilled moral values such as gratitude, commitment, faith, and perseverance.
- To nurture the growth of faith, all Catholics students are encouraged to join an active spiritual group, namely Catechism Group, Catholic Formation Team, Spiritual Formation Team, Altar Service Team, Reader and Prayer Team, Mother of Mercy’s Choir, C+ Party Team and FIAT (Faith in Art Team). This initiative aims at encouraging involvement in evangelisation and developing a stronger sense of commitment to their Catholic identity.





- Two extra-curricular religious groups, Legion of Mary and Catholic Society, have been in place for decades to train Catholic leaders and enrich students' religious lives through prayers, sharing, and services. Students are given opportunities to reach out to help the needy in the footsteps of Jesus and Mary.
- S6 Catholic students joined a Joint School Catholic Students' Retreat with peers from the six Canossian schools in September 2024 to seek God's will and place their worries in the hands of God. The S1 to S5 Catholic Students' Retreat was held in June 2025 during the post-examination period, where students visited a Jubilee Pilgrim Site and learned more about the needy in our society.
- A Thanksgiving Mass was held for all S6 students in February 2025. On this precious occasion, students prayed for God's blessings and expressed their gratitude for God's love and teachers' guidance.

Careers and Life Planning Education

- Life planning is an ongoing and lifelong process for personal fulfilment, with different foci at different stages of one's life. Life planning education equips students with knowledge, skills and attitudes to make wise career and life choices in accordance with their interests, abilities and orientations. In this academic year, the Careers Guidance Team organised various programmes with external organisations to promote Careers and Life Planning Education. The team also collaborated with alumnae to provide support in careers guidance.
- Careers Guidance and Life Planning Education was incorporated into S3 to S6 Home Programmes, OLE periods, Careers Day, lunchtime events and post-examination activities.
 - S3 students participated in life-planning workshops that integrated the principles of VASK. To help them make informed decisions about elective subject choices, senior students were invited to share their experiences.
 - Building on the career and life-planning foundation developed in S3, S4 students received training to deepen their understanding of personal interests and traits. Company visits were also organized to broaden their horizons and provide practical, real-world exposure.
 - For S5, career exploration workshops utilizing the Careers Interest Inventory (CII) were conducted to prepare students for future studies. University visits were also



arranged to update students on JUPAS options and offer insights from various universities.

- In S6, students participated in interview skills workshops and mock interviews to prepare for university entrance interviews. Careers and English teachers provided training on personal statement writing, while JUPAS and E-app talks were organized to offer guidance and support for both students and parents.

The above activities were co-organized by Agent of Change (HKCSS).

- S3-S5 Careers Day Highlights - July 2025

- In July 2025, S3-S5 Careers Day provided students with opportunities to explore various industries, gain insights into future career paths, and hear inspiring stories from alumnae.
- S3 students visited the Vocational Training Council and attended the "Exploration in Hospitality Industry" course to deepen their understanding of the hospitality sector.
- S4 students participated in programmes organized by St. James' Settlement and the Civil Engineering and Development Department. Physics students visited the Tung Chung Community Liaison Centre to learn about the Civil Engineering Department's work and the role of engineers. Other students explored roles such as graphic designer, video editor, social media editor, web architect, business analyst, and chatbot designer.

- Mentorship Programme

- The SFCC Career Expo featured dedicated alumnae from various professions who provided advice, guidance, and workplace insights, helping students better understand diverse career options.

- Life Planning Support

Careers Prefects organized lunchtime career games, while Careers Teachers offered individual counselling on JUPAS programmes, elective choices, and subject drops. Talks on future studies, including Senior Secondary Applied Learning (ApL) and subject selection, were conducted for students and parents.





- Experiential Programmes

Collaborative programmes with external organizations offered hands-on experiences, further enriching students' understanding of different industries.

- In January 2025, all S4 and SS students visited companies across various industries—environmental, hospitality and management, science and technology, news media, and finance—during OLE periods. Visits included GreenFlow, Wontonmeen, HKBGI, SCMP, Videotage, Automated Systems (HK) Limited, New World Development Company Limited, and Deloitte Touche Tohmatsu.
- In November 2024, all S5 and S6 students toured local universities during OLE periods. Alongside campus visits, university teaching fellows and student ambassadors delivered admission talks covering undergraduate programmes from:
 - Faculty of Arts, Faculty of Business, and School of Computing and Data Science (University of Hong Kong)
 - Academy of Interdisciplinary Studies (Hong Kong University of Science and Technology)
 - Department of Rehabilitation Sciences (Physiotherapy, Occupational Therapy) and School of Design (Hong Kong Polytechnic University)
- To support S6 students' JUPAS choices, the Hok Yau Club held a talk in September 2024. Additional talks on multiple pathways, JUPAS applications, and overseas studies were offered to students and parents after S6 Parents' Day, providing information on local degree and sub-degree programmes.
- In collaboration with New World Development Company Limited, the Careers Guidance Team organized a company visit to Cheung Sha Wan under the Business-School Partnership Programme (BSPP). Students learned about the company's history, operations, and gained career insights by engaging with staff during the presentation.

- School Nominations for future studies

For future studies, three S6 students were nominated for the JUPAS School Principal Nomination Programme, and two for the JUPAS School Nominations Direct Admission Scheme.





Counselling and SEN Students

- The School Counselling Team aims to promote students' self-awareness, self-understanding and resilience, enhancing whole-person development and overall well-being. It also aims to cultivate a mutual supportive atmosphere by facilitating communication and connection between teachers and peers, thereby establishing a supportive network at school.
- To help the S1 newcomers adapt to their secondary school life, S1 Orientation Day was organised in August 2024. Our Guidance Assistants and school social workers conducted a series of activities for all S1 students. This programme aimed to foster supportive peer relationships through sharing and self-reflection, preparing students to face potential challenges in their new chapter of secondary school life.
- New S1 students were assisted in their adjustment to a new study environment by means of the Guidance Assistance Scheme as well as the counselling service provided by the team and the school social workers. A series of training programmes for the Guidance Assistants was organised by the school social workers and St. James' Settlement this year. A service programme was organised in March 2025, involving primary school students from St. John the Baptist Catholic Primary School. The theme of the programme was "Challenging Ourselves". Our school social workers and Guidance Assistants prepared a series of mass games, game booths and photo booths to help the primary school students reach out and challenge themselves. The positive feedback and joyful expressions marked the success of the service programme.
- Recruitment of new Guidance Assistants was completed in May 2025. A training session for the new recruits which focused on team building was organised during the post-examination period at Po Leung Kuk Pak Tam Chung Holiday Camp. Through various activities, they learned to work with others and be accommodating when completing tasks.
- The S4 Orientation Day hosted by the Methodist Centre in September 2024 was designed to cultivate a deeper mutual understanding among classmates and equip students with the skills to navigate the potential challenges of senior forms. Enhancing time management skills, resilience, teamwork and collaboration is crucial for their personal growth. These skills were acquired through the activity.
- Home Programmes and workshops catering for students' developmental needs were held in various forms.





- The Mental Health Wellness Programme was held throughout the school year, enhancing students' awareness of mental health, helping them take care of their thoughts and emotions through a series of activities designed to assist students in releasing pressure, and improving their overall mental well-being.
- “Shall We Talk”, which was launched by the Advisory Committee on Mental Health and the Department of Health, brought the ‘Learn to Refresh’ School Tour 2024 – 2025 to our school in March 2025. Through a range of interactive activities, this school tour aimed to enhance students' understanding of mental health, thereby reducing stigma towards people with mental health needs. It also provided an opportunity for students to learn about and share different emotions amongst peers, creating a supportive school culture.
- Four S4 – S5 students participated in the “SOS Mental Health Hackathon 2024 – 2025”, organised by Wofoo Social Enterprise and Wellness Hub and sponsored by Bright Future Charitable Foundation. Students took the initiative to design and carry out a mental health programme at school in May 2025 to enhance the students' mental health awareness and well-being.
- In order to help students overcome potential challenges and embrace school life, our school social workers organised various workshops, such as the Adjustment Group, Peer Relationships Workshop and New Chapter Programme, covering topics such as emotional management, communication skills and the development of self-value. Our school social workers and counselling teachers also provided one-on-one counselling sessions to help our students and support their growth.
- “Student Mental Health Support Scheme” was introduced at school with the collaboration between multi-disciplinary teams, working closely with the psychiatric team of the Hospital Authority, the school-based educational psychologist, relevant teachers and social workers to provide support for students with mental health needs in the school setting.
- The SEN Team of our school has been set up to take care of the SEN students and provide support for the teachers concerned. The team members include the SEN Coordinator, the Education Psychiatrist from the EDB, the school social workers, representatives from the Academic Team, the Examination Team and the English, Chinese and Mathematics Departments.
- A three-tier model has been adopted to provide support for SEN students with diverse needs. Tier-3 students are offered intensive individualised support by means of an Individual Educational Plan (IEP). Tier-2 students who have persistent learning





difficulties are provided with additional support and assistance in learning. For Tier-1 students with transient or mild learning difficulties, early identification of their problems and quality teaching in regular classrooms may help.

- Class meetings were held throughout the year. The Counselling Team and the parents concerned worked collaboratively to ensure the SEN students received the best possible care. A Student Support Officer has also been hired to provide academic assistance to the SEN students.

Learning with IT

- The goal of IT in education at our school is to ensure that students have access to quality learning experiences and engage with the world using the resources and connections readily available to them.
- The Wi-Fi on our school campus has unlocked the immense educational potential of the Internet, enriching classroom teaching and learning across all subjects. Each classroom is equipped with an interactive smartboard that facilitates the learning and teaching process through maximizing the use of modern technology. These state-of-the-art smartboards not only enhance student participation but also create a collaborative learning environment. Furthermore, our school hall features an LED wall, serving as a vibrant platform for showcasing students' remarkable achievements and making important announcements. Our STEAM (Science, Technology, Engineering, Arts, and Mathematics) Room, equipped with cutting-edge tools and resources, allows students to explore various STEAM concepts and develop their critical thinking, problem-solving skills and creativity. The latest infrastructure of our school exemplifies our unwavering commitment to equipping students with the finest tools and facilities, enabling them to thrive in today's technology-driven world.
- Our "Bring Your Own Device" (BYOD) Scheme implemented in S1 to S4 has shaped our students to become motivated learners highly engaged in their own learning. Supported by learning management systems like Google Classroom and Microsoft TEAMS, our students benefit from e-platforms that foster collaboration and peer learning at all levels of the school. The transition to a blended learning environment with BYOD represents a significant shift for all stakeholders. To prepare for this change, our dedicated teachers attended professional development workshops, equipping themselves with the necessary skills to embrace blended learning and utilise various digital technologies. With intentional commitment to teaching and learning, our teachers continuously reshape lessons and expectations to ensure a seamless fit within this new educational landscape.





- Our school promotes digital home-school communication through instant messages on the school's mobile application. This has strengthened communication among teachers, students and parents. We also foster student accountability with an e-learning platform that manages Student Learning Profiles (SLP). These profiles chronicle students' academic journey throughout their senior secondary years, providing a comprehensive overview of their progress and achievements.
- A shift in learning modes is challenging. As circumstances change, so will our structures and responses. We hope that all students, parents, and teachers can embrace the learning journey within a supportive e-learning environment.

STEM Education

- STEM education and skills development have become increasingly important in today's society. Science, Technology, Engineering, and Mathematics (STEM) education aims to provide students with a strong knowledge base and foster their interest in these fields. Through STEM education, students develop the ability to integrate and apply knowledge and skills, while also nurturing their innovation and creativity. At our school, we have implemented STEM education in both the regular curriculum and extra-curricular activities.
- STEM education has been integrated into our Science and Technology curriculum. To further promote STEM education in junior forms, our school has joined the "Integrated self-directed learning approach to school-based STEAM development" offered by the University of Hong Kong to implement a school-based STEAM curriculum with integrated self-directed learning (SDL) in S1 Information Technology in 2024/25.
- STEM education is not limited to the regular curriculum but is also integrated into our OLE activities in S1. The students explored the principles of drone soccer, which combines engineering and technology in sports. These activities provided students with a broad and balanced curriculum, offering diverse learning experiences to foster their holistic development. In addition, our S1 – S3 students took part in the 「GenRobo 機械新人類 2024 – 25」, which was funded by the Greater Bay Area Homeland Youth Community Foundation, through which they put theory into practice to build their own AI robots.
- Our talented students have actively participated in various STEM competitions, showcasing their skills and innovative ideas:

◇ 建「機」灣仔 – 青少年社區設施優化計劃

◇ 3D For Good Challenge 2024 微縮模型製作挑戰賽 2024

◇ 2024 年第四屆全港青年 STEAM 比賽暨展覽(由 AI 到 SI)及人工智能素養推廣比賽





- ✧ Sky Dream 2025 全港學界航空比賽
- ✧ 2024「詩畫裡的中國」港澳賽區
- ✧ 第十六屆健康資訊學生大使計劃
- ✧ 2024 生成式 AI 藝術創作大賽《點語成丹青》
- ✧ 第 5 屆「愛。創耆樂」挑戰賽 Micro:bit 組
- ✧ Ignite Your Impact Challenge
- ✧ Hong Kong Youth AI Master Applied Tech Innovation Awards
- ✧ 低空飛行大賽之大灣區中小學智慧搜救挑戰賽
- ✧ MTR “Train’ for Life’s Journeys 2.0” Programme
- ✧ Big Bang Academy’s World Reimagined Competition 2025
- ✧ 第三屆深港澳青少年創意設計大賽
- ✧ JA Code for Impact Challenge 2025
- ✧ 學生創新大賽 2025
- ✧ The Microsoft Office Specialist Championship Hong Kong 2025
- ✧ Samsung Solve for Tomorrow
- ✧ Hong Kong Science Fair



Support for School Development

Staff Development

- Continuing professional development of teachers is emphasised. Newly-joined teachers and in-service teachers actively participate in programmes organised by the EDB and tertiary institutes.
- Staff Induction Programmes are conducted to familiarise new teachers with their roles, responsibilities and duties in school.
- Target-oriented seminars were held throughout the year.
 - ✧ Seminar on Teachers Professionalism and New Appraisal System was held in August 2024 to update teachers on the latest educational trends.
 - ✧ A “Joint Canossian Schools Talk on National Security Education” was held in August 2024 to deepen teachers’ understanding and knowledge of the implementation of National Security Law at school level.
 - ✧ Speakers from the City University of Hong Kong conducted seminars on “Positive Discipline & Respect” and “Facilitation Skill & Respect” in August and September 2024 to help teachers to implement the major concern “Respect” in our teaching and learning.
 - ✧ Our school has joined the Quality School Improvement Project (QSIP). Seminars related to assessment literacy were held for Team Heads and Department Heads in August 2024 and January 2025 respectively. The importance of assessment for learning, assessment of learning and assessment as learning was discussed. Speakers from the QSIP provided insightful suggestions to panels on evaluating the examination performance of students.
 - ✧ In order to promote students’ physical and psychological well-being, “School-Based Seminar on Promoting Student Mental Health” was held in November 2024. The workshop was conducted by an experienced social worker. The workshop focused on helping teachers to identify students’ emotional needs and suggesting appropriate counselling and follow-up measures to teachers.



- ✧ The mental well-being of teachers is always our top priority. Leisure activities were carried out in June 2025. This has led to a more positive and supportive work environment for teachers, which in turn enhances teaching and learning.
- ✧ Evaluation and Planning Workshop on the School Development Plan (2025 – 2028) was carried out in June 2025 to discuss the upcoming major concerns.

Parent Teacher Association

- Parent-Teacher Association (PTA) aims to assist parents in nurturing their children, foster healthy parent-child relationships, and accompany children through their growth journey. Seminars tailored to different needs were organised for parents of S1 to S6 students in this academic year. The topics covered are as follows:
 - ✧ JUPAS Information by the Careers Guidance Team
 - ✧ Face Limitations and Develop Strengths by Ms Esther Mak (Hong Kong Parent Education Association)
 - ✧ Giving Space to Achieve Self-Discipline by Dr. Yu Tak-shun (Charles Yu Training Company Limited)
 - ✧ Setting Goals and Looking to the World by Dr. Suen Lap Man (Watson Consultancy)
 - ✧ NSS Choice of Subjects for S3 Students by the Academic Team
- PTA Annual General Meeting on “National Security Education” by Professor Albert So (Hong Kong Mediation Arbitration Centre) was held in November 2024.
- Fostering strong home-school partnerships that enhance the educational experience of our students has always been a top priority for the school. We believe that parents’ active involvement in school activities contributes significantly to the holistic development of our students. Parent Volunteer Orientation and Gathering Day was held in November 2024. To facilitate this collaboration, parent volunteers played a crucial role in supporting various school activities, including St Francis’ Feast Day Celebration cum 155th Anniversary Thanksgiving Mass, Chinese Culture Week, Hong Kong School Music Festival, School Dance Festival, the Annual Sports Day, Extended Learning Days and other PTA events.
- In order to strengthen the understanding of traditional Chinese festivals and culture, cultivate an interest in the arts, and enhance the bond between parents and their





daughters, we organised the “Narcissus Cutting Workshop” to celebrate the Lunar New Year in January 2025.

- In June 2025, we visited the National Security Exhibition Gallery at the Museum of History. The aim of the activity was to enhance the sense of national identity among parents and students.
- To encourage parents to actively participate in parent education and continuous learning and enhance parent-child relationships while supporting their children’s development, we cooperated with the JOYAJoy ALO app, a learning platform designed to improve parenting skills and foster stronger parent-child bonds.
- The Election Day of the Incorporated Management Committee (IMC) of St. Francis’ Canossian College 2025 – 2027 was held on 7 May 2025. In accordance with the election procedures, Ms Li Tsz Yan Janet, having received the highest number of votes, was elected to be the Parent Manager of the IMC, while Ms Chow Lok Yi, the candidate with the second highest number of votes, was elected to be the Alternate Parent Manager.
- Three PTA Executive Committee meetings were held during the school year, and the fourth meeting will be held in August 2025.

Past Students’ Association

- St. Francis’ Canossian College Past Students’ Association (PSA) aims to promote friendship and cooperation among alumnae of St. Francis’ Canossian College and to strengthen the bond between alumnae and the school. PSA organises charitable work and other activities that are considered worthy and for the benefit of SFCC.
- On 16 November 2024, PSA convened a general meeting at the Hong Kong Football Club, during which the new committee of PSA for the term 2024 – 2026 was officially formed. The committee comprises six graduates from the 1990s. Throughout its term, PSA aims to build platforms for alumnae with shared interests and hobbies to connect through thematic activities, interest groups and seminars. Additionally, PSA is committed to fostering a strong sense of belonging among the alumnae and serving as an effective channel for reminiscing cherished old school days by organising various gatherings.
- On the same day, PSA hosted its 155th Anniversary Dinner Gathering, a celebratory event marking the remarkable milestone of our school. The evening featured captivating performances by talented students, including a string ensemble, a yuen performance, solo verse speaking, solo singing and a vocal ensemble. These heartfelt performances





embodied the joy of reconnecting and reminiscing, transporting us back to our cherished school days. As we shared stories and memories, we celebrated each other's achievements and growth throughout the years.

- The Alumni Manager was elected to serve on the IMC of SFCC for the 2025 – 2027 term, contributing to the school management and the promotion of education. At the PSA General Meeting held at SFCC on 24 May 2025, Ms. Woo Mei Hou Nancy introduced herself to the alumnae. The meeting was followed by a tour of the Memory Gallery and a relaxing tea gathering, fostering connections and reminiscences among attendees.
- With the experienced guidance and unwavering support of the Honourable Advisor, Mrs. Maria Jim (our former music teacher) and the Conductor, Dr. Angelina Au (our alumna), St. Francis' Canossian College Past Students' Association Choir (SFCCPSA Choir) was established in September 2023, with the mission to promote lifelong interests in choral music and nurture strong friendship amongst alumnae. At the 2025 Graduation Ceremony for S6 graduates, SFCCPSA Choir gave a performance to celebrate the accomplishments of the graduates and recognise students' achievements and hard work throughout the year. In addition to regular rehearsals, the SFCCPSA Choir plans to stage live performances, organize community service initiatives and hold fundraising events in the near future.
- PSA is planning to organise a volunteer service in collaboration with Caritas Community Centre on 13 September 2025. Alumnae volunteers will take part in dumpling-making sessions and lead an English playgroup for children, embracing the school motto 'Live by the Truth in Love'. This meaningful initiative provides an opportunity to engage directly with families in need while strengthening the bonds among alumnae.
- Meanwhile, PSA strongly supports the continuation of mentorship programmes and will invite alumnae from different generations and professional backgrounds to share their expertise and life experiences with young Franciscans. By fostering these connections, PSA aims to equip prospective graduates with the knowledge and skillset needed to embrace future challenges while embodying the spirit of SFCC to its fullest.
- Last but not least, PSA continues to maintain its website, Facebook page, Facebook instant messenger and Instagram page. Through these multimedia platforms, PSA aims to provide convenient channels for timely updates and announcements, photograph and video sharing and even live broadcast of memorable moments. Additionally, these networks serve as a means to foster communication with alumnae across generations,



both near and afar. As in previous years, PSA remains committed to publishing newsletters to keep the community engaged and informed.

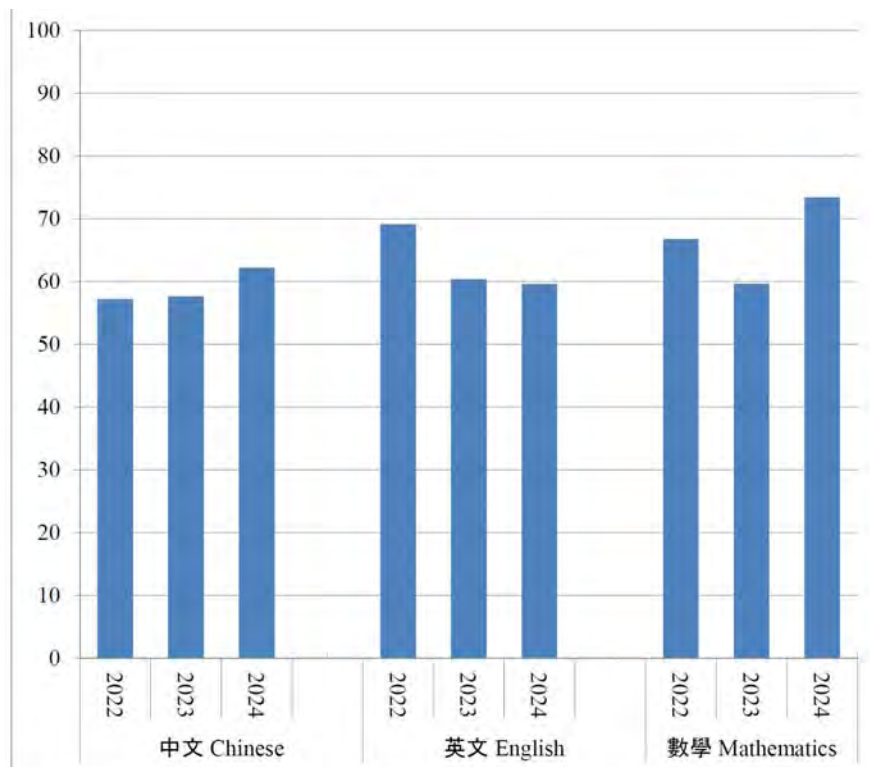
- All alumnae and prospective graduates are welcome to join as members of PSA. PSA earnestly seeks the participation of alumnae in upcoming activities and welcomes any ideas and opinions. Please feel free to contact PSA at psa@mail.sfcc.edu.hk and browse website at <http://www.sfcc.edu.hk/psa/index.html> or Facebook page at www.facebook.com/sfcc.psa for the latest announcements and events.



