

School Report 2025/26

Contents

School Report 2025/26

Our School	3
Profiles of SFCC Graduates	4
School Management	5
Major Concerns (Achievements and Reflection)	6
Our Learning and Teaching	14
Support for School Development	31
Student Performance	36
Financial Summary 2025 - 2026	46
Report on the use of Special Grants	47

School Report

2025/26

Values Education:

Gratitude – Be grateful with Humility

Respect – United in Charity

Commitment in Life – Live out through Service

Catering for Learning Diversity:

Enhance Classroom Teaching Efficiency

Support Language across the Curriculum

Our School

Brief Introduction of the School

St. Francis' Canossian College was founded by the Canossian Daughters of Charity, a group of missionaries from Italy in 1869. It was the second Roman Catholic secondary school founded by the Canossian Missions in Hong Kong and Macau.

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 680 students and around 80 staff members. It is an English Medium of Instruction school.

Following the teachings of Christ and the vision of our Foundress, St. Magdalene of Canossa, the Sisters and teachers are dedicated in their commitment to offering quality education.

This quality education places great emphasis on all-round education. The focus is on helping students to develop their full potential, both academically and in terms of 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 SSP2025/2026 St. Francis' Canossian College (chsc.hk)

Profiles of SFCC Graduates

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

Seeking Truth in Humility

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

Embracing Love with Charity

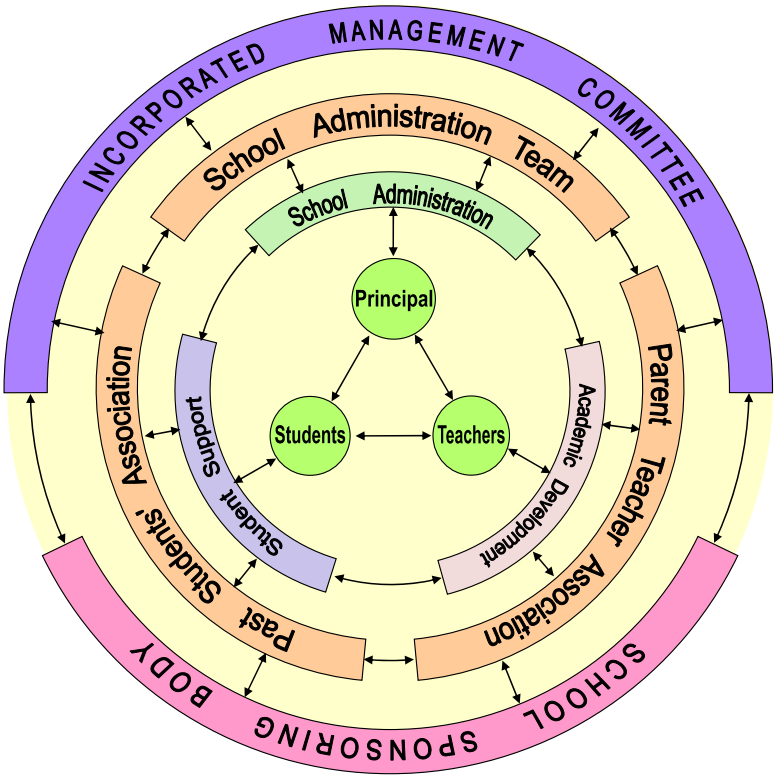
- Is a dignified individual who shows respect for others
- Is compassionate in giving and humble in serving
- Is grateful for the love of God and appreciative of others
- Is inquisitive and has a sense of wonder
- Is ready to embrace differences and accept opposing views
- Has a strong sense of mission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

School Management

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

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

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



Major Concerns (Achievements and Reflection)

Major Concerns

1. **To embrace Learner Diversity by Fostering Self-Directed Learning**
   - To enhance students' learning motivation and progression, through differentiated instruction
   - To enhance students' personalized learning by integrating note-taking strategies in eLearning
   - *To nurture students' self-directed learning capabilities*

2. **To promote learner autonomy and foster holistic development through diverse life-wide opportunities**
   - To nurture students to be self-driven learners by enhancing student motivation and abilities
   - To promote students' value education and well-being

3. **To enhance student learning through refining school administration**
   - To address student's developmental needs by optimizing school resources allocation

Achievements / Reflections

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

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

Achievements and Reflection

To address diverse learning needs and digital habits, the school strategically transitioned from teacher-led instruction toward autonomous, student-centered growth by embedding differentiated instruction, digital note-taking, and metacognitive self-regulation frameworks across the curriculum.

Target 1: Enhance Learning Motivation and Progression via Differentiated Instruction

- *Achievements:* Department heads broadened assessment blueprints and established tiered teaching activities, enabling students to engage at appropriate challenge levels and identify personal academic strengths.
- *Evidence & Reflection*: As shown in our APASO result (2025-2026), the Q-score for the Learning subscale (self-initiative, self-monitoring and self-planning) was 116, exceeding the Hong Kong average and showing improvement from the data for 2024-2025. Additionally, the Q-score for the Learning subscale (setting goal) was 109, which also surpassed the Hong Kong average. Stakeholder Survey (SHS) data revealed positive learning confidence across groups: 42.8% of students, 47.5% of parents, and 36.9% of teachers agreed/strongly agreed that students demonstrate confidence in learning. Moreover, S1-3 elite classes have been implemented to further stretch elite students' potential. Despite strong APASO data, the 2025–2026 Stakeholder Survey revealed that only 32% of teachers agreed that students take the initiative to learn.

Target 2: Enhance personalized learning by integrating note-taking strategies in eLearning

- *Achievements:* Subject departments introduced adaptive digital note-taking tools, guiding students to customize their notes according to individual learning preferences and cognitive styles.
- *Evidence & Reflection*: Subject teachers observed that the majority of students

successfully developed personalized digital note-taking habits. Stakeholder Survey data reinforced this shift, with 73.7% of teachers agreeing that students frequently utilize e-learning resources. The next step is to transition students from basic information-recording to higher-order synthesis and knowledge organization

Target 3: Nurture students' self-directed learning capabilities

- *Achievements:* Subject departments utilized dedicated EDB funding to establish self-regulation frameworks, providing students with structured tools to monitor their performance against learning targets and plan subsequent steps.
- *Evidence & Reflection*: While e-learning resource utilization was high (73.7% teacher agreement), only 49.3% of students agreed that they knew how to set their own learning goals, and 54.4% of teachers agreed that students actively reflected on and improved their learning. These metrics highlight that while hardware and resource usage are secure, metacognitive autonomy requires further scaffolding. Future efforts will focus on personal goal formulation and self-directed learning pathways.

Feedback and Follow-up

Our school's strategic commitment to addressing learner diversity has matured from establishing basic eLearning note-taking tools into a proactive, future-ready framework that explicitly embraces the AI Era. While the previous year focused on the baseline onboarding of digital workflows, our updated Major Concern acknowledges that true autonomy today requires navigating a landscape transformed by artificial intelligence. By integrating tiered teaching alongside Generative AI tools, we empower our students to develop critical generic skills and become independent, self-directed learners for future study and work. Concurrently, this technological leap serves the learning goal of digital literacy, as we guide our students to use information technology effectively, responsibly, and ethically to navigate their own personalized learning pathways.

This strategic evolution translates into targeted, structured shifts within our day-to-day classroom environments. In 2026–27, we have scaled our exploratory tiered teaching horizontally across all Key Learning Areas (KLAs) to help students acquire and construct a broad and solid knowledge base, utilizing AI-enhanced assessment blueprints for deeper data-driven analytics. Furthermore, we have restructured our uniform note-taking policy to cater to different learning stages. While junior forms receive structured frameworks to transition into self-regulated learning, our senior students utilize synthesis-based techniques and specialized AI tools optimized for independent revision and HKDSE preparation. This

targeted approach directly addresses the learning goal of life planning, enabling senior students to evaluate their own aptitudes and reflect deeply upon their personal goals and aspirations for further studies and future careers.

Finally, our resource allocation has been strategically recalibrated. We have expanded the deployment of our EDB funding to elevate Digital Education alongside English, PTH, and Science. We have also systematically introduced dedicated reading periods and cross-curricular reading initiatives. This comprehensive push reinforces language proficiency by fostering a school-wide reading culture that enables students to become genuinely lifelong learners.

2. **To promote learner autonomy and foster holistic development through diverse life-wide opportunities**
    - *To nurture students to be self-driven learners by enhancing student motivation and abilities*
    - *To promote students' value education and well-being*

Achievements and Reflection

To enhance students' motivation and abilities as self-driven learners, the school restructured the school-based Home Programmes and Other Learning Experiences (OLE), strengthening collaboration among subject departments and functional teams. Through cross-curricular planning, a wider range of experiential and authentic learning opportunities was provided, including class charity projects, communication programmes, Extended Learning Days and various personal growth activities.

- These programmes encouraged students to devote time, effort and energy to meaningful pursuits and helped cultivate perseverance in the face of challenges. Through the Home Programmes, S1 students developed self-management skills and strengthened their commitment to serving the community through service projects. S2 students enhanced their communication skills and learnt to build positive peer relationships. S3 and S4 students participated in personal growth and resilience programmes, which provided opportunities for self-discovery and talent development. S4 students also engaged in class charity projects that enhanced their awareness of social needs and sense of social responsibility. S5 and S6 students participated in themed Home Programmes that encouraged reflection on personal goals and future aspirations.

- Through these diversified learning experiences, students were provided with opportunities to develop self-respect, self-confidence, self-learning skills, self-discipline, self-improvement and self-awareness.

- Findings from the Stakeholder Survey (2025-2026) indicate positive outcomes. A total of 77.2% of teachers agreed that the school provides adequate opportunities for students to develop leadership abilities. In addition, 64.8% of parents agreed that their children enjoy participating in school activities and services, while 61.0% agreed that the school helps students develop their interests and life skills. Furthermore, 56.6% of students agreed that the school actively develops their leadership abilities through opportunities such as leadership training for class monitors and prefects.

- The school also continued to promote values education and well-being through both formal and non-formal learning experiences. Canossian values and positive values were integrated into religious formation activities, assemblies, extracurricular activities, service-learning programmes and other school-based activities.
- Through a variety of service projects and value education programmes, students were provided with opportunities to understand, reflect on and practise positive values in authentic contexts. Particular emphasis was placed on commitment, responsibility, respect and care for others. These experiences strengthened students' awareness of positive values and encouraged them to incorporate such values into their daily lives.
- Evidence from APASO (2025-2026) indicates encouraging outcomes. The Q-score for Honesty (Performance of Being Honest) was approximately 116, which was above the Hong Kong norm. The Q-score for Moral Awareness (Importance) was also approximately 116, exceeding the Hong Kong average. The findings suggest that students generally recognised the importance of positive values and demonstrated these values in their daily behaviour.
- To align with the Education Bureau's emphasis on values education, the school strengthened collaboration among subject departments and functional teams to provide students with diversified and cross-curricular learning experiences. These initiatives have contributed positively to students' personal growth and whole-person development.
- However, the school recognises that fostering whole-person development requires a holistic approach that integrates values education with physical and emotional well-being. Analysis of stakeholder survey findings revealed that only 46.9% of students agreed that they lead a healthy lifestyle by maintaining a balance between study and rest, engaging in sufficient physical exercise and managing stress effectively. In addition, APASO data showed that 54.4% of students engaged in after-school physical exercise on one day or less per week. The findings indicate that while students generally demonstrate positive values and attitudes, greater attention should be given to promoting healthy lifestyles and enhancing students' overall well-being.

Feedback and Follow-up

To further promote students' whole-person development, the school will adopt a more comprehensive approach that integrates value education, healthy lifestyles and student wellness.

Building on existing strengths, cross-curricular collaboration among subject departments and functional teams will be further strengthened to ensure that positive values are systematically embedded across both formal and informal curricula. Through experiential learning, project-based learning activities, service-learning experiences and student leadership opportunities, students will be provided with meaningful contexts to develop communication, problem-solving, adaptability and collaboration skills while reinforcing values such as responsibility, respect and commitment.

In response to the identified need to enhance student well-being, the school will place greater emphasis on promoting healthy lifestyles and wellness. A wider range of wellness-related programmes and activities will be organised to encourage regular physical activity, healthy living habits and effective stress management. Through these strategic measures, the school aims to create a supportive learning environment that enables students to thrive academically, socially and emotionally while developing positive values that guide their lifelong growth and development.

3. To enhance student learning through refining school administration

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

Achievements and Reflection

During the past academic year, significant progress was made in refining school administration and optimizing resource allocation to support digital transformation and cater to learner diversity. The school evaluated its IT infrastructure and strategically mapped out EDB funding deployment to acquire AI software, hardware, and e-learning platforms across key learning areas. To address diverse learning needs, S1-S3 class streaming was successfully implemented—engaging high-achieving students with extension tasks while providing standard-tier classes with smaller group support—alongside a preliminary review of senior secondary subject combinations to align elective offerings with EDB guidelines and student developmental pathways. Furthermore, teacher capacity building was strengthened through introductory AI workshops, departmental open classes, and collaborative sharing sessions on staff development days, establishing a solid foundation for AI-assisted teaching and cross-curricular professional collaboration.

Feedback and Follow-up

To effectively address Learner Diversity across levels, S1-S3 class streaming enables advanced-tier students to tackle rigorous extension tasks while standard-tier cohorts benefit from smaller class sizes and individual support. Building on this, the school will adopt AI-assisted analytical tools in the coming school year to evaluate S3 academic data, student preferences, and career aspirations to design and optimize S4 elective subject blocks that cater to individual developmental needs. To maximize teachers' capacity for these pedagogical strategies, digital AI tools—including automated facility booking and AI timetabling—will streamline routine administrative processes. This reclaimed time will be directly reallocated toward designing differentiated instructional materials, embedding explicit extension tasks in subject schemes of work, and delivering targeted mentoring.

Moving forward, EDB funding allocation will transition toward a more targeted procurement roadmap to systematically acquire, subscribe to, or lease specific AI hardware, software, and learning platforms. Concurrently, professional development will evolve from basic technical awareness into practical classroom execution by deepening a collaborative sharing culture through structured peer observations, open classes, and cross-curricular exchanges of AI-assisted teaching practices.

Our Learning and Teaching

Values Education

- Values education has always been an integral component in Canossian Education, with the formation of the heart of our students as an important key to inculcating positive attitudes and values. To this end, the implementation of values education in St. Francis' Canossian College resonates with the school core values of integrity, love for learning, commitment and compassion; the educational philosophy of the School Sponsoring Body with an emphasis on charity and humility, and nurturing our students to be grateful individuals with strong commitment and respect for all creatures; and the twelve priority values and attitudes including perseverance, respect for others, responsibility, national identity, commitment, integrity, benevolence, law-abidingness, empathy, diligence, filial piety and unity as suggested by the Education Bureau (EDB).
- Students Support Coordinating Team oversees the whole school's formal and non-formal whole-person development, taking charge of the longitudinal planning and development of values education, and regularly evaluating its effectiveness.
- Our school adopts a whole-school approach to the inculcation of positive values and attitudes in our students. Empowering student autonomy and nurturing holistic development through a wide range of life-wide learning opportunities are key priorities of this academic year. These principles are deeply embedded in the school's culture and ethos, echoing our theme— "Ignite your passion, fulfil your mission!".
- The school is dedicated to fostering the physical, mental, and social well-being of every student. Physical health is safeguarded through proactive measures, such as inter-house basketball competitions, sports weeks, seasonal influenza vaccination programmes and interactive health fairs, which encourage students to adopt healthy lifestyle choices. To strengthen emotional resilience, the school integrates mindfulness practices and stress-management workshops, including meditation sessions and artistic expression, which provide students with essential tools to navigate the academic and developmental pressures of adolescence. Furthermore, through expert-led seminars on interpersonal relationships and social ethics, students are guided to develop strong values and correct attitudes. This holistic approach equips students with the necessary skills to make informed decisions, fostering lifelong well-being and whole-person development.
- The school's non-formal curriculum emphasises a comprehensive inculcation of values through diverse extra-curricular activities. Authentic learning experiences and programmes related to values education are thoughtfully arranged by different teams in whole-school Home Programmes and on Other Learning Experiences (OLE) Fridays. Students are encouraged to invest time, effort, and energy into meaningful pursuits,

even when challenges arise, thereby nurturing resilience and responsibility. Each form has a specific developmental focus, closely linked to the Seven Learning Goals from EDB:

- S1 Understanding Oneself & Self-Management: Students build self-awareness and emotional regulation, fostering a healthy lifestyle and laying the foundation for lifelong learning and whole-person development.

- S2 Communication Skills Development: Emphasis is placed on effective interpersonal communication, cultivating empathy, teamwork, and respect for diversity while strengthening generic skills essential for collaboration and lifelong learning.

- S3 Exploring Talent & Lifespan Development: Students discover personal strengths and talents, linking to career aspirations and aesthetic development while appreciating the importance of balance across different life stages

- S4 Problem-Solving & Leadership Development: Focus is put on critical thinking, creativity, and leadership, integrating generic skills to prepare students for civic responsibility, innovation, and informed decision-making.

