



# ***St. Francis' Canossian College***

*School Report 2018/19*

*School Development Plan 2018/19 – 2020/21*

*Annual School Plan 2019/20*



# Contents

## *School Report 2018/19*

Our School	3
Major Concerns (Achievements and Reflection)	4
Our Learning and Teaching	12
Support for Student Development	17
Student Performance	21
Financial Summary	32
Feedback on Future Planning	33

## *School Development Plan 2018/19 – 2020/21*

School Motto & School Vision	37
School Mission & School Goals	38
School Self-Evaluation Mechanism	39
Holistic Review	40
SWOT Analysis	48
Major Concerns for 2018/19 – 2020/21	50
School Development Plan	51

## *Annual School Plan 2018/19*

Main Foci	57
-----------	----

<i>Appendix</i>	Plan on the Use of Capacity Enhancement Grant
	Plan on the Use of the Promotion of Reading Grant
	有關本校非華語學生學習中文的安排事宜
	有關本校支援非華語學生學習中國歷史及文化事宜
	有關運用教育局發放推動中國歷史及文化之一筆過津貼的建議
	Plan on the Use of the Life-wide Learning Grant



# School Report

## 2018/19





---

# Our School

## Brief Introduction of the School

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

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

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

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

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

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

More information about our school can be found on

- (i) our school's webpage at <http://www.sfcc.edu.hk> and
- (ii) the webpage of our school profile at [https://www.chsc.hk/ssp2018/sch\\_detail.php?lang\\_id=1&sch\\_id=151&return\\_page=sch\\_list.php%3Flang\\_id%3D2%26chg\\_district\\_id%3D1%26search\\_mode%3D%26frmMode%3Dpagebreak%26sort\\_id%3D-1%26district\\_id%3D5](https://www.chsc.hk/ssp2018/sch_detail.php?lang_id=1&sch_id=151&return_page=sch_list.php%3Flang_id%3D2%26chg_district_id%3D1%26search_mode%3D%26frmMode%3Dpagebreak%26sort_id%3D-1%26district_id%3D5)





## Major Concerns (Achievements and Reflection)

### Major Concerns

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

- To mobilise students, teachers, parents and past students' support for the 150<sup>th</sup> Anniversary cum Completion of School Redevelopment Celebration
- To promote students' appreciation of themselves as Franciscans and provide them with opportunities to learn from past students

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

- To reinforce independent learning through developing information literacy
- To motivate students to read outside class
- To support staff development on Reading to Learn as a means to promote independent learning among students

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

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





## Achievements / Reflections

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

- To mobilise students, teachers, parents and past students' support for the 150<sup>th</sup> Anniversary cum Completion of School Redevelopment Celebration
- To promote students' appreciation of themselves as Franciscans and provide them with opportunities to learn from past students

#### Achievements

To mark the historic 150<sup>th</sup> Anniversary of the school and the completion of the "Bring Back our Angels" School Redevelopment Project, we embarked on the "Grace Upon Grace" Celebration on 1<sup>st</sup> and 2 December 2018. The open days preceded by the thanksgiving ceremony were among the first of a series of festive celebrations greeted with appreciation from all sides.

- In preparation for the "Grace Upon Grace" Celebratory Open days, all students from S1 to S6 engaged in different tasks. For example, the junior form students prepared decorative gift boxes and the 'four angels' decorations to be put up around the school campus. The senior form students serving as school ambassadors welcomed and escorted the guests. The student leaders took an active role in introducing to the visitors some recent curriculum initiatives adopted by the school and sharing with them their school life.
- All teachers were actively involved in planning, implementing and evaluating their work in preparation for the open days. They had an enjoyable time working with the students.
- All PTA Exco members rendered generous support for the school on the open days. They solicitously helped to attend to the needs of the guests and showed appreciation for the school, the teachers and the students.

To share the love and joy the anniversary brought, members of the school choir and the music team reached out to serve the needy people in the community. They gave music performances at Ruttonjee Hospital in March and April 2019. The beautiful tunes and spirited singing brought hope and comfort to the sick and their carers. Once again, they were greeted with appreciation from the sick and their carers.

To further strengthen the bond between Franciscans, both the past and present students of the school participated in the 150<sup>th</sup> Anniversary Basketball Championship in March 2019. Watching teams of alumnae and current students competing against one





another and their friends cheering them on, the entire school community witnessed a magical moment of grace.

The research project undertaken by the Historical Archive Team and the ongoing mentorship programme provided students with invaluable opportunities to learn from the alumni.

### **Reflection**

The school history will be incorporated into the S2 History curriculum with the aim of strengthening students' sense of belonging to the school.





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

- To reinforce independent learning through developing information literacy
- To motivate students to read outside class
- To support staff development on Reading to Learn as a means to promote independent learning among students

### Achievements

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

A school-based Information Literacy (IL) framework was implemented this year. Working in partnership with Dr. Sally Wan, Professional Consultant of the Department of Curriculum and Instruction in the Faculty of Education, CUHK and Dr. Cheung Suk Ming, Teresa, Senior School Development Officer of the EDB Language Learning Support Section, we established the framework for our newly introduced IL curriculum in S1. The IL curriculum aims to develop students' abilities to locate, evaluate, extract, organise and present information, create new ideas and cope with the dynamic in our information world. These IL skills acquired facilitate independent learning through Reading Across the Curriculum. Action research was conducted in the IL lessons which supported the teaching of the English, Chinese and History subjects in collaboration with the Library Team. Equipped with such reading strategies, our S1 students were empowered to build knowledge and explore topics of interest by reading independently.

Curriculum infusion in other KLAs was adopted to implement our IL framework. Different subject departments employed meaningful reading strategies to promote a reading culture at different levels.

To sustain the reading culture among students, a favourable reading environment was created in our newly opened School Library. With the setup of the book floating corner, students were encouraged to read outside class. Our Principal, teachers and students shared the joy of reading during the interactive book sharing sessions. Reading Ambassadors also shared their reading experience so as to arouse students' interest in reading during the DEAR lessons.

The school took the initiative to explore and disseminate good practices which facilitate Reading to Learn and Reading Across the Curriculum. Staff development







workshops were organised to support teachers in the promotion of Reading to Learn as a step towards autonomous student learning.

To gauge the effectiveness of these strategies, surveys were conducted to solicit the views of teachers and students concerning the implementation of the IL curriculum. Over 90% of the teachers agreed and strongly agreed that students could apply the information literacy skills to completing learning tasks in their subject. Over 90% of the teachers agreed and strongly agreed that students' independent learning skills had been enhanced. Over 85% of the students agreed that they had applied the information literacy skills learned to other subjects.

### **Reflection**

To further promote independent learning through enhancing students' information literacy skills, the IL curriculum will be extended to supporting Integrated Science and Life and Society in Form 2. The whole-school approach to promoting Reading to Learn will be developed progressively by setting up more book floating corners and holding book sharing sessions at various KLA levels.





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

#### Achievements

- In-class activities were organized to enhance students' understanding and appreciation of oneself and others.
  - “One Person One Mission Scheme” was successfully held to allow students to explore their talents and strengths and make contributions to their class.
  - Inter-Class Board Decoration Competition was smoothly held. Students worked collaboratively and their sense of belonging to the class was enhanced.
  - A class corner was set up in the homeroom. Students shared their feelings and showed appreciation of their classmates through the corner.
  
- Students' achievements were recognized through different channels.
  - Students' achievements were regularly announced in the Morning Assembly, Prize-giving Ceremonies and on the school web.
  
- Various Functional Teams and subject departments were actively engaged in organising activities for the promotion of the theme ‘Positive Living’.
  - Various types of activities were organized by different functional teams and departments to promote positive living:

Functional Team/ Department	Activities
Careers Guidance Team	F.1 Home programme – My Strengths and Weaknesses
	F.2 Home programme – My Role Model
	F.5 Mentorship programme
Sex & Health Education Team	F.3 & 4 Home programme – Talk on love and dating
	Lunchtime activity - Resting in Colours
	Publication of a newsletter on the theme of “ Less Stress More Life”
Civic Education Team	Talk by Dr. Yuen Kwok Yung – Personal Growth through Exploring One’s Potential and Adopting a Positive Attitude
Library Team	Author’s talk on ways to stay positive in the face of challenges
Religious Team	All religious activities were organized under the theme of “ <i>All to Jesus I surrender</i> ” with the aim of encouraging students to rely on God and practise faith in their everyday life.
Discipline Team	Home programme -Police Talk
	Training for prospective prefects
Student Association	Lunchtime teacher-student activity - Cooking Beauties
	Sports Day Camp featuring physical challenges





Functional Team/ Department	Activities
Counselling Team	F.1 Home programme – Talk on positive living
	F.3 Home programme – Talk on handling emotions
	F.4 Home programme – Talk on positive living
	F.5 and 6 Home programmes – Talk on stress management
	Big Sisters Scheme
	Workshops on positive living for SEN students
Chinese Department	Writing assignment on positive thinking
	P.A. sharing by students on positive thinking
Religious Department	Special R.E. lesson on the topic of “Suffering” before the guest talk held on Student Formation Day

- The Whole School Appreciation Scheme was held to appreciate students’ good deeds and positive behaviours.
  - The Whole School Appreciation Scheme was smoothly launched in the second term. In recognition of good deeds and positive behaviours in non-academic areas, students demonstrating eight Franciscan qualities namely Benevolent, Caring, Courteous, Determined, Peace-loving, Positive, Sunny and Trustworthy were awarded stickers. Students each received at least one sticker and a few senior form students received over 15 stickers.
- Guest speakers, teachers and students gave speeches on theme of positive living.
  - Mr. Ma Lik Sang was invited to be the guest speaker on the Student Formation Day. Mr. Ma has been fighting a disorder called Mucopolysaccharidosis since birth. His endurance and persistence greatly inspired our students. He ignited students’ passion for exploring their potential and pursuing their dreams.
  - Throughout the year, various teachers and students shared on the theme “Positive Living” in the Morning Assembly and through the P. A. system to promote a positive culture in school.
- Theme “Positive Living” was further promoted by other means.
  - The theme “Positive Living” was promoted to all students on School Major Concerns Information day in early October.
  - A4 files with the theme of the year and slogan printed on them were distributed to all students as souvenirs for reminding them of the importance of positive thinking in their everyday life.
- Professional support was provided for parents and teachers.
  - Seminars were successfully organized for teachers and parents. They





acquired the relevant knowledge and skills in promoting positive living among the students. 100% of parents and over 90% of teachers agreed that the seminars were useful to them.

- In the Major Concern Survey, the majority of the teachers and students agreed that the school had organized appropriate activities for promoting positive living:

		% Agree	
		Teachers	Students
	Through the activities held this year,		
(a)	students understood and appreciated themselves and others more	97.55	96.80
(b)	students' sense of belongings to their class is strengthened	100.00	96.50
(c)	students' strengths are recognized	97.56	88.70
(d)	students were encouraged to strive their best to fulfill their duties	97.56	94.60
(e)	students have acquired some strategies to face challenges	97.56	94.10

### Reflection

- Class-based and functional team-based activities as well as the Whole School Appreciation Scheme will continue to be implemented to further cultivate a positive mindset and empower students to be persevering and resilient to challenges.
- Subject departments could be further engaged in the promotion of the main theme in the coming year.





## Our Learning and Teaching

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

- A school-based curriculum which was subject to ongoing evaluation and modification was developed and adopted in I.S. (S1), I.L. (S1), IT (S1-3) and R.E. (S1-6) to cultivate students' nine generic skills and instill in them a positive life attitude.
- As an EMI school, special emphasis was put on the English curriculum and broadening students' exposure to the language so as to foster their interest and enhance their ability in learning English:
  - Medium of Instruction (MOI) measures for enhancing the English language environment and maximizing use of English inside and outside the classroom were stringently enforced throughout the term. The English teachers continued to provide language support to class and subject teachers and students to ensure that both the spoken and written language used for promotional purposes in school was accurate.
  - Language Across the Curriculum was in place to foster students' language skills and enhance learning of subject matter of various disciplines through partnership between English and content subject teachers. An overall action plan detailing how the English language could be integrated into the content subject was included in the Development Plan and curriculum plans of various departments.
  - Co-curricular endeavours were made to enhance language learning. For instance, the English teachers continued to provide support for the Liberal Studies Department in conducting the news analysis over the P. A. system throughout the academic year. Also, all S1 students were engaged in a co-curricular activity named Fusion Food Fair in May 2019. It was a group project facilitated by both the English and Technology & Living teachers. Students sold their dishes to all members of the school community during lunch-time. All proceeds went to the school for its future development.
  - A bridging programme was conducted during the summer holiday to assist the S1 students in making a smooth transition to an EMI environment.
  - S1 and S2 English Language Arts programmes which featured drama-based speaking activities were conducted throughout the school year.
  - S1 to S3 English remedial classes were held to reinforce students' language foundation after school. Potential achievers in the lower forms were offered extra assistance and support in the learning of the second language.