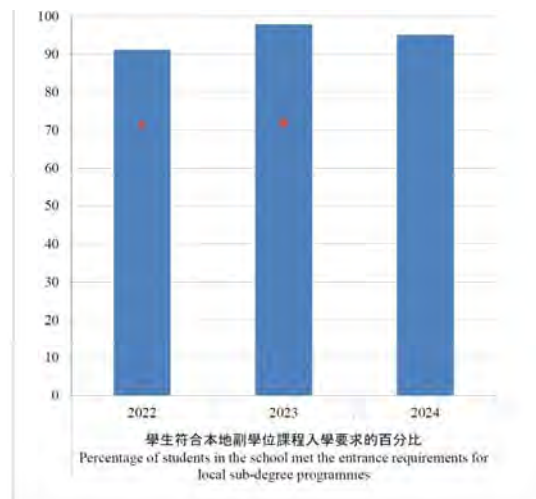
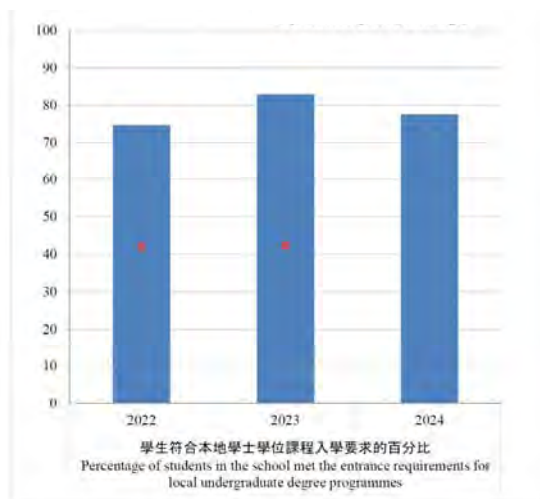
Student Performance

Academic Performance

Pre-S1 Hong Kong Attainment Test

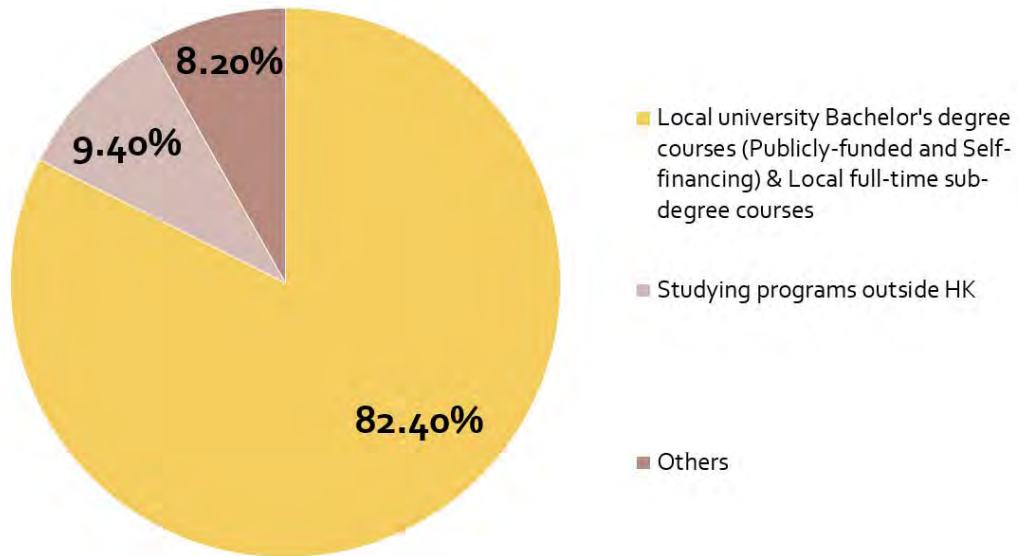


Public Examination Results





Destination of Graduate 2024



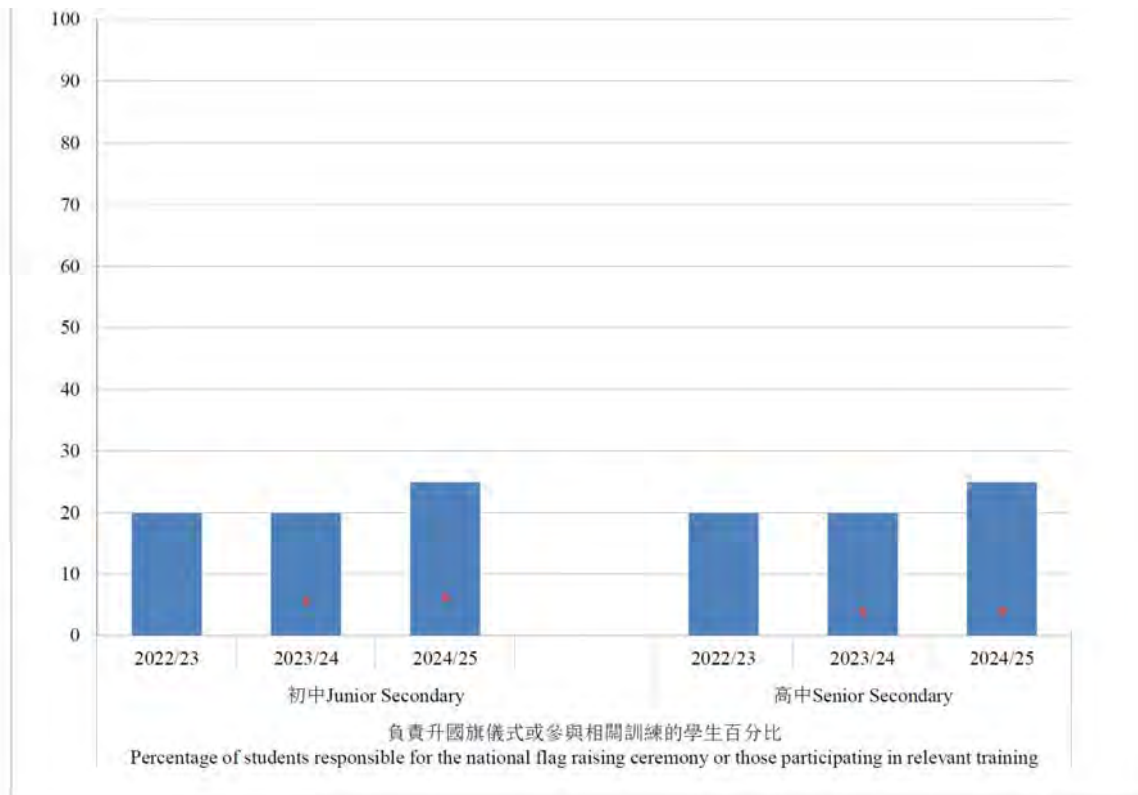


Non-academic Performance

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

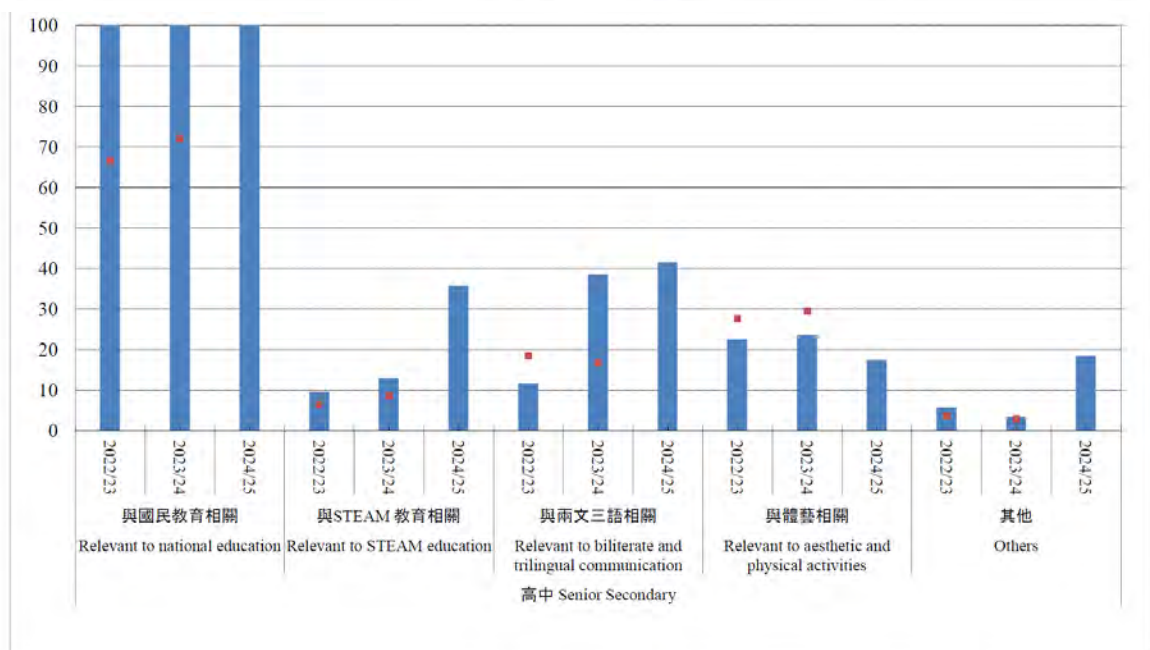
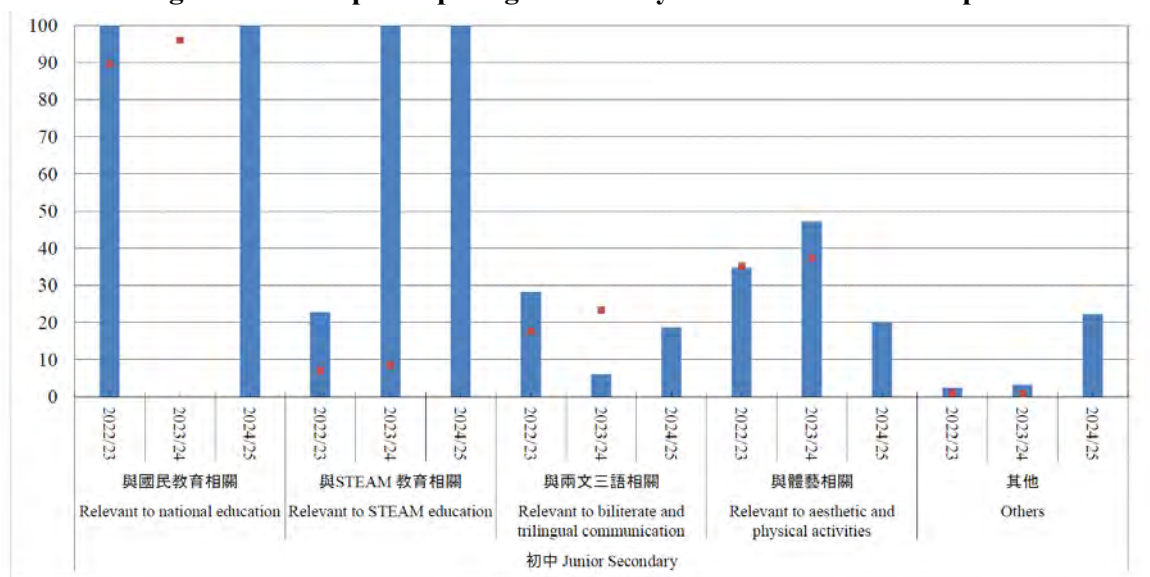
Students' participation (number of participating students divided by total number of students in the school) in inter-school events and uniform/social and voluntary services in the past year:

Percentage of students responsible for the national flag raising ceremony of those participating in relevant training



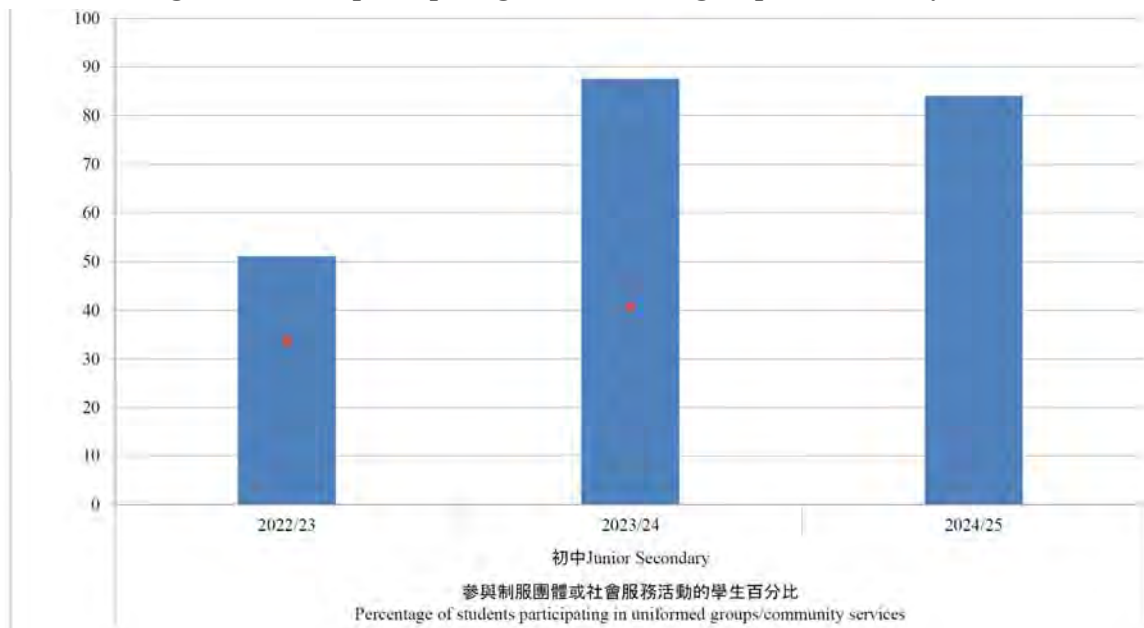


Percentage of students participating in territory-wide inter-school competitions

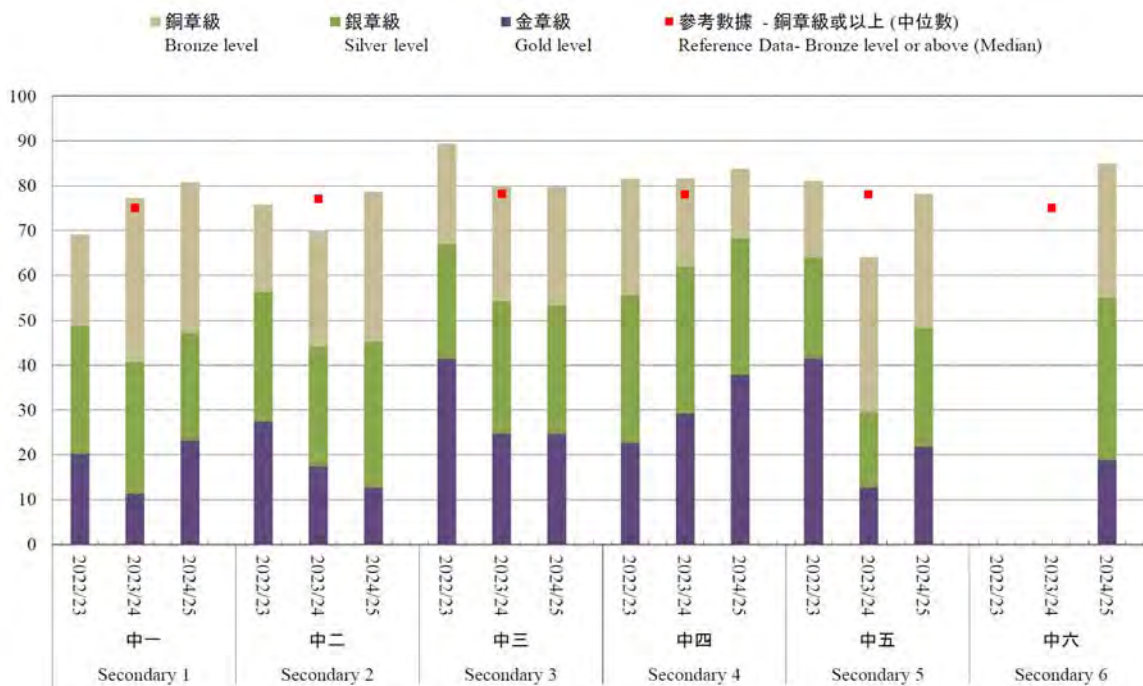




Percentage of students participating in uniformed groups/ community services



Percentage of female students by grade level achieving the requirements of gold, silver and bronze level certificates of the “School Physical Fitness Award Scheme”





Other Learning Experiences

- Various types of OLE programmes were conducted in multiple formats during ten OLE Fridays in the academic year 2024 – 2025, allowing students to broaden their exposure through sports activities, music appreciation, art workshops, career outings and drama appreciation. These experiences promoted learning outside the classroom and fostered aesthetic development and career-related skills.
- Each S1 student is required to join one of the service and uniform groups, including the Girl Guides Association, Red Cross Association, Junior Police Call, Community Youth Club, Social Service Group and UNICEF Club.
- In alignment with the school's major focus on community service, all S1 students participated in the JC Volunteer Together School-Based Programme. Form-Based courses addressing social issues, such as aging and elderly care, were combined with experiential learning activities during Home Programmes and OLE Fridays.

- **Leadership Training Programmes**

A series of leadership training programmes was organised in the S4 Home Programmes by the Hong Kong Federation of Youth Groups to prepare students for future leadership roles and responsibilities in S5. As part of our Extended Learning Days in April, all S4 girls participated in a two-day-one-night leadership training camp in Cheung Chau. At the camp, students were divided into groups to complete assigned tasks, allowing them to apply what they learned in the Home Programmes.

- **Extended Learning Days**

In order to foster holistic development and cater to needs of various form levels, the Extended Learning Days featured an array of events, namely Positive Living & Mental Health Interactive Activities (S1-S2), Growth & Resilience Camp (S3), Leadership Training Camp (S4) and a 3-day CS Mainland Study Tour to Guangzhou

- **Joint-School Service Project**

In July 2025, a Joint-School Service Project with Wah Yan College Kowloon was conducted to support underprivileged children in Hoi Lai Estate. A series of training sessions was held by registered social workers to prepare for the services and promote the spirit of volunteerism among students.





Inter-school Activities and Prizes Won in 2024/25 s.y.

Music

77th Hong Kong Schools Music Festival:

School Choir - Foreign Language – Girls Second Division – Junior Age 15 or under	Silver Award	SFCC Junior Choir
Church Music - Foreign Language – Secondary School Choir - Age 15 or under	Silver Award	SFCC Junior Choir
Plain Song - Secondary School Choir	Gold Award	SFCC Senior Choir

Hong Kong Inter-School Choral Festival 2025

Silver Award	SFCC Junior Choir
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4th PREMIA International Young Artists Music Festival 2025 - Voice- Young Artist

Gold Award	4B Li Xuanning Shirnny 3A Tan Ya Wen Emily 3B Lau Pak Ying Chloe
Silver Award	5B Wong Ocean Marina 5C Ng Erwina

Joint School Music Competition

Secondary School Ensemble (Chinese Instrument)

Gold Award	SFCC Chinese Ensemble 5D Mok Yee Wah Katie 4B Lam Vincy 3A Chan Yan Yin Shirley
Silver Award	SFCC Chinese Ensemble 4C Lo Yui Ching Gretchen 3C Chau Siu Ting Katy 3C Leung Tsz Tung Cathy



**Art, Drama & Performing Art****中銀香港主辦 ECZone 藝術廊**

專業組冠軍及中學組優異獎

1D

Hu Muyao Sophia

The 61st School Dance Festival (Chinese Dance)

中學組中國舞（群舞）

甲級獎

SFCC Dance Team

中學組中國舞（獨舞）

甲級獎

4A Chan Gigi

甲級獎

4C Fang Ching Ching Mika

中學組中國舞（雙人舞）

甲級獎

4C Fang Ching Ching Mika

4D Lo Sin Yu Sarah

Hong Kong School Drama Festival 2024/25

Award for Outstanding Cooperation

SFCC

Award for Outstanding Stage Effects

SFCC

Award for Outstanding Performer

3B Lai Sum Yee Faith

2D Yu Hai Rong Hailey

English Drama Fest

Outstanding Creativity (in the use of props and costumes)

5A Ma Sum Yin Sammi

3A Cheung Tsz Yin Constance

2A Chow Yik Sze Trinity

2A Zhang Chen Belinda

2C Tong Shun Kiu Annice

2D Chan Ji Yo Ellie

2D Ng Hei Tung Kaitlynn

Outstanding Performer

1A Chen Man Sze Winifred



**Scholarships & Leadership Awards****Sir Edward Youde Memorial Prizes**

- 6B Chan Sum Kiu Scarlett
6B Chung Hau Yee Scholastica

Rev. Joseph Carra Memorial Education Grant

- 5A Au Wing Yan Rowena

Lugard Scholarship

- 5D Lam Tsz Yan Catherine

香港島傑出學生選舉

- | | |
|-----|-----------|
| 高中組 | 香港島十大優秀學生 |
| 初中組 | 灣仔區傑出學生 |

- 4A Kwong Kei Tung Karine
3A Ng Cheuk Kiu Agnes

Youth Arch Student Improvement Award

- 6A Lin Kwun Man Emma
6B Cheung Kaitlyn
6C Lo Mei Ching Cherry
6D Wong Hoi Wai Jessie

Sir Robert Black Trust Fund Grants for Talented Students in Non- academic Field

- 5C Mak Sin Yu Floris

2024 Wan Chai District Outstanding Youth Award and Courteous Youth Award**Outstanding Youth Award**

- 5A Chau Yuet Hei Catherine
5D Lam Tsz Yan Catherine

第十屆「卓越學生領袖選舉」—「卓越學員獎」

- 5A Tong Jia Gaia
4A Kwong Kei Tung Karine

文化新人類 — 青年領袖獎勵計劃 2024**熱心推廣文化獎及完成獎**

- 6C Lai Hoi Ching Dorothy

HKEAMA Commendation Scheme 2024-2025**Outstanding Performance in ECA Activities**

- 5B Lau Hailey



**Academic****76th Hong Kong Schools Speech Festival 第 76 屆香港學校朗誦節**

Solo Verse Speaking	1st	4B Li Xuanning Shirnny
	3rd	4B Chan Tsz Ching Remy
	3rd	5B Cheung Tsz Lam Ariel
粵語詩詞獨誦	冠軍	1A Tsui Yee Tung Eden
	季軍	3C Chau Siu Ting Katy
		2D Choi Chee Hei Ella
普通話詩詞獨誦	亞軍	3B Law Cheuk Lam Charlotte
普通話散文獨誦	亞軍	3A Tan Ya Wen Emily
	季軍	4B Li Xuanning Shirnny

香港中學生公共政策辯論大賽 2024

最佳辯論員	5C Fung Ching Kwan Amanda
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The Outstanding Civic Students Award Scheme 2023/24

Top Ten Civic Student Ambassador	5B Lau Hailey
	5D Lam Tsz Yan Catherine
Active participation	6B Chan Lok Ching Zoe

Global Citizenship Education (GCE) Project

Finalists	4B Zeng Xin Yan Olivia
	3A Hue Cheuk Ki Kavina
	1A Poon Hau Ching Haby
	1B Cheung Hing Yu Belle
Winner	2D Yu Ying Tong Kally

STEM**第三屆京粵港澳青少年兒童詩歌節暨第五屆北京·粵港澳大灣區兒童藝術交流周「詩畫裡的中國」科技組：數碼美術**

特等獎	1A Xu Jiayuan Elsa
一等獎	1A Leung Hoi Ching Swan
	1B Yu Man Shan Amy
最具潛質獎	1B Tsang Qin Yi Cindy
最具創新獎	2D Yuen Chung Yu Nicole

**ILAP 電子平台自主學習獎勵計劃**

一等獎

1A Zhang Erin

1A Tsui Lok Yin Brittany

二等獎

4A Choy Ka Kiu Jessica

ILAP 電子自學平台之星

SFCC

叮叮科創大賽 (中文組)