- S5 Goal Setting & Learning from Role Models: Students practise goal-setting and reflect on role models, connecting to career and personal aspirations while strengthening values of perseverance, responsibility, and informed citizenship.

- S6 Stress Management & Meaning of Life: Students explore multiple pathways after graduation, which cultivates resilience, whole-person development, and allows reflection on the meaning of life, ensuring readiness for future challenges in both local and global contexts.

- Through selected school-based programmes, all S1 and S2 students were equipped with self-management skills and strategies for building positive peer relationships. All S3 and S4 students were provided with opportunities to discover and develop their talents through a personal growth and resilience camp. Meanwhile, all S5 and S6 students were guided to explore their future aspirations through school-based, theme-focused Home Programmes. Through these comprehensive programmes, which promote positive values and overall well-being, students were nurtured to become self-directed learners with enhanced motivation and capabilities.

- In the realisation of the 'Formation of Heart', Religious and Moral Education's formal and non-formal curriculum serves as the spiritual compass for our students' holistic development. Liturgical celebrations, including whole-school Masses and major Feast Days, provide meaningful opportunities for students to reflect on God's presence in their lives. These are complemented by Home Time Catholic Formation sessions, where guest speakers and small-group discussions on ethics and faith encourage both Catholic and non-Catholic students to deepen their spiritual growth and moral discernment.
- Parents play a vital role in the journey of their children's growth and learning, and the school's key partners. Our school has provided ample opportunities for parents to maintain close connections with Form and Co-Form teachers. This enhances parents' understanding of child-rearing, supports children's learning, fosters positive values, and facilitates the whole-person development of their daughters. This home-school cooperation provides a positive and conducive environment for moral development.
- A National Flag Raising Ceremony is held weekly at the school. Students from each class, team, and subject take turns to deliver speeches under the National Flag. Through this process, students lead presentations on themes such as China's socio economic development, cultural heritage, and traditional values. These authentic opportunities allow students to engage in self-directed learning while cultivating a strong sense of national identity and belonging to our country. At the same time, by linking these themes to broader international contexts, students also develop a global perspective, enabling them to appreciate China's role in the world and to recognise the value of cultural exchange.
- Service learning provides opportunities for students to widen their horizons and nurture a love for the community. All S1 students have to join one of the service and uniform groups to develop their sense of civic responsibility and encourage their engagement in community work. Service projects, including JC Volunteer Together - School-Based Programme, are organised by the Hong Kong Jockey Club for S1 students to enhance their commitment to serving the underprivileged groups.
- Taking the cultivation of the school's core values and positive attitudes as the direction, we have enhanced the collaboration between departments and functional teams in various cross-curricular domains in values education so as to provide students with all-round learning experiences conducive to their whole-person development.

- A school-based Information Literacy curriculum has been developed to equip S1 students with essential skills in processing information from various media rationally and responsibly. Skills such as critical thinking, discernment, and ethical use of information are strengthened, alongside the cultivation of values including integrity. It is hoped that students can leverage advancements in IT to benefit their learning and become informed and responsible citizens in a knowledge-based society.
- By prioritising values education and skills development, the school strives to foster a positive culture that nurtures students into dignified young ladies equipped with essential competencies, ready to serve the community and our motherland.

Academic Development

- To further embrace learner diversity, the school has prioritised the fostering of self-directed learning to empower students in their educational journey. Directly aligning with one of the seven learning goals of helping students develop and apply generic skills in an integrative manner to become independent, self-directed learners for future study and work, we aim to enhance student motivation and progression through the strategic implementation of differentiated instruction, ensuring that teaching practices cater to varying abilities.
- Furthermore, the school is committed to enhancing personalised learning by integrating systematic note-taking strategies within our eLearning framework. This integration empowers students to use information and digital technology responsibly and ethically. These initiatives are designed to nurture students' self-directed learning, enabling them to take greater ownership of their academic growth and develop the habits necessary for lifelong improvement.
- Assessment literacy has been integrated into the e-learning framework across all subjects to facilitate the design of engaging and effective online assessments. Students are better equipped to identify their academic strengths and weaknesses, acknowledge their specific learning requirements, and implement strategies to enhance their educational progress further.
- The strategic utilisation of EDB funding in English, PTH, Science, STEAM and other languages at the junior levels has significantly nurtured students' self-directed learning capabilities. Consequently, they have demonstrated an increased proficiency in regulating their learning processes, evaluating performance against established goals,

and proactively planning their subsequent educational development to establish a broad and solid foundation for future study and work.

- The implementation of small-class teaching in S2 and S3 English and Chinese Languages effectively addresses learner diversity within our school, while firmly supporting the goal for students' enhanced proficiency in biliterate and trilingual communication for better study and life. Furthermore, the school has implemented pull-out enrichment and remedial programmes for both junior and senior levels in different Key Learning Areas (KLAs) to cater to our students' specific needs. These diverse learning pathways have enabled students to make significant strides in their individual learning journeys and fully realise their potential, further guiding them to understand their personal aptitudes and career aspirations.
- The integration of Language Arts within the S1–S2 English Language curriculum has successfully boosted student engagement and creativity. This framework invites students to engage in immersive activities that sharpen their communicative proficiency in biliterate and trilingual environments while nurturing their imaginative thinking and cultivating a lifelong appreciation for arts.
- To facilitate knowledge construction, promote collaboration and problem-solving skills, and cultivate positive values and attitudes among students, the school has integrated cross-curricular activities into the PSHE and Science & Technology KLAs during Extended Learning Days. This curriculum design ensures that students acquire and construct a broad and solid knowledge base, allowing them to understand contemporary issues that may impact their daily lives at personal, community, national, and global levels. This interdisciplinary framework empowers students to apply generic skills to real-world challenges. By merging technical innovation with social responsibility, students move beyond rote learning to become collaborative, self-directed problem solvers. The framework also guides them to become informed and responsible citizens who possess a sense of national identity, a global perspective, and a deep appreciation for proper values, attitudes, and Chinese culture. This holistic approach ensures they develop the critical thinking, positive values, and adaptability essential for future academic success and professional careers in an increasingly complex global landscape.
- The school utilises a Three-Tier Implementation Model to systematically identify and nurture high-potential students. This strategic framework ensures tailored educational opportunities through a flexible, challenging curriculum. The school has established specialised elite classes at junior levels. Within these classes, an accelerated curriculum allows high-achieving peers to engage in rigorous academic extension. This strategic approach aims to maximise the growth of our gifted students, ensuring their talents are effectively nurtured.

- To broaden students' horizons and deepen their understanding of career pathways, our school has partnered with Junior Achievement Hong Kong in The Schools Challenge Hong Kong programme, providing tailored opportunities for S2D (elite class). Through this programme, students will design innovative solutions to real community challenges, through ever using their creativity and problem-solving skills. They will also strengthen teamwork and leadership by collaborating with businesses and university volunteers, while enhancing listening and presentation skills through sharing ideas with the wider community. In addition, the programme equips students with STEM knowledge that can be applied in daily life, preparing them for the pursuit of their future goals and successes.

Catholic Formation

- Religious and Moral Education (RME) is taught as a subject in the formal curriculum. Through the teaching of Jesus and the good deeds of Saints, students acquire an understanding of Christianity and the religious way of life. Guidance is given to students in their search for faith or a life stance by which to live.
- In response to the school theme this year—"Ignite your passion, fulfil your mission", students were invited to join the "Grow and Shine Challenge". During RME lessons, students took turns to set short-term goals and share their commitment to achieving them. We celebrated both their successes and failures, encouraging students to reflect on their experiences and improve for the future.
- With God's blessings, we had monthly masses and rosary sessions in May and October. We encouraged students to meditate and enjoy the prayerful moments with God when they were empowered with His abundance of love and grace.
- We held the School's Official Opening Mass, Advent Mass and Thanksgiving Mass, and three liturgical celebrations, namely St. Francis' Feast Celebration, Easter Celebration and Foundress Feast Celebration, for all students. Through dramas, prayers, workshops and sharing from the guest speakers, students were guided to reflect on making good use of their God-given talents and be 'the Light of the World'. Both Catholic and non-Catholic students were invited to take part in the above celebrations.
- Five Catholic Formation sessions were held during Home Time for Catholic students. The sessions included prayer, catechism input, group reflection and games. This year, we have covered the introduction of St. Francis of Assisi, Communio Sanctorum in the Month of the Holy Soul, Messengers of Hope, Way of the Cross and the 80th Anniversary of the Hong Kong Catholic Diocese.

- Spiritual development programmes were arranged during Home Time for non-Catholic students. In the five sessions conducted this year, we engaged students through videos, talks and reflection tasks, encouraging them to reflect on these themes: serve the poor, be the light of the world, God heals, be an instrument of God, and live life to the fullest.
- To nurture the growth of faith, all Catholic students are encouraged to join an active spiritual group, namely the Catechism Group, Catholic Formation Team, Spiritual Formation Team, Altar Service Team, Reader and Prayer Team, Mother of Mercy's Choir, C+ Party Team and FIAT (Faith in Art Team). This initiative aims to encourage involvement in evangelisation and develop a stronger sense of commitment to their Catholic identity.
- Two extra-curricular religious groups, Legion of Mary and Catholic Society, have been in place for decades to train Catholic leaders and enrich students' religious lives through prayers, sharing, and services. Students are given opportunities to reach out to and help the needy, following the footsteps of Jesus and Mary.
- S6 Catholics joined a Joint School Catholic Students' Spiritual Formation with peers from the six Canossian schools in September 2025 to seek God's will and place their worries of facing the public examination in the hands of God. Similarly, S1 Catholics participated in their formation in February 2026, which aimed to reinforce their identity as Canossian Catholic youth and ignite hopes for their anticipated secondary school life. The school-based S1 to S5 Catholic Students' Spiritual Formation was held in June 2026 during the post-examination period.
- A Thanksgiving Mass was held for all S6 students in February 2026 on their last school day. On this precious occasion, students prayed for God's blessing and expressed their gratitude for God's love and teachers' guidance.

Careers and Life Planning Education

- Life planning is an ongoing and lifelong process for personal fulfilment, with different foci at different stages of one's life. Life planning education equips students with knowledge, skills and attitudes to make wise career and life choices in accordance with their interests, abilities and orientations. In this academic year, the Careers Guidance Team organised various programmes with external organisations to promote Careers and Life Planning Education. The team also collaborated with alumnae to provide support in careers guidance.

- Careers Guidance and Life Planning Education was incorporated into S1 to S6 Home Programmes, OLE periods, Careers Day, lunchtime events and post-examination activities.
  - S1 and S2 students engaged in Careers and Life Planning Education by completing job exposure worksheets through interviews with their parents or relatives to gain an understanding of different occupations.
  - S3 students participated in life-planning workshops that integrated the principles of VASK. To help them make informed decisions about elective subject choices, senior students were invited to share their experiences.
  - Building on the careers and life-planning foundation developed in S3, S4 students received training to deepen their understanding of personal interests and traits. Company visits were also organised to broaden their horizons and provide practical, real-world exposure.
  - For S5, career exploration workshops utilising the Careers Interest Inventory (CII) were conducted to prepare students for future studies. University visits were also arranged to update students on JUPAS options and offer insights from various universities.
  - In S6, students participated in interview skills workshops and mock interviews to prepare for university entrance interviews. While Careers and English Teachers provided training on personal statement writing, JUPAS and E-APP talks were also organised to offer guidance and support for both students and parents.
- S3-S5 Careers Day Highlights - July 2026.
  - In July 2026, S3-S5 Careers Day provided students with opportunities to explore various industries, and gain insights into future career paths through listening to inspiring stories from alumnae.
  - S3 students visited the Vocational Training Council and attended the “Exploration in Hospitality Industry” course to deepen their understanding of the hospitality sector.
  - S4 students took part in a range of job exposure programmes, including those organised by St. James’ Settlement and the Zhuhai Career Exploration Tour（珠海職涯探索之旅）. Through these experiential activities, students gained exposure to different workplace environments while developing essential skills such as career awareness, communication and interpersonal skills, and self-reflection, which support their personal growth and future career planning.

- S5 students participated in company visits to gain a first-hand understanding of various professions, including accounting, aircraft engineering, the hotel industry, pet cosmetics, and the cosmetics industry. Through these experiential learning opportunities, students have developed career awareness and a deeper understanding of industry-related practices and requirements. The visits have also enhanced students' observation, inquiry, and reflection skills, helping them make more informed decisions in their future academic and career planning.

- Mentorship Programme.
  - The SFCC Careers Expo in April 2026 featured dedicated alumnae from various professions, who provided advice, guidance, and workplace insights, helping students better understand diverse career options.

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

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

  - In April 2026, all S4 and S5 students toured local universities during HT & OLE periods. Alongside campus visits, university teaching fellows and student ambassadors delivered admission talks covering undergraduate programmes from:
    - Faculty of Medicine, Faculty of Engineering and Faculty of Social Science (The University of Hong Kong)
    - Business School and Humanities and Social Science School (The Hong Kong University of Science and Technology)
    - School of Communication (Hong Kong Baptist University)
    - Department of Rehabilitation Sciences (Occupational Therapy) and Faculty of Business (Hong Kong Polytechnic University)
  - To support S6 students' JUPAS choices, the Hok Yau Club held a talk in September 2025. Additional talks on multiple pathways, JUPAS applications, and overseas studies were offered to students and parents after S6 Parents' Day, providing information on local degree and sub-degree programmes.

- In collaboration with The Rock Group, the Careers Guidance Team organised a series of Careers Prefect training workshops. Through visits to Google Hong Kong, students gained first-hand exposure to a professional corporate environment and learnt about the importance of personal qualities such as extraversion, conscientiousness and humility.

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

Counselling and Inclusive Education

- The Counselling Team aims to promote students' self-awareness, self-understanding and resilience, enhancing whole-person development and overall well-being. It also aims to cultivate a mutually supportive atmosphere by facilitating communication and connection between teachers and peers, thereby establishing a supportive network at school.

- Guidance Assistant Mentorship Scheme
  - The Guidance Assistant Mentorship Scheme facilitates a supportive peer network by pairing selected Guidance Assistants with S1 students to aid their transition to secondary school. The programme develops leadership and communication skills in our student leaders through mentoring and experience sharing while enhancing interpersonal skills of our S1 newcomers in their adaptation to secondary school life.

  - Throughout the year, training workshops and camps have equipped Guidance Assistants with essential soft skills, including communication, empathy, and collaboration. These sessions have prepared them for leading various school wellness programmes and work together effectively.

  - In April 2026, The Counselling Team organised a service programme titled "Unlock Your Character Strengths" for primary school students. Through mass games and interactive booths, Guidance Assistants helped younger students explore their personal strengths. The positive feedback and enthusiastic participation from the children marked the programme's success.

- S1 & S4 Orientation Day
  - The S1 Orientation Day in August 2025 helped newcomers adapt to secondary school life through activities led by social workers and Guidance Assistants. The programme fostered supportive peer relationships and self-reflection to prepare students for new challenges. Adjustment was further supported by the Guidance Assistant Mentorship Scheme and school-based counselling services, while Guidance Assistants received specialised training to enhance their supportive roles.

  - In September 2025, the S4 Orientation Day, which focused on cultivating mutual understanding among classmates and preparing students for the senior secondary curriculum, was held. Through targeted activities, students developed essential skills in time management, resilience, and teamwork, which provided a strong foundation for their personal growth and collaboration.

- Home Programmes: Home Programmes and workshops catering to students' developmental needs were held in various forms. These initiatives aim to provide students with essential soft skills tailored to their needs, with a specific focus on topics such as emotional management, communication, and self-value.

- The Mental Health Wellness Programme
  - Throughout the school year, the Mental Health Wellness Programme enhanced student awareness and emotional management through activities focused on pressure relief and well-being.

  - In October 2025, "Building Your Mental First-Aid Kit" provided practical strategies for managing anxiety and stress via interactive sessions and reflective writing. "Mapping Emotions through Art" followed in December 2025, which used interactive displays and a drawing corner to help students identify and release emotions creatively.

  - The "Workshop on Overcoming Frustration" in March 2026 introduced "Cheer-Up Cards" and personalised action plans for navigating setbacks. In April 2026, the "Bad Day Café" and "Bad Day Pickleball" events used "Bad Day Postcards" to foster a supportive culture where peers shared coping methods. Finally, "Beyond Words" in May 2026 utilised art to help students bridge the gap between inner feelings and outward expressions.

- Personal Growth Support
  - To help students embrace school life, our social workers organised workshops—including the Adjustment Group, Peer Relationships Workshop, and New Chapter Programme, with a focus on emotional management, communication, and self-worth. Individual counselling sessions were also arranged to support students' personal growth.

  - The Student Mental Health Support Scheme, collaborated with the Hospital Authority's psychiatric team, clinical psychologists, educational psychologists, teachers, and social workers, has provided comprehensive care through a multi-disciplinary approach.