- The Drop Everything And Read (DEAR) programme was held once or twice per cycle to promote reading among students throughout the year.
- To promote Reading Across the Curriculum, recommended booklists covering both fiction and non-fiction titles and a range of topics were drawn up for students' reference.
- The Independent Learning Centre (ILC) was in place to promote self-directed and independent learning among students. The ILC serves both remedial and enhancement purposes through providing students of all levels with extra language practice in a self-access setting.
- Lunch-time NET teacher-led activities were conducted in the ILC once a cycle. Story-telling, language games and conversation sessions were held to promote use of English in school.
- The English Club held a range of English-related activities throughout the academic year to promote the target language.
- Students of all levels took part in the Hong Kong Schools Speech Festival and the results were satisfactory.
- All S1 students were taken on a drama outing in September 2018. They watched *The Tempest* by Shakespeare For All in Tuen Mun Town Hall Auditorium as part of the English and Information Literacy curricula.
- Fifteen S2 students took part in Short Stories Reading Workshops for Secondary Schools held by AFTEC as part of the Standing Committee on Language Education and Research (SCOLAR) English Alliance Programme 2018-19 in the Hong Kong Cultural Centre in November 2018.
- Twenty-eight S1 and S2 students joined another SCOLAR programme entitled RAVE Reading: Pleasurable Language Learning through Real and Virtual Experiences from mid-February to late March. It aimed at developing students' interest in reading and promoting their critical thinking skills and creativity through a variety of reading materials and interactive multimedia web-based activities. Students were fully immersed in an authentic English environment in the 16-hour course conducted by two native-speaking English tutors from Chatteris Educational Foundation.
- All S2 students were taken on a film outing in May 2019. They watched 'Wonder Park' and wrote a review of the movie as part of the writing curriculum.
- Several proficient users of English in the lower forms took part in the Humanities Programme for gifted students organised by the Hong Kong Academy for Gifted Education.
- Two students from S3 and S4 participated in the Annual Student Ambassador Programme 2018-9 organised by the Consulate General of Ireland, which aims at exposing students to the Irish culture. They joined a series of activities, namely





Orientation Day, The Game of Life: Ireland Edition, A Quick Trip to Ireland in Hong Kong, Treasure Ireland Hunt in Hong Kong and Student Ambassador Programme Closing Ceremony from November 2018 to June 2019.

- Several teams of S4 students were entered into the 11th Radio Drama Competition organised by MySmartABC, the themes of which were ‘Grit’ and ‘S.O.S.’. The activity which stretched from February to March 2019 was aligned with the module of Student Radio in the S4 English curriculum.
  - A team of S1 to S4 students coached by Ms. Shiona Carson took part in the English Drama Fest in April 2019. The group clinched the Outstanding Creativity and Outstanding Performer Awards.
  - Two teams of S2 to S5 high achievers took part in a series of inter-school debating competitions in the school term. Through the activities, students’ critical thinking and English skills were enhanced.
  - A number of S3 to S5 students took part in the Biliteracy Trilingualism Composition and Speech Competition 2018.
  - S4 students attended the Dining Etiquette class conducted by volunteers from the American Women’s Association in April 2019. The association also offered Interview Training Sessions to all S5 students in May 2019 to prepare them for university admission and job interviews.
  - All S5 and S6 students took part in the Thirteenth Speaking Contest for Hong Kong in preparation for the DSE English oral examination. The school won the overall first runner-up in the contest.
  - Thirty-five students from S1 to S6 joined the Hong Kong Federation of Youth Groups English Public Speaking Contest in January 2019, which helped to develop their public speaking skills. One student was among the top ten in the Junior Section.
  - In preparation for the DSE English oral exam, all S6 students took part in an English oral practice jointly organised by our school and Wah Yan College, Hong Kong in January 2019.
- Science, Technology, Engineering and Mathematics (STEM) education and skills development plays an important role in society nowadays. It aims to develop among students a solid knowledge base and enhance their interests in Science, Technology and Mathematics. Through STEM education, students’ ability to integrate and apply knowledge and skills is strengthened and their innovation and creativity are nurtured. In our school, STEM education is implemented in both the school curriculum and extra-curricular activities.  
Elements of STEM education were extensively covered in our curriculum. Our S1 and S2 students explored their potential in STEM through self-directed learning projects in





Integrated Science and Information Technology respectively. Students chose a theme of their interest from Google's CS First curriculum and self-learned block-based coding using Scratch. Some of our S2 and S4 ICT students were granted the Bronze Award in this programme. For IT, the technology of 3D printing was incorporated into the S3 curriculum. In the Technology and Living class, our S1 students created their own fabric patterns using ScanNCut scanner and printer. In the Science domain, our S3 Biology students engaged in a self-directed learning project on vitamin C while our S4 science students explored various STEM topics such as crash cushion system and chemistry rocket in the Physics and Chemistry lessons.

STEM education was implemented in the S1 and S2 OLE activities to provide students with a broad and balanced curriculum with diverse learning experiences so as to foster whole-person development. Twenty S1 students explored the principles of aerial photography while twenty-five S2 students worked on micro:bit projects during OLE periods throughout the year.

To inspire and awaken curiosity among people of all ages, the first-ever STEM open house was held on our School's 150th Anniversary Open Days in December 2019. Student presenters walked our guests through our STEM curriculum and showcased their learning outcomes. The guests attended hands-on workshops on 3D printing and VR glasses in the Computer Room and controlled a drone in the Basketball Court. Guests were amazed by the micro:bits-controlled fruit piano, the digital birthday card, the plant watering system and the stepometer on display. The mBot racing car was well-liked by those who dropped by.

In addition, a series of extra-curricular activities and programmes were organised in 2018-2019 to transform our students into tinkers, thinkers and makers in STEM. These activities include workshops, visits, talks and competitions. The STEM month was a joint initiative of the Computer and Maths Union, the IT Team and the Science Union that displayed students' projects and offered students opportunities to explore STEM.

- Our school adopted an integrated model of implementing civic education across the curriculum and through various extra-curricular activities. The Civic Education Team conducted interesting and creative programs in relation to the main theme selected for the school year. The theme of 2018-2019 was "Medical Issues". We organised talks, film shows and competitions to enable students to have a better understanding of medical issues and to be critical and objective when analyzing related issues in the hope that students can become independent and responsible global citizens. Having learnt about civic issues across the curriculum through a diverse range of activities, all students gave an overwhelmingly positive response to the team's work in the end-of-year evaluation survey.







- Teachers organised various learning activities like visits, outings, project presentations, discussions and interviews for students to promote life-wide learning.
- A variety of assessment methods were adopted to gauge students' performance with reference to the range of skills, values and attitudes displayed. In addition to teacher assessment of students' performance in tests and examination, the Continuous Assessment Scheme was in place to evaluate students' learning progress and outcomes throughout the year.
- At the end of the school term, subject evaluation that involved S1 to S5 students was conducted for History, Chinese History, Geography, Economics, Life and Society, Liberal Studies, Art, Music, Physical Education, Business, Accounting and Financial Studies and Technology and Living.





## Support for Student Development

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

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

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

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

A series of training programmes for the Guidance Assistants was organised by the school social worker from Caritas this year.

The Guidance Assistants and the S1 student clients took part in a service trip that aimed at helping the needy in our community, especially the elderly and children from low-income families.

A summer bridging programme was conducted in August to help the newly admitted S1 students in their transition from their primary to secondary school life. Besides having lessons on the three core subjects, English, Chinese and Mathematics, the newcomers were introduced to the School Teams and Clubs through participating in various activities organised by the student leaders.

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

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





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

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

Provisions were made to cater for learner differences. These include remedial classes for potential achievers as well as enrichment classes for high achievers.

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

Information technology plays a crucial role in many aspects of day-to-day life as well as in education. As information technology continues to evolve, it brings new opportunities to both students and teachers. The up-to-date Wi-Fi infrastructure and technology devices under the Fourth Strategy on IT in Education facilitated mobile learning in the form of individualized and project-based self-directed learning. Dynamic learning experiences were created for our students in the hope that they would become independent learners. Through implementation of the school curriculum, students acquired the necessary skills in the use of IT as an information retrieval, knowledge enquiry, communication, collaboration, analytical and personal development tool. They demonstrated their skills in various subjects through projects across the curriculum. Our school is also taking advantage of mobile learning to engage students, making learning more interactive and assessments synchronous. Use of technology also enabled teachers to adopt the "flipped classroom" model in their teaching. Moreover, the Learning Management System (LMS) continued to foster a self-learning culture among our students. The system facilitated uploading of notes, assignments and resources for the development of students' self-learning skills. In addition, our students benefited from the use of iPortfolios in managing their learning records in preparation for the Student Learning Profile (SLP) under the New Academic Structure (NAS), which chronicles students' academic journey through their NSS years.





### **Supporting services which promote students' healthy development**

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

1. Seminars/ Talk

Two Home Programmes were organised for students. The first programme on sexual abuse was held by the Family Planning Association of Hong Kong for S1 and S2 in March 2019. Another programme "Love and Dating" organised by the Hong Kong Catholic Marriage Advisory Council was conducted in May 2019 for S3 and S4 students.

2. Lunchtime fruit fair

A fruit fair was held in January to encourage students to develop a healthy diet. Delicious fruit was awarded to students who had participated in the games.

3. Lunchtime activity

An activity called "Resting in Colours" was held in March. Students took moments of relaxation through colouring and listening to soft music during lunchtime.

4. Inter-class activity

An Inter-class Photo-taking Competition was held in May. Students expressed their feelings about the school through photography. The theme for Junior Forms was "A place of relaxation in school" while that for Senior Forms was "A place to remember in school".

5. Newsletter

A newsletter "Less Stress More Life" was issued in May. Teachers' interview on ways of relieving pressure, a healthy recipe, fun games and winning pieces of the Inter-class Photo-taking competition were covered.

### **Progress of the implementation of Integrated Education**

- The Special Education Needs (SEN) Team provided support for students who have special learning difficulties.
- These learning difficulties include Specific Learning Difficulties (SpLD), Intellectual Disability, Autism Spectrum Disorder (ASD), Attention Deficit/ Hyperactivity Disorder (ADHD), Physical Disability, Visual Impairment (VI), Hearing Impairment (HI), Speech and Language Impairments (SLI) and emotional issues.





- The SEN Team consists of eight members, including the School Social Worker, Co-ordinator of the Counselling Team, a representative of the junior panel head of the English, Mathematics and Chinese Department and the representatives from the Academic Team and the Examination Team.
- Information was collected from all S1 students through questionnaires to identify the SEN students and their symptoms. The SEN Team then arranged regular meetings to discuss and review the educational plans for such student. Class meetings were also held to provide information about the students with SEN to the subject teachers. Close contact with parents was maintained to collect background information about the SEN students in order to provide them with the support they needed.
- A 3-tier-support model was adopted to cater to the specific needs of each SEN student.
- Tier 1 students are those having transient or mild learning difficulties. Early identification and quality teaching helped them to learn in the regular classroom.
- Tier 2 students who have persistent learning difficulties were given additional support such as learning skills and self-development enhancement training to develop their learning ability and enhance their social skills.
- Tier 3 students who have severe learning difficulties were given intensive individualized support. An Individual Educational Plan (IEP) was prepared and implemented to support the student's learning in various aspects of her school life.
- A Student Support Officer was stationed at school on all school days to provide academic assistance and counselling service to SEN students.
- An educational psychiatrist from the EDB provided support services for the school and carried out professional assessments for suspected SEN cases.