最佳創新獎

5B Lau Hailey

5A So Kwan Yee Natalie

5D Wong Hiu Ching Palida

Ignite Your Impact Challenge: Green City Impact

Outstanding Awards

5B Chan Siu Wan Wendy

5B Cheung Tsz Lam Ariel

5B Wong Ka Yuk Dorothy

World Reimagined - Global STEAM Public Speaking Competition 2025

Junior Secondary

Best Presentation

2D Rana Aaravee Rajya Laxmi

2D Ng Hei Tung Kaitlynn

2D Yu Ying Tong Kally

Champion

2D Rana Aaravee Rajya Laxmi

2D Ng Hei Tung Kaitlynn

2D Yu Ying Tong Kally

MTR "'Train' for Life's Journeys 2.0" Disability Inclusion

Champion

4A Lai Hau Yuet Katherine

4A Yan Tsz Yau Karlie

4B Ho Cheuk Yiu Cheri

4D Law Yu Yin Rachel

Best Social Impact Award

4A Lai Hau Yuet Katherine

4A Yan Tsz Yau Karlie

4B Ho Cheuk Yiu Cheri

4D Law Yu Yin Rachel



**第三屆深港澳青少年創意設計大賽**

新銳組銀獎

5B Chan Siu Wan Wendy

5B Cheung Tsz Lam Ariel

5B Wong Ka Yuk Dorothy

Harvard Prize Book

5A Kaur Ashmeet

5A Wong Yui Tung Hayley

5C Fung Ching Kwan Amanda

Services**香港傑出家校義工選舉 2025**

香港傑出家長義工

紀月雲

陳靜

鄭慶紅

香港傑出學生義工

5C 吳卓霖

3A 吳卓蕎

3B 吳卓雯

社會福利署東區及灣仔區推廣義工服務協調委會

<<義必融情・匠心傳承 2025>>傑出義工團隊

SFCC Religious Team

香港紅十字會港島總部傑出紅十字青年會員 2024

團隊傑出青年會員

6B Lo Jasmine

港島總部傑出紅十字青年會員

6B Lo Jasmine

全港傑出紅十字青年會員

6B Lo Jasmine

香港紅十字會青年榮譽章

6B Lo Jasmine

香港紅十字會青年導師服務獎

金獎

6B Lo Jasmine

香港紅十字會港島總部傑出紅十字青年會員 2025

港島總部傑出紅十字青年會員

5B Wong Bong Cing Beatrice



**香港紅十字會港島總部灣仔區青年急救比賽 2024-2025**

全場總冠軍及模擬場景賽冠軍

5B Wong Bong Cing Beatrice
4D Wong Sze Ching Cheyenne
3A Chow Yuk Ki Erin
2B Tian Wen Jing Maggie
2C Lee Hiu Laam Ali
2D Fung Hin Yan Janie
2D Mok Wing Yan Veronica

全場總亞軍

5A Wong Yuet Tsun Gladys
4A Chan Gigi
3D Chiu Tsz Hang Selene
2A Ko Wing Yiu Koyi
2B Wong Yuet Chee Caliss
2C Ngai Man Shan Anna
2C Yiu Yat Tung Vincy
2D Fung Hin Yan Janie

最佳隊長

4A Chan Gigi

香港紅十字會港島總部灣仔區青年護理比賽 2024-2025

全場總冠軍

2A Ko Wing Yiu Koyi
2B Tian Wen Jing Maggie
2C Lee Hiu Laam Ali
2C Ngai Man Shan Anna
2D Fung Hin Yan Janie

香港女童軍灣仔分會 灣仔定向比賽 2025

亞軍

4A Law Tsz Ching Bernice
4B Law Tsz Wai Becky
2B Chung Kei Lam Chelsea
2C Tong Shun Kiu Annice

香港女童軍總會優秀女童軍 2025

5D Yeung Tsoi Yu Mavis





Sports

Inter-School Swimming Competition

Division Three Overall 3rd SFCC

Inter-School Athletics Competition

Division Three Area 3 Girls B Grade 2nd SFCC

Hong Kong Karatedo Youth Game 2024

Girl Kumite Age 18-20 Below 55kg 1st 6B Chan Wing Yu Victoria

AS Watson Group HK Student Sports Awards

6B Chan Wing Yu Victoria

Hong Kong Karatedo Youth Game 2024

Girl Kata Age 14-15 1st 5B Tang Yi Ching Kylie

Hong Kong Inter-School Karatedo Tournament 2024-2025

Secondary School A Grade Kata (Individual) 2nd 5B Tang Yi Ching Kylie

全港青年超級三人籃球挑戰賽 2025

女子 U16 組 亞軍

4A Heng Chi Ling Rachel
4A Mang Erela
4A Yan Tsz Yau Karlie
4A Lai Hau Yuet Katherine
4B Chen Michaela

Hong Kong Cheerleading Challenge Championships 2025: Junior (Large) Pom

1st

4B Li Xuanning Shirnny
3D Chan Yui Ki Jasmine
2C Chan Hiu Yan Coly
2C Chow Sin Tung Ashley
1A Yeung Bella
1A Sze Yuet Yee Valerie
1B Cheung Hing Yu Belle
1B Cheung Tze Yu Brittany
1B Yu Yi Yui
1C Ho Lam Hei Hailey
1C Wong Lok Ka Kathy



Financial Summary 2024 - 2025

Financial Report for 2024 – 25	Total Allocation (\$)	Total Expenditure (\$)
Programme Item		
(1) Premises	2,128,427.43	791,496.60
(2) Administration		1,582,038.21
(3) Curriculum		249,656.14
(4) Administration Grant	4,287,960.00	3,396,686.54
(5) Other items	1,919,331.00	1,817,848.76
Total	8,335,718.43	7,837,726.25
Percentage Spent	94.03%	
<i>EOEBG Income 2024 - 25</i>		8,335,718.43
<i>EOEBG Expenditure 2024 - 25</i>		7,837,726.25

Collection of fee as approved by EDB	Income (\$)	Expenditure (\$)
Programme Item		
(1) Tong Fai	140,660.00	140,660.00
(2) Non-standard Items Fee	176,100.00	176,100.00
Total	316,760.00	316,760.00
Percentage Spent	100%	



Report on the use of Special Grants

1. Composite Information Technology Grant (CITG)

- The Grant was used for the IT equipment, maintenance and supporting services for the development of IT in education.
- Approved Grant in the year 2024 – 2025: \$ 520,386

Item	Amount (\$)
• Technical Support Service	304,080.00
• School Internet Service	65,560.00
• Consumable & Maintenance	42,254.09
• Software & Equipment	55,527.38
Total	467,421.47
Unspent Balance	52,964.53

2. Capacity Enhancement Grant (CEG)

- The Grant was used for the employment of supporting staff to relieve the workload of teachers.
- Grant for the year 2024 – 2025: \$ 676,944
- Approved Grant in the year 2024 – 2025: \$ 581,303

Task Area	Area(s) of Concern	Amount (\$)
Library Support	• Reading to Learn and Information Literacy	343,446.54
Chinese Language	• Sustainable curriculum development in Chinese Language	179,729.55
Music	• Western Instrumental Ensemble • Chinese Instrumental Ensemble • Sting Orchestra & Symphonic Orchestra	0.00
	Total	523,176.09
	Surplus:	58,126.91





3. Promotion of Reading Grant

Part 1: Evaluation of the Effectiveness

1. Evaluation of achievement of the objectives:

Throughout this academic year, we have implemented a series of reading promotion activities to cultivate the habit of reading among students, including the DEAR reading program, video-sharing sessions, themed book exhibitions, book fairs, author talks, etc. These activities were well received by students, who actively participated and provided positive feedback. In particular, the talks given by authors, where speakers shared their professional experiences and reading tips, were a highlight for students. Additionally, the book procurement process has been optimized to ensure that books and reference resources are in line with the aims, objectives, and content of the EDB curriculum. Meanwhile, we have been supporting departments and subjects in purchasing books and promoting reading under the new system. Moving forward, we hope to create a holistic plan to nurture a strong reading culture through providing both Learning to Read and Reading to Learn opportunities for students. To this end, students could be encouraged to read texts on various themes and disciplines to enrich their knowledge and broaden their horizons, laying a firm foundation for self-directed learning.

2. Evaluation of strategies:

The implementation of strategies, such as video-sharing sessions, book report competitions, book exhibitions, reading award schemes, and book fairs, has proved to be effective. We will continue to launch school-based reading activities and reading award schemes to foster a positive reading atmosphere by increasing students' motivation and engagement in reading. Besides, with the development and prevalence of e-reading, the library will continue to provide access to a wide range of e-books, e-newspapers, e-magazines, and eRead Scheme for students to read.

Part 2: Financial Report

- Surplus from last year and grant for 2024 – 2025: \$ 66,176.00
- Approved Grant in the year 2024 – 2025: \$ 66,000.00

Item	Actual expenses (\$)
1. Purchase of reading materials • Printed book • E-Book • Subscription of newspapers and magazines	23,723.00
2. Web-based Reading Schemes: • eRead Scheme: WiseSearch	16,782.00





Item	Actual expenses (\$)
3. Reading activities: Hiring writers, professional storytellers, etc. to conduct talks	4,000.00
4. Others	507.00
Total	45,012.00
Unspent Balance	20,988.00

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

- The Grant was used for the procurement of personnel and reading materials regarding Chinese Language and Culture enhanced the NCS student's interest and motivation towards Chinese Language and Chinese History.
- Surplus from last year and grant for 2024 – 2025: \$ 1,156,571.20
- Approved Grant in the year 2024 – 2025: \$ 923,880.00

Item	Amount (\$)
Appointing 2 additional teachers to support the learning of Chinese and Chinese History of NCS students	833,880.00
Subsidies NCS students to participate in the Chinese-related Programms/ Activities	32,000.00
Purchase teaching resources for the adapted Chinese Language and Chinese History Curriculum	15,000.00
Organise Chinese Culture activities for all students on effective communication with NCS students	4,500.00
Total	885,380.00
Unspent Balance	38,500.00
Grant b/f to 2025 - 2026	271,191.20

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

- To support the implementation of the CSD in different aspects, including the provision of professional development programmes for teachers, learning and teaching resources for the smooth implementation of the optimised curriculum
- One-off Grant from 2021 – 2025: \$ 300,000.00
- Surplus from last year 2023 – 2024: \$ 170,978.07





- Approved Grant in the year 2024 – 2025: \$ 177,000.00

Item	Amount (\$)
To enhance the teaching and learning effectiveness of the curriculum, utilize the learning efficiency as well as students' familiarity with the curriculum related-issues	59,552.00
To increase students' learning motivation through providing the chance of experiential learning and engagement diversified social experiences	42,191.00
Create a positive learning atmosphere in a whole-school manner and broaden the horizon of student leaders through inter-school interaction and nurturing of leadership	51,000.00
To increase students' participation and self-initiative in the co-curricular activities, nurture their ability in conducting self-reflection and explore their talents in creativity	20,958.00
To create an atmosphere in school for civic awareness and draw attention to the rise of global citizenship and national issues	5,657.00
Total:	179,358.00
Deficit top-up by EOEBG:	(8,379.93)

6. Learning Support Grant

- The School used this grant to provide learning support to students with special educational needs (SEN)
- Surplus from last year and grant for 2024 – 2025: \$ 446,052.56
- Approved Grant in the year 2024 – 2025: \$ 437,417.00

Item	Amount (\$)
Employment of a Student Support Officer	285,737.21
Workshop for SEN students (training for communication skills, handling emotions and improvements in self-management)	34,900.00
Whole School promotion of inclusive education	21,000.00
Tutorial Class	12,978.00
Employment of a part-time Student Support Helper	11,124.00
Teacher professional development	3,300.00
Total	369,039.21
Unspent Balance	68,377.79
Grant b/f to 2025 - 2026	77,013.35





7. One-off Grant for Mental Health at School

- To help students adjust to the changes and impacts brought by the pandemic, facilitate students to have more in depth communications and interactions with their peers and teachers, as well as enhance the sense of connectedness between various stakeholders in schools, thereby enhancing the mental health of students and school personnel
- One-off Grant from 2023 – 2025: \$60,000.00
- Surplus from last year 2023 – 2024: \$60,000.00
- Approved Grant in the year 2024 – 2025: \$60,000.00

Item	Amount (\$)
Promote mental health through organizing F1 Wellness Day and carrying out wellness home programs	30,000.00
Promote mental health through organizing F2 Wellness Day	20,000.00
Reach out program for repeaters in 2024-25	10,000.00
Total	60,000.00
Unspent Balance	0.00

8. One-off Grant for Mental Health of Parents and Students

- To organize activities and training programmes relating to mental health of students and parents, so as to equip parents with the relevant knowledge and skills on mental health, and help them play the important role in identifying early signs of children's mental health problems, understand the ways of stress management and promotion of physical and mental health, as well as the promotion of children's positive mindset
- One-off Grant from 2023 – 2025: \$20,000.00
- Surplus from last year 2023 – 2024: \$18,000.00
- Approved Grant in the year 2024 – 2025: \$18,000.00

Item	Amount (\$)
Organization of parent-child or parent activities relating to the promotion of mental health of students and parents.	7,820.00
Dissemination of information related to mental health to students and parents	10,589.49
Total	18,409.49
Deficit top-up by EOEBG:	(409.49)



9. One-off Grant on Promotion of Chinese Culture Immersion Activities

- To support schools in raising students' interest in learning traditional Chinese culture and strengthening their sense of national identity and to create a cultural atmosphere on school campus
- One-off Grant from 2023 – 2026: \$300,000.00
- Surplus from last year 2023 – 2024: \$245,360.00
- Approved Grant in the year 2024 – 2025: \$110,000.00

Item	Amount (\$)
舉行文化體驗學習工作坊	18,520.00
舉行本地考察活動	49,800.00
中華文化周活動	48,160.00
舉行本地活動	3,474.75
Total	119,954.75
Deficit top-up by the grant from last year	(9,954.75)
Grant b/f to 2025 - 2026	125,405.25

10. One-off Grant on Parent Education

- To meet the needs of parents, and equip them with the knowledge and skills necessary for bringing up their children at different stages.
- One-off Grant from 2023 – 2027: \$200,000.00
- Surplus from last year 2023 – 2024: \$200,000.00
- Approved Grant in the year 2024 – 2025: \$70,000.00

Item	Amount (\$)
Parents' Seminar for S2, S4 and S5	13,000.00
Mobile Platform Parent Education Program 24-25	38,400.00
Total	51,400.00
Unspent Balance	18,600.00
Grant b/f to 2025 - 2026	148,600.00



11. Grant of Supporting NCS Student with SEN

- To support NCS students with SEN in adapting the school life and make smooth transition through different learning stages
- Grant in previous year and the year 2024 – 2025: \$139,290.00
- Approved Grant in the year 2024 – 2025: \$118,400.00

Item	Amount (\$)
Promote S4 Inclusion Education Leadership Training Camp	59,980.00
Whole-school inclusion education and peer support among NCS students with SEN and local students (Picnic Day)	48,938.00
Organizing workshops on Mathematics learning in order to help NCS students with SEN integrate into normal mathematics curriculum	6,000.00
Total	114,918.00
Unspent Balance	24,372.00
Grant b/f to 2025 - 2026	24,372.00

12. One-off Grant for Promotion of a Sports Ambience & MVPA60 in Schools

- To expose students to a wide variety of physical activities to help them develop sports skills, enhance physical fitness, gain knowledge of relevant physical activities, foster positive values and attitudes, and develop a habit of active participation in physical activities
- One-off Grant from 2024 – 2027: \$150,000.00
- Surplus from last year 2023 – 2024: \$129,100.00
- Approved Grant in the year 2024 – 2025: \$ 63,000.00

Item	Amount (\$)
Purchasing InBody (body composition measuring machine) + Laptop for data assessment and storage + Portable height measuring scale	3,280.00
Course of “Briefing on Proper Ways to Use Fitness Equipment”	8,000.00
Introducing newly emerged sports to students in PE lessons	4,500.00
Coach fee for after-school long run activity/ training	0.00
Purchasing new sports equipment	4,830.80
Total	20,610.80
Unspent Balance	42,389.20
Grant b/f to 2025 - 2026	108,489.20





13. Diversity Learning Grant

- To offer school-based pull-out or off-school support programmes on Gifted Education
- Grant in the year 2024 – 2025: \$84,000.00
- Approved Grant in the year 2024 – 2025: \$88,000.00

Item	Amount (\$)
External gifted education programs	6,000.00
A study tour to Antarctica	10,000.00
A study tour to Hainan, Wenchang Space Launch Site	0.00
Total	16,000.00
Unspent Balance	72,000.00
Grant b/f to 2025 - 2026	68,000.00

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

- 進一步支援本地學校策劃和進行與內地姊妹學校的交流活動
- 2024 – 2025 學年津貼及上學年盈餘: \$ 196,946.30
- 2024 – 2025 學年預算開支: \$143,000.00

項目	開支 (\$)
武漢市第十九中學交流團	136,368.00
➤ 學校管理分享	
➤ 遠程教室/視像交流/電子教學交流	
武漢市第十九初級中學	6,111.13
➤ 進行簽約儀式	
➤ 在香港進行交流活動	
Total	142,479.13
Unspent Balance	520.87
Grant b/f to 2025 - 2026	54,467.17

(Please refer to the next page for the report to EDB.)

姊妹學校交流報告書

2024-2025 學年

學校名稱：	嘉諾撒聖方濟各書院		
學校類別：	*小學 / *中學 / *特殊學校 (*請刪去不適用者)	負責老師：	李嘉雯老師、蕭翠儀老師

本學年已與以下內地姊妹學校進行交流活動：	
1.	武漢市第十九中學到校參訪
2.	與武漢市第十九初級中學簽約締結
3.	
4.	
5.	

本校曾舉辦的姊妹學校活動所涵蓋層面及有關資料如下：

(請在適當的方格內填上✓號(可選多項)及/或在「其他」欄填寫有關資料)

甲. 管理層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	☒	描述	編號	☒	描述
A1	☐	探訪/考察	B1	☒	增進對內地的認識和了解
A2	☐	校政研討會/學校管理分享	B2	☐	增加對國家的歸屬感/國民身份的認同
A3	☐	會議/視像會議	B3	☐	交流良好管理經驗和心得/提升學校行政及管理的能力
A4	☒	與姊妹學校進行簽約儀式/商討交流計劃	B4	☒	擴闊學校網絡
A5	☐	其他(請註明)：	B5	☐	擴闊視野
			B6	☒	建立友誼/聯繫
			B7	☐	訂定交流細節/ 活動詳情
			B8	☐	其他(請註明)：

管理層面 達至預期目標程度	C1 ☒ 完全達到	C2 ☐ 大致達到	C3 ☐ 一般達到	C4 ☐ 未能達到
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乙. 教師層面（*已舉辦 / *未有舉辦）(*請刪去不適用者)

交流項目			預期目標		
編號	☒	描述	編號	☒	描述
D1	☐	探訪/考察	E1	☐	增進對內地的認識和了解
D2	☐	觀課/評課	E2	☐	增加對國家的歸屬感/國民身份的認同
D3	☒	示範課/同題異構	E3	☐	建立學習社群/推行教研
D4	☐	遠程教室/視像交流/電子教學交流	E4	☒	促進專業發展
D5	☐	專題研討/工作坊/座談會	E5	☒	提升教學成效
D6	☐	專業發展日	E6	☐	擴闊視野
D7	☐	其他(請註明):	E7	☐	建立友誼/聯繫
		兩所姊妹學校學生到訪交流及進行課堂體驗，我校老師負責授課	E8	☐	其他(請註明):

教師層面 達至預期目標程度	F1 ☐ 完全達到	F2 ☒ 大致達到	F3 ☐ 一般達到	F4 ☐ 未能達到
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丙. 學生層面（*已舉辦 / *未有舉辦）(*請刪去不適用者)

交流項目			預期目標		
編號	☒	描述	編號	☒	描述
G1	☐	探訪/考察	H1	☒	增進對內地的認識和了解
G2	☒	課堂體驗	H2	☒	增加對國家的歸屬感/國民身份的認同
G3	☐	生活體驗	H3	☒	擴闊視野
G4	☐	專題研習	H4	☒	建立友誼
G5	☐	遠程教室/視像交流/電子學習交流	H5	☒	促進文化交流
G6	☐	文化體藝交流	H6	☒	增強語言/表達/溝通能力
G7	☐	書信交流	H7	☒	提升自理能力/促進個人成長
G8	☐	其他(請註明):	H8	☒	豐富學習經歷
		姊妹學校到訪進行交流及觀課，並進行辯論比賽	H9	☐	其他(請註明):

學生層面 達至預期目標程度	I1 ☒ 完全達到	I2 ☐ 大致達到	I3 ☐ 一般達到	I4 ☐ 未能達到
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丁. 家長層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

(註：學校不可使用姊妹學校計劃津貼支付家長在交流活動的開支)

交流項目			預期目標		
編號	☒	描述	編號	☒	描述
J1	☐	參觀學校	K1	☐	增進對內地的認識和了解
J2	☐	家長座談會	K2	☐	增加對國家的歸屬感/國民身份的認同
J3	☐	分享心得	K3	☐	擴闊視野
J4	☐	其他(請註明)：	K4	☐	加強家校合作
			K5	☐	加強家長教育
			K6	☐	交流良好家校合作經驗和心得
			K7	☐	其他(請註明)：

家長層面 達至預期目標程度	L1 ☐ 完全達到	L2 ☐ 大致達到	L3 ☐ 一般達到	L4 ☐ 未能達到
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監察/評估方法如下：		
編號	☒	監察/評估方法
M1	☒	討論
M2	☒	分享
M3	☐	問卷調查
M4	☐	面談/訪問
M5	☐	會議
M6	☒	觀察
M7	☐	報告
M8	☐	其他(請註明)：

全年財政報告：			
編號	☒	交流項目	支出金額
N1	☐	到訪內地姊妹學校作交流的費用	HK\$
N2	☒	在香港合辦姊妹學校交流活動的費用	HK\$ 1002.97
N3	☐	姊妹學校活動行政助理的薪金 (註：不可超過學年津貼額的 20%)	HK\$
N4	☒	視像交流設備及其他電腦設備的費用	HK\$ 133470
N5	☒	交流物資費用	HK\$ 4982.66
N6	☒	在香港進行交流活動時的茶點開支(註：不可超過學年津貼額的 2%)	HK\$ 3023.5
N7	☐	老師的一次入出境簽證的費用(註：不可超過學年津貼額的 1%)	HK\$
N8	☐	其他(請註明)：	HK\$
N9	☐	學年總開支	HK\$142479.13
N10	☐	沒有任何開支	不適用

反思及跟進：		
編號	☒	內容
O1	☐	有關交流活動的層面 <i>[如適用，請註明]</i> 仍以學生層面為主： 透過課堂體驗，與武漢學生用膳及導賞，兩地學生可建立友誼，討論兩地學習及生活環境的差異，擴闊視野，增進對內地的認識和了解。
O2	☐	有關交流活動的形式/內容 <i>[如適用，請註明]</i> ➤ 兩地學生進行辯論比賽，學生能夠了解武漢同學不同的文化背景和觀點，加強學生運用普通話進行演說的能力，也訓練她們的思辯能力。 ➤ 兩地學生一起上英語課、數學課、公民及社會發展課、體育課及交流，學生可了解兩地的教育模式及體制的不同，欣賞對方學生學習的認真及拼搏態度。
O3	☐	有關交流活動的時間安排 <i>[如適用，請註明]</i> 於 4 月到訪時間合宜，不耽誤兩地校內測考
O4	☐	有關交流活動的津貼安排 <i>[如適用，請註明]</i>
O5	☐	有關承辦機構的組織安排 <i>[如適用，請註明]</i>
O6	☐	其他(請註明)：

交流參與人次：			
編號	☒	層面	交流參與人次
P1	☒	本校學生在香港與姊妹學校交流的人次	130 人次
P2	☐	本校學生到訪內地與姊妹學校交流的人次	_____人次
P3	☒	本校學生參與交流的總人次	200 總人次
P4	☒	本校教師參與交流的總人次	20 總人次
P5	☒	本校學校管理人員參與交流的總人次	3 總人次

備註：



15. School-based Support Scheme Grant for Schools with Intake of Newly-Arrived Children (NAC)

- The grant was used to provide suitable support services to newly arrived students to cater for their learning and adaptation needs.
- Approved Grant in the year 2024 – 2025: \$73,541.00

Item	Amount (\$)
Learning Materials for NAC students	1,458.00
Orientation Programme for NAC students	1,260.00
Total	2,718.00
Grant b/f to 2025 - 2026	70,823.00

16. School-based After-school Learning and Support Programmes

- To support needy students to participate in after-school learning activities with a view to facilitating their whole-person development and personal growth.
- Approved Grant in the year 2024 – 2025: \$17,600.00

Item	Amount (\$)
Music instrumental classes for needy students	15,120.00
Hong Kong Schools Music Festival	1,500.00
Total	16,620.00
Grant b/f to 2025 - 2026	980.00

**17. Student Activities Support Grant**

- To support students with financial needs to participate in life-wide learning activities organized or recognized by school

I. Financial Overview

A	Allocation in the Current School Year:	\$28,600.00
B	Expenditure in the Current School Year:	\$22,682.50
C	Unspent Amount to be Returned to the EDB (A – B):	\$5,917.50

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	1	\$2,220.00
Full-grant under the School Textbook Assistance Scheme	4	\$4,015.00
Meeting the school-based financially needy criteria	10	\$17,407.50 (capped at 25% of the total allocation for the school year)
	15	\$23,642.50

Please refer to the next page in details.

St. Francis' Canossian College
Report on the Use of the Student Activities Support Grant
2024-2025

Jun 2022 ver.