  - To ensure continuous support, regular Form and Class meetings were held. These sessions involved social workers, the discipline team, the SEN coordinator, and teachers, who worked together to facilitate school adjustment and provide necessary follow-up for students in need.

  - SEN Support: The Inclusive Education Team of our school has been set up to take care of the SEN students and provide training and support for the teachers. The team members include the SENCo, the Educational Psychologist from the EDB, the school-based speech therapist, teacher representatives from the Examination Team and core subjects, and the school social workers. A three-tier model has been adopted to provide support for SEN students with diverse needs. For Tier-1 students with transient or mild learning difficulties, early identification of their problems and quality teaching in regular classrooms may help. Tier-2 students who have persistent learning difficulties are provided with additional support and assistance in learning, including after-school subject support groups, as well as self-management and emotional training groups. Tier-3 students are offered intensive individualised support by means of an Individual Educational Plan (IEP), including personalised support provided by the Educational Psychologist and the school-based speech therapist. This aims to ensure that students receive support in both their academic and personal growth, and to promote an inclusive school environment.

Learning with IT

- The "Bring Your Own Device" (BYOD) scheme, now spanning from S1 to S5, helps students become more self-motivated and engaged in learning. To support the BYOD policy and encourage better study habits, the school has purchased Goodnotes Classroom accounts for all students and teachers. This goes beyond a standard note-taking app; it enables truly interactive learning, allowing teachers to view students' writing in real-time, track their progress, and facilitate class activities. Subject departments are also exploring and integrating other interactive platforms, like Padlet, Quizizz, and Quizlet, alongside Google Classroom to enrich learning within and beyond the classroom.
- To further support this collaborative spirit and keep pace with evolving teaching practices, we have established an e-learning circle. Comprising teachers from various Key Learning Areas (KLAs), this dedicated group meets regularly to exchange ideas, discuss new tools, and share their first-hand experiences of integrating IT into their classrooms. Our teachers have attended various professional development workshops, including sessions on NotebookLM and Gemini AI, to build their digital skills.
- As in previous years, the school continues to prioritise home-school communication through the instant messaging feature on our school app, which keeps teachers, students, and parents closely connected. We also maintain a focus on student accountability through the e-learning platform used to manage Student Learning Profiles (SLP). These profiles provide a clear, comprehensive record of a student's academic journey and achievements throughout their senior secondary years.
- On the hardware front, every classroom is equipped with an interactive smartboard designed to maximise student participation and encourage collaborative learning. Beyond the classrooms, the LED wall in our school hall has become a vibrant focal point for celebrating student achievements and sharing important updates. We are also proud of our STEAM Room, which gives students the hands-on tools they need to explore complex concepts, problem-solve, and think critically. By pairing this state-of-the-art infrastructure with our robust e-learning initiatives, we are empowering our students to confidently navigate and succeed in the digital age.

STEM Education

- STEM education and skills development have become increasingly important in today's society. Science, Technology, Engineering, and Mathematics (STEM) education aims to provide students with a strong knowledge base and foster their interest in these fields. Through STEM education, students develop the ability to integrate and apply knowledge and skills, while nurturing their innovation and creativity. At our school, we have implemented STEM education in both the regular curriculum and extra-curricular activities.
- STEM principles are deeply embedded within both our formal curriculum and our extensive extra-curricular activities. STEM elements are extensively incorporated into our Science, Technology and Mathematics curriculum. To enhance STEM education in junior forms, the school has joined the "IN-SMART Innovation Network for STEAM Mature, AI Ready Talents" programme. Offered by The University of Hong Kong, this initiative supports a school-based AI curriculum that integrates self-directed learning (SDL) for S1 Information Technology in the 2025-2026.
- We participate in the "IT Innovation Lab in Secondary Schools Programme", which aims to cultivate students' interest in Information Technology and foster an atmosphere of innovative thinking. Furthermore, in collaboration with external organisations, the school hosts workshops to equip students with insights into the latest technological advancements. These experiences are designed to encourage students to pursue technology-related tertiary education and future STEM careers.
- Beyond the classroom, STEM education is a vital component of our Other Learning Experience (OLE) framework. A primary highlight is our annual STEM Week, during which students engage in hands-on exploration across various STEAM domains to broaden their practical understanding.
- Our students consistently demonstrate excellence and technical proficiency by achieving notable results in a wide array of competitions:
  - AI Creativity Competition: Prompt Your Future Career
  - AI 產品及應用程式構建創新科技大賽創新驅動未來——聯合國 17 SDGs 篇
  - Analytical Chemistry Challenge for Secondary Students (2025/26)
  - bE inspired! 創想我城比賽
  - BuilDING OUR FUTURE GRAND CHALLENGE
  - Cathay Inter-school Aviation Challenge Cup
  - CEMC Waterloo Math Contest
  - CityUHK Science Patent Challenge 2025-26
  - CityUHK Summer Internship Programme 2026

- "Control of Obscene and Indecent Articles Ordinance" Slogan and Colouring Competition 2025
- Creative Infographic Design Competition on Applications of Mathematics for Primary and Secondary Schools
- Healthy School Project Competition 2025-2026
- HKUST Bridge Demonstration Competition
- Hong Kong Mathematics Olympiad
- Hong Kong Science Fair
- HSBC Hong Kong Community Partnership Programme SMART Community Hackathon 2025
- Mathematics Book Report Competition for Secondary Schools
- Mathematics Project Competition for Secondary Schools
- National Identity Mobile App Design Competition 2025-2026
- Online Exhibition for Secondary School Service-Learning or Community Service Project 2025
- Samsung Solve for Tomorrow 2025-2026
- SciPOP Science Demonstration Contest 2026
- SEED Foundation x AlipayHK 中學生 UI 設計比賽
- Statistical Project Competition for Secondary School Students
- The 28th Hong Kong Mathematical High Achievers Selection Contest
- The Schools Challenge "Innovating for Tomorrow"
- 'Train' for Life's Journeys 2.0 Environmental & Social Innovation Challenge 2026
- 「中學生趣味學習中草藥 — STEM 教育」- 聯校專題研習及中草藥鑑定比賽
- 「玩·PO·競」漫畫創作宣傳挑戰賽
- 「華夏盃®」全國數學奧林匹克邀請賽 2026
- 「創科之旅 網安無慮」人工智能生成四格漫畫比賽
- 人工智能與數字人生命故事寫作比賽
- 大灣區創科演講文化交流計劃 2025
- 大灣區青少年人工智能及網絡安全挑戰賽 2025
- 小零件・大未來比賽
- 中大賽馬會「智」為未來計劃 - 人工智能生成農曆新年賀卡比賽
- 香港演辯總會南海區教育局創客魔方機械人交流賽
- 第二屆生成式 AI 藝術創作大賽《點語成丹青》2025「詩韻躍然」
- 第四屆深港澳青少年創意設計大賽
- 第五屆全港青年 STEAM 比賽暨展覽（由 AI 到 SI）及人工智能素養推廣比賽
- 第六屆生物醫學工程創意競賽之「愛。創耆樂」挑戰賽
- 數碼宇宙守護者 2025

Other Learning Experiences (OLE)

- Various types of OLE programmes were conducted in multiple formats during eight OLE Fridays in the 2025-2026. These programmes broadened students' exposure through sports activities, music appreciation, art workshops, career outings, library talks, and drama appreciation. Such experiences promote learning beyond the classroom and foster students' aesthetic development and career-related skills.
- Extra-curricular activities are categorised into five major groups: School Teams, Religious Groups, Service and Uniform Groups, Interest Groups, and Academic Groups.
- Each S1 student is required to join one of the Service and Uniform Groups, including the Girl Guides Association, the Red Cross Association, Junior Police Call, the Community Youth Club, the Social Service Group, and the UNICEF Club.
- A series of school-based leadership training programmes titled "Class Charity Project", co-organised with Caritas, were incorporated into the S4 Home Programme to enhance students' communication skills, activity planning, and teamwork. After learning about different NGOs and participating in various voluntary experiences, students designed and organised activities related to the relevant topics. A showcase, where S4 students set up game booths and S1 and S5 students acted as players, was held in May to enhance students' social responsibility and awareness.
- In alignment with the school' s major focus on community service, all S1 students participated in the JC Volunteer Together (School-Based Programme)（賽馬會眾心行善義工體驗計劃）. Form-based courses addressing social issues, such as ageing and elderly care, were integrated with experiential learning activities during Home Time and OLE Fridays.
- A joint-school service project with SFCC and WYK was conducted to support underprivileged children in Choi Hung Estate. A series of training sessions was held in May by registered social workers, with preparations for the services taking place in July to promote the spirit of volunteerism among students.
- The extended learning days on 26 and 27 March featured special activities tailored to meet the diverse educational needs of our students. By integrating essential knowledge, skills, values, and attitudes, these activities fostered holistic development.

Level	Theme	Activities
S1	Experiential Learning (Junior Science)	• Field work at Caritas Chan Chun Ha Field Studies Centre, Cheung Chau • Analysis showcase
S2	Experiential Learning (PSHE)	• Discover Ping Shan's cultural and historical heritage • Agricultural half-day camp • Case analysis of Mei Ho House • Sustainable development of Tung Chung New Town • Showcase and presentation
S3	Growth & Resilience	• A two-day Adventure programme in Cheung Chau Don Bosco Youth Centre
S4	Leadership Training and Self-exploration	• The 4 Disciplines of Execution Workshop by HK Academy of Leadership • F4 Class Charity Project: Preparation workshop • Adventure-based leadership training day camp
S5	Understanding Chinese culture	• A five-day CS Mainland study tour in Chongqing, China

Support for School Development

Staff Development

- To stay abreast of the latest educational trends and shifting pedagogical demands, newly-joined teachers and in-service teachers attend workshops and seminars organised by the Education Bureau and tertiary institutes.
- Staff Induction Programmes were conducted to familiarise new teachers with their roles, responsibilities and duties in school.
- Target-oriented seminars were held throughout the year.
- A seminar on Teachers' Professionalism and the New Appraisal System was held in August 2025 to update teachers on the latest educational trends.
- A "Joint Canossian Schools Talk 「高效溝通——同理斟・同理心」 was held in August 2025 to foster empathetic communication between teachers, parents and students by prioritising active-listening and perspective-taking.
- The school's Educational Psychologist shared valuable insights in August 2025 on the essential qualities of an effective Form Teacher. The sharing highlighted the importance of cultivating a supportive, structured environment, focusing on strategies for building meaningful teacher-student relationships, fostering emotional intelligence, and proactively addressing students' developmental needs.
- To achieve dynamic and interactive classroom learning, the Goodnotes training workshop was held in August 2025 to foster a more engaging and personalised digital learning environment.
- An Anti-drug Education Talk regarding 'Etomidate' was held in September to raise urgent awareness about the severe health risks associated with this synthetic substance. The session aims to debunk misconceptions, highlighting the life-threatening neurological and psychological dangers of vaping 'Etomidate'.
- The visit to the Patriotic Education Centre in Shatin in October 2025 offered a deeper understanding of China's history, cultural heritage, and recent technological milestones in all staff. Through interactive exhibits, teachers explored national development and the lives of exemplary figures. This immersive experience cultivated a stronger sense of national identity, civic responsibility, and pride in national achievements.

- A seminar on "Building Strength and Memory Through Crisis Drills" was held in October 2025 by the school's Educational Psychologist. This workshop empowered teachers in their respective roles as frontline workers and administrative leaders in the handling of crises. Through immersive role-play scenarios, teachers learnt to maintain calmness and confidence necessary to manage volatile situations effectively while ensuring a stable, supportive, and professional atmosphere for all students and stakeholders, even under extreme pressure.
- To prepare for Parents' Day in February 2026, a specialised role-play workshop was organised for new teachers. This session was designed to emphasise the importance of communication with parents to support students' learning and other aspects of school life.
- In March 2026, Ms. Nancy Woo, the Alumnae Manager, delivered a compelling seminar titled "What Constitutes a Good Lesson?" for educators. This session focuses on bridging the gap between instructional design and classroom impact. Ms. Woo shared evidence-based strategies to foster active student engagement, implement effective scaffolding, and utilise data to drive learning outcomes.
- A briefing session on the latest Application Criteria for the Practising Certificate and the Continuous Professional Development (CPD) Plan at SFCC has been organised. This session aims to familiarise staff with current educational trends and the institution's strategic direction regarding course applications, ensuring continued excellence in our professional standards.
- Organised by the Catholic Diocese of Hong Kong, the Catholic School Teachers' Day 2026, with the theme "Messengers of Hope," was held in May 2026. It was hoped that Catholic school educators would continue to carry forward the vision, mission, and core values of Catholic education, nurturing children with love and passing on hope.
- Evaluation and Planning Workshop on the Effectiveness of Teaching and Learning was carried out in June 2026 to discuss the upcoming major concerns.

Parent Teacher Association

- Parent Seminars (S1–S6)
  - Seminars tailored to parents' needs were organised for students from S1 to S6. The topics included were:
    - Be Kind and Firm in Cultivating Positive Education（溫和且堅定的正向教育）
    - Students' Growth and Choices — Exploring Subject Selection Pathways
    - Supporting S4 Students to Start a New Chapter in Senior Secondary—How Parents Can Be Companions to Their Children（支援中四級學生開展高中新一頁——家長如何成為子女的同行者）
    - Preparation for JUPAS Application — Multiple Pathways
- Four PTA Executive Committee meetings were held during the school year.
- The PTA Exco Election 2025–2027 was conducted at the 38th Annual General Meeting held in November, during which nine parents were elected as the Executive Committee Members for PTA 2025–2027.
- Parent Education Workshop: Bad Day Barista（當孩子遇上「Bad Day」——家長教育工作坊）was held in May.
- Movie Appreciation & Sharing Session
  - A session led by the film director, Ms. Su Jia-yu, on the documentary "Ah Cheung: Wings of Hope" was held in April. The activity encouraged families to engage in meaningful sharing beyond the classroom and cultivate students' awareness of vulnerable groups in society.
  - All proceeds were donated to a local non-profit organisation supporting persons with disabilities through the Direction Association For The Handicapped（路向四肢傷殘人士協會）.
- Support and Regular Initiatives
  - With the assistance of parent volunteers, the PTA supported various school activities, including daily support for the Music Team competition, the Art Club outing, and the Chinese Dance Team competition (including make-up support).
  - Executive Committee Members also organised regular initiatives, including school uniform collection and donation.

Past Students' Association

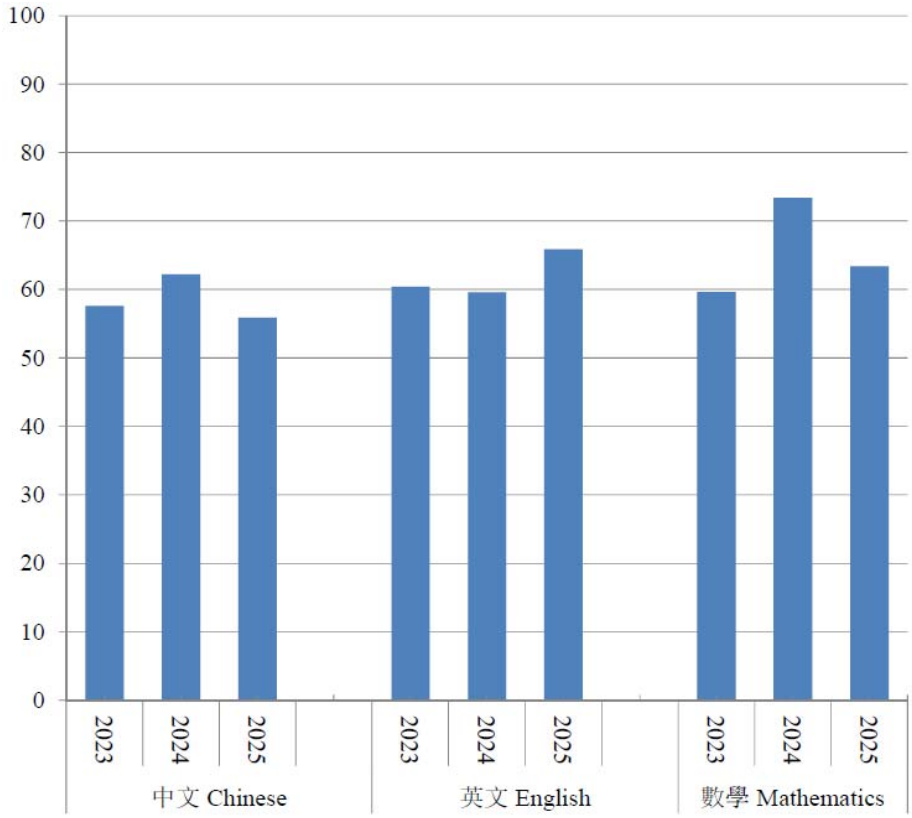
- St. Francis' Canossian College Past Students' Association ("PSA") aims to promote friendship and co-operation among alumni of St. Francis' Canossian College ("SFCC" or the "School") and to strengthen the bonding between alumni and the school and reach out to the community. PSA organizes charitable work and other activities that are considered worthy and for the benefit of SFCC.
- In September 2025, PSA successfully hosted "Meal and Mingle: Walking to the Community Kitchen," in collaboration with Caritas (Ngau Tau Kok). Through dumpling making and games, alumnae volunteers demonstrated enthusiasm and commitment. The laughter and the aroma of food created a celebratory ambiance. Families gathered to enjoy the dumplings while appreciating the effort behind the event. More than just a gathering, this initiative created meaningful connections with families in need and strengthened bonds among alumnae.
- In December 2025, PSA partnered with the Careers Guidance Team to organise a mock interview workshop for S5–S6 students. Alumnae offered professional advice and constructive feedback, helping students gain confidence and sharpen their skills for upcoming university admission interviews. The initiative provided invaluable practice and encouragement, equipping students to face future challenges with poise.
- In April 2026, the PSA had the honour of welcoming our retired Home Economics Teacher, Mrs. Yung, as the Master Chef for a nostalgic Cookery Workshop. Guided by her expertise, alumnae prepared delicious dishes while fondly recalling their classroom days of measuring ingredients, mastering kitchen skills, and cherishing the warmth Mrs. Yung always brought to her lessons. The workshop was more than a culinary exercise; it became a heartfelt bridge between past and present, filled with laughter, gratitude, and renewed connections that participants will treasure for years to come.
- The SFCC Mentorship Programme, in partnership with the Careers Team, received overwhelming support during the Careers Expo held in April 2026. Hosted in the school hall, the event featured alumnae from diverse fields, including public administration, banking, healthcare, and accounting, who generously shared their experiences. Students explored booths freely, engaging in meaningful conversations and gaining insights into various professions. The lively and interactive atmosphere made the Expo not only informative but also inspiring for students and alumnae alike, creating cherished memories and renewed motivation for future careers planning..