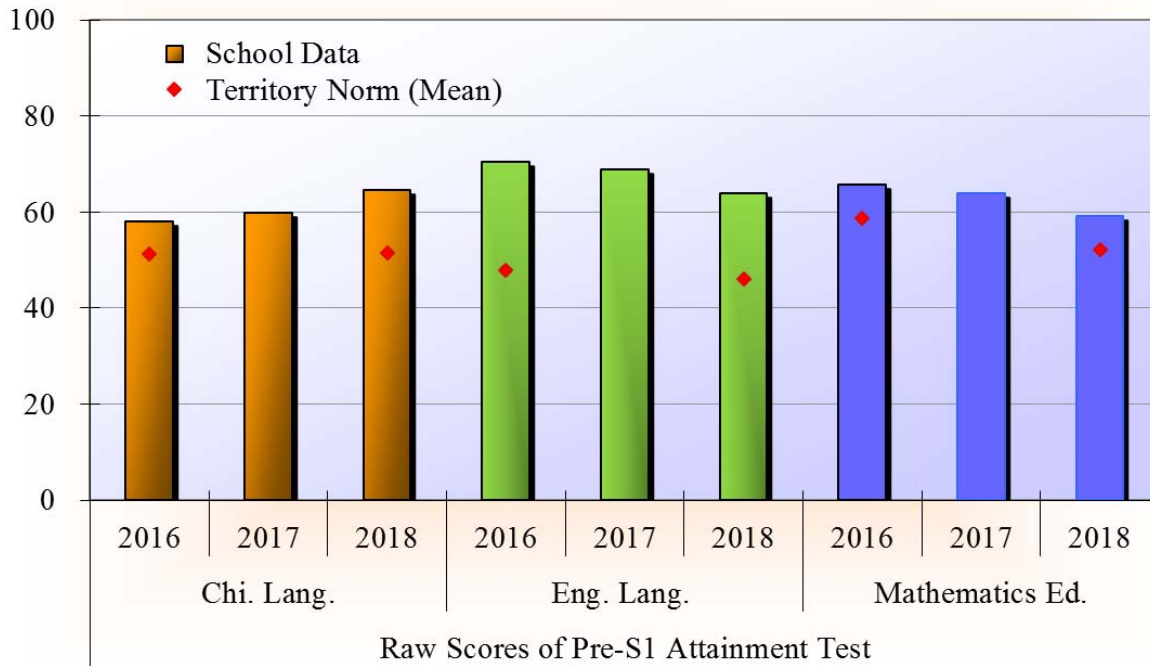




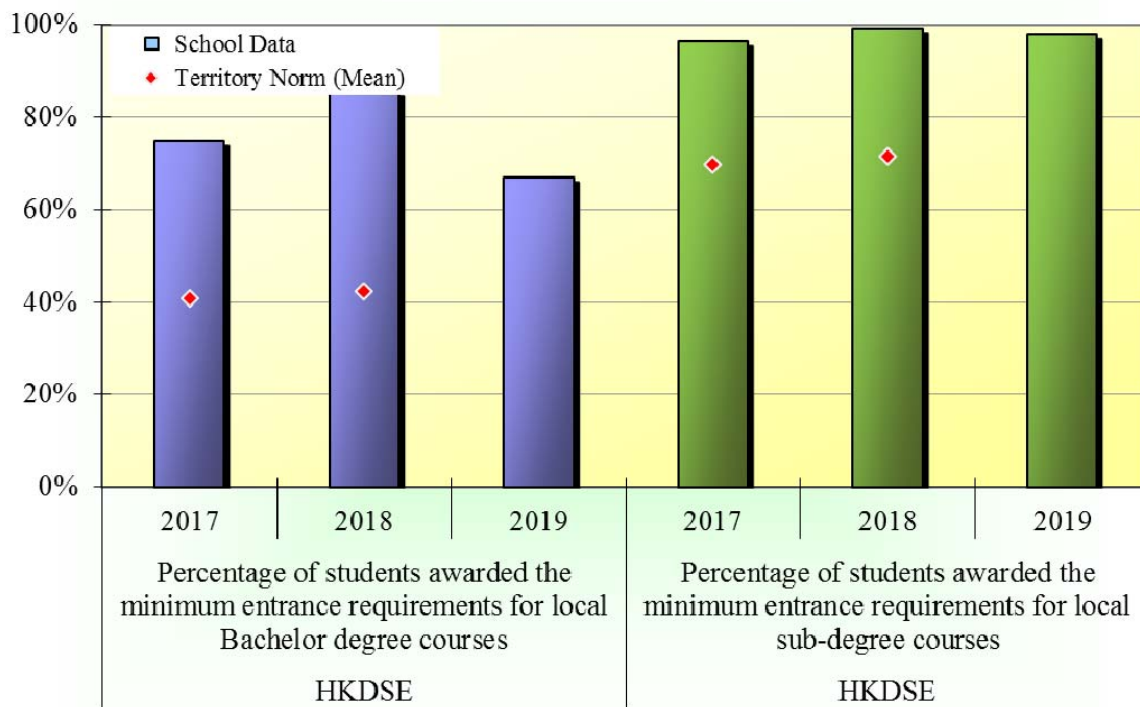
# Student Performance

## Academic Performance

### Pre-S1 Hong Kong Attainment Test

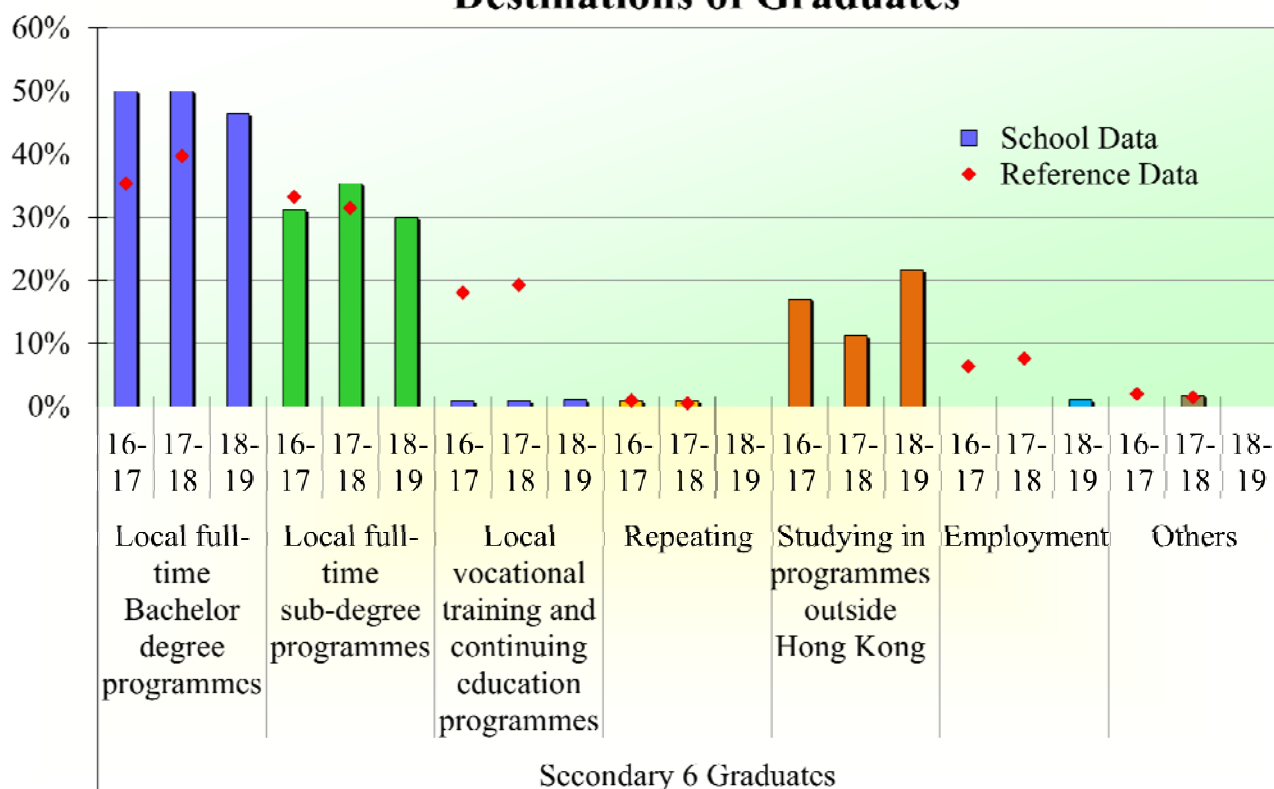


### Public Examination Results





### Destinations of Graduates



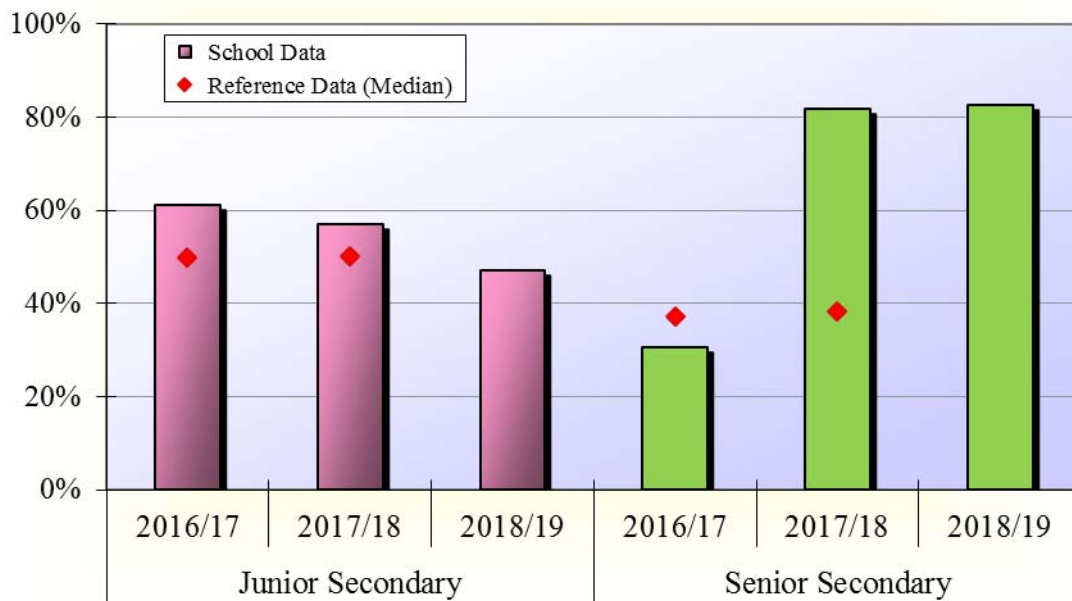


## Non-academic Performance

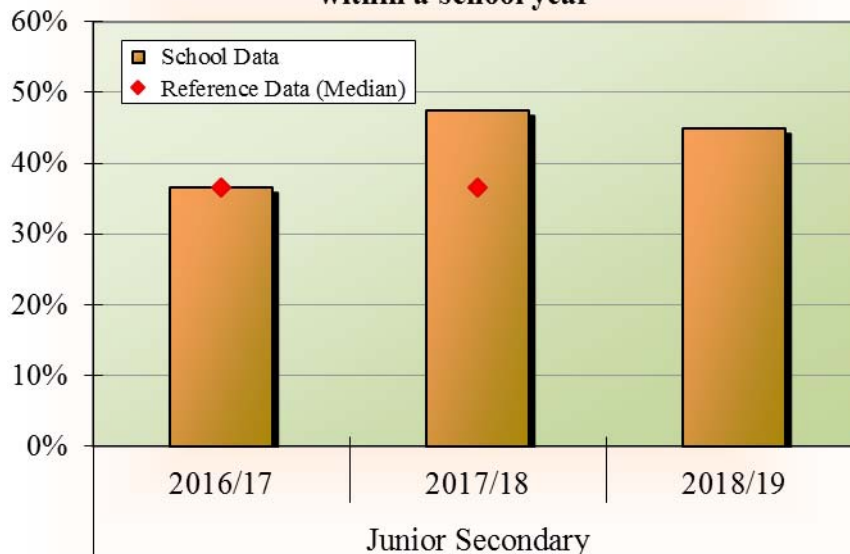
### Student Participation in Inter-school Events and Uniform/Social and Voluntary Services Groups

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 groups in the past year:

**Percentage of Students Participating in Territory-wide Inter-school Competitions**



**Percentage of junior students participating in uniform groups/external community services within a school year**







## Other Learning Experiences

- Eight Other Learning Experiences (OLE) days were organised in the academic year 2018-2019 and various kinds of OLE programmes were conducted in different forms.
- All S1 and S2 students were grouped under six domains: Drama, Music (Percussion), Dance, Chinese and Western Paintings and STEM according to students' preferences. Tutors from different external organisations taught students the basic skills in various areas in school. These OLE programmes last for two years and they will thus continue in the next academic year.
- Project Learning was conducted in S4. Students each joined the activities in one of the five domains offered, namely Music (African drum), Modern dance, Art (Fashion design), Videography and Drama.
- In S5, five OLE days featuring Wing Tsun Martial Arts were organised to foster students' physical development. Three other OLE days were held to promote their aesthetic development. Programmes included a drama, an Acapella performance and an art demonstration by Arts with Disabled Association.
- Two Sports Day Camps were organized in February. S4 students took part in programmes featuring lacrosse, roller skating, sports climbing and kin-ball while S5 students went horse riding.
- Extra-curricular activities are grouped under five major categories, namely School Teams, Religious Groups, Service and Uniform Groups, Interest Groups and Academic Groups.
- The School Red Cross Association, the School Choir, the School Dance Team and the School Sports Team made outstanding achievements in inter-school competitions.
- Dress Down Day was organised to raise funds for the School Redevelopment Project.
- An overnight leadership training camp for student executive committee members was jointly organised by our school and the Hong Kong PHAB Association in October 2018.
- A leadership training day camp for potential student leaders was jointly organised by our school and the Salvation Army in July 2019.
- Students were nominated to participate in various leadership training programmes such as Be a Government Official for a Day Programme 2019.
- To encourage active participation in community service, our school joined the Volunteer Movement organised by the Social Welfare Department. Each student has a community service logbook for recording the voluntary service rendered throughout the year. Students' performance was satisfactory as in previous years.