I. Financial Overview

A	Allocation in the Current School Year:	\$28,600.00
B	Expenditure in the Current School Year:	\$22,682.50
C	Unspent Amount to be Returned to the EDB (A – B):	\$5,917.50

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
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Meeting the school-based financially needy criteria	10	\$17,407.50 (capped at 25% of the total allocation for the school year)
Total	15	\$23,642.50

(If there is a genuine need to allocate provision exceeding the 25% cap, please approach the respective Senior School Development Officers in or before January of the school year. Consideration will be given on a case-by-case basis.)

(Remark: This item should be equal to the “Expenditure in the Current School Year” in Part I B)

III. Details of Expenses

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times ¹ of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1. Local activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them									
1	Music Instrumental Classes	Arts (Music)	5	\$10,820.00			✓		
2	The 76th Hong Kong Schools Speech Festival (English Language)	English Language	8	\$1,267.50	✓				
3	Piano Accompaniment and Vocal Coaching Performance and Competition Session	Arts (Music)	3	\$4,590.00		✓	✓		
4	The 4th PREMIA International Young Artists Music Festival 2025 Competition	Arts (Music)	3	\$2,450.00		✓	✓		
5	The 6th Greater Bay Area Music Competition	Arts (Music)	2	\$960.00		✓	✓		

(Please insert rows above if the space provided is insufficient.)

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times ¹ of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
Expenses for Category 1			21	\$20,087.50					
2. Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1									
2									
3									
4									
5									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 2			0	\$0.00					
3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities									
1	Musical Instrument Cello	Arts (Music)	1	\$3,555.00			✓		
2									
3									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 3			1	\$3,555.00					
Total			22	\$23,642.50					

1: Person times of student beneficiaries in this column refers to the sum of student beneficiaries participating in each activity, i.e. a student beneficiary participating in more than one activity can be counted more than once.

Contact Person for LWL (Name & Post):	Janet Wong (Teacher)
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19. Life-wide Learning Grant

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

	Budget (HK\$)	Actual Expenses (HK\$)
Categories 1	1,376,600.00	1,039,299.34
Categories 2	109,000.00	74,770.00
Categories 1 & 2	1,485,600.00	1,114,069.34

Please refer to the next page in details.

2024-2025 Report on the Use of the Life-wide Learning Grant
St. Francis' Canossian College

Schools are required to upload this Report or the School Report which consists of this Report endorsed by their SMCs / IMCs onto the homepage of the schools for the sake of enhancing transparency and in accordance with the established practice.

Category 1: To organise / participate in life-wide learning activities															
No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per person (\$)	Nature of Expenses*	Domain' (Including KLAS, cross-curricular, latest education development)	Evaluation Results	Intellectual Development (closely linked with curriculum)	Essential Learning Experiences				Subject Panel / Teacher-in-charge
			Level	Number of Participants							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														
1	Extended Learning Day F.3 Camp Description: F3 students will participate in an overnight camp at a campsite, engaging in various group activities aimed at developing their collaboration, communication, and resilience skills. Objective: To foster self-exploration and resilience among F3 students in overcoming challenges.	10/4/2025-11/4/2025	S3	109	\$49,513.00	\$454.25	E1	Cross-Disciplinary (Others)	100% of the S3 students thought that the overnight camp can build up their team spirit. About 90% of the S3 students agreed that the overnight camp can enhance their confidence and they are more willing to overcome difficulties, learn and cooperate with others.		✓	✓			L. Lau
2	F4 Extended Learning Day Description: A 2Day-1Night Camp leadership training camp to let students built good rapport and effective collaboration with their teammates through various challenging activities and apply the leadership skills that they have learnt in HT Program in the activities. Objective: To let students built good rapport and effective collaboration with their teammates	10/4/2025 - 11/4/2025	S4	97	\$32,700.00	\$337.11	E1	Leadership Training	Following the camp, 100% of the participants agreed that they were able to identify their strengths and weaknesses, enjoyed working with their groupmates, and acquired new communication skills as supportive team members. 98% of the students agree that they have better understanding of their classmates after the camp and facilitate their cooperation in the future. The camp helped our students learn the essential qualities of being good student leaders. Overall, the camp was a great success, with students fully engaged and enjoying the experience.		✓	✓			V. Yan & Esther Wong
3	F5 Extended Learning Day (SA Backup for CS Trip)	NA	NA	NA	\$0.00	\$0.00	NA	Physical Education	CS trip is successfully organized in S5 extended learning days.						Esther Wong
4	S5 Extended learning day (Careers Back-up)	NA	NA	NA	\$0.00	\$0.00	NA	Cross-Disciplinary (Others)	CS trip is successfully organized in S5 extended learning days.						L. Lau
5	Home programs for student formationDescription: Recruiting service providers to organize home programs to the students. Objective: To develop students soft skills according to the main theme of the home programs proposed.	HT	S1-3, 5-6	600	\$0.00	\$0.00	E1	Cross-Disciplinary (Others)	S1 Home Programs are paid in wellness health grant. S2 and S6 Home Programs are supported by Agent of Change for free. S3 and S5 Home Programs are organized by Careers Guidance Team for free.		✓				L. Lau
6	F4 Leadership Development Programme Description: 3 Sessions HT Program conducted in Classroom. Objective: 1. To let students identify their strengths and weaknesses 2. To let students acquire different strategies (e.g. problem solving skills) to face challenges.	26/9/2024, 24/10/2024, 3/4/2025	S4	98	\$15,200.00	\$155.10	E1	Leadership Training	The F4 Leadership Training Workshop held during Home Time Program aims to help students identify their strengths and weaknesses while equipping them with various strategies to overcome challenges. Nearly 90% of the participants agree that the workshop helped them better understand their personalities and boosted their confidence in collaborating with others. This activity prepares participants to take on leadership roles in various aspects of their senior secondary school life.	✓	✓				V. Yan & Esther Wong
7	OLE Drama - English Drama Performance in school (Shakespearean) Description and objective: An English drama performance by an external organization will be held in the School Hall for F1-3 students to enjoy. Pre- and post-show educational materials (e.g. story summary, vocabulary list, critical thinking questions, writing and listening skills exercises) will be provided by both the organization and the respective English teachers concerning the literature work and books related to the drama performance.	23/05/2025	S1-S5	546	\$14,000.00	\$25.64	E1	English Language	A majority (81%) of student-respondents rated the performance positively. Over 50% of the student-respondents found the pre-tasks useful in helping their understanding of the plot of the performance, and indicated that the show increased their interest in Shakespearean works. Around half of the student-respondents indicated that the show increased their interest in reading English books and in watching or participating in English drama.			✓			V Wong
8	S1 OLE Music	NA	NA	NA	\$0.00	\$0.00	NA	Arts (Music)	No S1 OLE Music in OLE timetable 2024-25						Janet Wong
9	S2 OLE Music Description: To let students to have an overview of Accappella through learning and playing some basic skills. Objective: To enhance students' aesthetic sense, musical skills and musical exposure in Vocal Music.	17/1/2025	S.2	120	\$6,000.00	\$50.00	E1, E5, E8	Arts (Music)	Students learnt basic skills of accappella singing, their exposure were widen.			✓			Janet Wong
10	S3 OLE Music Description: To let students to have an overview of African Drums through learning and playing some basic skills. Objective: To enhance students' aesthetic sense and musical exposure	22/11/2024	S3	122	\$7,500.00	\$61.48	E1, E5, E8	Arts (Music)	Students enjoyed the African Drum workshop and demonstration.			✓			Janet Wong
11	S4 & S5 OLE Music Description: To let students to have an overview of Western Opera in an advanced level through appreciation Objective: To enhance students' aesthetic sense, musical exposure and musical skills in Western Operatic Music.	21/3/2025	S4-5	189	\$6,900.00	\$36.51	E1, E5, E8	Arts (Music)	Students gained inspiration from the workshop, their aesthetic sense in Western Operatic Music or Art was greatly enhanced.			✓			Janet Wong
12	S5 OLE Music	NA	NA	NA	\$0.00	\$0.00	NA	Arts (Music)	Combine with items 11						Janet Wong
13	S6 OLE Music	NA	NA	NA	\$0.00	\$0.00	NA	Arts (Music)	No S6 OLE Music in OLE timetable 2024-25						Janet Wong
14	Appreciate Beauty (OLE) Description: Visit Jao Jung Objective: Students will be able to understand how to experience and appreciate beauty outside school.	22/11/2024, 17/1/2025	S1	130	\$8,600.00	\$66.15	E2, E8	Arts (Visual Arts)	Students enjoyed the visit	✓		✓			H. Wong
15	Alcohol Ink Art (OLE)Description: Explore alcohol Ink painting	22/11/2025	S4	101	\$7,200.00	\$71.29	E1	Arts (Visual Arts)	Most of the students enjoy the alcohol ink painting.			✓			H. Wong
16	OLE Day (STEM) Description: To introduce drone soccer to students so that students who have talents or interests can further develop and participate in related competitions. Objective: To introduce drone soccer to students so that students who have talents or interests can further develop and participate in related competitions.	22/11/2024, 17/1/2025, 17/3/2025, 18/3/2025	S1	120	\$8,400.00	\$70.00	E1	Cross-Disciplinary (STEM)	Over 90% of the students enjoyed the activity. Over 90% satisfied with the arrangement of the activity. Over 90% were interested in the activity.			✓			W.K. Chan
17	S.1 OLE Sports Experience (Rope Skipping Workshop)Description: Rope Skipping Workshop by Hong Kong Rope Skipping Association, China Objective: Promoting rope skipping exercise to students by demonstration of tricks by professional athletes. Experience by students.	13/12/2024	S1	120	\$0.00	\$0.00	E9	Physical Education	Most studentns agreed that the programme was appropriate including arrangement, content, tutors.			✓			PH Ho
18	S.2 OLE Football WorkshopDescription and objective: Promoting football by professional coaches and athletes from the Southern District Recreation and Sports Association. Expanding students' horizon in sports through a tasting session.	13/12/2024	S.2	120	\$2,600.00	\$21.67	E6	Physical Education	Most students agreed that the programme was appropriate including arrangement, content, tutors.			✓			PH Ho

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per person (\$)	Nature of Expenses*	Domain' (Including KLA's, cross-curricular, latest education development	Evaluation Results	Essential Learning Experiences					Subject Panel / Teacher-in-charge
			Level	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 KLA's / 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														
19	S.3 OLE Street Dance WorkshopDescription and objective: Promoting street dance by the Hong Kong Street Dance Development Association Limited by tutorial. Expanding students' horizon in sports through a tasting session.	13/12/2024	S3	120	\$4,000.00	\$33.33	E1	Physical Education	Most students agreed that the programme was appropriate including arrangement, content, tutors.			✓			PH Ho
20	S.4 OLE Skateboard WorkshopDescription and objective: Promoting skateboarding by demonstration by professional athletes. Experience by students spending students' horizon in sports through a tasting session.	25/10/2024	S.4	110	\$4,000.00	\$36.36	E1	Physical Education	Most students agreed that the programme was appropriate including arrangement, content, tutors.			✓			PH Ho
21	S.5 OLE Gym Pass Certificate CourseDescription and objective: An 3 hour course and assessment in gym rooms under LCSD, conducted by the coaches from Physical Fitness Association of Hong Kong, China, facilitating the students to apply for a gym pass for the use of gym room under LCSD to promote active lifestyle.	25/10/2024	S.5	80	\$12,920.00	\$161.50	E1, E2	Physical Education	Most students agreed that the programme was appropriate including arrangement, content, tutors. 37 students applied the gym pass of LCSD after the course.			✓			PH Ho
22	S.6 OLE Sports Experience in Craigengower Cricket ClubDescription and objective: Different sports experience in Craigengower Cricket Club such as cricket, lawn bowl and archery. Expanding students' horizon in sports through a tasting session.	25/10/2024	S.6	80	\$1,800.00	\$22.50	E2	Physical Education	Most students agreed that the programme was appropriate including arrangement, content, tutors.			✓			PH Ho
23	F.2-F.3 Sex and Health Home ProgramDescription and objective: To let students understand the importance of protecting oneself and respecting others Description: 1 session of an one hour HT talk for 8 classes To let students understand the importance of protecting oneself and respecting others	24/10/2024	S2 and S3	240	\$900.00	\$3.75	E6	Values Education, Moral, Civic and National Education	Students have a positive feedback on the program. 99.6% of the students agreed that they understand the importance of respecting others after the talk. Students acquired skills and learned various methods to address sexual harassment if it occurs.		✓				V.Chan
24	F.4 Sex and Health Home ProgramDescription and objective: To let students understand the correct attitude in maintaining a intimate relationship Description: 1 session of an one-hour HT talk for 4 classes To let students understand the correct attitude in maintaining a healthy intimate relationship.	10/03/2025	S4	86	\$900.00	\$10.47	E6	Values Education, Moral, Civic and National Education	87.2% of students showed that they understand more about the ways and attitude that we should hold in communicating with people in opposite sex. 92.7% agreed that they understand more about the importance of protecting oneself and respecting others.		✓				V.Chan
25	F.5 Sex and Health Home ProgramObjective:To learn the correct ways to relieve stress and maintain a healthy lifestyle. Description: 1 session of an one-hour HT talk for 4 classes To learn the correct ways to relieve stress and maintain a healthy lifestyle.	16/05/2025	S5	48	\$2,500.00	\$52.08	E6	Values Education, Moral, Civic and National Education	85.6% of students expressed that they have a better understanding of the importance of managing stress for maintaining a healthy lifestyle.		✓				V.Chan
26	F.6 Sex and Health Home ProgramObjective: To let students to understand the importance of protect oneself and respecting others. Description : 1 session of an one-hour HT talk for 4 classes To let students to understand the temptations that they may face in their university's life and understand the importance of protect oneself and respecting others.	11/02/2025	S6	81	\$1,000.00	\$12.35	E6	Values Education	80% of the students agreed that they understand more about the importance of protecting oneself and respecting others.		✓				V.Chan
27	STEM Talk for Home ProgramDescription and objective: Students learn about STEM in the working field Students learn about STEM in the working field	8/5/2025	S5	87	\$3,000.00	\$34.48	E4	Cross-Disciplinary (STEM)	- Students learned about different careers, esp. STEM in different professions					✓	J. Ho
28	School Picnic Description and objective: The venue of school picnic is Po Leung Kuk Jockey Club Tai Tong Holiday Camp. The price include day camp entrance fee and travelling fee. Students need to pay for the lunch / BBQ fee and also adventurous activities themselves. To build up class spirit and peer relationship among students and to create a chance to release stress.	8/11/2025	S1-S6	644	\$41,710.00	\$64.77	E1	Cross-Disciplinary (Others)	About 56% of the students and 70% of the teachers agreed that the picnic can help with building class spirit. On average, 40% of the students and 70% of the teachers agreed that the picnic can achieve the 4Rs mental health charter.			✓			A Wong & A Cheung
29	S3 Careers Day Description and objective: Each student will participant in 2 workshops organized by VTC. Each workshop lasts for 3 hours. The fee includes transportation fee. To let students explore more about different careers through hands-on experience.	9/7/2025	S3	108	\$23,520.00	\$217.78	E1	Cross-Disciplinary (Others)	To be submitted after completing the activity					✓	L. Lau
30	S4 Careers Day Description and objective: Physics student will participate in the Career Future Studio(3 hours)organized by St. James Settlement. After that, students will have company visits. Non-physics students will have visit in Tung Chung Community Liaison Centre(CLC). To let students explore more about different careers through hands-on experience.	9/7/2025	S4	96	\$11,280.00	\$117.50	E1	Cross-Disciplinary (Others)	To be submitted after carrying out the activity					✓	L. Lau
31	S4-S5 University Outing Description and objective: Students are going to visit one university and know more about the university programs according to their preference. The fee includes transportation fee. (The fee may be claimed by CLAP HKBM Activity Seed Scheme) To let students understand more about the university programs for better planning on their future studies.	22/11/2024	S5-S6	170	\$0.00	\$0.00	E1	Cross-Disciplinary (Others)	In university outing, 96% of the respondents agreed that the activity can help them explore future career development opportunities, set career development goals and corresponding action plans.					✓	L. Lau
32	S6 Talk on multiple pathwayDescription and objective: Hok Yau Club will be recruited to deliver a talk to students in teaching them the most strategic ways in filling in the JUPAS choices. (The fee may be claimed by CLAP HKBM Activity Seed Scheme) To let students develop strategic planning on applying university programs and have better planning for future studies.	24/10/2024	S6	83	\$0.00	\$0.00	E1	Cross-Disciplinary (Others)	55% of the students thought that the talk is useful for them to choose JUPAS program choices.					✓	L. Lau
33	Counselling Team GA TrainingDescription: GA will participate in three training sessions organized by an NGO. They will engage in various group activities, sharing sessions, and a training camp. Objective: To foster self-exploration, self-understanding, and develop basic counseling skills.	2/4/2025	S1, S4, S5	48	\$23,514.30	\$489.88	E1	Values Education	Over 90% of the participants have better understanding of themselves, facilitate their collaboration and communication skills with peers.		✓				E. Ngai
34	Counselling Team GA and SC OrientationDescription: Both the GA and SC will engage in various group activities, including warm-up games, sharing sessions, and pair-up games, to facilitate their relationship. Objective: To foster a supportive relationship between the GA and the F1 SC throughout the school year	18/10/2024, 22/5/2025	S1, S4-5	48	\$6,151.30	\$128.15	E1	Values Education	Over 85% of the participants have gained a better understanding of themselves and the GA Scheme. Additionally, over 80% of the participants find the Orientation useful in establishing the relationship between the GA and F1 SC.		✓				E. Ngai
35	Counselling Team F.4 OrientationDescription: Students will participate in a day camp, engaging in various group activities and sharing sessions aimed at honing their skills to overcome challenges. Objective: To foster self-exploration and self-understanding among F.4 students, and equip them with communication and collaboration skills to navigate challenges in senior forms.	14/9/2024	S4	92	\$25,000.00	\$271.74	E1	Values Education	Over 80% of the participants have gained a better understanding of themselves and agree that the activities can hone their problem-solving and communication skills in overcoming challenges.		✓				E. Ngai

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per person (\$)	Nature of Expenses*	Domain ¹ (Including KLA's, cross-curricular, latest education development)	Evaluation Results	Essential Learning Experiences					Subject Panel / Teacher-in-charge
			Level	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														
36	Counselling Team Service Trip Description: All GA and SC will actively participate in a series of activities aimed at serving the needs of the community. Objective: To cultivate a sense of responsibility in serving the community among GA and SC. Description	8/3/2025	S1-5, Primary school	48	\$2,729.00	\$56.85	E1	Values Education	Majority of the participants agree that they have gain better sense of responsibility in serving their community.		✓		✓		E. Ngai
37	Chinese Debating Team Description and objective: Our goal is to provide opportunities for all team members to represent the school in debate competitions. To achieve this, we will hire experienced debate coaches who will host training sessions for at least three days during the five-day preparation period. These coaches will assist with script development and provide guidance during preparation and on the day of competition. Hire debate coaches to support our team members' preparation and training for competitions.	Whole school year	S1-5	23	\$45,800	\$1,991.30	E4	Chinese Language	Majority of students developed stronger debating skills	✓					C. Wong and A. Chan
38	English Debating Team Description and objective: Our goal is to provide equal opportunities for all team members to represent the school in debate competitions. To achieve this, we will hire experienced debate coaches who will host training sessions for at least three days during the five-day preparation period. These coaches will assist with script development and provide guidance during preparation and on the day of competition. Hire debate coaches to support our team members' preparation and training for competitions.	September 2024 to August 2025	S3-S4	8	\$30,000	\$3,750.00	E5	English Language	- Student debaters received debating training formally, with at least 3 coaching sessions arranged prior to each debate match throughout this school year - The team participated in 4 inter-school debate matches through the joining of the Hong Kong Secondary Schools Debating Competition - The team has been scheduled to take part in the upcoming Hong Kong Bar Association Debating Competition 2025 in July	✓					A Chan and Sara Choy
39	Drama Club Description and objective: Training Sessions for Hong Kong School Drama Festival Each student will participate in the Hong Kong School Drama Festival in either acting or production team. Training is provided in at least 20 sessions, each of which lasts for 1.5 hours. To provide drama production opportunities for students, and to cultivate their interest in acting on stage and working behind the stage.	October 2024 - July 2025	S1-5	47	\$49,750.00	\$1,058.51	E1	Arts (Others)	- Students enhanced their knowledge and skills in drama productions			✓			P. Siu
40	Drama Club Purchase of Tickets for Drama Appreciation Description and objective: Students will watch a public drama performance. The fee may include transportation fee. Objective: To expose students to public drama productions so that they understand and appreciate the necessity of performance as a creative art.	27/2/2025	S1-6	603	\$10,000.00	\$16.58	E1	Arts (Others)	- The activity encourages the relieve of emotions - Students are fond of the interaction modes - NCS students might have difficulty in understanding Cantonese			✓			P. Siu
41	EMI Schools English Drama Festival (English Drama Team) Description and objective: Each member will participate in at least 40 hours of drama training provided by a professional drama coach. Each session lasts about 1.5 to 2 hours. They will all join the English Drama Fest competition in 2025 and receive a certificate of participation from the organizer of the competition. To employ a company providing professional drama coaching and production services, in preparation for the entry in the English Drama Fest competition in 2025.	5/11/2024-9/4/2025	S1-5	13	\$50,688.78	\$3,899.14	E1	English Language	Most of the participants (over 80%) agreed that the drama training and the competition experience were satisfactory and conducive to their learning. Most of them also strongly agreed that the skill and responsiveness of the instructor, and the course content to be satisfactory and helpful to their learning and preparation for the competition.	✓					V Wong
42	Chinese Dance Training Description and objective: Hire a coach to train students in dance skills so that they can participate in competition and broaden their horizon To encourage students to develop their interest as well as understand their own strengths.	NA	NA	NA	\$49,687.50	\$0.00	NA	Arts (Others)	As the Chinese Dance Team has performance in July, we have to pay for the coach fee.		✓	✓			Eyu Ashley Cheung
43	Instrumental Classes Description and objective: To offer opportunities for students to learn music through playing and learning musical instruments To enhance students' aesthetic sense through learning musical instruments	1/10/2024-31/7/2025	S1-S5	79	\$39,630.00	\$501.65	E1, E5, E8	Arts (Music)	Students' aesthetic sense was greatly enhanced, and they gained competence in playing musical instruments.		✓	✓			Janet Wong
44	Symphony Orchestra and Music Ensemble Description and objective: To offer opportunities for students to learn music through playing in the Orchestra or music ensembles To enhance students' aesthetic sense and music ensemble skills through playing in the orchestra; to enhance student's sense of belongings through playing in music ensembles	10/10/2024-31/8/2025	S1-S5	32	\$140,000.00	\$4,375.00	E5, E8	Arts (Music)	Students developed a stronger aesthetic appreciation, experienced an increased sense of belonging, and significantly enhanced their ensemble and musical skills.		✓	✓			Janet Wong
45	External Competitions Description and objective: To provide opportunities for students in diversity learning; widen students' horizons Students' exposure has broadened, their aesthetic sense has developed, and their musical skills have improved.	1/9/2024 - 31/8/2025	S1-S5	120	\$10,015.00	\$83.46	E1, E3, E8	Arts (Music)	Students' aesthetic sense was significantly enhanced, their musical skills showed great improvement, and they thoroughly enjoyed participating in the events.		✓	✓			Janet Wong
46	Travelling expenses (for music performance and competition) Description and objective: To provide transportations for students to the performing venues or competition venues Objective:	7/11/2024-21/5/2025	S1-S5	150	\$12,890.00	\$85.90	E2	Arts (Music)	Please check with office.						Janet Wong
47	Visits, Seminars, Masterclass To organize or attend Visits, Seminars, Masterclass Description and objective: To broaden students' horizons and their exposure on music	15/9/2025-31/8/2025	S1-S5	150	\$1,800.00	\$12.00	E1, E5, E7, E8	Arts (Music)	Students experienced a significant growth in their aesthetic appreciation, demonstrated marked progress in their musical abilities, and found great enjoyment in engaging with the events.		✓	✓			Janet Wong
48	Visit Hong Kong Science Museum / Hong Kong Space Museum Objective: To strengthen student's knowledge in Physics. Description : Travelling fee to museum To strengthen student's knowledge in Physics. Description : Travelling fee to museum	NA	NA	NA	\$0.00	\$0.00	NA	Science	There are some other programme held for the physics students.	✓					B. Lam
49	Religious Team Activities Description: Religious activities include masses, retreats, catholic formations, spiritual development programmes, celebrations, workshops and activities organised by external organisations. To enhance religious knowledge and deepen spiritual formation. To provide various learning experiences.	1/9/2024-31/8/2025	S1-6	635	\$21,318.63	\$33.57	E1, E2, E5, E6	Values Education, Cross-Disciplinary (Others)	•All students participated in the whole-school functions. •Students were able to recall key religious messages as reflected by the Google Form feedback. •Students were able to spread hope and love to others as reflected by the cards they wrote and from the worksheets they did following the activities. Suggestion: Quantitative evaluation e.g. questionnaire will be given to students next year for a comprehensive evaluation		✓		✓		N. Li, C. Chan