- The PSA remains committed to expanding mentorship, actively engaging alumnae from diverse generations and professions to guide young Franciscans with their knowledge and insights.
- With the experienced guidance and unwavering support of the Honourable Advisor, Mrs. Maria Jim (our former music teacher) and the Conductor, Dr. Angelina Au (our alumna), St. Francis' Canossian College Past Students' Association Choir ("SFCCPSA Choir") was established in September 2023, with the mission to promote lifelong interests in choral music and nurture strong friendships amongst alumnae. Beyond regular rehearsals, the SFCCPSA Choir participates in live performances, community service, and fundraising events.
- The SFCCPSA Ensemble, established in May 2026 under the guidance of Mrs. Maria Jim, demonstrates a deep passion for music and a strong determination to serve. In addition to community service projects and fundraising events, the Ensemble aims to participate in a wide range of choral competitions, extending its impact and building the reputation of the alumnae choir. Through these initiatives, the Ensemble will showcase its talents while making a meaningful contribution beyond the school community.
- Last but not least, PSA continues to maintain its website, Facebook page, Facebook instant messenger and Instagram page. Through these multimedia platforms, PSA aims to provide convenient channels for timely updates and announcements, photo and video sharing and even live broadcast of memorable moments. Additionally, these networks serve as a means to maintain communication with alumnae across generations, both near and afar. As in previous years, PSA remains committed to publishing newsletters to keep the community engaged and informed.
- All alumnae and prospective graduates are welcome to join as members of PSA. PSA earnestly seeks participation in upcoming activities and welcomes ideas and opinions. Please feel free to contact PSA at psa@mail.sfcc.edu.hk and refer to its website at http://www.sfcc.edu.hk/psa/index.html or Facebook page at www.facebook.com/sfcc.psa for the latest announcements and events.

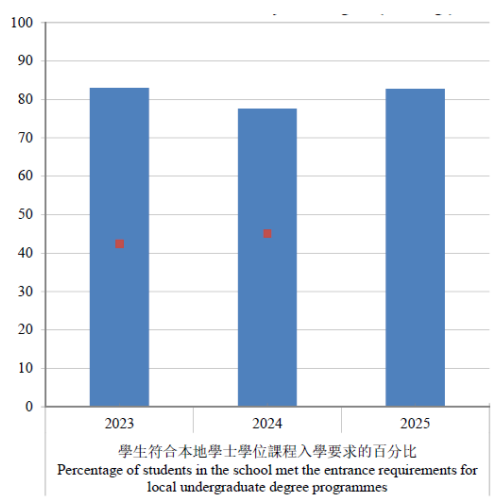
Student Performance

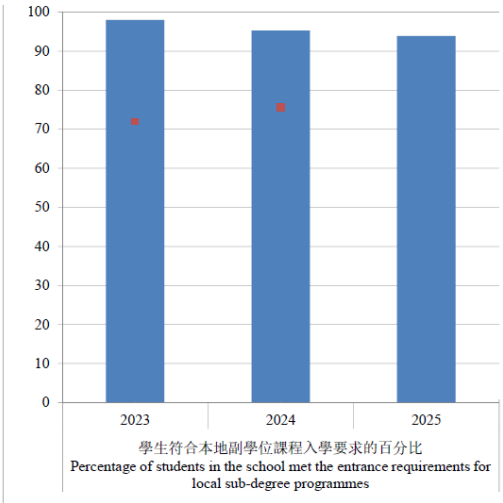
Academic Performance

Pre-S1 Hong Kong Attainment Test

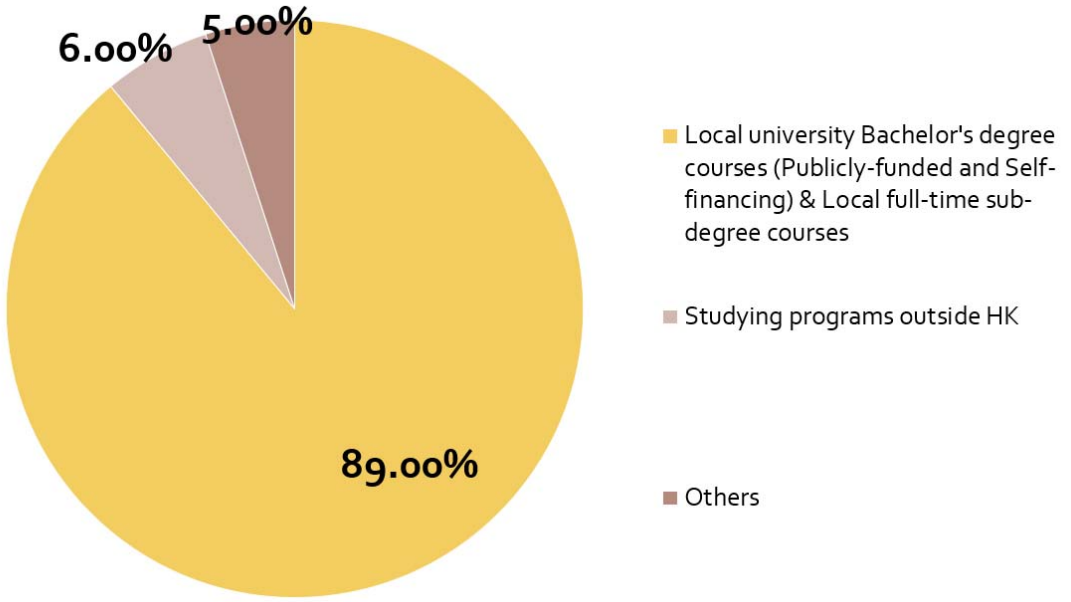


Public Examination Results





Destination of Graduate 2025

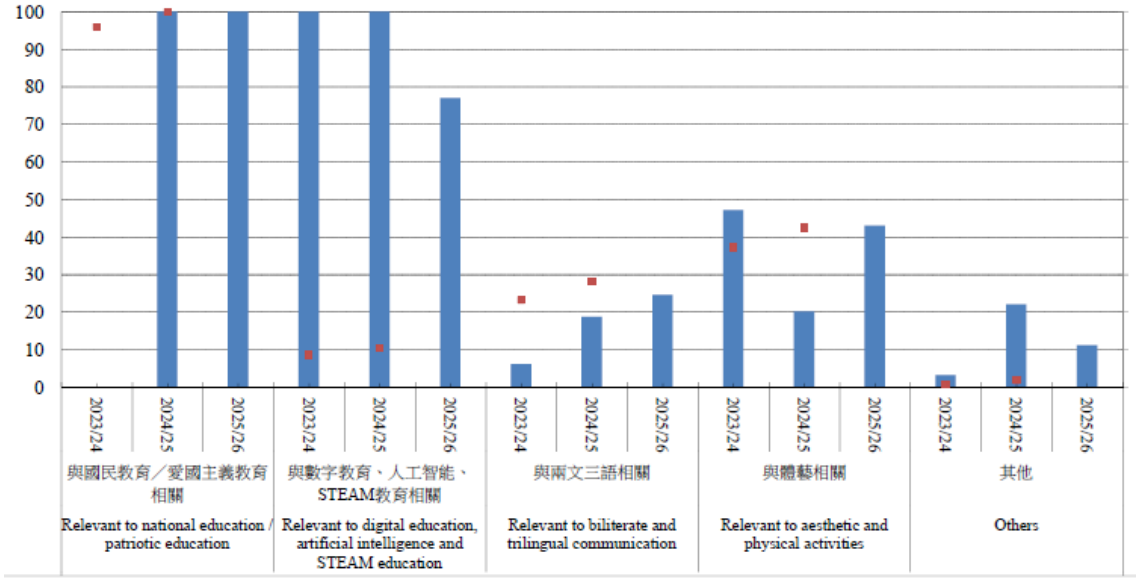


Non-academic Performance

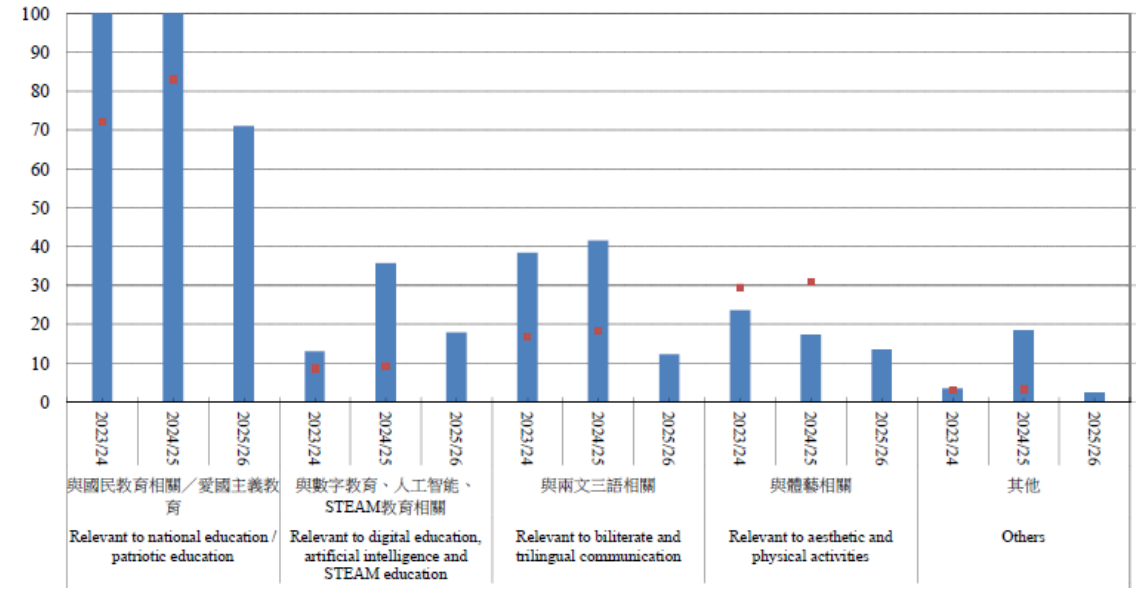
Student Participation in Inter-school Events and Uniform/Social and Voluntary Services Groups

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

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

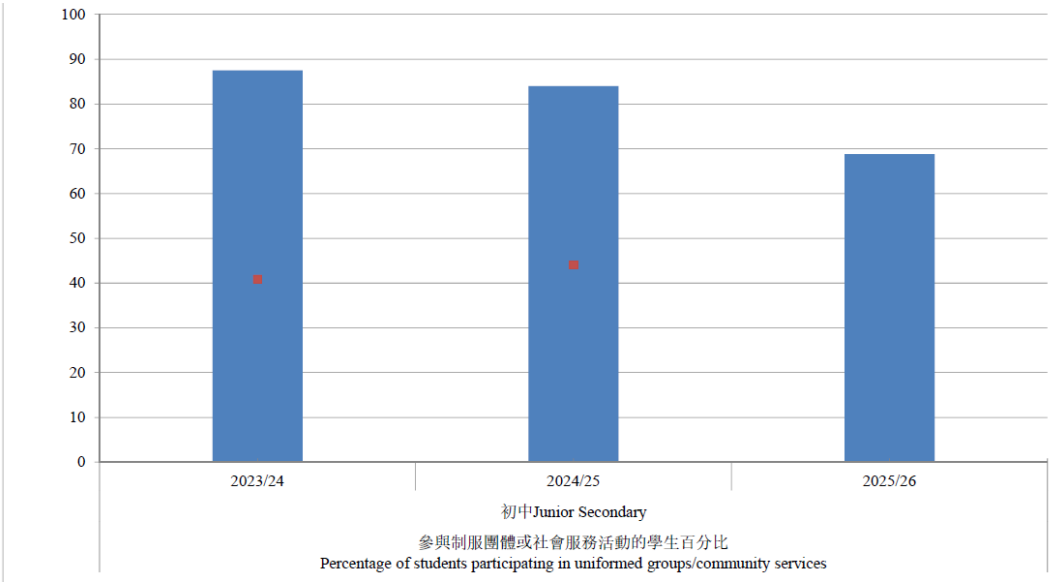


Junior Secondary

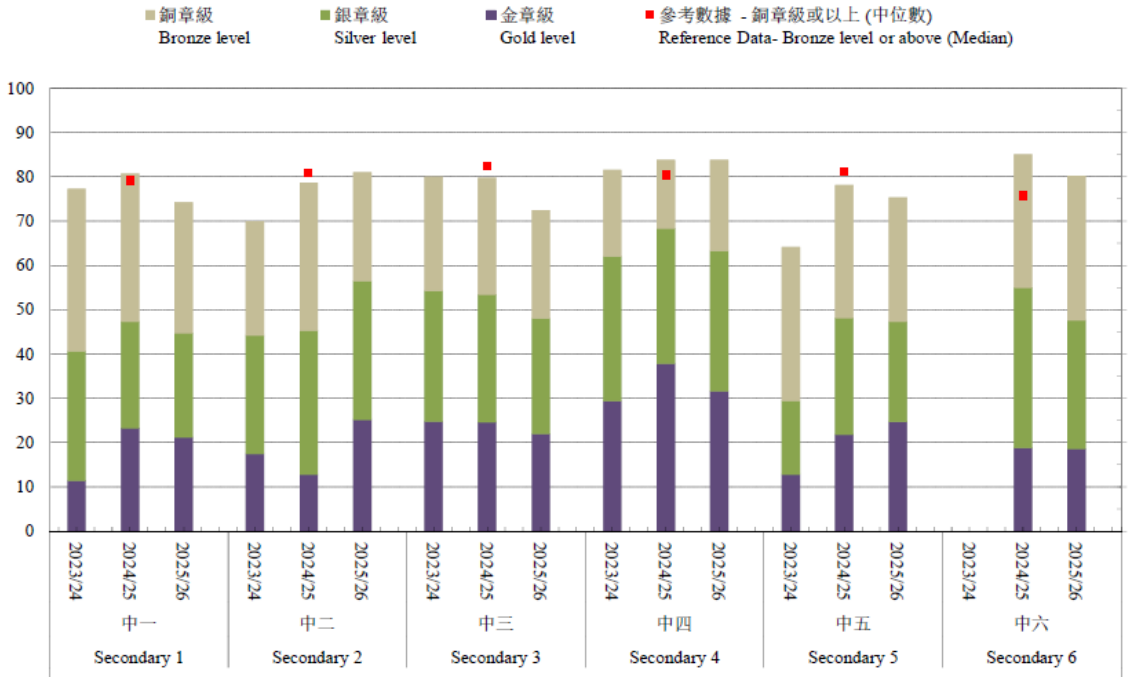


Senior Secondary

Percentage of students particpating in uniformed groups/ community services



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



Inter-school Activities and Prizes Won in 2025/26 s.y.