- To encourage active participation in community service, our school joined the Volunteer Movement organised by the Social Welfare Department. Each student has a community service logbook for recording the voluntary service rendered throughout the year. Students' performance was satisfactory as in previous years.

### **Activities for the Gifted Students**

- Seven students took part in the Dual Programme (2018) organised by the Hong Kong University of Science and Technology.
- Two S2 students and three S4 students joined their Mathematics programme. Four S3 students, one S4 and one S5 students took part in the Physics programme. One S4 student participated in the Life Science programme.
- Two students participated in the Hong Kong University Academy for the Talented (2018-2019).
- Twelve students from S2 to S5 took part in the 16<sup>th</sup> Pui Ching Invitational Mathematics Competition.
- Five S3 students joined the Hong Kong Mathematical High Achievers Selection Contest 2019 organised by Po Leung Kuk and the Hong Kong Association for Science and Mathematics Education.
- Forty-five S5 students joined the Chemists Online Self-study Award Scheme organised by the Hong Kong Virtual University. Ten students got the diamond award, five students got the platinum award, three students got the gold award and three students got the silver award.
- Our students actively participated in the Secondary School Mathematics & Science Competition 2018 organised by the Polytechnic University of Hong Kong. There were a total of seventy-three entries competing in Mathematics and various other science disciplines.





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

Nature	Name of Competition / Organization	Award / Prize details		
		2016/17	2017/18	2018/19
<b>Sports</b>	<b>Inter-school Swimming Championship and others</b>	Inter-school Athletics Competition 2016-2017 Division Two A Grade 100m 1st A Grade 200m 2 <sup>nd</sup> B Grade 200m 2 <sup>nd</sup> A Grade 4 x 100m Relay 1st	Inter-school Athletics Competition 2017-2018 Division Three C Grade 400m 2 <sup>nd</sup> C Grade Shot Put 2 <sup>nd</sup> A Grade 4 x 100m Relay 3 <sup>rd</sup>	Inter-School Swimming Competition 2018-2019 Division Three A Grade 4 x 50m Medley Relay 4th B Grade 4x 50m Freestyle Relay 2 <sup>nd</sup> Overall B Grade 4th C Grade 50m Butterfly 2 <sup>nd</sup> C Grade 50m Back Stroke 2 <sup>nd</sup> C Grade 4 x 50m Medley Relay 4th
		Inter-school Swimming Competition 2016-2017 Division Three A Grade 50m Breaststroke 2 <sup>nd</sup> A Grade 100m Breaststroke 2 <sup>nd</sup> A Grade 4 x 50m Medley Relay 4th C Grade 4x50m Freestyle Relay 2 <sup>nd</sup>	Inter-school Swimming Competition 2017-2018 Division Three B Grade 50m Butterfly 4th C Grade 50m Freestyle 4th C Grade 100m Freestyle 2 <sup>nd</sup> B Grade 4x50m Freestyle Relay 2 <sup>nd</sup> C Grade 4x50m Freestyle Relay 2 <sup>nd</sup> Overall B Grade 3 <sup>rd</sup> Overall C Grade 4th	Inter-School Team Fencing Competition 2018-2019 A Grade Girl's Foil Individual 2 <sup>nd</sup> B Grade Girl's Foil Individual 3 <sup>rd</sup> Girl's Foil Team 4th
		Inter-school Basketball Competition 2016-2017 Hong Kong Island Division Two - Girls A Grade 4th	Inter-school Team Fencing Competition 2017-2018 Hong Kong Island and Kowloon Girls Foil 4th	Inter-School Athletics Competition 2018-2019 Division Three Area 3 B Grade 200m 1st B Grade 400m 1st B Grade Shot Put 2 <sup>nd</sup> C Grade 100m 1st C Grade 400m 2 <sup>nd</sup> C Grade 1500m 2 <sup>nd</sup> C Grade Long Jump 3 <sup>rd</sup>
		Inter-School Individual Fencing Competition 2016-2017 Hong Kong Island and Kowloon HK - Girls B Foil 2 <sup>nd</sup>	19th Secondary Schools Trampoline Competition 2018 Girls C Grade 3 <sup>rd</sup>	21st Hong Kong Life Saving Marathon Student Girls Self-survival 1600m 1st&2 <sup>nd</sup>
		Inter-School Team Fencing Competition 2016-2017 Hong Kong Island and Kowloon Girls Foil 4th	A.S. Watson Group HK Students Sports Awards 2017-2018	Inter-School Basketball Competition 2018-2019 Hong Kong Island Division Two Girls C Grade 4th
		A.S. Watson Group HK Students Sports Awards 2016-2017	Invitation Relay in Annual Sports Meet Organised by S.K.H. Lui Ming Choi Secondary School 1st	All Hong Kong Inter-Secondary Schools Life Saving Competition 2018-2019 A Grade Girls Line Throw 2 <sup>nd</sup> A Grade Girls Overall 4th
		Invitation Relay in Annual Sports Meet Organised by Holy Family Canossian College 1st Organised by SKH Lui Ming Choi Secondary School 2 <sup>nd</sup>	Organised by St. Paul's Secondary School 2 <sup>nd</sup> Organised by St. Mary's Canossian College 2 <sup>nd</sup>	A.S. Watson Group HK Students Sports Awards 2018-2019
		Invitation Relay in Swimming Gala Organised by SKH Lui Ming Choi Secondary School 3 <sup>rd</sup>	Invitation Relay in Swimming Gala Organised by S.K.H. Lui Ming Choi Secondary School 2 <sup>nd</sup> Organised by PuiTak Canossian College 3 <sup>rd</sup> Organised by Canossa School (Hong Kong) 3 <sup>rd</sup>	2018-2019 Invitation Relay in Annual Sports Meet Organised by Precious Blood Secondary School 1st Organised by Pui Tak Canossian College 1st Organised by Canossa College 2 <sup>nd</sup>



Nature	Name of Competition / Organization	Award / Prize details		
		2016/17	2017/18	2018/19
Music	HK Schools Music Festival	69th Hong Kong Schools Music Festival Recorder Duet – Age 14 or under (Descant) (S3) 3rd Recorder Duet – Age 19 or under (Alto) (S3) 3rd Recorder Ensemble (S3) 2nd Descant Recorder Solo– Age 16 or under (S3) 1st Guitar Ensemble (S3, S5) 1st Plain Song (Gregory Chant) Junior Choir 1st	70th Hong Kong Schools Music Festival Recorder Duet – Age 19 or under (Alto) (S4) 3rd Plain Song (Gregory Chant) Junior Choir 1st HK Youth Music Interflows 2017 Symphony Orchestra Contest Bronze Award	71 <sup>st</sup> Hong Kong Schools Music Festival Plain Song Junior Choir 3rd
		HK Youth Music Interflows 2016 Symphony Orchestra Contest Bronze Award		
Art, Drama & Performing Art		第五十三屆學校舞蹈節 中國舞(群舞) 雨中花〔古典〕甲級獎  “Building Safety Depends on all of us” Comic Drawing Competition 2016 (S4) 2nd  “数据安全交易放心” 吉祥物設計比賽中學組 (中四) 冠軍  香港青年藝術鑑賞協會印象最深刻繪畫作品選舉 (中二) 金獎  香港藝術節 2016 國畫比賽中學初級組 (中三) 亞軍  第四屆[童油皇國]兒童藝術年展 2016 (中三) 季軍  GNET Star World Children’s Art Competition (S3) 3rd  The 4th Exhibition for International Asian Children Art 2016 (S3) Certificate of Silver Award  “HKCEC Heroes” Comic Drawing Competition 2017 (S3) 2 <sup>nd</sup>	灣仔區議會屬下文化及康樂事務員會城市縮影  灣仔攝影定向挑戰最佳攝影獎 冠軍 (中五)  第六屆香港青少年藝術展 印象最深刻作品選舉 (公開組) 銅獎 (中三) 全最愛作品選舉亞軍 (中三)  English Drama Fest 2018 Outstanding Script SFCC Outstanding Performer (S4)  第五十四屆學校舞蹈節 中國舞(群舞) 傣家的女兒, 傣家的雨(傣族) 甲級獎	Exhibition of Student Visual Art Work Silver Award (S2)  English Drama Fest 2019 Outstanding Creativity SFCC Outstanding Performer (S2)  第五十五屆學校舞蹈節中學組 中國舞(群舞)梅(古典) 甲級獎





Nature	Name of Competition / Organization	Award / Prize details		
		2016/17	2017/18	2018/19
Scholarships & Leadership Awards		Sir Edward Youde Memorial Prizes for Senior Secondary School Students 尤德爵士紀念獎學金  Youth Arch Student Improvement Award  2016 年香港島(灣仔區)傑出學生選舉 高中組優秀學生 (中六) 初中組傑出學生 (中三) 2016 年灣仔區傑出青年選舉 傑出青年□學生組 (中四、五、六)  Rev. Joseph Carra Memorial Education Grants (S6) Future Star – Upward Mobility Scholarship 2016 (S5, S6)	Sir Edward Youde Memorial Prizes for Senior Secondary School Students 尤德爵士紀念獎學金  Youth Arch Student Improvement Award  2017 年香港島(灣仔區)傑出學生選舉 高中組 香港島十大優秀學生 (中五) 初中組 灣仔區傑出學生 (中三)  2017 年灣仔區傑出青年選舉 灣仔區傑出青年□學生組 (中四)  Rev. Joseph Carra Memorial Education Grants (S4) Future Star – Upward Mobility Scholarship 2017 (S6)	2018 年香港島(灣仔區)傑出學生選舉 高中組 香港島十大優秀學生 (中六) 初中組 灣仔區傑出學生 (中三)  2018 年灣仔區傑出青年選舉 灣仔區傑出青年□學生組 (中五)  第三十一屆香港特別行政區傑出學生選舉 優異學生 (中六)
		68th HK Schools Speech Festival Solo-Verse Speaking - Non-Open (S4) 3rd (S3) 3rd Dramatic Duologue - Non-Open (S4) 1st Harmonic Speaking - Non-Open (S2) 1st  第 68 屆香港學校朗誦節 散文獨誦 (中五) 亞軍 (中二) 季軍 二人朗誦 (中四) 亞軍 普通話散文獨誦 (中三、五) 季軍  2016-17 年全國青少年語文知識大賽 現場作文全國總決賽 (中二) 三等獎 (中二) 二等獎 第十一屆「善言巧論：全港學生口語溝通大賽」 優秀學校大獎 季軍 11 <sup>th</sup> Speaking Contest for HK Schools Outstanding School Award 3rd  2016-2017 First Term Hong Kong Secondary School Debating Competition Enhanced Format 2016-2017 Second Term Hong Kong Secondary School Debating Competition Standard Format 2016-2017 Second Term HK Secondary School Debating	69th HK Schools Speech Festival Solo-Verse Speaking – Non-Open (S4) 2nd Prose Reading – Non-open (S4) 1st, 2nd&3rd Dramatic Duologue - Non Open  第 69 屆香港學校朗誦節 二人朗誦 (中五) 冠軍 普通話散文獨誦 (中三) 季軍 第十二屆「善言巧論：全港學生口語溝通大賽」 優秀學校大獎(中學中文組優異獎)  Hong Kong Biology Literacy Award 2017-18 (S5) Second Class Honours  Hong Kong Specimen Drawing Competition 2017 (S6) First Prize  杜葉錫恩教育基金 2017 第三屆全港青少年進步獎(S4)  HKIS Building Surveying Scholarship for Secondary School Students 2016 (S5)  香港西區婦女福利會首屆「成功在望」計劃之 全港青少年學業進步獎 卓越獎	70 <sup>th</sup> Hong Kong Schools Speech Festival Solo-Verse Speaking – Non-Open (S1-3,S5)1st, 2nd &3rd Prose Reading – Non-open  第 70 屆香港學校朗誦節 普通話詩詞獨誦 (中一) 季軍  The Thirteenth Speaking Contest For Hong Kong Schools Outstanding School Award 2nd  Hong Kong Bebras International Challenge on Computational Thinking 2018 Gold Award (S2-5) Silver Award (S1-4) Bronze Award (S1-4)  杜葉錫恩教育基金 2018 第四屆全港青少年進步獎  Secondary School Mathematics and Science Competition 2019 Chemistry– High Distinction (S5)
Academic	Hong Kong School Speech Festival and others			