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per person (\$)	Nature of Expenses*	Domain' (Including KLA's, cross-curricular, latest education development	Evaluation Results	Essential Learning Experiences					Subject Panel / Teacher-in-charge
			Level	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														
50	Guided Tour to the Cathedral Students will join the guided tour offered by the Cathedral. Each tour is about 1 hour. The fee includes transportation fee. To let students learn about the religious significance of the Catholic Cathedral before they attend the 155 Thanksgiving Mass there in December.	5/11/2024	S1	128	\$3,900.00	\$30.47	E1, E2	Values Education, Cross-Disciplinary (Others)	•All students (128) attended the guided tour. •Students have already learnt about the meaning and procedure of Catholic Mass and the setting of a church in RME curriculum. •Students listened to the introduction of the architectural, historical and religious significance of the Cathedral by the guide. They showed curiosity about learning and observing new things. •Students were familiarized with the sacred space of the Cathedral. •Students were able to write proper attitudes and etiquette expected during Mass in their worksheets and answer church setting related questions in the quiz. •Students attended the 155th Anniversary Thanksgiving Mass with proper etiquette •Only Form 1 is scheduled for the guided tour of the Cathedral. •However, the length and depth of the tour were too much for them. It is suggested to provide a worksheet to help them grasp key ideas and remain engaged during the tour.	✓	✓	✓			N. Li (RME Department)
51	青年資訊科技大使獎勵計劃 YITAA 透過不同的學習活動及服務,培養學生的資訊素養及善用資訊科技的能力和態度,成為負責任的公民及終身學習者。 透過不同的學習活動及服務,培養學生的資訊素養及善用資訊科技的能力和態度,成為負責任的公民及終身學習者。	1/9/2024-31/5/2025	S2-S5	17	\$500.00	\$29.41	E1	Cross-Disciplinary (STEAM)	100% of the students attain the requirement for the bronze / silver award	✓	✓				J. Ho
52	GirlsSTEM 一系列與STEM及ICT相關的活動,從而吸引更多女生選擇與工程及電腦相關的學科。為鼓勵女生了解工程及科技學科及參與不同類型的工程學工作坊,本會舉辦Girls STEM計劃,讓中學女生學習最新的STEM及ICT及參與一系列與STEM及ICT相關的活動,從而吸引更多女生選擇與工程及電腦相關的學科,並確立她們的升學就業目標。	Sep 2024 to Feb 2025	S6	5	\$450.00	\$90.00	E1	Cross-Disciplinary (STEM)	Students took part in the mock exams and acquired more knowledge in SETEM and ICT	✓				✓	J. Ho
53	第5屆生物醫學工程創意競賽之「愛·創·書·樂」 參賽隊伍須參加大會安排的三項活動,瞭解香港獨居或雙老長者,按其需要設計友善科技樂齡玩樂產品,協助長者維持身心健康 參賽隊伍須設計海報及製作樂齡玩樂產品樣板,參賽去驗證其概念,瞭解香港獨居或雙老長者,設計友善科技樂齡玩樂產品,協助長者維持身心健康	18/1/2025	S5	3	\$758.33	\$252.78	E1	Cross-Disciplinary (STEAM)	Students have learnt how to design and create products that is useful for elderlies.	✓	✓				J. Ho
54	STEM Week To arouse students' interest in STEM To arouse students' interest in STEM	18/03/2025, 19/03/2025, 20/03/2025	S1-5	629	\$19,980.00	\$31.76	E6	Cross-Disciplinary (STEAM)	Students took part in various STEM activities and broaden their exposure in STEM.	✓	✓				J. Ho
55	Athletics Team Students attend more than 40 training sessions of track and field taught by professional coaches in different sports venues Objective: To enhance school team's performance in interschool competitions. Expending students' physical ability and fitness level through regular trainings. Develop students' sense of belonging to school through team games.	1/9/2024-31/8/2025	S1-6	50	\$114,800.00	\$2,296.00	E1, E5, E7		Athletics (Field) Team will still organize training sessions during summer holiday.			✓			PH Ho
56	Swimming Team Students attend 10 training sessions taught by professional coaches from Hoi Tin Swimming Consultant Ltd To enhance school team's performance in interschool competitions. Expending students' physical ability and fitness level through regular trainings. Develop students' sense of belonging to school through team games.	1/9/2024-31/8/2025	S1-6	30	\$11,282.00	\$376.07	E1, E5, E7		The swimming team will organize training during summer holiday			✓			PH Ho
57	Cheerleading Dance Team Students attended training sessions taught by professional coach and too part in two open competitions. To enhance school team's performance in interschool competitions. Expending students' physical ability and fitness level through regular trainings. Develop students' sense of belonging to school through team games.	8/10/2024 - 13/5/2025	S.1-4	12	\$21,285.50	\$1,773.79	E1, E5, E7	Physical Education	By interviewing the students, they all agreed that the trainings were efficient, the coach was professional, and the arrangement of the contents, venues and time were appropriate.			✓			PH Ho
58	Basketball Team u dents attend afterschool training sessions and competitions taught by professional coach. To enhance school team's performance in interschool competitions. Expending students' physical ability and fitness level through regular trainings. Develop students' sense of belonging to school through team games.	1/9/24-31/8/25	S1-6	40	\$45,300.00	\$1,132.50	E1, E5, E7		on going training and competition to be held in late June and July.			✓			PH Ho
59	English Fun Week Foster interest in English language learning by encouraging students to design booth games and exhibitions that showcase their learning achievements, empowering them to actively use the language through hosting and participating in interactive activities and games. To enhance language proficiency and spark interest by immersing learners in an authentic, English-rich environment where they can use the language purposefully and meaningfully.	12/5/2025-16/5/2025	S1-5	550	\$9,056.00	\$16.47	E1	English Language	• Improved language skills ➤ Many students reported speaking English more often, improving their communication, fluency, and confidence in English. ➤ Students learned new English words, phrases, and poems. • Gained knowledge about different places (e.g., Beijing, Harbin, Hong Kong), Chinese and international cultures, and world foods. • Recognized the importance of teamwork, unity, and collaboration when working in groups or managing booths. • Improved their ability to communicate with others, host games, serve food, and interact with classmates and teachers in English. • Became more confident speaking English in public and using English in daily life. • Learned about the behind-the-scenes work needed to prepare and run events successfully.	✓					V Wong

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per person (\$)	Nature of Expenses*	Domain' (Including KLA's, cross-curricular, latest education development	Evaluation Results	Essential Learning Experiences					Subject Panel / Teacher-in-charge
			Level	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 KLA's / 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														
60	Biology STEM workshopBiology STEM workshop on hydroponic planting for S5 biology students To enhance students' interest in Biology and learn the practical skills for hydroponic planting using the Smart Grower machineTEM concepts within the field.	30/06/2025	S5	30	\$14,920.00	\$497.33	E6, E8	Science, (STEAM) Cross-Disciplinary (STEAM)	Most participants rated the workshop positively, with scores of 4 and 5 out of 5 making up more than 70% of the responses for each question."	✓					V.Chan
61	History WorkshopDescription: Students craft their own unique Turkish mosaic lamp, gaining a tangible connection to the history and cultural significance of mosaic art in Turkish culture. Objective: to provide students with a hands-on experience in creating traditional Turkish mosaic lamps and to foster cultural appreciation, interdisciplinary learning, creativity, and a holistic understanding of history through the Turkish art and culture.	4/12/2024, 2/4/2025, 9/4/2025	S4-6 History students	15	\$4,950.00	\$330.00	E1	History	Over 90% students agree that the hands-on experience in creating traditional Turkish mosaic lamps and to foster cultural appreciation, interdisciplinary learning, creativity, and a holistic understanding of history through the Turkish art and culture.	✓					E. Ngai
62	Financial Education Talk To equip students with essential financial management knowledge and skill. To equip students with essential financial management knowledge and skill.	7/10/2025	S4-S5	190	\$2,500.00	\$13.16	E1	Values Education	超過90%的同學同意活動提升我對理財的基礎知識、活動讓我學習正確的理財觀、活動讓我學習建立理財好習慣及對活動感到滿意。	✓					W.K. Chan
63	第三屆京粵港澳青少年兒童詩歌節暨第五屆北京・粵港澳大灣區兒童藝術交流周「詩畫裡的中國」(港澳賽區) 本活動旨在加強內地與港澳青少年兒童交流，展示詩畫之美，共同傳承和弘揚中華優秀傳統文化，讓愛國愛港愛澳的種子在孩子們心中生根發芽。讓內地與港澳的文化傳播更加新穎生動，積極打造具有特色的文化傳播品牌項目，攜手共向新中國成立75周年獻禮。學習撰寫有效的prompt，利用AI工具生成圖像，在「AI數碼藝術創作」比賽項目，將創新科技融入文學作品，從不同角度展現詩詞之美。	September 2024	S1-S2	121	\$1,500.00	\$12.40	E1	Cross-Disciplinary (STEAM), Media and Information Literacy	16 students received awards , including 特等獎, 一等獎, 二等獎, 三等獎, 最具潛質獎, 最具創新獎, showing that they have grasped the skill of writing effective AI prompt and understanding the Chinese poems thoroughly. Our school were also awarded with 最積極參與學校團體獎 and 最佳指導教師.	✓	✓	✓			J. Ho
64	STEAM 奪寶奇兵工作坊: 鍊金術師 同學將使用簡單工具和金屬線, 親自設計和燒出作品。導師會帶領同學以作品進行電鍍實驗,製作獨有的鍍金創意飾件,並學習當中的電解原理和應用。 To engage students in hands-on creation and electroplating, enhancing their creativity and understanding of electrolysis through practical STEM learning.	27/6/2025 (to be organised)	S2-S5	20	\$3,000	\$150.00	E1	Science, (STEAM) Cross-Disciplinary (STEAM)	To be organized in June during post-exam period	✓	✓	✓			J Ho
(Please insert rows above if the space provided is insufficient.)															
Sub-total of Item 1.1				4,393	\$1,039,299.34										
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons														
1															
2															
(Please insert rows above if the space provided is insufficient.)															
Sub-total of Item 1.2				0	\$0.00										
Total for Category 1				4,393	\$1,039,299.34										

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

No.	Item	Purpose	Actual Expenses (\$)
1	Chinese Dance Competition	Chinese Dance Competition The cost of participating competitions and prepare for shows if needed. To encourage students to borden their horizon through participating competitions and shows.	\$4,530.00
2	To repair musical instruments	To repair musical instruments To have better instruments for students to learn musical instruments To have better instruments for students to learn musical instruments to order to enhance students' aesthetic sense and musical skills.	\$8,320.00
3	To procure musical instruments for students playing in the orchestra and instrumental classes	To procure musical instruments for students playing in the orchestra and instrumental classes To procure musical instruments for students playing in the orchestra and instrumental classes To procure musical instruments for students playing in the orchestra and instrumental classes in order to enhance students' musical skills, sense of belongings and aesthetic sense.	\$13,600.00
4	Campus TV Club equipment	New Camera for Campus TV Club	\$48,320.00
Please insert rows above if the space provided is insufficient.)			
Expenses for Category 2			\$74,770.00
Expenses for Categories 1 & 2			\$1,114,069.34

Category 3: Estimated Number of Student Beneficiaries (Compulsory)

Total number of students in the school:	634
Number of student beneficiaries:	634
Percentage of students benefitting from the Grant (%):	100%
Name of Contact Person for LWL:	Lau Hui Yu, Leanne
Post of Contact Person for LWL:	SGM

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

E1	Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)	E6	Fees for students attending courses, activities or training organised by external organisations recognised by the school
E2	Transportation fees		
E3	Fees for non-local exchange activities / competitions (students)	E7	Purchase of equipment, instruments, tools, devices, consumables
E4	Fees for non-local exchange activities / competitions (escorting teachers)	E8	Purchase of learning resources (e.g. educational softwares,
E5	Fees for hiring expert / professionals / coaches	E9	Others (please specify)

St. Francis' Canossian College

School Report 2024/25

Endorsed by

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

Sr. FOK Wai Man Veronica
School Supervisor / Chairperson



St. Francis' Canossian College
嘉諾撒聖方濟各書院

School Development Plan 2025/26 – 2027/28

Annual School Plan 2025/26

Contents

School Development Plan 2025/26 – 2027/28

School Motto, School Vision & Mission	3
School Goals	4
Profile of SFCC Graduates	5
Holistic Review of School Performance	6
Major Concerns for 2025/26 – 2027/28	11
School Development Plan	12

Annual School Plan 2025/26

Main Foci	17
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Appendix

- Plan on the Use of Capacity Enhancement Grant
- Plan on the Use of the Promotion of Reading Grant
- Plan on the Use of the Education Support Grant for Non-Chinese Speaking (NCS) student(s)
- 運用「有特殊教育需要學生」中學學習支援津貼計劃書
- 推廣中華文化體驗活動一筆過津貼
- Plan on the One-off Grant on Parent Education
- Plan on the Grant of Supporting NCS Student with SEN
- Plan on the One-off Grant for Promotion of a Sports Ambience & MVPA60 in Schools
- Plan on the Use of the School-based After-school Learning and Support Programmes

- Plan on the use of Diversity Learning Grant
- Plan on the School-Based Support Scheme Grant for Schools with Intake of Newly-Arrived Children (NAC)
- Plan on the use of “AI for Science Education” Funding Programme
- Plan on the One-off Grant to Promote Self-directed Learning (English Language)
- 推廣自主語文學習（普通話）一筆過津貼工作計畫書
- Plan on the Use of the Life-wide Learning Grant



School Development Plan

2025/26 – 2027/28

Learning & Teaching:

To embrace Learner Diversity by fostering Self-Directed Learning

Student Support:

To promote Learner Autonomy and foster holistic development through Diverse Life-wide Opportunities

School Administration

To enhance Student Learning through Refining School Administration



School Motto

“Live by the truth in love”

School Vision

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

School Mission

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



School Goals

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

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

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

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

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



Profile of SFCC Graduates

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

Seeking Truth in Humility

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

Embracing Love with Charity

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

Holistic Review of School Performance

a. Effectiveness of the previous School Development Plan (2022 - 2025)

Major Concern and target	Extent of the target achieved, e.g. Fully achieved; Partly achieved; Not achieved	Follow-up action(s), e.g. Incorporated as routine work; Continue to be a major concern for the next development cycle with adjusted target(s); Others	Remarks
Major Concern 1: To reinforce values education to enhance whole-person development of Franciscans Target(s): - To count one's blessings and express gratitude with a humble heart - To build a harmonious community through nurturing a respectful heart - To empower students of different levels with individual needs for a growth mindset through "Commitment" - To help students develop Canossian values and other positive values in both formal and non-formal curriculum to achieve seven learning goals	Fully achieved Fully achieved Partly achieved Fully achieved	- Canossian values and other positive values are integrated in formal and non-formal curriculum. The Canossian values and other positive values will be continued and incorporated as routine work. - The school's major concern of the next 3-year cycle will emphasize on empowering student autonomy and fostering student holistic development through diverse life-wide opportunities.	As value education becomes an integral part of the school curriculum, the Value Education Core Team will transition to the Student Support Coordinating Team to better align with the evolving needs of students.

Major Concern and target	Extent of the target achieved, e.g. Fully achieved; Partly achieved; Not achieved	Follow-up action(s), e.g. Incorporated as routine work; Continue to be a major concern for the next development cycle with adjusted target(s); Others	Remarks
Major Concern 2: To cater for learner diversity by enhancing classroom teaching efficiency Target(s): - To cater for learner diversity by enhancing classroom teaching efficiency - To support Language across the Curriculum - To enable students to progress in their learning from summative and formative feedback - To enhance students' learning motivation and progression, through effective assessment practices.	Partly achieved Fully achieved Fully achieved Partly achieved	- The assessment blueprint has internalized and will be extended to all subject departments for more structured alignment of teaching with assessment practices in some levels. - The school's major concern of the next 3-year cycle will emphasize on embracing Learner Diversity by fostering Self-Directed Learning	By implementing new major concern, students can cultivate a growth mindset that encourages continuous improvement in their learning. With the development of a broad and solid knowledge base, students are expected to better understand their interests, aptitudes, and abilities, allowing them to set and reflect on personal goals while aspiring for further studies and future careers. (Seven Learning Goals)

b. School self-evaluation on fostering whole-person development and lifelong learning of students

Student performance demonstrates significant progress towards the seven learning goals, particularly in developing positive values and attitudes, and becoming self-directed learners. Quantitative and qualitative data affirm this. The APASO results (2024-2025) show Q-scores for National Identity and Morality around 116, significantly exceeding the Hong Kong average, which reflects successful internalization of core values. Furthermore, students exhibit growing self-management skills for lifelong learning, with APASO Q-scores for self-monitoring at 112 and self-planning at 102, both above the Hong Kong mean. Stakeholder Surveys corroborate this, with 72% of students and 78% of parents agreeing that the school effectively helps develop good moral character. Through focused group interviews, students reported increased commitment and active participation in a wide range of extracurricular activities, indicating well-rounded development. However, while students are becoming more receptive and reflective, the school has identified a need to further cultivate a proactive and motivated learning attitude, alongside strengthening independent reading habits and the integrated application of generic skills.

The school is aware of and effective in providing diverse, authentic, and structured learning experiences to students. A key strength is the successful implementation of a whole-school, cross-curricular approach. The restructuring of Home Programs, Other Learning Experiences (OLE), and Extended Learning Days has created a coherent framework where values education and skill development are seamlessly integrated. For instance, each S1 student is required to take part in one uniform group or one service group so as to foster self-discipline and commitment to the community, while S3-S4 students attend resilience camps for self-discovery. This life-wide learning strategy is complemented by a formal curriculum that embeds values, such as the school-based Information Literacy curriculum for S1 and S2, which cultivates critical thinking and integrity.

Concurrently, the school has made significant strides in enhancing teaching efficiency and assessment literacy to support lifelong learning. The development of an Assessment Blueprint for each subject ensures a balanced use of diagnostic, formative, and summative assessments, directly empowering students to self-regulate and reflect on their learning. The integration of this assessment literacy with eLearning, guided by a cross-KLA e-Learning Circle, has created engaging and impactful learning environments. Teachers report that students effectively utilize e-learning tools and various learning strategies, demonstrating the success of these enriched experiences.

c. School self-improvement

Building on the reflections above, the school will focus on the following areas to further enhance students' whole-person development and lifelong learning capabilities.

(1) What are my students' needs?

Consolidating the evidence, our students' primary needs are:

- The development of robust soft skills: To complement the strong foundation in values, students need more systematic opportunities to develop communication, problem-solving, adaptability, and leadership skills essential for future success.
- Cultivation of proactive learning attitudes: While reflective skills are improving, students need further support to transition from being receptive learners to becoming motivated, self-directed, and proactive in their learning journeys.
- Strengthening of independent learning habits: APASO data indicates a specific need to foster consistent and independent reading habits to build a broader knowledge base and strengthen foundational literacy.

(2) What is my school's capacity for continuous improvement and development?

The school possesses strong internal capacity for continuous improvement, which includes:

- Proven Collaborative Structures: Existing mechanisms for cross-departmental collaboration (e.g., in values education, e-Learning Circle) provide a ready platform for implementing new initiatives.
- A Culture of Professional Learning: Strong middle leadership and a teaching body that is responsive to and benefits from professional development, as seen in the successful uptake of assessment literacy practices.
- Effective Strategic Partnerships: Established relationships with external support providers like QSIP can be leveraged to address new developmental foci.
- Areas for Enhancement: Capacity can be further strengthened by deepening home-school collaboration to create a more cohesive support system for students and by expanding the existing successful frameworks (e.g., Assessment Blueprint) to ensure a fully unified whole-school approach.

(3) What are the development priorities of my school for enhancing the whole-person development and lifelong learning of my students?

Based on the alignment of student needs and school capacity, the development priorities for the next cycle are:

- To systematize the integration of soft skills development into the school curriculum. This will be achieved by expanding the existing cross-curricular framework for values education to explicitly include soft skills training. Strategies will include introducing more experiential

learning, project-based activities, and structured student leadership roles within the revised Home Programs and OLE.

- To foster a culture of proactive and independent learning. This priority will be addressed through a dual approach: firstly, by implementing a whole-school reading and independent learning strategy to build students' knowledge base and self-directed learning habits; and secondly, by broadening the scope of the Assessment Blueprint and differentiated instruction strategies across all levels and subjects to better personalize learning, enhance student engagement, and empower students to take greater ownership of their academic progression.

These priorities will be supported by a concerted effort to strengthen home-school communication and parent education, ensuring that the strategies for nurturing values, soft skills, and independent learning are consistently reinforced both at school and at home.

Major Concerns of the 2025/26 – 2027/28 School Development Cycle

Based on the above holistic review of school performance, the major concerns in order of priority are:

1. To embrace Learner Diversity by Fostering Self-Directed Learning
2. To promote Learner Autonomy and foster holistic development through diverse life-wide opportunities
3. To enhance student learning through refining school administration

School Development Plan (2025/26 – 2027/28)

1. Major Concern: To embrace Learner Diversity by Fostering Self-Directed Learning

Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals (Related Learning Goals of Secondary Education)
	Year 1	Year 2	Year 3		
To enhance students' learning motivation and progression, through differentiated instruction	✓	✓	✓	- To develop tiered teaching and learning activities that cater to varying levels of complexity ensuring that each student is challenged appropriately - To create a more comprehensive framework for evaluating student learning by broadening the scope of the assessment blueprint to align with diverse learning objectives	Breadth of knowledge: acquire and construct a broad and solid knowledge base, and to understand contemporary issues that may impact on students' daily lives at personal, community, national and global levels Language Proficiency: become proficient in biliterate and trilingual communication for better study and life Generic Skills: develop and apply generic skills in an integrative manner, and to become an independent and self-directed learner for future study and work
To enhance students' personalized learning by integrating note-taking strategies in eLearning	✓	✓	✓	- To implement adaptive digital note-taking tools that cater to individual learning styles and preferences. - To equip teachers with effective note-taking techniques tailored for eLearning environment	
To nurture students' self-directed learning capabilities	✓	✓	✓	To utilize EDB funding in English , PTH, Science, STEAM and other languages in Junior levels	

2. Major Concern: To promote Learner Autonomy and foster holistic development through diverse life-wide opportunities

Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals (Related Learning Goals of Secondary Education)
	Year 1	Year 2	Year 3		
Nurturing students to be self-driven learners by enhancing student motivation and abilities	✓	✓	✓	- Organize and create more space for experiential learning programs - Provide more opportunities for students to take the active role in learning and serving the school - To set progressive targets for students to develop their generic skills - Implant and nurture values in life and national education through form and informal curriculum - Implementing junior SLP - Reviewing existing PTA programs to equip families strategies to reinforce students' learning and personal development	Healthy Lifestyle: Experiential learning integrates activities that promote both physical and mental well-being, encouraging students to develop lifelong healthy habits. Life Planning: Establishing progressive targets helps students build essential skills for future career and personal development. Senior students engage in structured Home Programs designed to guide their exploration of aspirations and equip them with decision-making strategies for the future. Generic Skills: Encouraging active participation in learning and service strengthens problem-solving, teamwork, communication, and leadership abilities. Through experiential activities and interdisciplinary activities, students develop resilience and key skills for lifelong success. National & Global Identity: Values education fosters students' awareness of their roles in both local and global communities. Through service programs and cultural activities, students develop civic responsibility, empathy, and an appreciation for diverse perspectives, strengthening their connection to society.
Nurturing students to be proactive in planning for their personal growth	✓	✓	✓		
To promote students' value education and well-being	✓	✓	✓		

3. Major Concern: To enhance student learning through refining school administration

Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals (Related Learning Goals of Secondary Education)
	Year 1	Year 2	Year 3		
To address student's developmental needs by optimizing school resources allocation	✓	✓	✓	- To optimize class streaming (S1 - 3) to enhance teaching effectiveness and accommodate diverse student needs. - To create a more responsive and supportive education environment that meets the varied needs of students in senior subject offerings (S4 - 6), assessment policy (S1 - 6) and timetabling arrangement.	Life Planning: understand one's own interests, aptitudes and abilities, and to develop and reflect upon personal goals with aspirations for further studies and future career



Annual School Plan

2025/26

Learning & Teaching:

To embrace Learner Diversity by fostering Self-Directed Learning

Student Support:

To promote Learner Autonomy and foster holistic development through Diverse Life-wide Opportunities

School Administration

To enhance Student Learning through Refining School Administration



Annual School Plan

2025/2026

Main Foci

1. To embrace Learner Diversity by Fostering Self-Directed Learning

- *To enhance students' learning motivation and progression, through differentiated instruction*
- *To enhance students' personalized learning by integrating note-taking strategies in eLearning*
- *To nurture students' self-directed learning capabilities*

2. To promote learner autonomy and foster holistic development through diverse life-wide opportunities

- *To nurture students to be self-driven learners by enhancing student motivation and abilities*
- *To promote students' value education and well-being*

3. To enhance student learning through refining school administration

- *To address student's developmental needs by optimizing school resources allocation*



1. Major Concern: To embrace Learner Diversity by Fostering Self-Directed Learning

Briefly list the feedback and follow-up actions from the previous school year:

- **Reflection:**

The development of assessment blueprint has been internalised and extended to all subject departments for more structured alignment of teaching with assessment practices in some levels. Subject departments have incorporated assessment literacy practices into their teaching. These strategies have become an integral part of their teaching repertoire, ultimately facilitating student learning and growth. With more targeted intervention from teachers, students have been more able to understand their strengths and weaknesses for setting personal learning goals.