Nature	Name of Competition/ Organization	No. of Prizes			
		1st	2nd	3rd	Others
Music	1. 5th PREMIA International Young Artists Music Festival				
	• Chinese Ensemble	1			
	• Voice Young Artist F – Voice	2			
	• Voice Young Artist D - Voice	1			
	2. The 20th Hong Kong (Asia Pacific) Music Competition 2026				
	• Junior Choir	1			
	3. 78th Hong Kong Schools Music Festival				
	• Plain Song - Secondary School Choir		1		
	• Vocal Ensemble - Foreign Language - Mixed Voice Secondary School - With Piano Accompaniment – with Salesian English School			1	
	• Secondary School Choir - Foreign Language - Girls - Second Division – Senior		1		
	• Church Music - Foreign Language - Secondary School Choir - Age 14 or under			1	
	• Flute Solo - Secondary School - Junior			1	
	• Clarinet Solo - Secondary School - Junior			1	
	• Erhu Solo — Senior	1			
	• Yangqin Solo — Junior		1		
	• Graded Piano Solo - Grade Eight		1		
	• Graded Piano Solo - Grade Seven		1		
	• Graded Piano Solo - Grade Six			1	
	• Graded Piano Solo - Grade Five		1		
	• Trumpet Solo - Secondary School - Junior			1	
	• Zhongruan Solo — Senior		1		
	• Female Voice Duet - Age 14 or under		1		

Nature	Name of Competition/ Organization	No. of Prizes			
		1st	2nd	3rd	Others
	• Vocal Solo — Chinese — Female Voice — Secondary School — Age 14 or under		1		
	• Zhongruan Solo — Senior	1			
	• Zhongruan Solo — Intermediate		1		
	• Female Voice Duet - Age 14 or under		1		
	• Graded Piano Solo - Grade Four		1		
	• Female Voice Duet - Age 14 or under		1		
	• Vocal Solo - Foreign Language - Female Voice - Secondary School - Age 14 or under		1		
	• Vocal Solo - Foreign Language - Female Voice - Secondary School - Age 16 or under			1	
	• Female Voice Duet - Secondary School - Age 19 or under		1		
	• Vocal Solo — Chinese — Female Voice — Secondary School — Age 16 or under		1		
	• Vocal Solo - Foreign Language - Female Voice - Secondary School - Age 16 or under		1		
	• Zheng Solo — Senior			1	
	• Vocal Solo - Foreign Language - Female Voice - Secondary School - Age 16 or under			1	
	• Female Voice Duet - Secondary School - Age 19 or under			1	
	• Vocal Solo — Chinese — Soprano — Secondary School — Age 19 or under			1	
	• Vocal Solo - Foreign Language - Female Voice - Secondary School - Age 16 or under		1		
	• Female Voice Duet - Secondary School - Age 19 or under		1		
	• Zheng Solo — Intermediate		1		
	• Vocal Solo - Foreign Language - Female Voice - Secondary School - Age 16 or under			1	
	• Female Voice Duet - Secondary School - Age 19 or under			1	

Nature	Name of Competition/ Organization	No. of Prizes			
		1st	2nd	3rd	Others
	• Vocal Solo - Foreign Language - Soprano - Secondary School - Age 19 or under			1	
	4. Joint Schools Music Competition 2026				
	• Chinese Ensemble		1		
	• Chinese Ensemble (Senior)	1			
Dance	62nd School Dance Festival Competition				
	• 中學組中國舞（群舞）	1			
	• 中學組中國舞（獨舞）	1			Merit
Drama	AEMSS English Drama Fest 2026				
	• Outstanding Spoken English				
	• Star Performer				
Sports	1. Inter-School Swimming Competition (Division Three)				
	• Gils Overall	1			
	• C Grade 50m Butterfly		1		
	• C Grade 50m Free Style	1			
	• B Grade 50m Brest Stroke		1		
	• C Grade 100m Free Style	1			
	• A Grade 200m Breast Stroke		1		
	• C Grade 4x50m Free Style Relay		1		
	• A Grade 4x50m Free Style Relay		1		
	2. Inter-School Athletics Competition (Division Three Area 3)				
	• Girls B Grade		1		
	• Girls Overall			1	
	• B Grade Long Jump		1		
	• C Grade Shot Put			1	
	• B Grade100m Hurdles		1		
	• B Grade 400m	1			
	• B Grade 800m			1	
	• B Grade 200m			1	

Nature	Name of Competition/ Organization	No. of Prizes			
		1st	2nd	3rd	Others
	• B Grade 1500m	1			
	• B Grade 4x100m Relay	1			
	• C Grade 4x100m Relay			1	
	• B Grade 4x400m Relay		1		
	• B Grade Discus		1		
	3. Inter-School Basketball Competition Division Three (Hong Kong Island)				
	• Girls A Grade			1	
	4. Inter-School Cross-Country Competition Division Three (Area 4)				
	• Girls B Grade	1			
	• Girls Overall	1			
	5. 2026 Cheerleading Championships Hong Kong, China				
	• Junior (Small) Hip Hop		1		
	6. Hong Kong Inter-school Karatedo Tournament 2025–2026				
	• Girls A Grade Kata	1			
	• Girls Overall		1		
STEM	1. 2025 BuilDING Our Future Grand Challenge 2025				
	• Hong Kong Stage	1			
	• Singapore Stage		1		
	2. 大灣區創科演講文化交流計劃 2025	1			
	3. Healthy School Project Competition 2025-2026	1			
	• Most Creative Award				1
	4. Online Exhibition for Secondary School Service-Learning or Community Service Project		1		
	5. 第五屆全港青年 STEAM 比賽暨展覽（由 AI 到 SI）及人工智能素養推廣比賽 -				
	• 人工智能素養影片創作比賽		1		
	• 超視覺 AI 技能大賽		1		
	6. Cathay Inter-school Aviation Challenge Cup			1	
	7. 2025 大灣區創科演辯文化交流計劃				

Nature	Name of Competition/ Organization	No. of Prizes			
		1st	2nd	3rd	Others
	• 最踴躍學校參與獎			1	
	8. 第六屆生物醫學工程創意競賽之「愛.創耆樂」挑戰賽個人賽		1		
Art	國際藝術薈萃大賽		1		
Service	1. 香港急症醫學會 急診醫學四十載 急救技能大挑戰			1	
	2. 香港紅十字會 青年發展服務 2025-2026 年度 港島總部 灣仔區青年急救比賽	1			
	3. 2025-2026 香港紅十字會港島總部青年急救比賽	1	1		最佳隊長
	• 模擬場景賽	1			
	4. 2025-2026 香港紅十字會灣仔區青年護理比賽	1			最佳隊長
	5. 2025-2026 香港紅十字會港島總部青年護理比賽		1		
	• 模擬場景賽	1			
	6. 2025-2026 香港紅十字會港島總部青年步操比賽			1	
	7. 2025-2026 香港紅十字會全港青年護理比賽		1		
	• 模擬場景賽	1			
Others	1. 2025「菁莪盃」全港校際演講比賽				
	• 粵語組	1			
	• 普通話組		1		
	2. IDP Education - Hong Kong English Challenge 2025: IDP Education x University of Birmingham English Reading Challenge				
	• Secondary School (Group A) - Public	1			
	3. 「華夏盃」全國數學奧林匹克邀請賽 2026（華南賽區）				
	• 初賽		1	1	
	• 晉級		1	1	
	4. 43rd Hong Kong Mathematics Olympiad			1	
	5. 中國農業銀行香港分行及明愛學校社會工作服務合辦：生涯啟航—農銀香港聯校經濟知識比賽			1	
	6. 「中學生趣味學習中草藥—STEM 教育」- 聯校專題研習及中草藥鑑			1	

Nature	Name of Competition/ Organization	No. of Prizes			
		1st	2nd	3rd	Others
	定比賽				
	7. 77th Hong Kong Schools Speech Festival 第 77 屆香港學校朗誦節				
	• Solo Verse Speaking		1		
	• 普通話散文獨誦	1			
	• 粵語二人朗誦		1		
	• 粵語散文獨誦		1		
	• 粵語詩詞獨誦			1	
	• 普通話詩詞獨誦			1	

Financial Summary
2025 - 2026

Financial Report for 2025 – 26 Programme Item	Total Allocation ($)	Total Expenditure ($)
(1) Premises	1,915,584.69	876,466
(2) Administration		1,771,647.94
(3) Curriculum		128,413.45
(4) Administration Grant	3,859,164.00	3,663,364.02
(5) Other items	1,761,758.00	1,851,486.35
Total	7,536,506.69	8,291,377.06
Percentage Spent		**110.01%**
EOEBG Income 2025 - 26		7,536,506.69
EOEBG Expenditure 2025 - 26		8,291,377.06

Collection of fee as approved by EDB Programme Item	Income ($)	Expenditure ($)
(1) Tong Fai	151,800.00	151,800.00
(2) Non-standard Items Fee	186,300.00	186,300.00
Total	338,100.00	338,100.00
Percentage Spent		100%

Report on the use of Special Grants

1. Composite Information Technology Grant (CITG)

- The Grant was used for the IT equipment, maintenance and supporting services for the development of IT in education.
- Approved Grant in the year 2025 – 2026: $ 468,347.00

Item	Amount ($)
• Technical Support Service	290,115.00
• School Internet Service	92,520.00
• Consumable & Maintenance	47,263.37
• Software & Equipment	66,900.00
Total	**496,798.37**
Deficit	**(28,451.37)**

2. Capacity Enhancement Grant (CEG)

- The Grant was used for the employment of supporting staff to relieve the workload of teachers.
- Grant for the year 2025 – 2026: $ 609,252
- Approved Grant in the year 2025 – 2026: $ 640,080

Task Area	Area(s) of Concern	Amount ($)
Library Support	• Reading to Learn and Information Literacy	353,722.98
Religious Education & Pastoral Care	• Curriculum Development in Religious & Moral Education	284,445.00
	Total	**638,167.98**
	Deficit	**(28,915.98)**

3. Promotion of Reading Grant

Part 1: Evaluation of the Effectiveness

1. Evaluation of achievement of the objectives:

   Throughout this academic year, we have implemented a series of reading promotion activities aimed at cultivating students' reading habits while aligning with the Education Bureau's National Security Education and Values Education. These activities included the "DEAR" reading program, video-sharing sessions, themed book exhibition, book fair, author talk, as well as book sharing sessions by the principal and teachers. These events were well received by students, who not only participated actively but also provided encouraging feedback.

   To ensure that purchased books and reference resources conform to the aims, objectives, and content of the EDB curriculum, we have continuously optimized our book procurement procedure. Under this updated mechanism, we also continue to support subject departments in purchasing books and promoting reading. At the same time, keeping pace with the times, we have expanded our ebook collection, and our ebook readership was recognized with an award.

2. Evaluation of strategies:

   Building on our experience in promoting reading last academic year, we will continue to employ a variety of strategies and activities to create an engaging reading environment for students. At the same time, involving students in selecting and promoting reading materials has proven effective in boosting their enthusiasm to participate in reading activities.

   Looking ahead—especially in today's era of pervasive generative AI and digital media—the information students encounter daily extends far beyond plain text. We will select appropriate resources to devise strategies to promote reading, with a view to encouraging multimodal reading, cultivating an interest in extensive reading and developing an active reading habit among students, and enhancing students' language literacy.

Part 2: Financial Report

- Approved Grant in the year 2025 – 2026: $ 66,176.00

Item	Actual expenses ($)
1. Purchase of reading materials • Printed book • E-Book • Subscription of newspapers and magazines	29,834.65

Item	Actual expenses ($)
2. Web-based Reading Schemes: • eRead Scheme: WiseSearch	13,868.00
3. Reading activities: • Hiring writers, professional storytellers, etc. to conduct talks	3,000.00
4. Others	1,142.61
Total	**47,845.26**
Unspent Balance	**18,330.74**

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

- The Grant was used for the procurement of personnel and reading materials regarding Chinese Language and Culture enhanced the NCS student's interest and motivation towards Chinese Language and Chinese History.
- Surplus from last year and grant for 2025 – 2026: $ 1,155,065.20
- Approved Grant in the year 2025 – 2026: $ 907,820.00

Item	Amount ($)
Appointing 2 additional teachers to support the learning of Chinese and Chinese History of NCS students	857,820.00
Organize school-based cultural activities to promote an inclusive school environment for NCS students	50,000.00
Total	**907,820.00**
Grant b/f to 2026 - 2027	**247,245.20**

5. Learning Support Grant

- The School used this grant to provide learning support to students with special educational needs (SEN)
- Surplus from last year and grant for 2025 – 2026: $ 621,557,35
- Approved Grant in the year 2025 – 2026: $ 567,000.00

Item	Amount ($)
Employment of a Full Time Student Support Officer	267,831.45
Employment of a Part Time SEN Teaching Assistant	36,580.00
Workshop for SEN Students (Training for Communication skills, Handling Emotions and Improvements in Self-management) Tutorial Class	95,910.00
Employment of an External Speech Therapist	31,500.00
Procurement of Learning Resources and Equipment Learning Tools (Apps and Online Platform)	12,791.22
Peer Support Program	9,580.00
Whole School Promotion of Inclusive Education and Mental Well-being	33,871.83
Parent Education Talks or Workshops	8,800.00
Total	**496,864.50**
Grant b/f to 2025 - 2026	**124,692.85**

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

- To support schools in raising students' interest in learning traditional Chinese culture and strengthening their sense of national identity and to create a cultural atmosphere on school campus
- One-off Grant from 2023 – 2026: $300,000.00
- Grant b/f to 2025 – 2026: $125,405.25
- Approved Grant in 2025 – 2026: $50,000.00

Item	Amount ($)
購買 AI 巫筆平台	38,040.00
中華文化周暨賀年周	3,373.53
Total	**41,413.53**
Grant b/f to 2026 - 2027	**83,991.72**

7. One-off Grant on Parent Education

- To meet the needs of parents, and equip them with the knowledge and skills necessary for bringing up their children at different stages.
- One-off Grant from 2023 – 2027: $200,000.00
- Grant b/f to 2025 – 2026: $148,600.00
- Approved Grant in 2025 – 2026: $99,800.00

Item	Amount ($)
Conducting Needs Analysis for School-based Implementation of Parent Education	49,900.00
Home Programme Support with Parent Education Elements	49,900.00
Total	**99,800.00**
Grant b/f to 2026 - 2027	**48,800.00**

8. Grant of Supporting NCS Student with SEN

- To support NCS students with SEN in adapting the school life and make smooth transition through different learning stages
- Grant in previous year and the year 2025 – 2026: $131,141.00
- Approved Grant in the year 2025 – 2026: $92,000.00

Item	Amount ($)
Promote inclusive Education activity – Chinese New Year Cultural Week for school	49,800.00
Career Planning Workshop: Mock DSE results release simulation	18,000.00
Total	**67,800.00**
Grant b/f to 2026 - 2027	**63,341.00**

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

- To expose students to a wide variety of physical activities to help them develop sports skills, enhance physical fitness, gain knowledge of relevant physical activities, foster positive values and attitudes, and develop a habit of active participation in physical activities
- One-off Grant from 2024 – 2027: $150,000.00
- Grant b/f to 2025 – 2026: $108,489.20
- Approved Grant in 2025 – 2026: $75,000.00

- According to the optimisation measures on one-off grants by EDB in extending the usage period of one-off grants to enable schools' flexible deployment of resources and utilisation of surplus having regard to schoolbased circumstances, the proposed use of grant for promotion of a sports ambience & MVPA60 in school was suspended to use in 2025 – 2026. The grant of $108,489.20 is therefore b/f to 2026 – 2027.

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

- To support needy students to participate in after-school learning activities with a view to facilitating their whole-person development and personal growth.
- Approved Grant in 2025 – 2026: $23,200.00

Item	Amount ($)
The 77th Hong Kong Schools Speech Festival (CHINESE)	$1,320.00
The 77th Hong Kong Schools Speech Festival (ENGLISH)	$185.00
The 78th Hong Kong Schools Music Festival	$770.00
The 78th Hong Kong Schools Music Festival (Administration Fee)	$100.00
Instrumental Classes	$20,276.80
Total	**$22,651.80**
Grant b/f to 2026 - 2027	**$548.20**

11. Student Activities Support Grant

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

I. Financial Overview

A	Allocation in the Current School Year:	$39,000.00
B	Expenditure in the Current School Year:	$30,328.20
C	Unspent Amount to be Returned to the EDB (A – B):	$8,671.80

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	1	$500.00
Full-grant under the School Textbook Assistance Scheme	22	$14,714.20
Meeting the school-based financially needy criteria	13	$15,114.00 (capped at 25% of the total allocation for the school year)
	36	**$30,328.20**

Please refer to the next page in details.