Nature	Name of Competition / Organization	Award / Prize details		
		2016/17	2017/18	2018/19
		Competition Standard Format (S2) Champion CityU Discovery and Innovation Debating Challenge(S4) Champion The 32 <sup>nd</sup> Sing Tao Inter-School Debating Competition Most Improved School Award(S4)		
Services	Red Cross	Hong Kong Island District Drilling Competition Best Inspection Group  Wan Chai District First Aid Competition Team A 2nd Team B 3rd  Wan Chai District Nursing Competition 2nd	Wan Chai District First Aid Competition 2nd  香港紅十字會 2016-17 年度青年榮譽章 (中六)  青年導師服務獎章 (金章) 2016-17 年度傑出紅十字青年會 員 - 十大 (中六)	Hong Kong Red Cross Wan Chai District Nursing Competition 2nd  Hong Kong Red Cross Youth Attainment Badge (S5)  Hong Kong Red Cross Hong Kong Island Division Nursing Competition
	Steering Committee on Promotion of Volunteer Service	Award for Volunteer Service 2016 (Steering Committee on Promotion of Volunteer Service) Gold Award (Organisation) for Volunteer Service	Award for Volunteer Service 2017 (Steering Committee on Promotion of Volunteer Service) Gold Award (Organisation) for Volunteer Service	Award for Volunteer Service 2018 (Steering Committee on Promotion of Volunteer Service) Gold Award (Organisation) for Volunteer Service  2018 北京、西安航天科技考察團 研習成果彙報比賽 C3 分隊 季軍



**Merits, Certificates of Merit and Achievements in 2018-2019**

<b>Name of Competitions, Events and Achievements</b>	<b>No. of students</b>
<b>第 70 屆香港學校朗誦節</b>	
二人朗誦：優良	12
二人朗誦：良好	4
普通話散文獨誦：優良	4
普通話詩詞朗誦：優良	5
普通話詩詞朗誦：良好	1
詩詞朗誦：優良	4
詩詞朗誦：良好	2
<b>70th Hong Kong Schools Speech Festival</b>	
Prose Reading - Non-open : Merit	9
Dramatic Duologue - Non-open : Merit	12
Solo-Verse Speaking - Non-open : Merit	27
<b>71th HK Schools Music Festival</b>	
Descant Recorder Solo - Secondary School - Age 19 or under : Merit	1
Erhu Solo - Junior : Proficiency	1
Erhu Solo – Senior : Proficiency	1
Flute Solo – Secondary School - Junior 19 or under : Merit	1
Graded Piano Solo – Grade Five : Merit	1
Graded Piano Solo – Grade Seven : Honour	1
Graded Piano Solo – Grade Six : Proficiency	1
Piano Solo – Composer of the Year : Merit	1
Piano Solo – Gold Medal Award : Merit	1
Piano Solo – Guitar Duet : Merit	2
Plain Song : 3rd	60
Recorder Band - Secondary : Merit	1
Recorder Band - Secondary : Proficiency	29
Recorder Ensemble : Merit	4
Recorder Ensemble : Proficiency	9
Secondary School Choir – Foreign Language – Girls – Second Division – Intermediate Age 16 or under : Proficiency	51





Name of Competitions, Events and Achievements	No. of students
Yangqin Solo – Intermediate : Merit	2
Zheng Solo – Junior : Merit	1
<b>第十三屆「善言巧論：全港學生口語溝通大賽」</b>	
中學文憑組小組討論 : 初賽小組優異獎	6
備稿演講項目(粵語): 初賽小組優異獎	1
<b>「華夏盃」全國數學奧林匹克邀請賽 2019 全國總決賽 : 三等獎</b>	1
<b>2019 港澳數學奧林匹克公開賽(港澳盃): 銅獎</b>	1
<b>Hong Kong Polytechnic University Secondary School Mathematics &amp; Science Competition 2019</b>	
Distinction	1
Credit	4
Proficiency	9
<b>Hong Kong Specimen Drawing Competition 2018</b>	
Highly Commended (Certificate)	2
<b>Youth Attainment Badge (Red Cross) : Merit</b>	1
<b>DEAR Reading Programme</b>	
Silver Award	1
Bronze Award	10







## Financial Summary 2018 - 2019

	Income \$	Expenditure \$
<b>I. Government Funds</b>		
<b>(1) Expanded Operating Expenses Block Grant (EOEBG)</b>		
1 Administration Grant	3,887,868.00	3,730,057.28
2 School & Class Grant	1,929,796.80	2,442,161.35
3 Composite IT Grant	407,214.00	424,339.30
<b>Sub-total</b>	6,224,878.80	6,596,557.93
<b>(2) Non-transferable</b>		
1. Capacity Enhancement Grant	613,766.00	582,494.80
2. Composite Furniture & Equipment Grant	N.A.	N.A.
<b>Sub-total</b>	613,766.00	582,494.80
<b>Total Government Funds Surplus/ (Deficit) for 2018 – 2019</b>		(340,407.93)
<b>II. School Funds (General Funds)</b>		
(1) Tong Fai	159,380.00	/
(2) Donations	706,244.50	48,255.90
(3) Non-standard Item Fee	194,100.00	298,850.00
(4) Collect of fees for Specific purposes (including bank interest, centre fee, profit from sale of stationery)	447,576.57	494,637.30
(5) Expenses (repairs, renovation & miscellaneous)	8,716.25	132,775.00
<b>Sub-total</b>	1,516,017.32	974,518.20
<b>Total School Funds Surplus/ (Deficit) for 2018 – 2019</b>		541,499.12





## Feedback on Future Planning

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

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

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

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





# School Development Plan

2018/19 – 2020/21



Grace Upon Grace



FLUENCY IN  
S&C CULTURE



St. Magdalene of Canossa

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





## School Motto

**“Live by the truth in love”**

## School Vision



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





## School Mission

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

## School Goals

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

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

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

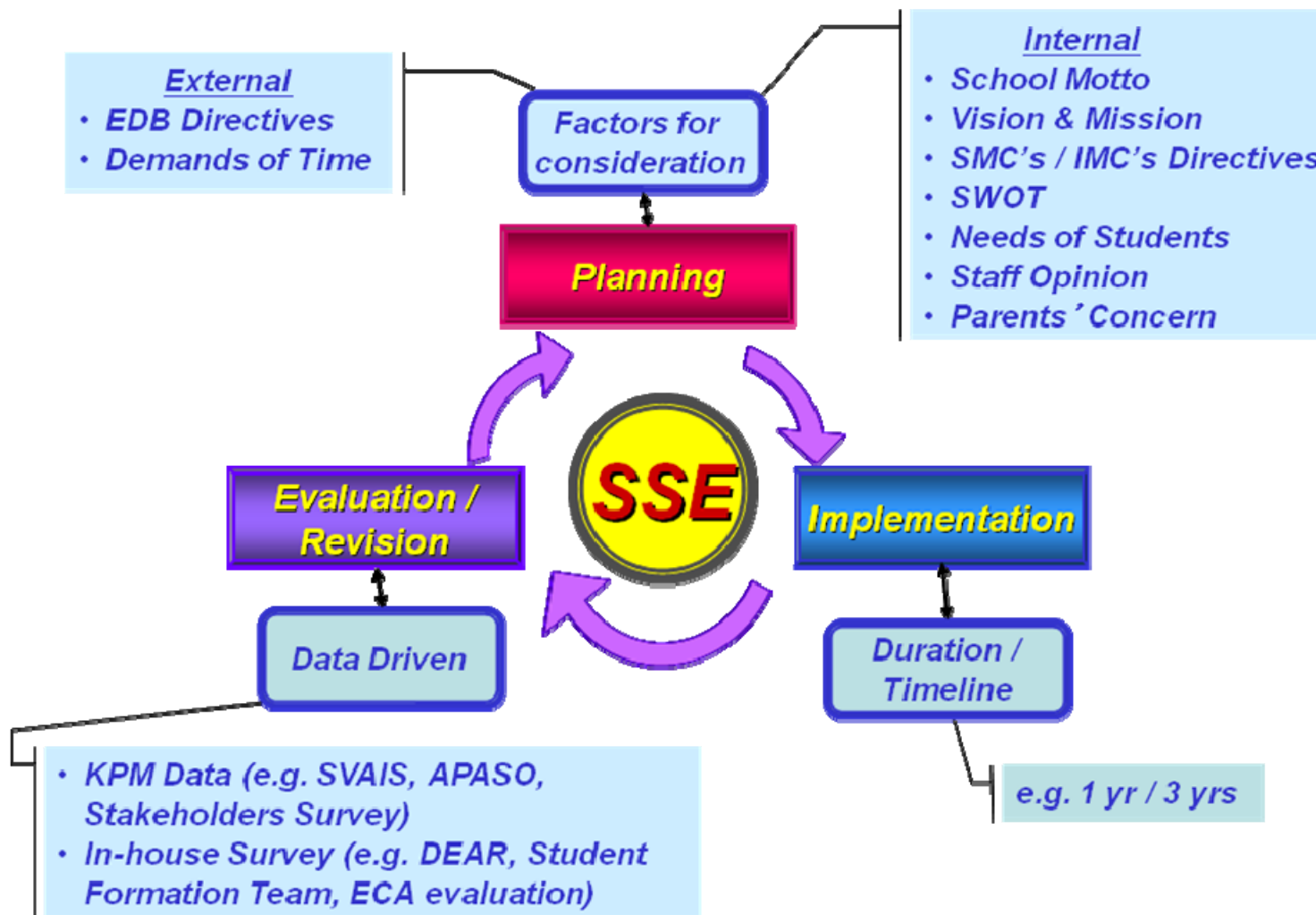
We prepare students to achieve clearly defined goals which give meaning to their life.

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



# School Self-Evaluation Mechanism

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



# Holistic Review

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

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

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



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

## Evaluation of the School's Overall Performance

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

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

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

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

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



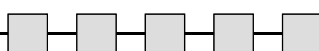
## SWOT Analysis

### *Our Strengths*

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

### *Our Weaknesses*

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



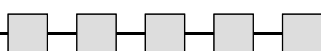


## ***Our Opportunities***

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

## ***Our Threats***

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







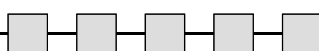
## **Major Concerns for 2018/19 - 2020/21 (in order of priority)**

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

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

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

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



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

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

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

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



# Annual School Plan

## 2019/20



Grace Upon Grace



St. Magdalene of Canossa

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



Grace Upon Grace



# Annual School Plan

2019/2020

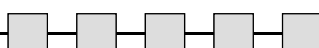
## Main Foci

- 1. To reinforce students' identity as Franciscans through the "Grace Upon Grace" celebration\***
  - *To produce the 150th Anniversary Musical Performance to public*
  - *To enable students appreciation on herself as a Franciscan and provide opportunities for students to learn*
  
- 2. To foster students' autonomy in learning through Reading to Learn\*\***
  - *To reinforce independent learning through developing information literacy*
  - *To motivate students to read outside class*
  - *To support staff development in promoting Reading to Learn for students' independent learning*
  
- 3. To cultivate positive thinking in students and empower them to be persevering and resilient to challenges**
  - *To enable students' understanding and appreciation on oneself and the others*
  - *To equip students' strategies to face challenges*
  - *To provide professional support to parents and teachers for promoting positive living among the students*