Additionally, our school leaders and curriculum leaders have actively organized and facilitated internal dissemination activities to share successful practices, resulting in a comprehensive and ongoing professional development environment for our teachers.

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

- **Feedback and Follow-up:**

By broadening the scope of the assessment blueprint, all departments will create a more comprehensive framework for evaluating student learning. Additionally, a whole-school approach incorporating strategies such as differentiated instruction and effective note-taking is recommended to meet the diverse learning needs of students. According to APASO data, there is a need to further cultivate students' reading habits to build a broad and solid knowledge base, develop and apply generic skills in an integrated manner, and foster independence as self-directed learners for their future studies and careers.

By implementing these strategies, students can cultivate a growth mindset that encourages continuous improvement in their learning. With the development of a broad and solid knowledge base, students are expected to better understand their interests, aptitudes, and abilities, allowing them to set and reflect on personal goals while aspiring for further studies and future careers.

Targets	Implementation Strategy	Success Criteria	Methods of Evaluation	Time Scale	People Responsible	Resources Required
(If the school has a practical need to adjust the targets/ implementation strategies/ success criteria/ methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.)						
1. To enhance students' learning motivation and progression, through differentiated instruction	- To develop tiered teaching and learning activities that cater to varying levels of complexity ensuring that each student is challenged appropriately - To create a more comprehensive framework for evaluating student learning by broadening the scope of the assessment blueprint to align with diverse learning objectives	- Students are able to demonstrate increased engagement in learning, enhance retention of knowledge, and achieve diverse learning outcomes, leading to clear progression in their educational journey. - Students are able to identify their strengths and weaknesses, acknowledge their unique learning needs, and create strategies to further enhancing their learning.	- Scrutiny of annual development plans and evaluation reports of subject departments. - Stakeholder survey of teachers and students and APASO III - Observation and feedback by teachers	Sept 2025 to Jul 2026	- Principal - Academic Team - All subject departments - All teachers	School Grant
2. To enhance students' personalized learning by integrating note-taking strategies in eLearning	To implement adaptive digital note-taking tools that cater to individual learning styles and preferences.	Students are able to develop efficient strategies for digital note-taking and customize skills to align with their individual learning styles and preferences.	- Lesson observations - Questionnaire survey of teachers and students - Observation by teachers - Minutes of	Sept 2025 to Jul 2026	- Principal - Academic Team - All subject departments - All teachers	School Grant

Targets	Implementation Strategy	Success Criteria	Methods of Evaluation	Time Scale	People Responsible	Resources Required
(If the school has a practical need to adjust the targets/ implementation strategies/ success criteria/ methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.)						
	To equip teachers and students with effective note-taking techniques tailored for eLearning environment	Over 80% of teachers and students agree that the training can enhance their capacity in note-taking strategies	evaluation meetings			
3. To nurture students' self-directed learning capabilities	To utilize EDB funding in English, PTH, Science, STEAM and other languages in Junior levels	Students are able to regulate the learning process, evaluate their own performance against the learning goals and plan for the next step in learning	- Questionnaire survey of teachers and students - Observation by teachers - Minutes of evaluation meetings	Sept 2025 to Jul 2026	- Principal - Academic Team - Eng, PTH, Science KLAS	EDB Grants

2. **Major Concern:** To promote learner autonomy and foster holistic development through diverse life-wide opportunities

Briefly list the feedback and follow-up actions from the previous school year:

- **Reflection:**

To cultivate whole-person development, it is essential to adopt a holistic approach that extends beyond a sole focus on values. A strong emphasis on soft skills development is also essential to enrich students' personal growth, equipping them with essential life skills for future success.

Besides, students tend to adopt a more receptive approach to learning. They are still in the process of cultivating the qualities of motivated learners and developing proactive engagement in their studies. Further strengthening home-school collaboration is also essential to further support students' growth. Greater communication and partnership between teachers and parents can create a more cohesive learning environment, ensuring students receive consistent encouragement both at school and at home.

- **Feedback and Follow-up:**

To enhance whole-person development, a comprehensive approach that integrates value education and soft skills training into the curriculum is essential. Experiential learning, project-based activities, and student leadership roles can provide valuable opportunities for students to develop communication, problem-solving, and adaptability skills while reinforcing core values such as responsibility, respect, and commitment. Meaningful and hands-on experiences can also deepen students' understanding and motivation, fostering a proactive mindset and encouraging them to take initiative in their own learning.

Furthermore, strengthening home-school collaboration plays a crucial role in supporting students' growth and instilling positive values. Regular parent education talks/ workshops can equip families with strategies to reinforce students' learning and personal development. Increasing collaboration among departments and functional teams can also create a more cohesive and systematic framework for soft skills training, ensuring that all students benefit from a comprehensive, school-wide initiative.

Targets	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People Responsible	Resources Required
(If the school has a practical need to adjust the targets/ implementation strategies/ success criteria/ methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.)						
1. To nurture students to be self-driven learners by enhancing student motivation and abilities	- To review existing formal and informal curriculum to increase students' opportunities to take the lead in learning. - To empower students' self-management and presentation skills	Students are able to - demonstrate increased active engagement in activities - demonstrate better ability to plan, manage different tasks independently - demonstrate better ability to plan, manage different tasks independently	- Students' reflection and sharing - Observation by teachers - Minutes of evaluation meetings - Home Programs and OLE Friday records	☐ Sept 25 to Aug 26	- Principal - Student Support Coordinating Team - All teams and department heads and members - Form and co-form teachers and students - PTA - All teaching staff	- School grant - LWLG - NGOs
2. To promote students' value education and well-being	To implant and nurture values in life in the curriculum and through home-school collaboration	Students are able to show positive behavioral changes in students, reflecting deeper value appreciation	- Questionnaires - Focus group interview			

3. Major Concern: To enhance student learning through refining school administration

Targets	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People Responsible	Resources Required
(If the school has a practical need to adjust the targets/ implementation strategies/ success criteria/ methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.)						
To address student's developmental needs by optimizing school resources allocation	- To optimize class streaming (S1-3) to enhance teaching effectiveness and accommodate diverse student needs (Years 1-3). - To create a more responsive and supportive education environment that meet the varied needs of students by reviewing current school policies on: - senior subject offerings (S4-6) - assessment policy (S1-6) - timetabling	- Students are able to show measurable growth within their streamed groups - Students are able to - enrol in the subjects which reflect their interests and career aspirations - experience reduced stress through the enhanced assessment policies - enhance their well-being and mental health through a well-structured timetable that incorporates regular breaks and activities	- Observation by Teachers - Assessment results - Minutes of evaluation meetings - Stake-holders focus interviews	Sept 2025 to July 2026	- Principal - All teachers	

Plan on the Use of Capacity Enhancement Grant 2025 – 2026

Task Area	Major Area (s) of Concern	Implementation Plan	Benefits Anticipated (e.g. in what way teachers' workload is alleviated)	Implementation Schedule	Resources Required	Performance Indicators	Assessment Mechanism	Person-in-charge
Library Support	Reading to Learn and Information Literacy	To employ a full-time Library assistant to promote reading and cultivate reading habit among students	Workload of librarian teacher and other teachers can be reduced	Whole year	Salary for the year \$355,635	Videos sharing produced to broadcast during DEAR lessons and displayed in the Library	Performance appraisal by Principal, Vice-Principal and Teacher Librarian	Mr Law Ms R. Lee Ms A. Chan
Religious Education & Pastoral Care	Curriculum Development in Religious & Moral Education	To employ a full-time staff to promote religious and moral education	Workload of religious teachers can be reduced	Whole year	Salary for the year \$284,445	Lesson observation and student evaluation	Performance appraisal by Principal	Mr Law Ms R. Lee Ms N. Li
			Total Estimate		\$640,080			
			CEG for 2025/26		\$609,252			
			Surplus / (Deficit)		(\$30,828)			

Plan on the Use of the Promotion of Reading Grant 2025 – 2026

Objective:

1. To nurture a love of reading in students
2. To enhance students' capacity for self-directed reading
3. To recommend a wide assortment of reading materials to students for both academic and leisure reading
4. To align with the promotion of National Security Education and Values Education

Item	Description	Estimated Expenses (\$)
1	Purchase of reading materials	30,000
	• Printed books	
	• e-Books	
	• Subscription of newspapers and magazines	
2	Web-based Reading Schemes	20,000
	• eRead Scheme : Nowbook Digital Library, WiseSearch	
3	Reading Activities	8,000
	• Hiring writers, professional storytellers, etc. to conduct talks • Awards for Reading Scheme and reading activities	
4	Others	2,000
	Total Estimate	60,000
	Reading Grant for 2025/26	66,176
	Surplus / (Deficit)	6,176

**Plan on the Use of the Education Support Grant provided for Non-Chinese Speaking (NCS) Students
2025 – 2026**

Strategies	Benefits Anticipated	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required (HK\$)
Appointing 2 additional teachers to support the learning of Chinese and Chinese History of NCS students	12 NCS students	Sept 2025 to Aug 2026	Students' performance in Chinese Language and Chinese History were enhanced.	NCS students feedback and concerned Chinese Language and Chinese History teachers' observation	Chinese Language Panel Head and Chinese History Panel Head	857,820
Organize school-based cultural activities to promote an inclusive school environment for NCS students	All students	Jun 2026	Positive feedback from students	Students feedback and teachers' observation	Chinese Language Panel Head	50,000
				Total Estimate		907,820.00
				Grant for 2025/26		883,874.00
				Grant b/f to 2025/26		271,191.20
				Surplus / (Deficit)		247,245.20

運用「有特殊教育需要學生」中學學習支援津貼計劃書

學校：嘉諾撒聖方濟各書院

學年：2025-2026

本學年撥款：\$ 269,069（第一期撥款） + \$ 259,459（第二期撥款）（第二期撥款待定）

上學年結餘：\$ 77,013.35

本學年可用金額合共：\$ 605,541.35

涉及學生數目：27 人（\$16,016*25+64,064*2）= \$ 528,528

	項目	策略／計劃	預期好處	時間表	所需資源	表現指標	評估機制
1	聘請全職學生支援組助理	- 協助支援組文書工作，包括學生學年成績數據檢討及小組活動記錄 - 協助特別考室監考工作 - 協助「醫教社同心協作計劃」計劃	- 學生的學習及行為表現有實證記錄，以便檢討支援策略成效 - 相關學生能掌握基本的中英數的學習策略，並利用相關策略自行完成課業	9／2025 至 8／2026	\$300,000	- 相關學生的功課表現有改善、能掌握基本的中英數的學習策略，並利用相關策略自行完成課業 - 協助本組的數據、文書的處理及監考工作，減輕支援組工作量 - 協助學生活動推行更順利，學生的缺席活動情況有改善	科任老師、班主任及支援組成員的觀察回饋
2	聘請兼職學生支援組助理	針對個別學生（第三層支援或其他個別有需要學生）的需要，例如社交技巧、溝通能力、情緒管理及自理能力等，進行定期的一對一或小組訓練。	有需要的學生能獲得更即時、個人化和持續的跟進，有助於他們在社交、情緒及自理能力上的發展，直接改善學生的弱項。	1／2026 至 5／2026	\$72,000		

	項目	策略／計劃	預期好處	時間表	所需資源	表現指標	評估機制
		- 進入課堂，觀察特定學生的學習及社交表現，並記錄其行為模式及需要。 - 協助處理由老師轉介或發現的懷疑 SEN 個案，包括初步資料搜集、與學生面談及跟進等。	能在自然情境中（課堂）及早發現學生的潛在困難，避免問題惡化。幫助老師更有效地在課堂內支援學生。				
3	外購專業服務	小組服務（如社交小組、成長小組、學習技巧小組等）	提升個別／小組學生情緒管理、社交能力、自理及個人能力	10／2025 至 6／2026	\$60,000	70% 參與學生的個人能力（如情緒管理、社交技巧等）有提升 - 學生能陳述及應用小組中學到的特定技巧（如：情緒表達、時間管理等）	- 學生問卷或訪談 - 小組導師的觀察記錄 - 出席記錄 - 班主任／科任老師的觀察回饋

	項目	策略／計劃	預期好處	時間表	所需資源	表現指標	評估機制
4		課後英語班 (初中英語讀寫訓練班)	- 提升學生學習英語的興趣和動機，建立運用英語的自信心 - 在輕鬆及互動的環境中，增強學生英語聆聽、說話及溝通的能力 - 透過小組遊戲及活動，改善學生的社交技巧及與人協作的能力 - 減低學生對傳統英語課堂的焦慮感，建立正面的學習體驗	11／2025 至 5／2026		70% 參與學生表示對學習英語的興趣及自信心有所提升 - 相關學生的課業／測考表現有進步 - 訓練前後的量化評估數據，顯示學生的表現有正向增長 - 學生的出席率達 80%	- 學生問卷或訪談 - 導師對學生的表現的觀察及評估 - 出席記錄 - 班主任／科任老師的觀察回饋
5		外聘言語治療師 為有需要的學生提供定期的一對一或小組訓練	- 直接提升學生的發音清晰度、詞彙量、句子組織能力及對話技巧，提升學習表現 - 減少因溝通困難而引致的社交障礙、焦慮或行為問題，幫助他們建立友誼和自信心	11／2025 至 5／2026	\$40,000	- 學生的出席率達 80% - 訓練前後的量化評估數據，顯示學生的表現有正向增長	- 言語治療師的觀察記錄及報告 - 出席記錄

	項目	策略／計劃	預期好處	時間表	所需資源	表現指標	評估機制
6	購置學習資源及器材	- 購置學習資源及器材 - 購置學校服務及管理 SEN 工作	- 改善學生學習情況 - 減輕 SEN 支援工作的行政負擔	9／2025 至 8／2026	\$20,000	購置的資源及器材獲目標師生使用	- 資源及器材的借用／使用記錄 - 支援組成員觀察
7	購買學習工具（App）	- 英語 AI 對話夥伴 - 線上學習平台／AI 遊戲化學習平台（中、英、數）	- 配合學校關注事項 - 學生能按個人進度和能力進行自主學習，有效照顧學習多樣性 - 提升學習動機，並建立個人化學習路徑	10／2025 至 6／2026		70%學生能持續使用學習工具進行自主學習 - 提升對學習的自信	- 學習工具後台數據分析（使用頻率、時長、完成率） - 學生前後測成績比較 - 班主任及科任老師的觀察回饋
8	朋輩輔導	大姊姊計劃	- 小妹妹增加同學在校的安全網絡，更快適應中學的學習生活，提升精神健康及歸屬感 - 大姊姊發展關愛別人、用心聆聽服務別人的正向性格特徵，學習溝通技巧	10／2025 至 8／2026	\$25,000	70%參與者表示計劃目的達成（如提升其溝通能力、對學校的安全感等）	- 學生問卷或訪談 - 支援組成員的觀察回饋
9	精神健康活動	全校師生精神健康活動	全校師生提升對精神健康的關注	11／2025 至 8／2026	\$35,000	70%參與者認同活動的目標達成（如對精神健康的認知有所提升）	- 學生訪談 - 班主任及支援組成員的觀察回饋

	項目	策略／計劃	預期好處	時間表	所需資源	表現指標	評估機制
10	共融教育活動	親切共融教育講座	營造關愛及支援的校園文化，提升同理心與理解	下學期	\$5,000	學生對「共融」理念有更深入的认识	班主任及支援組成員的觀察回饋
11	家長教育活動	家長講座及工作坊(如情緒管理、有效的溝通及行為管理策略等)	- 家長能掌握實用的情緒管理技巧，以應對照顧 SEN 子女時的壓力與挑戰 - 建立家長間的互助支援網絡，透過經驗分享，減低孤立感	上、下學期	\$10,000	70%的出席家長認為講座內容實用，能增進他們對特定議題（如 SEN、情緒管理）的認識	- 講座問卷 - 出席記錄
				總額：	\$567,000		

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

推廣中華文化體驗活動一筆過津貼

2025 – 2026

目標：幫助學生增進中華文化知識，提升他們對中華文化的興趣

批准撥款：\$125,405.25

項目	計劃	預期目標	對象	監察／評估	預算開支(港幣\$)
1	文言文戲劇欣賞	培養學生學習文言文的興趣及知識，從中細味文言篇章內的傳統品德情意價值觀。	中四級學生	1. 學生課業 2. 教師觀察	20,000
2	豐富學生中華文化寫作素材	配合寫作教學， 透過 AI 寫作提升學生品德情意及反思深度 ，豐富寫作材料，增進學生對文化的認識。	中五至 中六級 學生	1. 學生課業 2. 教師觀察	30,000
				總數：	50,000

2025-2026 年度餘款：\$75,405.25

**Plan on the One-off Grant on Parent Education
2025 – 2026**

Grant b/f from last year: \$148,600

Strategies	Objectives	Success Criteria	Method of Evaluation	Resources Required (HK\$)
Conducting Needs Analysis for School-based Implementation of Parent Education	Foster home-school cooperation and communication on parents' need	Positive feedback from parents	- Needs Analysis questionnaire and analysis - Focus group interview of parents	49,900
Home Programme Support with Parent Education Elements	Promote and strengthen the role of parents in the adolescent development of students	Positive feedback from students	- Feedback from students - Questionnaires and interviews	49,900
			Total	99,800

**Plan on the Grant of Supporting NCS Student with SEN
2025 – 2026**

Grant in the year 2025-2026: \$106,769

Grant b/f from last year: \$24,372

Strategies	Benefits Anticipated	Success Criteria	Method of Evaluation	Resources Required (HK\$)
Organizing tutorial class to help NCS students with SEN of curriculum integration	Provide remedial support to NCS students with SEN and local students to enable them to learn and thrive together	Positive feedback from the participants	Evaluation, and feedback from the participants	12,000
Promote inclusive Education activity – Chinese New Year Cultural Week for school	Enhance communication and mutual understanding between SEN students and all students	Positive feedback from SEN students and Teachers concerned	- Teachers’ observation and evaluation - Feedback from SEN students	50,000
Career Planning Workshop: Mock DSE results release simulation	Enable NCS students with SEN and all S5 students to experience the DSE result release simulation and help them integrate into school life.	Positive feedback from SEN students and S5 Form Teachers	- Teachers’ observation and evaluation - Feedback from SEN students and all students	30,000
			Total	92,000

**Plan on the One-off Grant for Promotion of a Sports Ambience & MVPA60 in Schools
2025 – 2026**

Grant b/f from last year: \$108,489.20

	Item	Proposed Date	Target students	Brief Description and Objective of the Activity	Success criteria and method of evaluation	Estimated expenses
1.	Coach fee for after-school long run activity/ training	September 2025 to May 2026	S.1-6	Promoting long run, students will take part in inter-school cross country competition. Establishing cross country team in the future.	At least 18 students taking part in regular training. (minimum number of players in Inter-school Cross-country Competition)	\$25,000
2.	Coach fee for after-school Cheerleading Dance Team training	September 2025 to May 2026	S.1-6	Promoting Cheerleading Dance and students will take part in open competitions	At least 15 students taking part in regular training	\$10,000
3.	Sports Week	2025 - 2026	S.1 – 5	Promoting sports during sports week. Building up students' interest in daily exercise habit	50% students redeemed prizes through engaging the activities.	\$10,000

	Item	Proposed Date	Target students	Brief Description and Objective of the Activity	Success criteria and method of evaluation	Estimated expenses
4.	Course of “Briefing on Proper Ways to use Fitness Equipment”	2025-2026	S.5	After attending a 3-hour course and pass a written test taught by the Physical Fitness Association of Hong Kong, China, students (and teachers) can be awarded with a certificate, and will be eligible to use the fitness room under LCSD.	90% of S5 students tool part will be awarded with the certificate	\$10,000
5.	Purchasing new sports equipment	2025-2026	S1 - S.6	Purchasing new sports equipment for PE lessons and Sports Day.	New equipment are used in PE lessons and Sports Day	\$10,000
6.	Introducing newly emerged sports in PE lessons/ afterschool interest class	Feb – May 2026	S1 - 5	Broaden the horizon of students in sports so that they can explore their potential	At least 1 form of students can take part in a newly emerged sports activity during the PE lessons	\$10,000
					Total:	\$75,000

Plan on the Use of the School-based After-school Learning and Support Programmes 2025 – 2026

I. The estimated number of students benefited under this Programme is **31** (including A: **1** CSSA recipients, B: 8 SFAS full-grant recipients and C: 3 disadvantaged students identified by the school under the discretionary quota (not more than 25%). The budgeted expenditure is **\$21,700**.