2526 School Year Report on the Use of the School-Based After School (SBG)
St. Francis' Canossian College

I. Financial Overview

A	Allocation in the Current School Year:	$23,200.00
B	Expenditure in the Current School Year:	$22,651.80
C	Unspent Amount to be Returned to the EDB (A – B):	$548.20

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	1	$2,668.00
Full-grant under the School Textbook Assistance Scheme	17	$18,893.80
Meeting the school-based financially needy criteria	8	$1,090.00 (capped at 25% of the total allocation for the school year)
Total	**26**	**$22,651.80**

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

III. Details of Expenses

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times[1] of student beneficiaries	Actual Expenses ($)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					Values Education	Intellectual Development (closely linked with curriculum)	Physical and Aesthetic Development	Community Service	Career-related Experiences
1. Local activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them									
1	The 77th Hong Kong Schools Speech Festival (CHINESE)	Chinese Language	7	$1,320.00	✓	✓	✓		
2	The 77th Hong Kong Schools Speech Festival (ENGLISH)	English Language	1	$185.00	✓	✓	✓		
3	The 78th Hong Kong Schools Music Festival	Arts (Music)	4	$770.00	✓	✓	✓		
4	The 78th Hong Kong Schools Music Festival (Administration Fee)	Arts (Music)	2	$100.00			✓		

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times[1] of student beneficiaries	Actual Expenses ($)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					Values Education	Intellectual Development (closely linked with curriculum)	Physical and Aesthetic Development	Community Service	Career-related Experiences
5	Instrumental Classes	Arts (Music)	12	$20,276.80	✓	✓	✓		
(Please insert rows above if the space provided is insufficient.)									
		Expenses for Category 1	**26**	**$22,651.80**					
2. Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1									
(Please insert rows above if the space provided is insufficient.)									
		Expenses for Category 2	**0**	**$0.00**					
3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities									
1									
(Please insert rows above if the space provided is insufficient.)									
		Expenses for Category 3	**0**	**$0.00**					
		Total	**26**	**$22,651.80**					

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

Contact Person for Student Activities Support Grant (Name & Post):	Janet Wong (Teacher)

2526 School Year Report on the Use of the Student Activities Support Grant
St. Francis' Canossian College

I. Financial Overview

A	Allocation in the Current School Year:	$39,000.00
B	Expenditure in the Current School Year:	$30,328.20
C	Unspent Amount to be Returned to the EDB (A – B):	$8,671.80

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	1	$500.00
Full-grant under the School Textbook Assistance Scheme	22	$14,714.20
Meeting the school-based financially needy criteria	13	$15,114.00 (capped at 25% of the total allocation for the school year)
Total	**36**	**$30,328.20**

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

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

III. Details of Expenses

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times[1] of student beneficiaries	Actual Expenses ($)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					Values Education	Intellectual Development (closely linked with curriculum)	Physical and Aesthetic Development	Community Service	Career-related Experiences
1. Local activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them									
1	Chinese Dance Team	Physical Educatio	2	$375.00	✓		✓		
2	Athletics Team	Physical Educatio	7	$1,650.00	✓		✓		
3	Long Distance Run Team Training	Physical Educatio	1	$100.00	✓		✓		
4	School Basketball Team Training	Physical Educatio	2	$600.00	✓		✓		
5	School Cheerleading Dance Team Training	Physical Educatio	4	$1,250.00	✓		✓		
6	Instrumental Classes	Arts (Music)	14	$19,743.20	✓	✓	✓		

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times[1] of student beneficiaries	Actual Expenses ($)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					Values Education	Intellectual Development (closely linked with curriculum)	Physical and Aesthetic Development	Community Service	Career-related Experiences
7	Piano Accompaniment and Coaching Sessions for Competitions	Arts (Music)	3	$4,000.00	✓	✓	✓		✓
8	The 5th PREMIA International Young Artists Music Festival 2026	Arts (Music)	1	$850.00	✓	✓	✓		✓
9	Piano Accompaniment and Coaching Sessions for Competitions	Arts (Music)	1	$880.00	✓	✓	✓		✓
10	第七屆粵港澳大灣區青少年藝術展演2026	Arts (Music)	1	$880.00	✓	✓	✓		✓
(Please insert rows above if the space provided is insufficient.)									
	Expenses for Category 1		**36**	**$30,328.20**					
2. Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1									
2									
(Please insert rows above if the space provided is insufficient.)									
	Expenses for Category 2		**0**	**$0.00**					
3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities									
1									
2									
(Please insert rows above if the space provided is insufficient.)									
	Expenses for Category 3		**0**	**$0.00**					
	Total		**36**	**$30,328.20**					

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

Contact Person for Student Activities Support Grant (Name & Post):	Janet Wong (Teacher)

12. Diversity Learning Grant

- To offer school-based pull-out or off-school support programmes on Gifted Education
- Approved Grant in 2025 – 2026: $90,000.00

Item	Amount ($)
External gifted education programs	13,200.00
Creative Writing Programme in Chinese	28,000.00
Elite Writing Classes in English	30,000.00
Total	**71,200.00**

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

- The grant was used to provide suitable support services to newly arrived students to cater for their learning and adaptation needs.
- Approved Grant in the year 2025 – 2026: $70,000.00

Item	Amount ($)
English and Chinese enhancement classes	4,800.00
English and Chinese enhancement classes	24,750.00
Induction Programmes	7,500
Orientation Programme	881.70
Total	**37,931.70**
Unspent Balance	**32,068.30**

14. AI for Science Education Funding Programme

- To strengthen science teachers' professional capacity and confidence in using AI technology by enabling them to enroll in short courses, workshops, and seminars organized by tertiary institutions or professional bodies.
- To encourage science departments to develop and trial innovative, school-based pedagogical approaches and learning materials using AI (e.g., developing AI-integrated teaching examples, scientific modeling, or interactive learning tools).
- To leverage AI tools to support scientific inquiry, generate concept diagrams, evaluate open-ended questions, and ultimately improve students' understanding and engagement in Junior Secondary Science.
- To require participating schools to conduct open classes/classroom demonstrations and host experience-sharing sessions, thereby building a community of practice across the education sector.

- Grant for the 2025/26 and 2026/27 school year: $100,000.00
- Approved Grant in 2025 – 2026: $50,000.00

Item	Amount ($)
Professional Development Course Fees (CUHK)	21,600.00
Professional Development Course Fees (HKU)	24,800.00
Total	**46,400.00**
Grant b/f to 2026 - 2027	**53,600.00**

15. One-off Grant to Promote Self-directed Learning (English Language)

- To empower students to take charge of their own English language learning outside the classroom by planning, monitoring, and evaluating their learning progress independently.
- To help schools establish a vibrant, language-rich environment through procuring English reading materials, e-learning platforms, educational software/games, and organizing interactive English activities.
- To provide schools with resources to drive key curriculum priorities, including Language across the Curriculum (LaC) and Reading across the Curriculum (RaC).
- To allow schools flexibility in hiring native English-speaking instructors/non-teaching support staff or engaging professional organizations to develop graded, self-paced learning resources tailored to students' needs.
- One-off Grant from 2024 – 2027: $200,000.00
- Approved Grant in the year 2025 – 2026: $ 91,239.00

Item	Amount ($)
Establishment of a Junior Form Reading programme	50,000.00
"Drama in English" Language Courses	41239.20
Total	**91,239.20**
Grant b/f to 2026 - 2027	**108,760.80**

16. One-off Grant to Promote Self-directed Leaning (Putonghua)

- To encourage students to proactively engage in Putonghua learning beyond regular class hours, fostering lifelong self-directed language learning habits.
- To create authentic immersion opportunities for students to practice and apply Putonghua in context, thereby consolidating listening, speaking, and reading skills.
- To assist schools in building a language-rich environment by acquiring dedicated Putonghua learning technologies, interactive media, and organizing diverse campus-wide Putonghua activities.
- To enable schools to purchase specialized services, software, or hire external instructors to design customized Putonghua learning activities and self-learning packages.
- One-off Grant from 2024 – 2027: $200,000.00
- Approved Grant in the year 2025 – 2026: $ 100,000.00

Item	Amount ($)
採購和/或訂閱學習資源	49,800.00
聘請不屬編制內的普通話導師或非教學支援人員	9,000.00
購買學與教相關的服務	12,354.80
Total	**71,154.80**
Grant b/f to 2026 - 2027	**128,845.20**

17. Life-wide Learning Grant and Sister School Grant

- To provide students with rich and diversified learning experiences to broaden their horizons and share a common goal of fostering their whole-person development.

	Budget (HK$)	**Actual Expenses (HK$)**
Categories 1.1	**1,309,810.00**	**1,136,168.48**
Categories 1.2	**180,000.00**	**12,947.97**
Total	**1,489,810.00**	**1,149,116.45**

Please refer to the next page in details.

2025-2026 Report on the Use of the Life-wide Learning and Sister School Grant (Template)

July 2026 ver.

St. Francis' Canossian College

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

^ List of Evaluation Method for reference (Schools can select one or more suitable option(s) from the pull-down list):【School may click on the "─" on the left to hide this part】

[Please click "Enable Content" / "啟用內容" above before completing the template.]

Evaluation Method:	**E1** Questionnai	**E2** School Meeting and Discussion	**E3** Professional Sharing in School	**E4** Interview	**E5** Observation	**E6** Written report and record	**E7** Others (Please specify in column L)

Category 1: Details of Activities

No.	Name and Description of the Activity	Date	Objective(s) of the Activity	Target & Number of Participants (Fill in the number of participants of each type; please indicate "0" if a particular type is not involved)				Actual Expenses ($)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Evaluation Method^		Evaluation Results (Select the suitable option from the pull-down list)
				Students (Please specify levels and number)	Teachers	School Manage-ment	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "E7 Others" is selected, please provide details in this column)	
1.1	**Local Activities** (including online exchanges)											
1	Home programs for student formation F1: self management program F2: Board game workshops for communication skills F3: Multiple pathway and choice of subjects workshop F4: class charity project F5: Goal setting program F3-F4 extended learning days banners	1/9/2025-27/5/2026	To develop students soft skills according to the main theme of the home programs proposed.	S1-S6 (681)	24	5		$8,410.74		E1 Questionnaire		Mostly achieved
2	S3-S5 Careers Day: F3 students will go for experiential learning from VTC. F4 students will go for Careers Sparkle from St. James Settlement. F5 students will go for company visit.	07 Jul 2026	To let students explore more about different careers through hands-on experience / company visits.	S3-S5 (331)				$39,083.00		E1 Questionnaire		Mostly achieved
3	S2-3 OLE Music - Acappella	21/11/2026	To let students to have an overview of Accappella through learning and playing some basic skills	S2-3 (121)	16	2		$6,000.00		E1 Questionnaire		Fully achieved
4	S4-6 OLE Music - Western Opera	21/11/2026	To let students to have an overview of Western Operatic Music through learning and playing some basic skills	S4-6 (180)	24	2		$8,000.00		E1 Questionnaire		Fully achieved
5	S.1 Sports OLE (Fencing Workshop): An 1.5 hour experience session by professional coaches	24/6/2026	Expending students' horizon in sports through a tasting session.	S1 (120)	10	2		$1,270.00		E1 Questionnaire		Fully achieved
6	S.2 Sports OLE (Orienteering Workshop): A 2 hour orienteering workshop by professional coaches from Orienteering Association HK	24/4/2026	Objective: Expending students' horizon in sports through a tasting session.	S.2 (131)	8	1		$2,800.00		E1 Questionnaire		Fully achieved
7	S.3 Sports OLE (Bowling Workshop) An 1.5 hour experience session by professional coaches in SCAA Causeway Bay	24/4/2026	Expending students' horizon in sports through a tasting session.	S.3 (120)	7	1		$4,240.00		E1 Questionnaire		Fully achieved
8	STEM OLE: To organize STEM activities for students to arouse students' interest in STEM	25/05/2026	To arouse students' interest in STEM	S1-5 (599)				$3,499.94		E2 School Meeting and Discussion		Fully achieved

No.	Name and Description of the Activity	Date	Objective(s) of the Activity	Target & Number of Participants (Fill in the number of participants of each type; please indicate "0" if a particular type is not involved)				Actual Expenses ($)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Evaluation Method^		Evaluation Results (Select the suitable option from the pull-down list)
				Students (Please specify levels and number)	Teachers	School Manage-ment	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "E7 Others" is selected, please provide details in this column)	
9	OLE English Drama Appreciation: Students will watch an English drama performance by an external oraganization. Pre- and postshow educational materials (e.g. story summary, vocabulary list, critical thinking questions, writing and listening skills exercises) will be provided by both the organization and the respective English teachers to help students engage in learning about the literature work and books related to the drama performance.	6/03/2026	To let students learn to appreciate classic literature in English and to cultivate their interest in performing arts.	S1-5 (591)	57			$13,500.00		E1 Questionnaire		Mostly achieved
10	S1 Extended Learning Day 1: This extended learning programme is designed to take science learning outside the traditional classroom walls. By combining fieldwork with digital technology and public communication, students transition from passive learners to active environmental advocates.	26/3/27	Understand Hong Kong's rich biodiversity, exploring the unique characteristics and adaptations of different biological categories while mastering retrieval and classification skills.2. Master the use of professional water quality testing tools. Learn to prepare microscope slides to observe live plankton specimens, navigating concepts of resolution, magnification, and field of view. 3.: Internalize the profound importance of biodiversity and recognize the direct, often fragile consequences of human activities on stream ecosystems.	S1 (132)	10			$139.00		E1 Questionnaire		Fully achieved
11	F2 Extended Learning Day: Experiential learning organised by PSHE KLA	26-27/2026	Students will engage in a range of activities that promote critical thinking, teamwork and personal growth.	S2 (132)	12			$17,532.80		E1 Questionnaire		Mostly achieved
12	F.3 Extended Learning Day (Camp): All F3 students stay 2 days 1 night camp in Jockey Club Cheung Chau Don Bosco Youth Centre	26/3/2026-27/3/2026	To foster self-exploration and resilience among F3 students in overcoming challenges.	S3 (115)	8	1		$35,288.00		E6 Written report and record		Fully achieved

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				Students (Please specify levels and number)	Teachers	School Manage-ment	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "E7 Others" is selected, please provide details in this column)	
13	F4 Extended Learning Day 2 (Adventure Day Camp): Adventure Day Camp in MacPherson Place of high events and low events activities	27/3/2026	To featured a comprehensive array of experiential activities aimed at promoting their self-exploration and personal development.	S.4 (120)	8	1		$47,455.00		E1 Questionnaire		Fully achieved
14	F4 Extended Learning Day 2 Objective: To featured a comprehensive array of experiential activities aimed at promoting their self-exploration and personal development.	26/3/2026	Leadership Training and Self-exploration: The 7 Habits of Highly Effective Teens Workshop	S4 (117)	9			$15,000.00		E1 Questionnaire		Fully achieved
15	Training for Symphony Orchestra and String OrchestraTraining for Symphony Orchestra and String Orchestra	1/9/2025-308/2026	To offer oppertunites for students to learn music through playing in the Orchestra or music ensembles	S1-S5 (35)	2	1		$97,500.00		E6 Written report and record		Fully achieved
16	External Competitions (Music Teams): Join different external music competitions	14/3/2026-30/4/2026	To provide opportunites for students in diversity learning; widen students' horizons	S1-5 (200)	3	1		$13,065.00		E6 Written report and record		Fully achieved
17	Music Workshops, Seminars, Visits or Local Exchange 第七屆粵港澳大灣區青少年藝術展演2026	2/7/2026	第七屆粵港澳大灣區青少年藝術展演2026	S1-S5 (150)	3	2		$3,520.00		E6 Written report and record		Fully achieved
18	Music Team Travelling expenses	29/1/2026 - 24/4/2026	To provide transportations for students to the performing venues or competition venues	S1-S5 (80)	3	2		$10,750.00		E6 Written report and record		Fully achieved
19	Repair musical instruments	1/9/2025-31/7/2026	to have better instruments for students to learn musical instruments	S1-S5 (200)	3	1		$2,536.01		E6 Written report and record		Fully achieved
20	Procure musical instruments for students playing in the orchestra and instrumental classes or school events	1/9/2025-31/8/2026	To have better instruments for students to learn musical instruments	S1-S5 (500)	3	2		$16,287.27		E6 Written report and record		Fully achieved
21	S4 Arts OLE:Alcohol Ink Art Workshop	12/12/2025	Students will be able to create implied visual movement in alcohol ink art.	S4 (118)	4	1		$7,200.00		E1 Questionnaire		Mostly achieved
22	Athletics (Field) Team: Students attend 70 training sessions and competitions taught by professional coach.	1/9/2025-30/6/2026	To enhance school team's performance in interschool competition. Expending students' physical ability and fitness level through regular trainings. Develop students' sense of belonging to school through competitions.	S.1-6 (20)				$28,366.00		E1 Questionnaire		Generally achieved