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

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

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



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

Targets	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People Responsible	Resources Required
1. To produce the 150th Anniversary Musical Performance to public	<ul style="list-style-type: none"> <li>Engage students, teachers, parents and past students to participate in the Anniversary Musical</li> </ul>	<ul style="list-style-type: none"> <li>Students attended at least 80% of the training sessions</li> <li>Students proud of themselves in performing the drama</li> <li>Audience appreciated the performance of the students</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Focus interview</li> <li>Attendance record</li> </ul>	Sept 2019 to Oct 2019	<ul style="list-style-type: none"> <li>Principal</li> <li>All teachers</li> </ul>	<ul style="list-style-type: none"> <li>School Grant</li> </ul>
2. To enable students appreciation on herself as a Franciscan and provide opportunities for students to learn	<ul style="list-style-type: none"> <li>Setting up the School Archive Room (called Memory Gallery)</li> <li>Incorporating the School History into the S2 History Curriculum</li> <li>Training the Student Ambassadors to introduce the school history to our honourable guests in special school function</li> </ul>	<ul style="list-style-type: none"> <li>The Memory Gallery was successfully inaugurated</li> <li>At least 80% of students agreed that the new curriculum allows them to know more about the school</li> <li>At least 80% of students ambassadors appreciated themselves as the ambassadors and satisfy their performance</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Focus interview</li> <li>Questionnaire survey</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>Principal</li> <li>Teachers</li> <li>Historical Archive Core Team</li> <li>Alumni</li> </ul>	School Grant

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

Targets	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People Responsible	Resources Required
1. To reinforce independent learning through developing information literacy	<ul style="list-style-type: none"> <li>Action research in information literacy in F1 English, Chinese and History and F2 Integrated Science and Life and Society to enhance independent learning through Reading across the Curriculum implemented by Library Team in collaboration with the related subject departments               <ul style="list-style-type: none"> <li>To develop information literacy curriculum</li> <li>To implement information literacy curriculum</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Development of information literacy curriculum which suits the needs of F1 English, Chinese and History and F2 Integrated Science and Life and Society</li> <li>Over 80% of teachers agree that the strategies adopted can enable students acquire information literacy skills</li> <li>Over 70% of students agree that the strategies adopted can enable them to acquire information literacy skills</li> <li>Students are able to complete independent learning tasks</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaire survey of students and teachers</li> <li>Observation by teachers</li> <li>Evaluation meetings</li> <li>Library records</li> </ul>	Sept 2019 to May 2020	<ul style="list-style-type: none"> <li>Principal</li> <li>Academic Team</li> <li>Library Team</li> <li>English, Chinese, History, Integrated Science and Life and Society Departments</li> <li>All teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>School grant</li> <li>Reading Grant</li> </ul>



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

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

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

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

Targets	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People Responsible	Resources Required
<p>1. To enable students' understanding and appreciation on oneself and the others</p>	<ul style="list-style-type: none"> <li>• Organize in-class activities to enhance students' understanding and appreciation on oneself and the others:               <ul style="list-style-type: none"> <li>• One Person One Mission Scheme</li> <li>• Inter-class Board Decoration Competition</li> <li>• Class Corner set up in the homeroom</li> </ul> </li> <li>• Implement a Whole-School Appreciation Scheme to recognize students' good performance</li> <li>• Provide more recognition of student achievements through different ways regularly:               <ul style="list-style-type: none"> <li>• Principal's recognition during assembly</li> <li>• Prize presentation</li> <li>• School web promotion</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• "One Person One Mission Scheme" is held in junior classes to explore students' potential and appreciate their strengths.</li> <li>• Inter-class Board Decoration is held to promote a positive learning environment in the classroom.</li> <li>• Class Corner is set up to strengthen the bonding within the class.</li> <li>• Student Achievements are regularly commended through different channels.</li> <li>• Over 75% of students and teachers agree that through the activities held students have a better understanding and appreciation on oneself and the others.</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaire survey of students and teachers</li> <li>• Teacher observation</li> <li>• Student interview</li> <li>• Evaluation meetings</li> </ul>	<p>Whole year</p>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Student Support Coordinating Team</li> <li>• Form teachers</li> <li>• School Publicity Team</li> <li>• All teachers</li> </ul>	<p>School grant \$16,000</p>
	<ul style="list-style-type: none"> <li>• Engage departments and functional teams to organize activities for promoting self-understanding and</li> </ul>	<ul style="list-style-type: none"> <li>• Activities for promoting self- understanding and mutual appreciation are well</li> </ul>		<p>Whole year</p>	<ul style="list-style-type: none"> <li>• Student Support Coordinating</li> </ul>	

Targets	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People Responsible	Resources Required
	mutual appreciation	organized by some departments and functional teams			Team <ul style="list-style-type: none"> <li>Form teachers</li> <li>Functional Teams</li> </ul>	
	<ul style="list-style-type: none"> <li>Continue to implement the Whole-School Appreciation Scheme to recognize students' good deeds and positive performance</li> </ul>	<ul style="list-style-type: none"> <li>The Whole-School Appreciation Scheme is implemented and over 75% of students and teachers agree that the scheme enable students to have a better understanding and appreciation on themselves and the others.</li> <li>Over 70% of students and teachers agree that through the activities held they have a better understanding and appreciation on oneself and the others.</li> </ul>		Whole year	<ul style="list-style-type: none"> <li>Student Support Coordinating Team</li> <li>All teachers</li> </ul>	
2. To equip students' strategies to face challenges	<ul style="list-style-type: none"> <li>Invite guest speaker to give talk on Student Formation Day to improve mental health of students and increase their strengths to face stress and challenges</li> <li>Organize sharing activities on life experiences by               <ul style="list-style-type: none"> <li>Teachers during morning</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Over 75% of students agree that the sharing by the guest speaker is effective to instill in students' positive thinking and enhance their resilience to challenges.</li> <li>At least two teachers share on the topic of Positive</li> </ul>	<ul style="list-style-type: none"> <li>One-off activity survey</li> <li>Teacher observation</li> <li>Questionnaire survey of students and teachers</li> <li>Student interview</li> <li>Evaluation meetings</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>Student Support Coordinating Team</li> <li>Teachers who do sharing during assembly</li> </ul>	

Targets	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People Responsible	Resources Required
	<ul style="list-style-type: none"> <li>• assembly</li> <li>• Teachers' sharing during morning assembly</li> <li>• Students through PA system</li> </ul>	<ul style="list-style-type: none"> <li>• Living in each term.</li> <li>• At least one student shares on the topic of positive living through PA system in each cycle</li> <li>• Over 75% of students and teachers agree that through the activities held students have acquired different strategies to face challenges.</li> </ul>			<ul style="list-style-type: none"> <li>• Chinese Department</li> </ul>	
	<ul style="list-style-type: none"> <li>• Engage more Functional Teams to organize activities for equipping students' strategies to face challenges.</li> <li>• Work collaboratively with the Counselling Team to organize activities for SEN students to strengthen their life skills</li> </ul>	<ul style="list-style-type: none"> <li>• Activities for equipping students' strategies to face challenges are well organized by many Functional teams.</li> <li>• SEN students enjoyed the activities.</li> </ul>			<ul style="list-style-type: none"> <li>• Student Support Coordinating Team</li> <li>• Functional Teams</li> <li>• Form teachers</li> </ul>	
3. To provide professional support to parents and teachers for promoting positive living among the students	<ul style="list-style-type: none"> <li>• Organize seminars for teachers to acquire the necessary skills to build up students' confidence and resilience to challenges</li> </ul>	<ul style="list-style-type: none"> <li>• Seminars are organized smoothly.</li> <li>• Over 75% of teachers agree that through the seminar they have acquired relevant knowledge and skills in promoting positive living among the students.</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaire survey by teachers</li> <li>• Evaluation meetings</li> </ul>	Second Term	<ul style="list-style-type: none"> <li>• Student Support Coordinating Team</li> <li>• Staff Development Team</li> </ul>	School grant

Targets	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People Responsible	Resources Required
	<ul style="list-style-type: none"> <li>Organize seminar for parents to acquire the necessary skills to build up students' confidence and resilience to challenges</li> </ul>	<ul style="list-style-type: none"> <li>Seminars are organized smoothly.</li> <li>Over 75% of parents agree that through the seminar they have acquired relevant knowledge and skills in promoting positive living among their daughters.</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaire survey by parents</li> <li>Teacher observation</li> <li>Parents' feedback at PTA meeting</li> </ul>		<ul style="list-style-type: none"> <li>Student Support Coordinating Team</li> <li>Parent Teacher Association</li> </ul>	<ul style="list-style-type: none"> <li>PTA Fund</li> </ul>

## Plan on the Use of Capacity Enhancement Grant 2019 - 2020

Task Area	Major Area (s) of Concern	Implementation Plan	Benefits Anticipated (e.g. in what way teachers' workload is alleviated)	Implementation Schedule	Resources Required	Performance Indicators	Assessment Mechanism	Person-in-charge
Library Support	Reading to Learn	To employ a full-time Library assistant to promote reading and cultivate reading habit among students	<ul style="list-style-type: none"> <li>Workload of teachers can be reduced</li> </ul>	Whole year	Salary for the year <b>\$230,000</b>	More book sharing and more use of the book floating corner	Performance appraisal by Principal, Vice-Principal and Teacher Librarian	Principal Academic Team
Curriculum development	PTH and Chinese History Education	To employ a 0.5 GM teacher to release the teaching workload	<ul style="list-style-type: none"> <li>Workload of concerned teachers can be reduced</li> </ul>	Whole year	Salary for the year <b>\$250,000</b>	Lesson observation	Performance appraisal by Principal, Vice-Principal and concerned Department Head	Principal
Curriculum development	Mathematics Education	To employ a Part-time teacher to release the teaching workload	<ul style="list-style-type: none"> <li>Workload of concerned teachers can be reduced</li> </ul>	Whole year	Salary for the year <b>\$50,000</b>	Lesson observation	Performance appraisal by Principal, Vice-Principal and concerned Department Head	Principal
Physical Education	Basketball Team	Hiring Basketball Coach for School Basketball Team	<ul style="list-style-type: none"> <li>Teacher's workload in training the students can be reduced</li> </ul>	From September 2019 onward for 1 year	Salary of the coach : <b>\$14,000</b>	Students are able to demonstrate various skills in their selected discipline.	Teacher assessment Students' performance	Ms. W. Tang
Physical Education	Dance Lessons	Hiring Dance Teacher for F.1 to F.3 Dance Lessons	<ul style="list-style-type: none"> <li>Teacher's workload in training the students can be reduced</li> </ul>	From September 2019 onward for 1 year	Salary of the coach : <b>\$32,000</b>	Students are able to demonstrate various skills in their selected discipline.	Teacher assessment Students' performance	Ms. W. Tang
Physical Education	Inter-House Basketball Competition	Hiring Judges of Basketball for School Basketball competition	<ul style="list-style-type: none"> <li>Teacher's workload in Basketball Competition can be reduced</li> </ul>	From September 2019 onward for 1 year	Salary of the Judge : <b>\$8,000</b>	Students are able to demonstrate various skills in their selected discipline.	Teacher assessment Students' performance	Ms. W. Tang
Western Instrumental Ensemble	Music	Hire a tutor to lead the ensemble	<ul style="list-style-type: none"> <li>Teacher's workload in training the students can be reduced</li> </ul>	From September 2019 onward for 1 year	Salary of the tutor: <b>\$40,000</b>	Students are able to acquire the skill	Teacher's assessment on Students' performance	Ms. T. Sau

Task Area	Major Area (s) of Concern	Implementation Plan	Benefits Anticipated (e.g. in what way teachers' workload is alleviated)	Implementation Schedule	Resources Required	Performance Indicators	Assessment Mechanism	Person-in-charge
Chinese Instrumental Ensemble	Music	Hire a tutor to lead the ensemble	<ul style="list-style-type: none"> <li>Teacher's workload in training the students can be reduced</li> </ul>	From September 2019 onward for 1 year	Salary of the tutor: <b>\$20,000</b>	Students are able to acquire the skill	Teacher's assessment on Students' performance	Ms. T. Sau
English (Debating Competition)	Debate Training	Researching issues for inter-school debates Providing training to members of the English debating team on developing arguments and debating skills	<ul style="list-style-type: none"> <li>Students' English oral and critical thinking skills and confidence in using the second language will be enhanced.</li> <li>Workload of the advisers of the English Debating Team will be relieved.</li> </ul>	From September 2019 onward for 1 year	Salary of the Coach: <b>\$10,000</b>	Members of the debating team will be able to form arguments and write up debate speeches for the inter-school debate competition	The judges of debate competitions will adjudicate the students' performance. The advisers of the English Debating Team will assess the performance of the students and the tutor by means of observation.	Ms. A. Tang, Ms. P. Wong & Mrs. P. Kapoor
Chinese (Debating Competition)	Debate Training	Training workshop to develop students' debating skills and strategies.	<ul style="list-style-type: none"> <li>Teacher's workload in training the students can be reduced</li> </ul>	From September 2019 onward for 1 year	Salary of the Coach: <b>\$5,000</b>	Students are able to demonstrate various skills in their competition.	Teacher assessment Students' performance	Ms. A. Chan
			Total Estimate		\$659,000.00			
					<b>\$634,017.00</b>			
					<b>(\$24,983.00)</b>			