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

Type of activities	Objectives of the activity	Success criteria	Method of evaluation	Date	Learning Experience [#]					Estimated no. of eligible students [*]			Estimated expenditure (HKS)
					I	V	P	C	C	A	B	C	
Music Instrumental Classes	To offer opportunities for students to learn music through playing and learning musical instruments	By observation and students' feedback; Over 80% of the students are able to acquire the skills	Evaluation by students' questionnaire and teachers' observation.	1/10/2025-31/7/2026	✓		✓		✓	1	7	3	14,850
Hong Kong Schools and Speech Festival Competition (Chinese & English)	To offer opportunities for students to widen their horizons and enhance their confidence through joining external competitions.	By observation and students' feedback; Over 80% of the students are able to acquire the skills; satisfactory competition results	Evaluation by students' questionnaire and teachers' observation; competition results	18/11/2025 – 18/12/2026		✓	✓		✓	0	5	2	1,400
Hong Kong Schools Music Festival Competition	To offer opportunities for students to widen their horizons and enhance their confidence through joining external	By observation and students' feedback; Over 80% of the students are able to acquire the skills; satisfactory competition results	Evaluation by students' questionnaire and teachers' observation;	24/2/2025-26/3/2026		✓	✓		✓	1	3	3	2,450

Type of activities	Objectives of the activity	Success criteria	Method of evaluation	Date	Learning Experience [#]					Estimated no. of eligible students [*]			Estimated expenditure (HK\$)
					I	V	P	C	C	A	B	C	
	competitions.		competition results										
Sport Teams Training and Competition (Basketball)	To offer opportunities for students to widen their horizons through joining external competitions	By observation and students' feedback; Over 80% of the students are able to acquire the skills; satisfactory competition results	Evaluation by students' questionnaire and teachers' observation; competition results	9/2025-8/2025		✓	✓		✓		3		1,800
Other Local or Non-Local Competition (s)	To offer opportunities for students to widen their horizons through joining external competitions.	By observation and students' feedback; satisfactory competition results	Evaluation by students' questionnaire and teachers' observation; competition results	Dec,2024	✓	✓	✓		✓		1		1,200
Total no. of activities: 5					No. of man-times					2	21	8	21,700
					Total no. of man-times					31			

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

**Plan on the use of Diversity Learning Grant
2025 – 2026**

Domain	Program	Learning Objective	Target students (level, no, selection criteria)	Duration/ Start Date	Deliverables	Teacher / organization i/c	Budget (HK\$)
Cross-KLA	External gifted education programs	To enhance students' knowledge in different subject	Top 10% students of each senior form (F.4-F.6) [about 30 students]	Whole year	Completion of the course	Gifted Education Team	60,000
Chinese Language	Creative writing programme	High achievers are facilitated in the development of creative writing	F.5 elite students in the Chinese Language (about 20 students)	Second term	Students show enthusiasm and creativity in learning	Chinese Language Panel Head	30,000
English Language	<u>Cohort 1</u> Masterclass: Ace the DSE – Advanced Writing Workshop	Develop advanced skills in persuasive and discursive writing for the DSE English Paper 2 (Part A & B).	Form 6 elite students (either a member of Road to 5** programme OR with English predicted Level 5 or above,	Four sessions during study leave	Students are able to produce persuasive and discursive essays, proposals, and articles at DSE Level 5 standard	English Language Panel Head Form 6 Coordinator of English Department	15,000

Domain	Program	Learning Objective	Target students (level, no, selection criteria)	Duration/ Start Date	Deliverables	Teacher / organization i/c	Budget (HK\$)
			about 8 students)				
English Language	<u>Cohort 2</u> Write to Inspire: Persuasive & Discursive Writing Workshop	Clarify essay types: Explain persuasive and discursive essays, including argumentative essays, proposals, and articles	motivated students (with predicted Level 3/ Level 4, about 10 students 10)	Four sessions during study leave	Students are able to develop clear and organized persuasive and discursive writing	English Language Panel Head Form 6 Coordinator of English Department	15,000
						Total	\$90,000

Plan on the School-Based Support Scheme Grant for Schools with Intake of Newly-Arrived Children (NAC)
2025 – 2026

Grant b/f from last year: \$73,541.00

Strategies	Benefits Anticipated	Success Criteria	Method of Evaluation	Resources Required (HK\$)
English and Chinese enhancement classes	To enhance student's standard in English and Chinese Language	▪ Positive feedback from students and teachers ▪ 75% of participants are satisfied with the programmes	▪ Teachers' observation ▪ Feedback from students ▪ Survey	\$50,000
Extra-curricular activities	To foster student's social adaptation and personal development	▪ Positive feedback from students and teachers ▪ 75% of participants are satisfied with the programmes	▪ Teachers' observation ▪ Feedback from students ▪ Survey	\$10,000
Orientation Programme	To help the students adapt to the school environment and education system	▪ Positive feedback from students and parents	▪ Teachers' observation ▪ Feedback from students and parents	\$10,000
			Total	\$70,000

Plan on the use of “AI for Science Education” Funding Programme 2025 – 2026

Grant from EDB: \$100,000.00

Area	Objectives	Success Criteria	Method of Evaluation	Proposed Period / Date of the Expenditure	Estimated Expenditure
Joining the AI for Science Education Programme organized by AI in Education Lab@HKU https://aiedlab.hku.hk/ai-courses and “AI for Science Education” Programme: Harnessing AI to Promote Inquiry-Based Learning in Junior Secondary Science Education” @CUHK https://clst.fed.cuhk.edu.hk/aisci/ Or other programmes organised by tertiary institutes or related professional organisations	• Explore open-source AI models and practical skills for implementing them in teaching. • Have practical experience with AI to create dynamic, hand-on learning in science education	• Teachers demonstrate a clear understanding of open-source AI concepts and are able to guide students in using these tools for data analysis in classroom projects. • Teachers successfully incorporate at least one AI tool or application into their teaching practice within one month of completing the programme. • Students effectively use open-source AI tools for data analysis, and various classroom projects. • Teachers share insights and strategies for implementing AI in their classrooms, fostering a collaborative learning environment in staff development day.	Feedback from teachers and students collected by observation or questionnaires	Sept 2025 – Aug 2026	\$50,000.00

Allocation of the grant for the 2025/26 and 2026/27 school year: \$100,000.00

Estimated Expenditure for the 2025/26 school year: \$50,000.00

Estimated balance brought forward for the 2026/27 school year: \$50,000.00

Plan on the One-off Grant to Promote Self-directed Learning (English Language)
2025 – 2026

Grant from EDB: \$200,000.00

Strategies	Benefits Anticipated	Success Criteria	Method of Evaluation	Resources Required (HK\$)
Establishment of a Junior Form Reading programme Procure fiction and non-fiction reading card box sets for all Form 1-3 students. Form 1: Reading Box Blue Form 2: Reading Box Red Form 3 Reading Box Green	All S1 – S3 students	- Every student complete at least 20 reading cards per year. - APASO data demonstrating improved reading habits among students. 10% increase in library borrowing rates.	- Students' reading journal (showing records of the tasks they completed for each reading card) - APASO data - Teacher observations - Student feedback - Reading habits surveys - DEAR book reports	50,000
"Drama in English" Language Courses (by service provider) - Provide engaging drama-based English language courses. - Showcase at English Fun Week	30 Form 2 students (Below average but not weakest) - Selection process: By teacher invitation & self-nomination - Once per week	- Increased confidence in real-life and simulated interactions. - Significant enhancement in speaking assessments. - Heightened interest in dramatic literature. - Improved ability to provide constructive feedback. - Strengthened generic skills such as collaboration,	- English language assessment results. - Teacher evaluations - Student feedback surveys - Reflective journals.	41,239

Strategies	Benefits Anticipated	Success Criteria	Method of Evaluation	Resources Required (HK\$)
		communication, creativity, critical thinking, problem-solving, and self-management.		
			Total	\$91,239

推廣自主語文學習（普通話）一筆過津貼工作計畫書

2025 - 2026

獲批總額(\$): \$200,000.00

實踐策略	成效指標	評估方法	負責人	支出預算(\$)
購買資源 -- 購買網上自學平台(普通話正讀 APP + 每日小挑戰)	各級學生每學年登入系統完成最少兩個網上自學練習	- 系統內數據 - 老師的觀察及評語	所有任教本科的老師	50,000
聘請朗誦班、演講班及拼音班校外導師	- 朗誦：學生參加校際朗誦節，七成同學取得優異或以上成績 - 演講：學生參加演講比賽或用普通話進行國旗下的講話 - 拼音班：學生於後測的表現比前測進步	- 比賽成績 - 前測及後測成績 - 老師的觀察及評語	3 位任教本科的老師	10,000
公司協助籌辦普通話考察團(本地遊 - 故宮/中上環)(與中史科合辦)	學生於考察後撰寫有關中華文化或國民身分認同的反思	- 老師的觀察及評語 - 反思(與中史科合作)	2 位任教本科的老師	35,000
購買學與教相關服務 - 普通話講座(戲劇欣賞)(可配合中文科教學)	- 有七成學生認為講座有趣 - 有七成學生認為可增加對戲劇及中華文化的認識	- 老師的觀察及評語 - 評估表	1 位任教本科的老師	5,000
			總額(\$)	100,000

Plan on the Use of the Life-wide Learning Grant 2025-2026

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

Please refer to the next page for the use of the LWLG in details

Category 3: Estimated Number of Student Beneficiaries

Total number of students in the school:	681
Estimated number of student beneficiaries:	681
Percentage of students benefitting from the Grant (%):	100%

Contact Person for LWL (Name & Post): Ms Q. Kwok
(Finance Team Member)

2025-2026 Plan on the Use of the Life-wide Learning and Sister School Grant
St. Francis Canossian College

(May 2025 ver.)

Schools are required to upload this Plan on the Use of the Life-wide Learning and Sister School Grant endorsed by their SMCs / IMCs to the school website for the sake of enhancing transparency and in accordance with the established practices.

Our school will use this Grant in compliance with relevant requirements as stipulated in circulars, guidelines and other documents issued by the EDB. Our school understands that in case of inappropriate use of the Grant, our school should make good relevant expenses by deploying other suitable resources.

Category 1: Details of Activities

No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Target & Estimated Number of Participants (Fill in the estimated number of participants of each type; please indicate "0" if a particular type is not involved)		Total Estimated Expenses (\$)	Estimated Expenses (Subsidized by LWLG) (\$)	Estimated Expenses per person (Subsideized by LWLG) (\$)	Items to be covered by the LWLG subsidies	Estimated Expenses paid by students (eg transportation, food & beverages etc) (\$)	Estimated Expenses paid by students per Person (\$)	Category of the Activity^	Evaluation Method^			Success Criteria	Subject Panel / Teacher-in-charge
				Students (Please specify levels and number)	Teachers							(Select one or more suitable option(s) from the pull-down list)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)			
1.1 Local Activities (including online exchanges)																	
1	Home programs for student formation	HT	Objective: To develop students soft skills according to the main theme of the home programs proposed.	S1-6 (640)		\$35,000.00	\$35,000.00	\$62.50	Home programs	\$0.00	\$0.00	A1 Values Education	B1 Questionnaire			Over 80% of the students find the programs useful and satisfactory.	L. LAU
2	S3 Careers Day	07 Jul 2026	Objective: To let students explore more about different careers through hands-on experience.	S3 (120)	8	\$28,000.00	\$16,000.00	\$192.00	Program fees	\$12000 for some program fee and transportation fee	\$100.00	A5 Career-related Experiences	B1 Questionnaire			Over 80% of the participants have better understanding of the jobs concerned and are able to develop the corresponding soft skills.	L. LAU
3	S4 Careers Day	07 Jul 2026	Objective: To let students explore more about different careers through hands-on experience / company visits	S4 (122)	8	\$25,000.00	\$12,800.00	\$105.00	Program fees	\$12,200 for program fee and transportation fee	\$100.00	A5 Career-related Experiences	B1 Questionnaire			Over 80% of the participants have better understanding of the jobs concerned and are able to develop the corresponding soft skills.	L.LAU
4	S5 Careers activities in OLE days / Careers Day	07 Jul 2026	Objective: To let students explore more about different careers through hands-on experience / company visits	S5(102)	8	\$30,000.00	\$17,800.00	\$105.00	Program fees	\$12,200 for program fee and transportation fee	\$100.00	A5 Career-related Experiences	B1 Questionnaire			Over 80% of the participants have better understanding of the jobs concerned and are able to develop the corresponding soft skills.	L.LAU
5	S2-S3 OLE Music	21 Nov 2025	To let students to have an overview of Accappella through learning and playing some basic skills	S2-3 (200)	2	\$8,000.00	\$8,000.00	\$40.00	Fees for Organizer	\$0.00	\$0.00	A4 Physical and Aesthetic Development	B1 Questionnaire			Observation by teachers, Competition performance, 80% of positive feedback from evaluation forms	Janet Wong
6	S4-S6 OLE Music	21 Nov 2025	To let students to have an overview of Western Operatic Music through learning and playing some basic skills	S4-6 (300)	2	\$9,000.00	\$9,000.00	\$30.00	Fees for Organizer	\$0.00	\$0.00	A4 Physical and Aesthetic Development	B1 Questionnaire			Observation by teachers, Competition performance, 80% of positive feedback from evaluation forms	Janet Wong
7	S.1 Sports OLE (Fencing Workshop)	01 Apr 2026	Objective: Expending students' horizon in sports through a tasting session. Description: an 1.5 hour experience session by professional coaches	S.1 (120)	8	\$3,000.00	\$3,000.00	\$25.00	Coach fee	\$0.00	\$0.00	A4 Physical and Aesthetic Development	B1 Questionnaire			Observation by teachers, Competition performance, 80% of positive feedback from evaluation forms	PHHo
8	S.2 Sports OLE (Football Workshop)	01 Apr 2026	Objective: Expending students' horizon in sports through a tasting session. Description: an 1.5 hour experience session by professional coaches	S.2 (120)	8	\$3,000.00	\$3,000.00	\$25.00	Coach fee	\$0.00	\$0.00	A4 Physical and Aesthetic Development	B1 Questionnaire			Observation by teachers, Competition performance, 80% of positive feedback from evaluation forms	PHHo
9	S.3 Sports OLE (Street Dance Workshop)	01 Apr 2026	Objective: Expending students' horizon in sports through a tasting session. Description: an 1.5 hour experience session by professional coaches	S.3 (120)	8	\$4,000.00	\$4,000.00	\$33.30	Coach fee	\$0.00	\$0.00	A4 Physical and Aesthetic Development	B1 Questionnaire			Observation by teachers, Competition performance, 80% of positive feedback from evaluation forms	PHHo
10	S.4 Sports OLE (Sports Experience in Craigegower Cricket Club)	01 Apr 2026	Objective: Expending students' horizon in sports through a tasting session. Description: an 1.5 hour experience session by professional coaches	S.4 (120)	8	\$3,000.00	\$3,000.00	\$25.00	ransportation fee	\$0.00	\$0.00	A4 Physical and Aesthetic Development	B1 Questionnaire			Observation by teachers, Competition performance, 80% of positive feedback from evaluation forms	PHHo
11	S.5 Sports OLE (Gym Pass Course)	01 Apr 2026	Objective: Expending students' horizon in sports through a tasting session. Description: an 1.5 hour experience session by professional coaches	S.5 (120)	8	\$12,000.00	\$12,000.00	\$100.00	Coach fee	\$0.00	\$0.00	A4 Physical and Aesthetic Development	B1 Questionnaire			Observation by teachers, Competition performance, 80% of positive feedback from evaluation forms	PHHo

No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Target & Estimated Number of Participants (Fill in the estimated number of participants of each type; please indicate "0" if a particular type is not involved)		Total Estimated Expenses (\$)	Estimated Expenses (Subsidized by LWLG) (\$)	Estimated Expenses per person (Subsidized by LWLG) (\$)	Items to be covered by the LWLG subsidies	Estimated Expenses paid by students (eg transportation, food & beverages etc) (\$)	Estimated Expenses paid by students per Person (\$)	Category of the Activity^	Evaluation Method^			Success Criteria	Subject Panel / Teacher-in-charge
				Students (Please specify levels and number)	Teachers								(Select one or more suitable option(s) from the pull-down list)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)		
12	STEM OLE	May 2025	To arouse students' interest in STEM	S1-5 (500)		\$25,000.00	\$25,000.00	\$50.00	coaches for F4	\$0.00	\$0.00	A7 Digital Education, Artificial Intelligence and STEAM Education	B1 Questionnaire			Students agree that they have learned more about STEM	J Ho
13	OLE English Drama Appreciation	1 OLE Period (6th March 2026)	Objective: To let students learn to appreciate classic literature in English and to cultivate their interest in performing arts. Description: Students will watch an English drama performance by an external organization. Pre- and post-show educational materials (e.g. story summary, vocabulary list, critical thinking questions, writing and listening skills exercises) will be provided by both the organization and the respective English teachers to help students engage in learning about the literature work and books related to the drama performance.	S1-5 (540)	56	\$15,000.00	\$15,000.00	\$27.78				A4 Physical and Aesthetic Development	B1 Questionnaire			Observation by teachers, Competition performance, 80% of positive feedback from evaluation forms	T. Ho, V. Wong, C. Tsui
14	S1 Extended Learning Day I	26 Mar 2026	Different activities such as farm visit, farming practices, making of recycled paper To identify sustainable practices and their benefits to the environment To develop a sense of responsibility towards environmental protection and conservation To appreciate the wonder of the Nature To adopt a proactive attitude towards implementing sustainable practices in their daily lives	S1(132)	10	\$45,000.00	\$30,000.00	\$210.00	\$210.00	\$15,000.00	\$120.00	A4 Physical and Aesthetic Development	B1 Questionnaire B5 Observation			All participants actively participate in hands-on activities, such as planting seeds, making recycled paper, and exploring nature. 80% of positive feedback from evaluation forms.	V. Yan
15	F1 Extended Learning Day 2	Apr 2026	To ignite students' curiosity and passion for Science, Technology, Engineering, and Mathematics by providing engaging, hands-on experiences that foster critical thinking, creativity, and collaborative problem-solving skills.	S1 (130)		\$32,500.00	\$32,500.00	\$250.00	tutor fee, material fee			A7 Digital Education, Artificial Intelligence and STEAM Education	B1 Questionnaire			Observation by teachers, Competition performance, 80% of positive feedback from evaluation forms	J Ho
16	F.2 Extended Learning Day	27 Mar 2026	Farm Visit (Whole Day) - To understand the food problem in HK brought by global warming	S2 (131)	10	\$41,860.00	\$34,060.00	\$260.00	Activities and fees for guest speakers	7800 (3 coaches)	\$59.50	A2 Intellectual Development	B1 Questionnaire			Over 80% of participants exhibit increased understanding towards related PSHE subjects	I. Ho & A. Cheung
17	F.3 Extended Learning Day (Camp)	26-27 March 2026 (2 days 1 night)	Objective: To foster self-exploration and resilience among F3 students in overcoming challenges.	S3 (120)	8	\$56,000.00	\$38,000.00	\$317.00	campsite fees, activity fees, meals in campsite	18000 for campsite fee (Not include transportation fee)	\$150.00	A1 Values Education	B1 Questionnaire			Over 80% of the participants agree that the activities are effective in enhancing their collaboration, communication, and resilience skills.	L. LAU
18	F4 Extended Learning Day 1	26 Mar 2026	Develop generic skills such as endurance and perseverance through challenging sports activities.	S.4 (120)	10	\$60,000.00	\$48,000.00	\$500.00	Activity program fee + Transportation	\$12,000.00	\$100.00	A4 Physical and Aesthetic Development	B1 Questionnaire			Observation by teachers, Competition performance, 80% of positive feedback from evaluation forms	PHHo
19	F4 Extended Learning Day 2	27 Mar 2026	Objective: To featured a comprehensive array of experiential activities aimed at promoting their self-exploration and personal development.	S4 (100)	8	\$24,000.00	\$24,000.00	\$0.00	Program Fee Tutor Fee and Materials	\$0.00	\$0.00	A1 Values Education A2 Intellectual Development	B1 Questionnaire B5 Observation			Observation by teachers, Competition performance, 80% of positive feedback from evaluation forms	Esther Wong

No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Target & Estimated Number of Participants (Fill in the estimated number of participants of each type; please indicate "0" if a particular type is not involved)		Total Estimated Expenses (\$)	Estimated Expenses (Subsidized by LWLG) (\$)	Estimated Expenses per person (Subsidized by LWLG) (\$)	Items to be covered by the LWLG subsidies	Estimated Expenses paid by students (eg transportation, food & beverages etc) (\$)	Estimated Expenses paid by students per Person (\$)	Category of the Activity^	Evaluation Method^			Success Criteria	Subject Panel / Teacher-in-charge
				Students (Please specify levels and number)	Teachers								(Select one or more suitable option(s) from the pull-down list)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)		
20	Training for Symphony Orchestra and String Orchestra	15/9/2025-31/8/2026	To offer opportunities for students to learn music through playing in the Orchestra or music ensembles	S1-S6 (40)	2	\$95,000.00	\$95,000.00	\$2,375.00	Fees for Organizer	\$0.00	\$0.00	A4 Physical and Aesthetic Development	B5 Observation			Observation by teachers, Competition performance, 80% of positive feedback from students	Janet Wong
21	External Competitions (Music Teams)	1/9/2025-31/8/2026	To provide opportunities for students in diversity learning; widen students' horizons	S1-S6 (200)	3	\$8,000.00	\$8,000.00	\$40.00	Fees for Organizer	\$0.00	\$0.00	A4 Physical and Aesthetic Development	B6 Written report and record	Results and Records		Observation by teachers, Competition performance, 80% of positive feedback from students	Janet Wong
22	Music Workshops, Seminars, Visits or Local Exchange	1/9/2025-31/8/2026	To broaden students' horizons and their exposure in music	S1-S6 (500)	5	\$6,000.00	\$6,000.00	\$12.00	Fees for Organizer	\$0.00	\$0.00	A4 Physical and Aesthetic Development	B6 Written report and record	Results and Records		Observation by teachers, Competition performance, 80% of positive feedback from students	Janet Wong
23	Travelling Expenses (Music Teams)	1/9/2025-31/8/2026	To provide transportations for students to the performing venues or competition venues	S1-S5 (200)	2	\$6,000.00	\$6,000.00	\$30.00	coach fees	\$0.00	\$0.00	A4 Physical and Aesthetic Development	B5 Observation			Observation by teachers, 80% of positive feedback from students and teachers	Janet Wong
24	To repair musical instruments	1/9/2025-31/8/2026	To have better instruments for students to play musical instruments	S1-S6 (600)	2	\$10,000.00	\$10,000.00	\$16.70	Fees for Organizer	\$0.00	\$0.00	A4 Physical and Aesthetic Development	B5 Observation			Observation by teachers, External or Internal performance, 80% of positive feedback from students	Janet Wong
25	To procure musical instruments for students playing in the orchestra and instrumental classes or School Events	1/9/2025-31/8/2026	To have better instruments for students to learn musical instruments	S1-S6 (200)	2	\$15,000.00	\$15,000.00	\$75.00	Fees for Organizer	\$0.00	\$0.00	A4 Physical and Aesthetic Development	B5 Observation			Observation by teachers, External or Internal performance, 80% of positive feedback from students	Janet Wong
26	S.1 Arts OLE: Appreciate Chinese Art (Visit H.K. Palace Museum/Art Museum)	14 Nov 2025	Objective: Students could develop knowledge and positive values and attitudes in Chinese arts. It can enhance students' sense of national identity.	S1(132)	8	\$17,500.00	\$9,500.00	\$72.00	admission fee & transportation fee	\$8,000.00	\$60.60	A1 Values Education	B1 Questionnaire			Observation by teachers 80% of positive feedback from evaluation forms	H. Wong
27	S4 Arts OLE:Alcohol Ink Art	14 Nov 2025	Students will be able to create implied visual movement in alcohol ink art.	S4 (120)	4	\$12,000.00	\$12,000.00	\$100.00	tutors fee	\$0.00	\$0.00	A4 Physical and Aesthetic Development	B1 Questionnaire			Observation by teachers 80% of positive feedback from evaluation forms	H. Wong
28	Athletics (Field) Team	Sept 2025 - Aug 2026 (70 sessions + 5 competition, each training is 2hrs)	Objective: To enhance school team's performance in interschool competitions. Expending students' physical ability and fitness level through regular trainings. Develop students' sense of belonging to school through competitions. Description: students attend 70 training sessions and competitions taught by professional coach.	S1-S5 (20)		\$77,000.00	\$45,000.00	\$2,250.00	Coach fees	\$32,000.00	\$1,600.00	A4 Physical and Aesthetic Development	B7 Others B5 Observation	Result in interschool competition		Observation by teachers, Competition performance	Ashley Cheung
29	Athletics (Track) Team	Sept 2025 - Aug 2026 (60 sessions + 3 competition, each training is 1.5hrs)	Objective: To enhance school team's performance in interschool competitions. Expending students' physical ability and fitness level through regular trainings. Develop students' sense of belonging to school through competitions. Description: students attend 60 training sessions and competitions taught by professional coach.	S1-S5 (30)		\$72,000.00	\$36,000.00	\$1,200.00	Coach fees	\$36,000.00	\$1,200.00	A4 Physical and Aesthetic Development	B7 Others B5 Observation	Result in interschool competition		Observation by teachers, Competition performance	Ashley Cheung
30	Basketball Team	Sept 2025 - Aug 2026 (60 sessions + 25 competitions, each training is 1.5hrs)	Objective: To enhance school team's performance in interschool competitions. Expending students' physical ability and fitness level through regular trainings. Develop students' sense of belonging to school through competitions. Description: students attend 60 training sessions and competitions taught by professional coach.	S1-6 (30 ss)		\$90,000.00	\$60,000.00	\$3,000.00	etition enrolment	\$30,000.00	\$1,000.00	A4 Physical and Aesthetic Development	B7 Others B5 Observation	Result in interschool competition		Observation by teachers, Competition performance	PHHo