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				Students (Please specify levels and number)	Teachers	School Manage-ment	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "E7 Others" is selected, please provide details in this column)	
23	Athletics (Track) Team: Students attend 60 training sessions and competitions taught by professional coach.	1/9/2025-30/6/2026	To enhance school team's performance in intershcool competitions. Expending students' physical ability and fitness level through regular trainings. Develop students' sense of belonging to school through competitions.	S.1-6 (20)				$46,000.00		E5 Observation		Generally achieved
24	Basketball Team: Students attend after school training sessions and comepetitions taught by professional coach.	1/9/2025-10/7/2026	To enhance school team's performance in interschool competitions. Expending students' physical ability and fitness level through regular trainings. Develop students' sense of belonging to school through competitions.	S.1-6 (35)				$50,744.00		E5 Observation		Mostly achieved
25	Cheerleading Dance Team: Students take part in after school training and comepetitions taught by professional coach.	1/9/2025-4/7/2026	Objective: To enhance school team's performance in interschool competitions. Expending students' physical ability and fitness level through regular trainings.	S.1-3 (15)				$22,950.00		E5 Observation		Mostly achieved
26	Swimming Team & Swimming Gala: Students take part in after-school training sessions and comepetitions taught by professional coach. Judge service and guidance to the student officials on the Annual Swimming Gala.	11/12/2025	Objective: To enhance school team's performance in interschool competitions. Expending students' physical ability and fitness level through regular trainings. Develop students' sense of belonging to school through competitions. Ensure smooth and fair completion of Annual Swimming Gala	S.1-6 (678)	60	1		$20,729.50		E5 Observation		Fully achieved
27	Chinese Dance Team: Hire a coach to train students in dance skills so that they can participate in competitions and performances, and broaden their horizons.	1/9/2025 - 4/7/2026	To encourage students to develop their interest as well as understand their own strengths. Preparation for interschool competition and performances.	S1-S5 (22)				$46,887.00		E1 Questionnaire		Generally achieved

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				Students (Please specify levels and number)	Teachers	School Manage-ment	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "E7 Others" is selected, please provide details in this column)	
28	Training for English Drama Team (in preparation for the AEMSS English Drama Fest 2026)Description: Each member will participate in about 40 hours of drama training provided by a professional drama coach. Each session lasts about 1.5 to 2 hours. They will all participate in the AEMSS English Drama Fest in 2026 and receive a certificate of participation from the organizer of the competition.	18/11/2025-24/03/2026	Objective: To enhance students' interest and exposure to English language arts and performing arts by providing them with professional drama training sessions and the opportunity to participate in the AEMSS English Drama Fest.	S2-3 (16)	4			$54,549.72		E1 Questionnaire		Mostly achieved
29	English Fun WeekGame booths, Exhibitions, Charity Food Fair, Inter-house competitions	2/3/2026-6/3/2026	To enhance language proficiency and spark interest by immersing learners in an authentic, English-rich environment where they can use the language purposefully and meaningfully.	S1-S5 (600)	10	1		$3,071.60		E1 Questionnaire		Mostly achieved
30	STEM Week: To organize activities to students during STEM Week to arouse students' interest and knowledge in STEM	22/05/2026-25/05/2026	To arouse students' interest in STEM	S1-5 (599)	5			$15,578.33		E2 School Meeting and Discussion		Fully achieved
31	The Silver Salt Photographer: Students will make their traditional silver halide photographic paper, expose and fix it to complete the black and white photos.	07 Aug 2026	To develop traditional photographs by understanding the chemical changes involved in exposure and fixing silver halide paper.	S2-S4 (12)				$3,600.00		E6 Written report and record		Mostly achieved

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				Students (Please specify levels and number)	Teachers	School Manage-ment	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "E7 Others" is selected, please provide details in this column)	
32	第 6 屆 生 物 醫 學 工 程 創 意 競 賽 之 「愛.創者樂」 :由香港理工大學生物醫學工程學系與香港聖公會福利協會聯合主辦的科技創新賽事。競賽分為兩大項目：一是強調跨代共融的「挑戰賽（團隊賽）」，要求參賽隊伍組裝機械車，並與長者現場共同合作完成賽事；二是全新推出的「挑 戰 賽（個 人 賽）」，參 賽者 須 運 用 個 人 技 術 組 裝 機 械 車，挑戰融合六種不同障礙物的「機械車障礙賽」。	17/1/2026	本活動旨在透過生物醫學工程與機械人科技的應用，啟發青少年對 STEM 領域的興趣，並培養其創新設計與動手解決問題的能力。競賽核心目標在於推動「團隊合作，跨代共融」，鼓勵年輕學生走出課堂，在與長者共同組裝與操作機械車的互動過程中，深化對長者身心健康的關注與同理心。大會期望藉由這場結合科技與人文關懷的競賽，為社會大眾推廣樂齡科技的應用價值，在校園與社區中播下關愛與科技創新的種子，共同建構一個更具包容性的智慧關愛社會。	S2 (3)			1 (參加長者)	$650.00		E6 Written report and record		Mostly achieved
33	F4 HT Program (4 Sessions) Objective: To facilitate class belongingness among classmates and enhance leadership and collaboration skills. To provide exposure on charitable organizations in HK and encourage acts of service	24/9/2025 to 15/6/2025	Objective: To facilitate class belongingness among classmates and enhance leadership and collaboration skills. To provide exposure on charitable organizations in HK and encourage acts of service	S4 (117)	9			$7,100.00		E1 Questionnaire		Fully achieved
34	F.1 Sex and Health Home Program: Talk on Understanding Menstruation and Wellness	4//3/2026	To empower young women to embrace and appreciate their bodies so as to instill positive attitudes towards menstruation and promote values of self-acceptance and body positivity.	S1 (132)	6			$2,000.00		E1 Questionnaire		Mostly achieved
35	F.2 Sex and Health Home Prgram (Talk): Talk on Understanding Menstruation and Wellness	21/11/2025	-Reinforce puberty education -Promote positive attitudes toward body image	S2 (128)	6			$2,000.00		E1 Questionnaire		Mostly achieved
36	F.3 and F.4 Sex and Health Home Program (Talk): Talk on Initimate relationships【講戀愛】	20/1/2026	-Understand the foundations of healthy relationships -Explore concepts of trust, boundaries, and communication	S3-S4 (185)	6			$1,000.00		E1 Questionnaire		Mostly achieved

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				Students (Please specify levels and number)	Teachers	School Manage-ment	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "E7 Others" is selected, please provide details in this column)	
37	F.5 Health Talk on nutrition: Talk on Healthy Living 健康生活方程式	11/11/2025	- Identify components of a balanced lifestyle - Explore the impact of habits on physical and mental health.	S5 (79)	6			$700.00		E1 Questionnaire		Mostly achieved
38	F.6 Sex and Health Talk: Comprehensive Sexuality Education Workshop	12/1/2026	- Learn key concepts of sexual health - Explore decision-making and consequences - Foster respect for self and others in sexual relationships	S6 (79)	5			$4,000.00		E1 Questionnaire		Mostly achieved
39	Counselling Team F.4 Orientation: Students will participate in a day camp, engaging in various group activities and sharing sessions aimed at honing their skills to overcome challenges.	11/10/2025	To foster self-exploration and self-understanding among F.4 students, and equip them with communication and collaboration skills to navigate challenges in senior forms.	S4 (117)	3		2(SSW)	$20,000.00		E1 Questionnaire		Fully achieved
40	Counselling Team Service Trip: All GA and SC will actively participate in a series of activities aimed at serving the needs of the community.	25/4/2026	To cultivate a sense of responsibility in serving the community among GA and SC.	S1, S4-5 (50)	5		2(SSW)	$2,332.10		E1 Questionnaire		Fully achieved
41	Counselling Team GA and SC Workshop: Both the GA and SC will engage in various group activities, including warm-up games, sharing sessions, and pair-up games, to facilitate their relationship.	17/10/2026	To foster self-exploration, self-understanding, and develop basic counseling skills, thus to develop a supportive relationship between the GA and the F1 SC throughout the school year	S1, S.4-5 (50)	5		2(SSW)	$3,000.00		E1 Questionnaire		Fully achieved
42	Counselling HT for F.5: By participating in the group activity and debriefing session, students were able to reflect on their experiences, facilitate open communication, and express their thoughts and feelings.	9/4/2026	: to facilitate student personal growth, emotional management, problem-solving, peer collaboration and communication skills.	S5 (92)	8		2(SSW)	$4,900.00		E5 Observation		Fully achieved

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				Students (Please specify levels and number)	Teachers	School Manage-ment	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "E7 Others" is selected, please provide details in this column)	
43	Church guided tour: Students joined the guided tour offered by Our Lady of Mount Carmel Church	20/1/2026	To let students learn about the architectural, historical and religious significance of a church; learn about the school history in related to wan chai history; and to equip students with proper attitudes and etiquette in a church.	S1 (130)	11			$1,000.00		E1 Questionnaire		Fully achieved
44	S2 life education talk: A life education talk about abortus	9/4/2026	To let students learn about the issue of pregnancy loss and abortus and reflect on cherishing life	S2 (130)	6			$1,000.00		E1 Questionnaire		Fully achieved
45	Religious Team Activity: Religious activities include masses, retreats, catholic formations, spiritual development programmes, celebrations, workshops and activities organised by external organisations.	Sep 2025-Aug 2026	To enhance religious knowledge and deepen spiritual formation. To provide various learning experiences.	S1-6 (675)	all			$26,912.48		E1 Questionnaire		Fully achieved
46	Drama Club Training Sessions for Hong Kong School Drama Festival: To provide drama production opportunities for students, and to cultivate their interest in acting on stage and working behind the stage.	Nov 2025-May 2026	To provide drama production opportunities for students, and to cultivate their interest in acting on stage and working behind the stage.	S1-5 (40)				$48,400.00		E1 Questionnaire		Fully achieved
47	Drama Club Backstage Programme on Makeup: To equip students with knowledge and hands-on experience in stage makeup	Jan-Feb 2026	To equip students with knowledge and hands-on experience in stage makeup	S1-5 (18)				$28,080.00		E1 Questionnaire		Fully achieved
48	English Debating Team: To involve members of the English Debating Team in inter-school debating competitions with prior trainings and preparations.	1/9/2025-31/5/2026	To hire debate coaches to support The team members' preparation and training for competition.	S3-5 (11)				$33,200.00		E1 Questionnaire		Fully achieved
49	中文辯論比賽Training for Chinese Debate Competitions	Oct 2025-May 2026	Hire debate coaches to support our team members' preparation and training for competitions.	S1-S5 (9)				$50,050.00		E1 Questionnaire		Fully achieved
50	School Picnic	22/12/26	Build up class spirit and peer relationship among students and to create a chance to release stress	S1 (130)	10		4 (parents)	$4,106.00		E1 Questionnaire		Fully achieved

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51	Buying Camera for CampusTV	1/9/2025 - 31/8/2026	Provide hardware for training student in taking photos for school publicity and personal growth	S1-S5 (all students who help to take photos and 12 photograpy team members)	1 teacher + 2 IT Technicians			$37,600.00		E5 Observation		Fully achieved
52	初中中國語文科創意寫作班提供多樣化主題學習寫作，由香港作家梁偉洛先生指導學生寫作及點評作品，並帶領同學走進社區，認識有關作家生平和社區故事	Jan-May 2026	提升學生對文學創作的興趣及能力，提升學生對賞析文學作品的能力	S2 (12)	2	1		$20,800.00		E1 Questionnaire		Fully achieved
53	Training for Chinese Ensemble	1/9/2025-30/8/2026	To offer oppertunites for students to learn music through playing in the Orchestra or music ensembles	S1-5 (21)	2	1		$21,036.00		E6 Written report and record		Fully achieved
54	Leadership Traning Camp for newly elected student exco. Members-Objecttive: To stretch students' potential in leadership, develop teamwork and enhance communication and interpersonal skills	7/11/2025	Objecttive: To stretch students' potential in leadership, develop teamwork and enhance communication and interpersonal skills	S2-S5 (80)	5			$4,800.00		E1 Questionnaire		Fully achieved
55	STEM Competitions: STEM Prefects took part in STEM competitions	01/09/2025 to 31/08/2026	To expose students in STEM competitions	S2-5 (31)				$753.00		E6 Written report and record		Fully achieved
56	Careers Expo: 16 SFCC alumni from different professions are invited to share their experience with all S5 students and selected S2-S4 students	30/4/2026	The purpose of the careers expo is to connect students with alumni who share their job experiences, offering inspiration, guidance, and real-world insights into future career paths.	S2-S5 (103)				$2,957.30		E1 Questionnaire		Fully achieved
57	Careers Week during lunch time: Game booths are set during lunch time to let students from the whole school to understand the concepts of VASK	20/4/2026-21/4/2026	The purpose of Careers Lunch Week is to give students convenient lunchtime opportunities to explore career pathways and apply the VASK framework — Values, Attitudes, Skills, and Knowledge — to reflect on their strengths and prepare for future education and career development.	S1-S5 (100)				$394.90		E5 Observation		Fully achieved

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				Students (Please specify levels and number)	Teachers	School Manage-ment	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "E7 Others" is selected, please provide details in this column)	
58	Mock interview: Around 13 interviewers from different professions are invited to conduct interviews with current F6 students and also F5 selected students.	12 Dec 2025	The purpose of a mock interview for F6 students is to help them practice interview skills, build confidence, and receive constructive feedback so they are better prepared for future academic, scholarship, or job opportunities.	S5-S6 (106)				$350.00		E1 Questionnaire		Fully achieved
59	Visit to Hong Kong Legislative Council -- Meet the lawmakers at the Legislative Council	21/5/2026	to have in-depth experiential tour of the Hong Kong Legislative Council Complex, as well as sincere interactions between two lawmakers and our student leaders.	S4 (14)				$500.00		E5 Observation		Mostly achieved
60	Student activities including Club activities and House activities	2/9/2025-31/8/2026	To promote students automony in organising activities and leadership training	S1-6 (675)				$38,375.40		E1 Questionnaire		Mostly achieved
61	Chinese culture activities: Promotion of Chinese Cultures through various activities	2/9/2025-31/8/2026	Promotion of Chinese Cultures	S1-6 (675)				$32,246.39		E1 Questionnaire		Fully achieved
62	Geography department competition and field trip: F.5 Fieldwork based competition and F.5 Urban Plan Workshop	24/1/2026	Fieldwork based competition aims to help students to carry out a real field work research. Urban Plan Workshop helps students to apply town planning principles in real case	S5 (28)				$907.70		E5 Observation		Mostly achieved
63	English Lounge: Students can go to the English Lounge during lunch time to play games and have fun while practising daily life English	2/9/2025-31/8/2026	To provide students a place to learn daily life English and communicate with one another in a casual context	S1-6 (675)				$1,403.60		E5 Observation		Mostly achieved

No.	Name and Description of the Activity	Date	Objective(s) of the Activity	Target & Number of Participants (Fill in the number of participants of each type; please indicate "0" if a particular type is not involved)				Actual Expenses ($)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Evaluation Method^		Evaluation Results (Select the suitable option from the pull-down list)
				Students (Please specify levels and number)	Teachers	School Manage-ment	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "E7 Others" is selected, please provide details in this column)	
64	Sports Activities Major school sports events (Annual Swimming Gala & Annual Sports Day) -Venue booking fee -Logistic of materials to the event venue -Purchasing materials such as equipment and prizes	2/9/2025-31/8/2026	1. Promote fitness: Encouraging active, healthy lifestyles for everyone. 2. Build teamwork: Learning to cooperate, support peers, and communicate effectively. 3. Foster sportsmanship: Practicing fair play, resilience in defeat, and humility in victory. 4. Boost school spirit: Creating shared memories and a strong sense of belonging. 5. Discover talents: Showcasing diverse sports skills and leadership qualities	S1-6 (675)				$19,564.40		E2 School Meeting and Discussion		Fully achieved
65	Counselling Team Activities Description: Both the GA and SC will engage in various group activities, including warm-up games, sharing sessions, and pair-up games, to facilitate their relationship.	2/10/2025-31/8/2026	To foster self-exploration, self-understanding, and develop basic counseling skills, thus to develop a supportive relationship between the GA and the F1 SC throughout the school year.	S1, S4-5 (48)				$1,492.10		E1 Questionnaire		Fully achieved
66	Athletic Exp-Puchasing materials for the Sports Week -Course fee and coach hiring for the sports experience such as indoor rowing, bowling, Chinese Kung Fu Fan, rugby, long-distance run and cheerleading dance	2/9/2025-30/5/2026	1. Encourage Physical Literacy: Introduce students to new sports skills and movements. 2. Foster Social Skills: Build teamwork, communication, and sportsmanship. 3. Boost Well-being: Enhance mental health, confidence, and stress relief through active play. 4. Discover Passions: Help students identify personal athletic interests they may want to pursue further.	S1-5 (593)				$58,145.55		E1 Questionnaire		Mostly achieved