**Plan on the Use of the Promotion of Reading Grant  
2019 – 2020**

Objective	Items	Estimated Expenses (\$)	Person-in-charge
<b>Promote “Reading to Learn” across the curriculum</b>	<ul style="list-style-type: none"> <li>• Purchase of e-Books</li> <li>• Web-based Reading Schemes: Wisenews</li> <li>• Reading activities: Hiring writers, professional storytellers, etc to conduct talks</li> </ul>	\$8,800 \$10,200 \$1,000	Ms C. Yeung
<b>Promote reading among students through implementation of DEAR Programme</b>	<ul style="list-style-type: none"> <li>• Purchase of reading materials like books</li> <li>• Subscription to English magazines</li> <li>• Purchase of online reading materials</li> <li>• Talks by authors and workshops or other activities which promote reading</li> </ul>	\$6,000 \$1,980 \$9,000 \$5,000	Ms. A. Tang
更新圖書館書籍 (中文科)	購買書籍 (實體書) : 1. 中六級設置圖書館 2. 更新中一至中五級各班圖書館書籍	\$ 15,000	Ms M.K. Cheung
推廣閱讀風氣， 配合本科教學 (中文科)	配合中文科高中寫作教學，邀請作家到校演講	\$ 5,000	Ms M.K. Cheung
	<b>Budget:</b>	<b>\$61,980.00</b>	

嘉諾撒聖方濟各書院

二零一九至二零二零年度 有關本校非華語學生學習中文的安排事宜

教育局於 2019/2020 學年因應錄取較少 (即 1 至 9 名) 非華語學生學校的需要，提供一筆 5 萬元的額外撥款，以支援非華語學生學習中文。本校於 2019/2020 學年共取錄 5 名非華語學生 (1 名學生就讀中一級，4 名就讀中三級)，符合該筆撥款的申請資格，故已於九月份向局方提出申請。

經中國語文科非華語小組的老師商議後，擬運用該筆撥款僱用現正就讀於大學的中文及教育學系學生擔任導師，開設課後學習中文班或資助學生報讀應考公開試(GCE/GCSE)的課程，並購買非華語課程之教材。

有關本科針對非華語學生學習中文的安排，詳情如下：

2018-2019 年支援非華語學習中文撥款餘額：\$47,121.99
2019-2020 年支援非華語學習中文撥款餘額：\$50,000.00
2019-2020 年可用款項總額：\$97,121.99

對象	詳情	預算費用
第一班： F.1D(1) Anmolddeep-Kaur F.3C(1) Basiuang Pakiza  第二班： F.3D(1) Bal Ashvinder Kaur F.3B(16) Khan Hanfa F.3A(8) Khan Iman	用途：開辦課後學習中文基礎班， 目的： 1.學習中國語文的興趣，養成學習語文的良好習慣 2.學習中文的基礎知識 3.提升聽說讀寫的能力 4.為學生未來應考公開試建立良好基礎 課程名稱： 非華語中文課程 預計開課日期：23/10/2019 將按學生程度分為兩班教授，每星期有兩天放學後留校上課 上課時間：15:50- 17:15. 師資：大學生 (主修中文及教育) 評核安排： 學生平日須完成若干課業，每學期均設多次小測及 1 次大考	\$ 80,000
5 名非華語學生	5 名非華語學生均須報讀由教育局委託	\$ 10,000

	香港大學開設的支援非華語學習中文的課程。(上課時間：逢星期六)	
	資助非華語學生報讀校外中文課程	
5 名非華語學生	購買非華語課程教材及教學物資	\$7,121.99

✧ 以上之預算為初步估計各項目所需的費用，可能與實際情況有異。

**嘉諾撒聖方濟各書院**  
**二零一九至二零二零年度**  
**有關本校支援非華語學生學習中國歷史及文化事宜**

教育局於 2019/2020 學年因應錄取較少 (即 1 至 9 名) 非華語學生學校的需要，提供一筆 5 萬元的額外撥款，以支援非華語學生學習中國歷史及文化。本校於 2019/2020 學年共取錄 5 名非華語學生 (1 名學生就讀中一級，4 名就讀中三級)，符合該筆撥款的資格。

經任教中國語文科及中國歷史科的老師商議後，擬運用該筆撥款於舉辦或資助非華語學生參加中國歷史及文化之校本、聯校或內地的學習活動，以及採購學與教的物資。

有關本科針對非華語學生學習中文的安排，詳情如下：

五名非華語學生姓名及就讀班別： F.1D(1) Anmoldeep-Kaur F.3C(1) Basiuang Pakiza F.3D(1) Bal Ashvinder Kaur F.3B(16) Khan Hanfa F.3A(8) Khan Iman		
對象	用途	預算費用
5 名非華語學生	舉辦或資助非華語學生參加中國歷史及文化的校本學習活動	\$20000
5 名非華語學生	資助非華語學生參加中國歷史及文化之本地或內地交流活動	\$20000
5 名非華語學生	購買非華語教材及教學物資	\$10000

✧ 以上之預算為初步估計各項目所需的費用，可能與實際情況有異。

**嘉諾撒聖方濟各書院**  
**有關運用教育局發放推動中國歷史及文化之一筆過津貼的建議**

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

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

**1. 2017/2018 學年支出**

款項用途	內容	已用金額
推行校內、校外的學習活動	資助師生參與有關中國歷史和中華文化活動或比賽的費用，如交通費、報名費用等。	\$ 6,240
	僱用校外服務機構，舉辦中國歷史科研習活動。	
結餘		\$ 143,760

**2. 2018/2019 學年支出**

款項用途	內容	預算金額
推行校內、校外的學習活動	開設推廣中華文化興趣班。	\$ 36,350
	資助師生參與本地有關中國歷史和中華文化活動或比賽的費用，如交通費、報名費用等。	
	僱用校外服務機構，舉辦中國歷史科研習活動	
結餘		\$ 107,410

### 3. 2019/2020 學年預算

款項用途	內容	預算費用
推行校內、校外的學習活動	開設推廣中華文化興趣班	\$45,000
	資助師生參與本地有關中國歷史和中華文化活動或比賽的費用，如交通費、報名費用等。	
	僱用校外服務機構，舉辦中國歷史科研習活動	
資助老師及學生前往內地進行交流活動	資助本校人文學科舉辦前往內地學習的遊學團費用。	\$ 45,000
	資助老師前往內地進行交流活動。	
購買教學資源	購買適合的電子學習資源，如網上學習服務。	\$ 17,410
預算總額		\$107,410

- ✧ 以上每學年之預算為初步估計各項目所需的費用，如該學年用剩的津貼餘款將撥入下一個財政年度繼續運用，直至 2020 年 8 月 31 日為止。

**Life-wide Learning Grant  
Plan on the Use of the Grant  
2019 - 2020**

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

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
<b>Category 1</b>	<b>To organise / participate in life-wide learning activities</b>										
<b>1.1</b>	<b>To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises, thematic learning day)</b>										
Liberal Studies	To organize visits to various organizations/ households/ places in Hong Kong for deeper understanding of the social problems, e.g. poverty, recycling of food waste and urban renewal	To collect data in primary source for a social enquiry in a group project	March 2020	110 (S4)	The visits will be conducted under the guidance of two LS teachers. The group projects will be presented to other classes and teachers, in which peer, teacher and self-evaluation will be conducted.	11,000	✓	✓			
English Language	Outing for senior form students to watch an English Musical Play	<ul style="list-style-type: none"> <li>To explore students in various language arts.</li> <li>To incorporate the activity into the NSS English language</li> </ul>	TBC	110 (S4/5)	Post-viewing tasks (writing / speaking)	30,000	✓				

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
		learning curriculum – Drama Elective <ul style="list-style-type: none"> <li>To subsidise the cost of the tickets</li> </ul>									
English Language	Outing for senior form students to watch an English film/play	To explore students in various language arts. To incorporate the activity into the English language learning curriculum To subsidise the cost of the tickets	TBC	110 (S4/5)	Post-viewing tasks (writing / speaking)	12,000	✓				
English Language	Film Watching outing for junior form students	To incorporate the activity into the Junior Form English curriculum – Exploring the culture of other countries through different forms of arts appreciation	TBC	132 (S1/2/3)	Post-viewing tasks (writing / speaking)	15,000	✓				
Physics	Disney's World of Physics: It is a half-day outdoor activity to be conducted in the Hong Kong Disneyland through which physics students will discover the vast world of physical science. Students will explore the Theme Park and carry out through hands-on experiments. They can see how physical science and creativity come together in the design of Hong Kong Disneyland.	Through participating in the activity, students are expected to: <ul style="list-style-type: none"> <li>Apply a problem-solving technique to everyday situations.</li> <li>Discuss and demonstrate the effects of friction on movement.</li> <li>Identify, define and illustrate physical concepts like potential and kinetic energy, speed, inertia and Newton's First Law of Motion.</li> </ul>	16 Jan 2020	50 (S4 Physics Students)	Questionnaire survey of teachers and students	25,000	✓				



Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
		<ul style="list-style-type: none"> <li>Discuss factors that may influence the roller coaster design process.</li> <li>Discuss elements of the electromagnetic spectrum.</li> <li>Understand how a glowing effect is produced with UV light.</li> <li>Understand how sound moves through a solid, liquid and gas.</li> </ul>									
Biology	Biology field trip for students in Cheung Chau.	To apply biological concepts and collect relevant data	7 May 2020	35 (S5)	Programme evaluation	2,000	✓				
Geography	Geography field trip for students in Cheung Chau	To cope with the requirement of field-work based question in HKDSE	21 Oct 2019	45 (S5)	Programme evaluation	2,500	✓				
History	Field trip (‘港島慢遊・電車歷史之旅’) A two-hour out-of-classroom experiential learning activity will be organized to enrich students’ knowledge on the economic and social development of Hong Kong History. It is a 2 hour tram trip from Western District to Happy Valley. An experienced docent from The Conservancy Association Centre for Heritage will analyze the socio-economic development of Hong Kong through old photos, posters, historical sources and scenery from the tram.	<ol style="list-style-type: none"> <li>To enrich students’ learning experience in Hong Kong History through field trips</li> <li>To consolidate students’ knowledge on the socio-economic development</li> <li>Hong Kong in the 20th century and the urbanization of Hong Kong Island (which is part of the HKDSE History curriculum)</li> </ol>	One afternoon during school day (Nov 2019)	20 (S5)	Evaluate the effectiveness of the activities during Department Meetings and Evaluation Reports	4,000	✓				

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
							I	M	P	S	C	
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences					
	Field trip (‘港島慢遊·電車歷史之旅’) A two-hour out-of-classroom experiential learning activity will be organized to enrich students’ knowledge on the economic and social development of Hong Kong History. It is a 2 hour tram trip from Western District to Happy Valley. An experienced docent from The Conservancy Association Centre for Heritage will analyze the socio-economic development of Hong Kong through old photos, posters, historical sources and scenery from the tram.	<ol style="list-style-type: none"> <li>To enrich students’ learning experience in Hong Kong History through field trips</li> <li>To consolidate students’ knowledge on the socio-economic development</li> <li>Hong Kong in the 20th century and the urbanization of Hong Kong Island (which is part of the HKDSE History curriculum)</li> </ol>	One afternoon during school day (Feb to Mar 2020)	20 (S4)	Evaluate the effectiveness of the activities during Department Meetings and Evaluation Reports	4,000	✓					
Art	To organize visits to museum (coach fees)	Aesthetic exposure for students and appreciation of other’s artworks	May-July 2020	20 (S1 – 3)	Observation from teacher-in-charge and feedback from students	4,000			✓			
					<b>Sub-total:</b>	<b>109,500</b>						
<b>1.2</b>	<b>To organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes (e.g. activities on multiple intelligences; physical, aesthetic and cultural activities; leadership training; service learning; clubs and societies; school team training; uniformed groups; military camps)</b>											
Discipline	Prefects training workshop	<ul style="list-style-type: none"> <li>enhance the awareness of the role of a prefect</li> <li>enhance the self-confidence &amp; team spirit of school prefect</li> </ul>	24 June 2020	100 (S3-S5)	By questionnaire	18,000		✓				