No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Target & Estimated Number of Participants (Fill in the estimated number of participants of each type; please indicate "0" if a particular type is not involved)		Total Estimated Expenses (\$)	Estimated Expenses (Subsidized by LWLG) (\$)	Estimated Expenses per person (Subsidized by LWLG) (\$)	Items to be covered by the LWLG subsidies	Estimated Expenses paid by students (eg transportation, food & beverages etc) (\$)	Estimated Expenses paid by students per Person (\$)	Category of the Activity^	Evaluation Method^			Success Criteria	Subject Panel / Teacher-in-charge
				Students (Please specify levels and number)	Teachers								(Select one or more suitable option(s) from the pull-down list)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)		
31	Cheerleading Dance Team	Sept 2025 - Aug 2026 (30 sessions + 3 competitions, each training is 1.5hrs)	Objective: To enhance school team's performance in interschool competitions. Expending students' physical ability and fitness level through regular trainings. Develop students' sense of belonging to school through competitions. Description: students attend 30 training sessions and comeptitions taught by professional coach.	S.1-5 (20 ss)		\$25,000.00	\$15,000.00	\$1,250.00	enrolment fee, n	\$10,000.00	\$500.00	A4 Physical and Aesthetic Development	B7 Others	B5 Observation	Result in interschool competition	Observation by teachers, Competition performance	PHHo
32	Swimming Team & Swimming Gala	Sept 2025 - Aug 2026 (10 sessions + 2 competitions, each training is 1.5hrs) (Judge service on Swimming Gala)	Objective: To enhance school team's performance in interschool competitions. Expending students' physical ability and fitness level through regular trainings. Develop students' sense of belonging to school through competitions. Description: students attend 10 training sessions and comeptitions taught by professional coach. Judge service and guidance to the student officials on the Annual Swimming Gala.	S.1-6 (all students, 36 from swimming team)		\$20,000.00	\$20,000.00	\$33.00	Coach Fee (Swimming Team) & Judge service fee (Swimming Gala)	\$0.00	\$0.00	A4 Physical and Aesthetic Development	B7 Others	B5 Observation	Result in interschool competition	Observation by teachers, Competition performance	PHHo
33	Chinese Dance Team Training	Oct 2025 - Aug 2026 (50 sessions + 1 competition + 2-3 performances, each training is 1.5hrs)	Objective: To encourage students to develop their interest as well as understand their own strengths. Preparation for interschool competition and performances. Description: Hire a coach to train students in dance skills so that they can participate in competitions and performances, and broaden their horizon.	S1-S5 (20)		\$75,000.00	\$65,000.00	\$3,250.00	Coach fee, competition entry fee, clothing fee & transportation fee	\$10,000.00	\$500.00	A4 Physical and Aesthetic Development	B7 Others		Result in competition & performances in major school functions.	Observation by teachers, Competition performance, Performance in major school functions.	E Yu & Ashley Cheung
34	Training for English Drama Team (in preparation for the AEMSS English Drama Fest 2026)	Oct 2025 - Apr 2026 (40 hours)	Objective: To enhance students' interest and exposure to English language arts and performing arts by providing them with professional drama training sessions and the opportunity to participate in the AEMSS English Drama Fest. Description: Each member will participate in about 40 hours of drama training provided by a professional drama coach. Each session lasts about 1.5 to 2 hours. They will all participate in the AEMSS English Drama Fest in 2026 and receive a certificate of participation from the organizer of the competition.	S1-4 (20)	3	\$58,000.00	\$58,000.00	\$2,900.00	coach fees			A4 Physical and Aesthetic Development	B1 Questionnaire			Observation by teachers, Competition performance, 80% of positive feedback from evaluation forms	T. Ho, V. Wong, C. Tsui
35	English Fun Week (Game booths, Exhibitions, Charity Food Fair, Inter-house competitions)	2-6 March 2026	To enhance language proficiency and spark interest by immersing learners in an authentic, English-rich environment where they can use the language purposefully and meaningfully.	S1-S6 (650)	10	\$6,500.00	\$6,500.00	\$10.00	booth backdrops, resources for booth setup and decoration, ingredients for cooking	\$0.00	\$0.00	A1 Values Education A2 Intellectual Development	B1 Questionnaire			Observation by teachers, Competition performance, 80% of positive feedback from evaluation forms	Sara Choy
36	STEM Week	May 2026	To arouse students' interest in STEM	S1-S (500)		\$3,000.00	\$3,000.00	\$6.00	fees for activities	\$0.00	\$0.00	A7 Digital Education, Artificial Intelligence and STEAM Education	B1 Questionnaire			Students agree that they have learned more about STEM	J Ho

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				Students (Please specify levels and number)	Teachers								(Select one or more suitable option(s) from the pull-down list)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)		
37	The Aglactic Repairman / The Silver Salt Photographer	01 Nov 2025	To understand the chemical changes that silver jewelry will encounter in our daily life.	S2-5 (35)		\$7,000.00	\$7,000.00	\$200.00	tutor fee, material fee	\$0.00	\$0.00	A7 Digital Education, Artificial Intelligence and STEAM Education	B1 Questionnaire			Observation by teachers, Competition performance, 80% of positive feedback from evaluation forms	J Ho
38	青年資訊科技大使獎勵計劃 YITAA	Sep 2025-May 2026	透過不同的學習活動及服務，培養學生的資訊素養及善用資訊科技的能力和態度，成為負責任的公民及終身學習者。	S2-5 (35)		\$1,750.00	\$1,750.00	\$50.00	application fee / programm fee	\$0.00	\$0.00	A7 Digital Education, Artificial Intelligence and STEAM Education	B7 Others			Students attain the requirement for the bronze / silver award	J Ho
39	GirlsSTEM	Sep 2025-May 2026	為鼓勵女生了解工程及科技學科及參與不同類型的工程學工作坊，本會舉辦Girls STEM計劃，讓中學女生學習最新的STEM及ICT及參與一系列與STEM及ICT相關的活動，從而吸引更多女生選擇與工程及電腦相關的學科，並確立她們的升學就業目標。	S2-5 (35)		\$600.00	\$600.00	\$17.14	application fee / programm fee	\$0.00	\$0.00	A7 Digital Education, Artificial Intelligence and STEAM Education	B7 Others			Students obtain the certificate of the program	J Ho
40	第 6 屆生物醫學工程創意競賽之「愛，創善樂」	Sep 2025-Jan 2026	參賽隊伍須參加大會安排的三項活動，瞭解香港獨居或雙老長者，按其需要設計友善科技樂齡玩樂產品，協助長者維持身心健康 參賽隊伍須設計 海報 及製作樂齡玩樂產品樣板 參賽去驗證其概念	S2-5 (5)		\$2,000.00	\$2,000.00	\$400.00	application fee / materials fee	\$0.00	\$0.00	A7 Digital Education, Artificial Intelligence and STEAM Education	B7 Others			Students took part in the competition	J Ho
41	第四屆京粵港澳青少年兒童詩歌節暨第六屆北京-粵港澳大灣區兒童藝術交流周	Sep-Dec 2025	本活動旨在加強內地與港澳青少年兒童交流，展示詩畫之美，共同傳承和弘揚中華優秀傳統文化，讓愛國愛港愛澳的種子在孩子們心中生根發芽，讓內地與港澳的文化傳播更加新穎生動，積極打造具有特色的文化傳播品牌項目，攜手共向新中國成立75周年獻禮。	S1 (130)		\$2,000.00	\$2,000.00	\$15.38	application fee	\$0.00	\$0.00	A7 Digital Education, Artificial Intelligence and STEAM Education	B7 Others			Students took part in the competition	J Ho
42	F4 HT Program (4 Sessions)	4 HT Sessions	Objective: To facilitate class belongingness among classmates and enhance leadership and collaboration skills. To provide exposure on charitable organizations in HK and encourage acts of service	S4 (100)	8	\$10,000	\$10,000	\$0.00	Fee for guest speaker and Start-up fund for each class	\$0.00	\$0.00	A1 Values Education A2 Intellectual Development	B1 Questionnaire B5 Observation			Observation by teachers, Competition performance, 80% of positive feedback from evaluation forms	Esther Wong
43	F.1 Sex and Health Home Program (Talk)	3/3/2026 (tentative)	To empower young women to embrace and appreciate their bodies so as to instill positive attitudes towards menstruation and promote values of self-acceptance and body positivity.	S1 (130)	0	\$2,000.00	\$2,000.00	\$15.40	program fee	\$0.00	\$0.00	A1 Values Education	B1 Questionnaire B5 Observation			Observation by teachers, 80% of positive feedback from evaluation forms	V.Chan
44	F.2 Sex and Health Home Program (Talk)	18/12/2025 (tentative)	To empower young women to embrace and appreciate their bodies so as to instill positive attitudes towards menstruation and promote values of self-acceptance and body positivity.	S2 (130)	0	\$2,000.00	\$2,000.00	\$15.40	program fee	\$0.00	\$0.00	A1 Values Education	B1 Questionnaire B5 Observation			Observation by teachers, 80% of positive feedback from evaluation forms	V.Chan
45	F.3 and F.4 Sex and Health Home Program (Talk)	19/1/2026 (tentative)	To let students understand the correct attitude in maintaining a healthy intimate relationship	S3 and S4 (240)	0	\$1,200.00	\$1,200.00	\$5.00	program fee	\$0.00	\$0.00	A1 Values Education	B1 Questionnaire B5 Observation			Observation by teachers, 80% of positive feedback from evaluation forms	V.Chan
46	F.5 Health Talk on nutrition	10/11/2025 (tentative)	To let students understand the importance of healthy eating habits	S5 (102)	0	\$1,000.00	\$1,000.00	\$9.80	program fee	\$0.00	\$0.00	A8 Student Mental Health	B1 Questionnaire B5 Observation			Observation by teachers, 80% of positive feedback from evaluation forms	V.Chan

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				Students (Please specify levels and number)	Teachers								(Select one or more suitable option(s) from the pull-down list)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)		
47	F.6 Sex and Health Talk	9/1/2026 (tentative)	To let students to understand the correct attitude in maintaining a healthy intimate relationship and the importance of protect oneself and respecting others.	\$6 (87)	0	\$4,500.00	\$4,500.00	\$51.70	program fee	\$0.00	\$0.00	A1 Values Education	B1 Questionnaire B5 Observation			Observation by teachers, 80% of positive feedback from evaluation forms	V.Chan
48	Counselling Team GA and SC Workshop	Oct 2025, Nov 2025, Mar, 2026, May 2026	Objective: To foster self-exploration, self-understanding, and develop basic counseling skills, thus to develop a supportive relationship between the GA and the F1 SC throughout the school year. Description: Both the GA and SC will engage in various group activities, including warm-up games, sharing sessions, and pair-up games, to facilitate their relationship.	S.1, S.4, S.5 (50)	8	\$25,000.00	\$25,000.00	\$500.00	Workshop fees	\$0.00	\$0.00	A1 Values Education	B1 Questionnaire B5 Observation			Teachers' Observation, Over 80% of the participants demonstrate positive response in terms of self-understanding, communication, collaboration skills with their peers.	E. Ngai
49	Counselling Team F.4 Orientation	Sep, 2025	Objective: To foster self-exploration and self-understanding among F.4 students, and equip them with communication and collaboration skills to navigate challenges in senior forms. Description: Students will participate in a day camp, engaging in various group activities and sharing sessions aimed at honing their skills to overcome challenges.	S.4 (120)	8	\$30,000.00	\$30,000.00	\$250.00	Orientation Camp fees	\$0.00	\$0.00	A1 Values Education	B1 Questionnaire B5 Observation			Teachers' Observation, Over 80% of the participants have gained a better understanding of themselves and agree that the activities can hone their problem-solving and communication and collaboration skills in overcoming challenges.	E. Ngai
50	Counselling Team Service Trip	Feb 2026	Objective: To cultivate a sense of responsibility in serving the community among GA and SC. Description: All GA and SC will actively participate in a series of activities aimed at serving the needs of the community.	\$1,\$4,\$5 (50)	8	\$5,000.00	\$5,000.00	\$100.00	Program fees	\$0.00	\$0.00	A3 Community Service	B1 Questionnaire B5 Observation			Teachers' Observation, Over 80% of the participants agree that they have gain better sense of responsibility in serving their community.	E. Ngai
51	Counselling HT for F.1-6	2025-2026	Objectives: to facilitate student personal growth, emotional management, problem-solving, peer collaboration and communication skills. Description: By participating in the group activity and debriefing session, students were able to reflect on their experiences, facilitate open communication, and express their thoughts and feelings.	\$1-6(550)	0	\$8,000.00	\$8,000.00	\$15.00	Program fees	\$0.00	\$0.00	A1 Values Education	B1 Questionnaire B5 Observation			Teachers' Observation, Over 80% of the participants have gained a better understanding of themselves and agree that the activities can hone their problem-solving and communication and collaboration skills in overcoming challenges.	E. Ngai
52	Guided tour to the Cathedral	Nov-Dec 2025	Objective: To let students learn about the architectural, historical and religious significance of the Cathedral; to equip students with proper attitudes and etiquette in a church. Description: Students will join the guided tour offered by the Cathedral. Each tour is about 1.5 hour. The fee includes transportation fee.	\$1(130)	12	\$5,500.00	\$1,000.00	\$7.70	guided tour fee	\$4,500.00	\$34.60	A1 Values Education A2 Intellectual Development	B1 Questionnaire B5 Observation			From worksheet/questionnaire: Over 80% of participants have better understanding of the architectural, historical or religious significance of the Cathedral. Teachers observation: Over 80% of participants demonstrate proper etiquette in the church.	N Li
53	Life education talk	01 Apr 2026	Objective: To let students learn about the issue of pregnancy loss and abortus and reflect on cherishing life Description: A talk will be given by the organisation.	\$2(130)		\$3,000.00	\$3,000.00	\$23.00	fee for the guest speaker from the ogranisation	\$0.00	\$0.00	A1 Values Education A2 Intellectual Development	B1 Questionnaire			From worksheet/questionnaire: Over 80% of participants have better understanding of pregnancy loss and abortus. Over 80% of participants have positive feedback on cherishing life.	N Li

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				Students (Please specify levels and number)	Teachers								(Select one or more suitable option(s) from the pull-down list)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)		
54	Religious Team Activities	Sep 2025-Aug 2026 (24 sessions)	Objective: To enhance religious knowledge and deepen spiritual formation. To provide various learning experiences. Description: Religious activities include masses, retreats, catholic formations, spiritual development programmes, celebrations, workshops and activities organised by external organisations.	S1-6 (640)	10	\$47,600.00	\$42,100.00	\$66.00	fees for guest speaker/priests/organiser, venue fee, material costs, activity participation fee	\$5,500.00	\$55.00	A1 Values Education	B1 Questionnaire B5 Observation			From worksheet/questionnaire: Over 80% of participants have better understanding of pregnancy loss and abortus. Over 80% of participants have positive feedback on cherishing life. From worksheet/questionnaire: Over 80% of participants have gained religious knowledge. Over 80% of participants have positive feedback on the religious values covered in the activity. From teachers' observation.	N Li
55	Biology STEM/Biotechnology workshop	After school or Saturdays (one 3-hour session or two 1.5 hr sessions)	To enhance students' scientific inquiry skills through the application of STEM knowledge in practical work.	S4/S5/S6 (50)	0	\$15,000.00	\$15,000.00	\$300.00	program fee	\$0.00	\$0.00	A2 Intellectual Development	B1 Questionnaire B5 Observation			Observation by teachers, 80% of positive feedback from evaluation forms	V.Chan
56	Jockey Club PANDastic Discovery Adventure	3/11/2025 (tentative) HT	To improve students' understanding of giant pandas and deepen their knowledge of how they can contribute to panda conservation in everyday life.	S2 to S3 (250)	30	\$20,000.00	\$20,000.00	\$57.00	Transportation fee	\$0.00	\$0.00	A1 Values Education A2 Intellectual Development	B1 Questionnaire B5 Observation			Observation by teachers, 80% of positive feedback from evaluation forms	V.Chan
57	Field Trip/ Workshop of the World Heritage	Dec 2025, April 2026	Description: An out-of-classroom experiential learning activity will be organized to enrich students' understanding in history and cultural significance. Objective: To enrich students' learning experience through different workshops or field trips to foster cultural appreciation, interdisciplinary learning, creativity, and a holistic understanding of history.	S4-6 History students (40)	2	\$10,000.00	\$10,000.00	\$250.00	Field trip/ Workshop fees	\$0.00	\$0.00	A2 Intellectual Development	B1 Questionnaire B5 Observation			Teachers' Observation, Over 80% of students agree that the Workshop/ Field Trip is useful for them to enrich their learning experience.	E. Ngai
58	Drama Club Training Sessions for Hong Kong School Drama Festival	Sep 2025 - Mar 2026 (20 sessions; 1.5 hours per session)	To provide drama production opportunities for students, and to cultivate their interest in acting on stage and working behind the stage.	S1-S5 (50)		\$50,000.00	\$50,000.00	\$1,000.00	coach fees, script, props and costumes, video recording of performance)	\$0.00	\$0.00	A4 Physical and Aesthetic Development	B1 Questionnaire			Over 80% of participants have better understanding of drama performances and explore their ability and interest in art performances.	P Siu & FM Ng
59	Drama Club Backstage Programme on Makeup	Sep - Dec 2025	To equip students with knowledge and hands-on experience in stage makeup	S1-S5 (10)		\$30,000.00	\$30,000.00	\$3,000.00	coach fees	\$0.00	\$0.00	A4 Physical and Aesthetic Development	B1 Questionnaire			Over 80% of participants have better understanding of stage makeup and explore their ability and interest in art performances.	P Siu & FM Ng
60	English Debating Team	Sept 2025- Aug 2026 (Approximately 6-8 competitions) (Approximately more than 10 competitions)	To hire debate coaches to support the team members' preparation and training for competitions.	Around 10 students		\$35,000.00	\$35,000.00	\$3,500.00	coach fees and competition fees	\$0.00	\$0.00	A2 Intellectual Development	B1 Questionnaire			Observation by teachers, Competition performance, 80% of positive feedback from evaluation forms	J Au
61	Chinese Debating Team	Sept 2025- Aug 2026 (Approximately more than 10 competitions)	Hire debate coaches to support our team members' preparation and training for competitions.	Around 20 students		\$50,000	\$50,000	\$2,500.0	coach fees and competition fees	\$0.00	\$0.00	A2 Intellectual Development	B1 Questionnaire B5 Observation			Observation by teachers, Competition performance, 80% of positive feedback from evaluation forms	A Chan A Chan & LK Wong

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				Students (Please specify levels and number)	Teachers								(Select one or more suitable option(s) from the pull-down list)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)		
62	Appreciate Beauty outside school (Visit M+/HK Heritage Museum/Art Museum/Art Centre)	TBC	To provide students with opportunities to appreciate artworks beyond the school environment.	S1/2/3	2	\$6,000.00	\$6,000.00	\$90.90	admission fee & transportation fee	\$0.00	\$0.00	A4 Physical and Aesthetic Development	B1 Questionnaire			Observation by teachers 80% of positive feedback from evaluation forms	H. Wong
63	School picnic	22 Dec 2025	Objective: To build up class spirit and peer relationship among students and to create a chance to release stress. The fee is the S1 campsite entrance fee	S1 (120)	8	\$12,000.00	\$2,000.00	\$16.70	Campsite fee	12,000 for lunch and transportation fee	\$100.00	A1 Values Education	B1 Questionnaire			Over 75% students think that the school picnic is a treasurable moment and can release stress. It can help them build better peer relationship.	L. LAU
64	Buying Camera for CampusTV	Oct, 2025	Provide hardware for training student in taking photos for school publicity and personal growth	S1-S5 (all campus tv members)		\$40,000.00	\$40,000.00	NA	NA	NA	NA	A2 Intellectual Development	B5 Observation			The quality of the photos will be evaluated by the observation of teachers	KC Fong
65	初中中國語文科創意寫作班	10/2025-5/2026	1. 提升學生對文學創作的興趣及能力 2. 提升學生對賞析文學作品的 能力	S2-S3(20)		\$24,500.00	\$24,500.00	\$1,225.00	Tutor fee	\$0.00	\$0.00	A1 Values Education A2 Intellectual Development	B1 Questionnaire B5 Observation			Observation by teachers, Competition performance, 80% of positive feedback from evaluation forms	Z Siu
66	Training for Chinese Ensemble	15/9/2025-31/8/2026	To offer oppertunites for students to learn music through playing in the Orchestra or music ensembles	S1-S6 (30)	2	\$30,000.00	\$30,000.00	\$1,000.00	coach fees	\$0.00	\$0.00	A4 Physical and Aesthetic Development	B6 Written report and record	Results and Records		Observation by teachers, Competition performance, 80% of positive feedback from students	Janet Wong
67	Training for Wind Ensemble	15/9/2025-31/8/2026	To offer oppertunites for students to learn music through playing in the Orchestra or music ensembles	S1-S6 (10)	2	\$24,000.00	\$24,000.00	\$2,400.00	coach fees	\$0.00	\$0.00	A4 Physical and Aesthetic Development	B6 Written report and record	Results and Records		Observation by teachers, Competition performance, 80% of positive feedback from students	Janet Wong
68	Leadership Traning Camp for newly elected student exco. members	7 Nov 2025 and 17 Apr 2026	Objective: To stretch students' potential in leadership, develop teamwork and enhance communication and interpersonal skills	S2 - S5 (100)	5	\$10,000	\$10,000	\$100.00	Fee for trainers and materials	\$0.00	\$0.00	A1 Values Education A2 Intellectual Development	B1 Questionnaire B5 Observation			Observation by teachers, Competition performance, 80% of positive feedback from evaluation forms	Esther Wong
69	STEM Competitions	Sep 2025-Aug 2026	To expose students in STEM competitions	S1-5 (31)		\$10,000	\$10,000	\$322.58	materials, booth display, equipment	\$0.00	\$0.00	A7 Digital Education, Artificial Intelligence and STEAM Education	B7 Others			Students take part in the competition	J Ho
70	3D Printing & Modelling Course	Oct-Nov 2025	To arouse students' interest in STEM	S1-5 (15)		\$1,500	\$15,000	\$100.00	materials	\$0.00	\$0.00	A7 Digital Education, Artificial Intelligence and STEAM Education	B7 Others			Students design and print 3D products for Info Day and take part in the 3D competition in Jun 2026	J Ho
(Please insert rows above if the space provided is insufficient.)																	
Total estimated expenses of item 1.1							\$1,309,810.00										
No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Target & Estimated Number of Participants (Fill in the estimated number of participants of each type; please indicate "0" if a particular type is not involved)		Total Estimated Expenses (\$)	Estimated Expenses (Subsidized by LWLG) (\$)	Estimated Expenses per person (Subsideized by LWLG) (\$)	Items to be covered by the LWLG subsidies	Estimated Expenses paid by students (eg transportation, food & beverages etc) (\$)	Estimated Expenses paid by students per Person (\$)	Category of the Activity^	Evaluation Method^			Success Criteria	Subject Panel / Teacher-in-charge
				Students (Please specify levels and number)	Teachers								(Select one or more suitable option(s) from the pull-down list)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)		
1.2	Non-local Activities																
1	武漢遊學團暨姊妹學校交流	29-Oct-25	與已締結的中學交流，擴闊視野，促進文化交流。參觀與科技、交通有關景點，增進對內地的認識，從而增加對國家的歸屬感。體驗特色美食，認識當地飲食文化。	S2-S5(40)	4	\$220,000.00	\$140,000.00	\$3,500.00	到訪內地姊妹學校作交流的費用及交流物資費用	\$80,000.00	\$2,000.00	A2 智能發展 A7 數字教育、人工智能、STEAM教育 A8 學生精神健康	B1 問卷調查 B5 觀察			超過8成參與者滿意遊學團安排 超過8成參與者認同能增加對內地的了解及認識	C Lee

No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Target & Estimated Number of Participants (Fill in the estimated number of participants of each type; please indicate "0" if a particular type is not involved)		Total Estimated Expenses (\$)	Estimated Expenses (Subsidized by LWLG) (\$)	Estimated Expenses per person (Subsidized by LWLG) (\$)	Items to be covered by the LWLG subsidies	Estimated Expenses paid by students (eg transportation, food & beverages etc) (\$)	Estimated Expenses paid by students per Person (\$)	Category of the Activity^	Evaluation Method^			Success Criteria	Subject Panel / Teacher-in-charge
				Students (Please specify levels and number)	Teachers								(Select one or more suitable option(s) from the pull-down list)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)		
2	Maths exposure trip	1 - 6/4/2026	-To connect classroom math to real-world applications by visiting museums, galleries, ..etc and to appreciate culture of another country	S1-S5 (30)	3	\$430,000.00	\$40,000.00	\$1,333.00	tour fees	\$389,000.00	\$13,000.00	A7 Digital Education, Artificial Intelligence and STEAM Education	B5 Observation B1 Questionnaire			80% of above participants show positive feedback	Q Kwok & J Wong
(Please insert rows above if the space provided is insufficient.)																	
Total estimated expenses of item 1.2							\$180,000.00										
Total estimated expenses (sum of items 1.1 and 1.2)							\$1,489,810.00										

Name of Teacher Responsible for Life-wide Learning:	Ms Q. Kwok
Name of Teacher Responsible for the Sister School Scheme:	Ms. C. Lee

St. Francis' Canossian College

School Development Plan 2025/26 – 2027/28

School Annual Plan 2025/26

Endorsed by

The Incorporated Management Committee of

St. Francis' Canossian College

Sr. FOK Wai Man Veronica
School Supervisor / Chairperson