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
		<ul style="list-style-type: none"> <li>enhance the sense of responsibility &amp; skills in handling conflict</li> </ul>									
Student Support Coordinating Team	Organizing various activities on Student Formation Day 3 to raise students' mental health and reduce their stress. (Tentatively, 12 groups of activities/workshops/courses, each around 1½ hours duration will be organized by Baptist Oi Kwan Social Service)	<ul style="list-style-type: none"> <li>To raise students' mental health</li> </ul>	11 Mar 2020	586 (S1-S5)	Questionnaires	25,000		✓			
Guidance	F4 Orientation Day Camp	Team building and early adaptation to NSS	9 Oct 2019	110 (S4)	Questionnaires	35,000				✓	
	Guidance Assistants Training Camp	Skills input and sharing about the difficulties faced by the Form One students	Late June 2020	25 (S3-S4)	Questionnaires	20,000				✓ ✓	
SA	Leadership Training Camp for newly elected student exco. members	Leadership Training	22 & 23 Nov 2019	80 (S2 – S5)	Questionnaires	45,000			✓		
	Leadership Training Camp for potential leaders	Leadership Training	Late June	80 (S1 – S4)	Questionnaires	18,500			✓		
STEM	To organize S1 OLE Aerial Photography (Basic Course)	<ul style="list-style-type: none"> <li>develop and explore students' interest and potential in STEM</li> <li>learn the basic skills &amp; principles in aerial photography</li> </ul>	OLE time 2019-2020	20 (S1)	By questionnaire	13,200	✓				

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Art	To organize S1 OLE Art activities	Students will: <ul style="list-style-type: none"> <li>Understand and grasp the basic skills of Chinese Painting and Western Painting</li> </ul>	OLE time 2019-2020	30 (S1)	Evaluation forms	26,000			✓		
Music	To organize S1 OLE Music activities	Students will: <ul style="list-style-type: none"> <li>Understand the basic process of creating a piece of music by using percussion.</li> </ul>	OLE time 2019-2020	30 (S1)	Evaluation forms	13,000			✓		
PE	To organize S1 OLE training course of Chinese Dance	Physical and Aesthetic development	OLE time 2019-2020	30 (S1)	Observation from teacher-in-charge and feedback from students	11,000			✓		
Drama	To organize S1 OLE Drama lessons	<ul style="list-style-type: none"> <li>To stretch students' potential in aesthetic activities through the learning of drama</li> <li>To appreciate art and culture</li> <li>To cultivate the spirit of collaboration</li> <li>To help develop students' strengths and abilities in non-academic fields</li> <li>To boost self-confidence through acting/doing role plays</li> </ul>	OLE time 2019-2020 <i>*F1 and F2 1.25 hrs per lesson</i>	22 (S1)	Tutor's assessment through various learning tasks (group /individual) in the lessons	11,300			✓		
STEM	To organize S2 OLE micro:bit course: Students can learn the basic concepts, logic, and techniques of programming through micro:bit and	1. Learn the basic concepts, logic, and techniques of programming through micro:bit.	OLE time 2019-2020	20-30 (S2)	Fill in OLE Evaluation form and through	20,000	✓				

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
	make their own product through hands-on activities.	2. Understand different scientific and mechanical principles (MATH, Science and Engineering) and design viable electronic products. 3. Based on micro:bit, create creative and imaginative (Arts) and create different interesting gizmos.			teacher's observation						
Art	To organize S2 OLE Art activities	Students will: <ul style="list-style-type: none"> <li>Understand and grasp the basic skills of Chinese Painting and Western Painting</li> </ul>	OLE time 2019-2020	30 (S2)	Evaluation forms	26,000			✓		
Music	To organize S2 OLE Music activities	Students will: <ul style="list-style-type: none"> <li>Understand the basic process of creating a piece of music by using percussion and perform as a group performance.</li> </ul>	OLE time 2019-2020	30 (S2)	Evaluation forms	13,000			✓		
PE	To organize S2 OLE Training course of Chinese Dance	Physical and Aesthetic development	OLE time 2019-2020	30 (S2)	Observation from teacher-in-charge and feedback from students	9,000			✓		
Drama	To organize S2 OLE Drama lessons	<ul style="list-style-type: none"> <li>To stretch students' potential in aesthetic activities through the learning of drama</li> <li>To appreciate art and culture</li> </ul>	OLE time 2019-2020	22 (S2)	Tutor's assessment through various learning tasks (group /individual) in the lessons	11,300			✓		

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
		<ul style="list-style-type: none"> <li>To cultivate the spirit of collaboration</li> <li>To help develop students' strengths and abilities in non-academic fields</li> <li>To boost self-confidence through acting/doing role plays</li> </ul>	<i>*F1 and F2 1.25 hrs per lesson</i>								
Art	To organize S4 OLE Art activities (Fashion Design)	Students will: <ul style="list-style-type: none"> <li>Understand the basic process of fashion design</li> </ul>	OLE time 2019-2020	30 (S4)	Evaluation forms	46,000			✓		
Music	To organize S4 OLE Music activities (Coach for African Drum)	Students will: <ul style="list-style-type: none"> <li>Understand the basic skills of African Drum</li> </ul>	OLE time 2019-2020	30 (S4)	Evaluation forms, Teacher's assessment Students' performance	20,000			✓		
Video	To organize S4 OLE Video activities	Students will: <ul style="list-style-type: none"> <li>Understand the basic process of videography</li> </ul>	OLE time 2019-2020	30 (S4)	Evaluation forms	36,000			✓		
PE	To organize S4 OLE Modern Dance activities	Students will: <ul style="list-style-type: none"> <li>Understand the basic process of modern dance</li> <li>apply different methods for concept development</li> </ul>	OLE time 2019-2020	30 (S4)	Evaluation forms	17,000			✓		
Drama	To organize S4 OLE Drama lessons	<ul style="list-style-type: none"> <li>To stretch students' potential in aesthetic activities through the learning of drama</li> <li>To appreciate art and culture</li> </ul>	OLE time 2019-2020 <i>*F4 1.5 hrs per lesson</i>	20 (S4)	- Tutor's assessment in class time	41,600			✓		

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
		<ul style="list-style-type: none"> <li>To cultivate the spirit of collaboration</li> <li>To help develop students' strengths and abilities in non-academic fields</li> <li>To boost self-confidence through acting/doing role plays</li> </ul>			- extended performance in June						
Art	To organize S5 OLE Art activities	Aesthetic appreciation through artist's sharing	OLE time 2019-2020	110 (S5)	Evaluation forms	4,000			✓		
PE	To organize S5 OLE Training course on Wing Tsun Martial Art	Physical Development and explore the technique to protect yourself.	2019 Oct: 11, 25 Nov: 15, 29	110 (S5)	Lesson observation from teacher-in-charge and evaluation from students.	10,000			✓		
Music	To organize S5 OLE Music activities (whole form)	Students will: -Explore more on the performing arts by music appreciation.	OLE time 2019-2020	110 (S5)	Evaluation forms	6,000			✓		
PE	To organize S5 OLE Training course of Yoga	Physical Development with mental health.	2020 Jan: 17, Feb: 14, 28, Mar: 13	110 (S5)	Lesson observation from teacher-in-charge and evaluation from students.	9,000			✓		
Drama	To organize S5 OLE Drama/ Traditional Art Viewing	Conduct S5 Drama lessons during OLE lessons	One OLE day in the second term	110 (S5)	Teachers' accompaniment in viewing the show	1,000			✓		

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Music	To organize S6 OLE Music activities (whole form)	Students will: <ul style="list-style-type: none"> <li>Explore more on the performing arts by music appreciation.</li> </ul>	OLE time 2019-2020	110 (S6)	Evaluation forms	6,000			✓		
English Drama Education	Drama Fest 2020 (Drama Competition)	<ul style="list-style-type: none"> <li>Carrying out auditions, drama training and rehearsals which last for about 28-30 hours</li> <li>Writing the drama script</li> <li>Directing the play</li> <li>The production cost of the play</li> </ul>	Dec 2019 – April 2020	20-30 (S2-S4)	The judges of the competition will adjudicate the students' performance. English teachers will assess the performance of the students and the coach during rehearsals in school by means of observation	Shakespeare 4All membership fee: <b>5,000</b> Coach fee <b>28,500</b> Production cost: <b>5,000</b> Competition registration fee: <b>1,000</b> <b>Total: 39,500</b>	✓		✓		
PE	F.4 OLE Sports Day Camp	Physical and sportsmanship development	7 Feb 2020	110 (S4)	Observation from teacher-in-charge and feedback from students	42,000			✓		
PE	F.5 OLE Sports Day Camp	Physical and sportsmanship development	7 Feb 2020	110 (S5)	Observation from teacher-in-charge	34,000			✓		



Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
					and feedback from students						
					<b>Sub-total:</b>	<b>627,400</b>					
<b>1.3</b>	<b>To organise or participate in non-local exchange activities or competitions to broaden students' horizons</b>										
Exposure Trip	To organise exposure trip in PSHE area		Mar-Apr 2020	40 (S3-S5)		200,000					
					<b>Sub-total:</b>	<b>200,000</b>					
<b>1.4</b>	<b>Others</b>										
Career	Interview Preparation Workshop and Mock Interview (conducted by an experienced Education Services Provider)	<ul style="list-style-type: none"> <li>To equip students with better interviewing skills for admission interviews. The workshop consisted of an interview preparation workshop and mock interview.</li> </ul>	Oct 2019 – Nov 2019	110 (S6)	Questionnaires will be done by students for evaluation	30,000					✓
Career	Personality Workshop (the workshop is led by professional and licensed social workers)	<ul style="list-style-type: none"> <li>To let students explore their personality and leverage their personality traits for their future career through participating an interactive workshop.</li> </ul>	June 2020	110 (S5)	Questionnaires will be done by students for evaluation	26,000					✓

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Career	Career Live Workshop	<ul style="list-style-type: none"> <li>It is an out-of-classroom career live experiential game. Through this programme, students can have a deeper understanding regarding job nature and requirements in different types of jobs.</li> </ul>	June 2020	110 (S4)	Questionnaires will be done by students for evaluation	24,000					✓
Counselling	Counselling Team Services Program	<ul style="list-style-type: none"> <li>Skill training in organising the services program</li> <li>Serve the needy in the society</li> </ul>	Mar/Apr	GA & F1 Clients (around 50)	Questionnaires	5,000				✓	
					<b>Sub-total:</b>	<b>85,000</b>					
						<b>Estimated Expenses for Category 1</b>	<b>1,021,900</b>				

<b>Domain</b>	<b>Item</b>	<b>Purpose</b>	<b>Estimated Expenses (\$)</b>
<b>Category 2</b>	<b>To procure equipment, consumables and learning resources for promoting life-wide learning</b>		
STEM	To buy equipment for PolyU Robot Competition	<ul style="list-style-type: none"> <li>develop students' interest, creativity and problem-solving skills in STEM</li> <li>learn the basic principles &amp; skills of coding, programming &amp; 3D printing</li> <li>broaden students' horizon in STEM education</li> </ul>	3,000
STEM	To buy maintenance service of equipment and new drones to promote STEM activities	For promoting STEM activities	20,000
PE	To procure equipment, consumables and learning resources for outside classroom activities	For promoting PE related activities	50,000
Arts	To procure equipment and consumables (like paper and frames)	For displaying artworks of students' OLE learning outcomes	15,000
Music	To procure and maintain musical instruments for performance and outside classroom activities (like Chinese drums, Yang Qin, Bass clarinet, Strings & Mallet etc)	For promoting music performance and related activities	48,100
			<b>Estimated Expenses for Category 2</b>
			<b>136,100</b>
			<b>Estimated Expenses for Categories 1 &amp; 2</b>
			<b>1,158,000</b>

### Estimated Number of Student Beneficiaries

Total number of students in the school:	687
Estimated number of student beneficiaries:	687
Percentage of students benefitting from the Grant (%):	100

# **St. Francis' Canossian College**

**School Report 2018/19**

**School Development Plan 2018/19 - 2020/21**

**School Annual Plan 2019/20**

**Endorsed by**

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

---

**Sr. Law Yuen Ming**  
School Supervisor / Chairperson

**St. Francis' Canossian College**

9 – 13 Kennedy Road, Wanchai, Hong Kong

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

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

E-mail: [office@sfcc.edu.hk](mailto:office@sfcc.edu.hk)



嘉諾撒聖方濟各書院

香港灣仔堅尼地道九至十三號

電話：(852) 2587 2700 傳真：(852) 2529 1758

網址： <http://www.sfcc.edu.hk>

電郵： [office@sfcc.edu.hk](mailto:office@sfcc.edu.hk)