No.	Name and Description of the Activity	Date	Objective(s) of the Activity	Target & Number of Participants (Fill in the number of participants of each type; please indicate "0" if a particular type is not involved)				Actual Expenses ($)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Evaluation Method^		Evaluation Results (Select the suitable option from the pull-down list)
				Students (Please specify levels and number)	Teachers	School Manage-ment	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "E7 Others" is selected, please provide details in this column)	
67	Visit to the National Security Education Exhibition Gallery: All students and teachers visited the National Security Education Exhibition Gallery inside the Hong Kong History Museum	24/3/2026	Raise students and teachers' sense of national identity and awareness to the issues about national security, as well as increasing their understanding to the importance of safeguarding different areas of national security, engage their participation in an experiential approach	S1-5 (595)				$7,500.00		E2 School Meeting and Discussion		Mostly achieved
68	Health Education Team activities (Inter-house cooking competition, Game booths, Mental health Workshop) and Interschool Health-related Competitions (preparation of exhibition materials for competition)	Oct 2025 - May 2026	Organize health-promoting activities to enhance students' knowledge, attitudes, and practices related to physical, emotional, and social well-being. Encourage student participation in health-related competitions	S1 - S5 (190)				$1,358.65		E6 Written report and record		Mostly achieved
(Please insert rows above if the space provided is insufficient.)												
							Total actual expenses of item 1.1	**$1,136,168.48**				
1.2	**Non-local Activities**											
1	武漢遊學團暨姊妹學校交流2025年10月29日至11月1日，4位老師帶領22位中二級到中五級的學生參與武漢遊學團暨姊妹學校交流。其中一天，師生到訪已締結的姊妹學校進行交流。部分同學到訪武漢市第十九中學，進行語文、歷史及政治課的課堂體驗。中午在學校用餐，與當地學生進行深切交流。又進行了生物實驗小活動、科技活動體驗（模擬飛行）、體育活動體驗及心理社團活動。	29/10/2025-1/11/2025	與已締結的中學交流,擴濶視野,促進文化交流。參觀與科技、交通有關景點,增進對內地的認識,從而增加對國家的歸屬感。體驗特色美食,認識當地飲食文化。	S2-S5 (22)	4			$12,447.97	武漢市第十九中學	E1 Questionnaire		Fully achieved
2	Subsidies for CS Mainland Study Tour: All F.5 students visit Chongqing for a 5 days tour, explore traditional Chinese cultural and experience the modern urban development of the country; as well as engaging in interaction with local students of the city	26/3/2026 - 30/3/2026	Arouse students' awareness to the country's recent development, increased their understanding to the fruits of Reform and Opening up; as well as constructing their senses of national identity	S5 (92)	10			$500.00		E1 Questionnaire		Mostly achieved
(Please insert rows above if the space provided is insufficient.)												
							Total actual expenses of item 1.2	**$12,947.97**				
							Total actual expenses (sum of items 1.1 and 1.2)	**$1,149,116.45**				

No.	Name and Description of the Activity	Date	Objective(s) of the Activity	Target & Number of Participants (Fill in the number of participants of each type; please indicate "0" if a particular type is not involved)				Actual Expenses ($)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Evaluation Method^		Evaluation Results (Select the suitable option from the pull-down list)
				Students (Please specify levels and number)	Teachers	School Manage-ment	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "E7 Others" is selected, please provide details in this column)	

Category 2: Overall Evaluation and Reflection on the Effectiveness on Grant Utilisation for Planning and Organising/Participating in Life-wide Learning Activities (Please holistically evaluate the effectiveness on grant utilisation and explore ways to further optimise its use, avoiding an in-depth analysis of each activity)

Areas	Students' Learning Need	Anticipated Target	Evaluation Result, Reflection and Follow-up
	(What is the current situation of students' participation in life-wide learning activities? Overall, what do students need in life-wide learning?)	*(Overall, what specific target does the school expect to meet with the Grant to align with the seven learning goals? How does the Grant support student participation in life-wide learning activities in line with the curriculum?)*	*(Overall, how does the school make use of this Grant to arrange suitable life-wide learning activities for students? For students' participation in life-wide learning, to what extend do they meet the expected target? What aspects have been done well, and what aspects still need improvement?)*
Evalua-tion & Reflec-tion	Our students participate in life-wide learning activities both inside and outside school. In school, they participate in various activities organised by teams, clubs and subject departments, such as trainings, competitions, courses, fun week,…etc., which may take place during lunch time, OLE time, after school or on school holidays. Outside school, they join field trips, camps, visits, exchange programs, competitions, …etc. For preparation of competitions, sometimes students may need more support from professionals.	To align with the EDB's Seven Learning Goals, our target outcomes centered around Whole-Person Development and Lifelong Learning. We have used the Grant to cover costs for activity fees, external coaches, instructors, field trips, competitions and specialized tools (e.g., musical instruments, STEAM kits, sports equipment) that extend beyond typical school resources. With the subsidies of the Grant, all students—regardless of socioeconomic background—have equal access to rich experiential opportunities such as cultural exchange program and career taster program. Students can have more exposure and can develop their lifelong learning capabilities that are needed in our ever-changing society.	Our school has made use of the Grant to arrange a variety of life-wide learning activities for our students. These activities were closely related to the seven learning goals, including activities to foster Values Education & National Identity, to promote Healthy Lifestyle & Physical/Aesthetic Development and to enhance Generic Skills & STEM/Digital Literacy among our students,…etc. Most of the activities were successfully held and the targets were mostly achieved. In particular, students enjoyed the activities organised under different themes, like Chinese cultural activities held in Chinese Cultural Week, STEM activities in STEM week, and game and snacks in English Fun week. Besides, the activities held by the Health Education Team, such as Inter-house cooking competition and game booths, also make a positive impact on student's well-being, raising their awareness of healthy habits and encouraging active participation in health-related programmes and competitions, with subsidies provided by the Grant to support engagement and strengthen a culture of wellness in the school.

Category 3: Overall Evaluation and Reflection on the Effectiveness on Sister School Exchange Activities

No.	Areas	Content of Reflection and Follow-up
1	**Form/Content of the activity**	姊妹學校交流活動內容非常豐富，感謝姊妹學校各樣安排，讓同學和老師大開眼界。建議未來姊妹學校的交流活動，雙方的參加同學最好是之前沒有參加過，這樣也可以令更加多的同學有機會交流。 初中與高中分開參訪，確保了學生有充裕的時間參與各項活動，避免行程過於緊湊，能更細緻地體驗活動。
2	**Time arrangement of the activity**	第一天的起飛時間適宜押後一點，同學要在早上六點到達機場，實在是太早了，同學要早上大約五點離開屋企，交通和安全也有點令人擔心。同樣第四日飛機抵港時間接近晚上11點，有部份同學家人未能到機場接同學離開，安全也令人擔心。建議第一天的起飛時間適宜在早上較後時間。最後一天飛機抵港時間宜於黃昏。
3	**Organisation and arrangements of the activity**	武漢大學的學生分小組帶領我們同學老師作校園賞，讓我們同學更加認識內地大學生的生活，感覺不錯，若交流的時間可以再長一點，會更加理想。並且，若能夠安排武漢大學某一些學系能夠安排講座，讓我們的同學認識內地的學系，也會更加理想。建議大學參觀，除了遊校園導賞，可安排有特色的學系的講座，或進入教學樓參觀設施或安排與大學生交流。
4	**Others (Please specify)**	

Category 4: Under the Total Actual Expenses, the Expenditure Items with Ceilings

No.	Item	Actual Expenditure* ($)
1	**Expenses on breakfasts/lunches/dinners of school principals and teachers in relation to their discharge of duties in sister school activities organised in the Mainland** (Note: Bound by the limits of such expenses per occasion and per head quoted in the "Expanded Operating Expenses Block Grant User Guide for Aided Schools which have established an Incorporated Management Committee"/"Operating Expenses Block Grant User Guide for Aided Schools".)	$1,297.50
2	**Expenses on food and beverage for reception in relation to exchange activities with Mainland sister schools taking place in Hong Kong** (Note: The annual total expenditure should not exceed 5% of the rate of the Sister School Grant component for the respective school year.)	$0.00

* Our school **confirms** that the LWLSSG is used in accordance with the circulars, guidelines and other documents issued by the EDB and that all the expenditures, including but not limited to the expenditure items with ceilings as specified in Category 4 in this report, fall within the ambit and comply with the principles on the use of the LWLSSG. In case of inappropriate use of this Grant, our school shall make good the relevant expenses by deploying other suitable resources.

Name of Teacher Responsible for Life-wide Learning:	Ms. Queenie Kwok	Position:	SGM
Name of Teacher Responsible for the Sister School Scheme:	Ms. Carmen Lee	Position:	GM

St. Francis' Canossian College

School Report 2025/26

Endorsed by

The Incorporated Management Committee of

St. Francis' Canossian College

Sr. FOK Wai Man Veronica
School Supervisor / Chairperson

Date: 4 November 2026



School Development Plan 2025/26 – 2027/28

Annual School Plan 2026/27

Contents

School Development Plan 2025/26 – 2027/28

School Motto, School Vision & Mission 3

School Goals 4

Profile of SFCC Graduates 5

Holistic Review of School Performance 6

Major Concerns for 2025/26 – 2027/28 11

School Development Plan 12

Annual School Plan 2026/27

Main Foci 19

Appendix

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

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

School Development Plan

2025/26 – 2027/28

Learning & Teaching:

To embrace Learner Diversity by fostering Self-Directed Learning

Student Support:

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

School Administration

To enhance Student Learning through Refining School Administration

School Motto

"Live by the truth in love"

School Vision

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

School Mission

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

School Goals

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

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

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

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

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



Profile of SFCC Graduates

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

Seeking Truth in Humility

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

Embracing Love with Charity

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

Holistic Review of School Performance

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

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

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

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

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

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

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

c. School self-improvement

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

(1) What are my students' needs?

Consolidating the evidence, our students' primary needs are:

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

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

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

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

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

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

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

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

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

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

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

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

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

In light of recent advances in artificial intelligence (AI) and the Education Bureau's (EDB) emphasis on AI integration and healthy lifestyle in key focus areas, our existing Major Concerns for 2026/27 – 2027/28 have been revised as follows:

1. To embrace Learner Diversity by Fostering Self-Directed Learning ***through the effective use of AI and development of digital literacy***
2. To cultivate positive values and ***promote healthy well-being*** through diverse life-wide learning opportunities.
3. To enhance student learning by optimizing resource allocation ***for AI empowerment and digital transformation***

School Development Plan (2026/27 – 2027/28)

1. Major Concern: To embrace Learner Diversity by Fostering Self-Directed Learning through the effective use of AI and development of digital literacy

Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals (Related Learning Goals of Secondary Education)
	Year 1	Year 2	Year 3		
To deepen students' learning motivation and progression through differentiated instruction and AI integration		✓	✓	• To refine and expand tiered teaching and learning activities across all Key Learning Areas (KLAs), ensuring content complexity is appropriately scaffolded for diverse learning paces • To empower teachers to utilize generative AI tools to efficiently design differentiated lesson materials, assignments, and adaptive assessments within and across levels • To utilize AI-enhanced assessment blueprints to conduct in-depth analysis of assessment data and systematically generate differentiated test and exam questions that align with varying learning objectives in pioneer subjects: Chinese, English & Geography	• **Digital Literacy:** Students learn to harness AI ethically, critically, and effectively as a cognitive thought partner. They learn by actively utilizing AI tools for targeted revision, interpreting adaptive feedback, and taking ownership of their study process within a technology-rich environment. • **Breadth of knowledge:** Students master core concepts and specialized subject matter. They learn by progressing through tiered activities scaffolded to their individual readiness, using detailed, AI-driven diagnostic feedback to deepen understanding. • **Language Proficiency:** become proficient in biliterate and trilingual communication for better study and life
To enhance students'		✓	✓	• To establish structured, foundational	

Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals (Related Learning Goals of Secondary Education)
	Year 1	Year 2	Year 3		
personalized learning by integrating AI-powered resources and note-taking strategies for students to develop evidence-based study habits				note-taking frameworks to help junior students transition into self-regulated learning • To equip senior students with synthesis-based note-taking techniques and AI tools targeted at HKDSE preparation and independent revision.	• **Generic Skills:** develop and apply generic skills in an integrative manner, and to become an independent and self-directed learner for future study and work
To nurture independent lifelong learners by expanding self-directed learning capabilities and fostering digital literacy s		✓	✓	• To continue deploying EDB funding strategically in English, PTH, Science, Digital Education and other languages to support self-directed learning initiatives	

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

Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals (Related Learning Goals of Secondary Education)
	Year 1	Year 2	Year 3		
To instill positive values and appreciation for Chinese culture		✓	✓	• Organize and create more space for experiential learning programs • Provide more opportunities for students to take the active role in learning and serving the school • Implant and nurture values in life and national education in formal and informal curriculum • Strengthening students' health by engaging external support and integrating them into school programmes • Reviewing existing parent education programs to equip families strategies to support students' personal development	• **Healthy Lifestyle:** Experiential learning integrates activities that promote both physical and mental well-being, encouraging students to develop lifelong healthy habits. • **Life Planning:** Establishing progressive targets helps students build essential skills for future career and personal development. Senior students engage in structured Home Programs designed to guide their exploration of aspirations and equip them with decision-making strategies for the future. • **Generic Skills:** Encouraging active participation in learning and service strengthens problem-solving, teamwork, communication, and leadership abilities. Through experiential activities and interdisciplinary activities, students develop resilience and key skills for lifelong success. • **National & Global Identity:** Values education fosters students' awareness of their roles in both local and global communities. Through service programs and cultural activities, students develop civic responsibility, empathy, and an appreciation for diverse perspectives, strengthening their connection to society.
To enhance students' well-being and promote healthy lifestyle		✓	✓		

3. Major Concern: To enhance student learning by optimizing resource allocation for AI empowerment and digital transformation

Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals (Related Learning Goals of Secondary Education)
	Year 1	Year 2	Year 3		
To address student's developmental needs by optimizing school resources allocation		✓	✓	● Top optimize class streaming (S1-3) to enhance teaching effectiveness and accommodate diverse student needs. ● To create a more responsive and supportive education environment that meets the varied needs of students in senior subject offerings (S4-6), assessment policy (S1-6) and timetabling arrangement. ● Deploy resource management and digital booking systems for campus facilities, special rooms, and e-learning equipment to maximize accessibility and usage tracking for learning activities. ● Utilize AI algorithms and data analytics to optimize the teaching timetables, ensuring efficient utilization of special rooms, balanced teacher workloads, and minimized scheduling conflicts. ● Utilise AI-assisted analytical tools to	• **Life Planning:** understand one's own interests, aptitudes and abilities, and to develop and reflect upon personal goals with aspirations for further studies and future career

Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals (Related Learning Goals of Secondary Education)
	Year 1	Year 2	Year 3		
				evaluate S3 students' academic performance data, subject preferences, and career aspirations to design and optimize S4 elective subject blocks and combinations that best cater to student choice and developmental needs. ● Automate routine administrative and resource-tracking processes using digital AI tools, freeing up manpower and physical resources to reallocate toward direct student learning support and pastoral care.	
To cultivate a collaborative professional sharing culture among teaching staff		✓	✓	● Review and update the Subject Evaluation Form and Lesson Observation Form through the Staff Development Team to include AI integration metrics by the end of the first term. ● Focus lesson observations and subject evaluations on learning effectiveness and AI integration for all teachers (at least one class per teacher). ● Encourage active participation in professional sharing and the exchange of AI	● Generic Skills (Information Technology & Digital Literacy): Enhancing teachers' AI pedagogical capabilities directly translates into enriched classroom instruction, equipping students with essential digital literacy, critical thinking, and problem-solving skills to effectively leverage technology for learning. ● Self-directed and Lifelong Learning: Teachers modeling continuous professional learning and peer collaboration fosters an active growth mindset school-wide, inspiring

Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals (Related Learning Goals of Secondary Education)
	Year 1	Year 2	Year 3		
				pedagogical practices across departments and externally.	students to develop habits of self-directed learning and adaptability in a rapidly changing world. ● Breadth of Knowledge & Effective Learning: Cross-departmental lesson observations and professional sharing elevate overall instructional quality across Key Learning Areas (KLAs), directly improving student engagement and learning effectiveness.

Annual School Plan

2026/27

Learning & Teaching:

To embrace Learner Diversity by Fostering Self-Directed Learning through the effective use of AI and development of digital literacy

Student Support:

To cultivate positive values and promote healthy well-being through diverse life-wide learning opportunities

School Administration

To enhance student learning by optimizing resource allocation for AI empowerment and digital transformation

Annual School Plan

2026/2027

Main Foci

1. **To embrace Learner Diversity by Fostering Self-Directed Learning through the effective use of AI and development of digital literacy**
   - *To deepen students' learning motivation and progression through differentiated instruction and AI integration*
   - *To enhance students' personalized learning by integrating AI-powered resources and note-taking strategies for students to develop evidence-based study habits*
   - *To nurture independent lifelong learners by expanding self-directed learning capabilities and fostering digital literacy*

2. **To promote learner autonomy and foster holistic development through diverse life-wide opportunities**
   - *To instill positive values and appreciation for Chinese culture*
   - *To enhance students' well being and promote healthy lifestyle*

3. **To enhance student learning by optimizing resource allocation for AI empowerment and digital transformation**
   - *To address students' developmental needs by strategically optimizing the allocation of school resources*
   - *To cultivate a collaborative professional sharing culture among teaching staff*

1. **Major Concern:** To embrace Learner Diversity by Fostering Self-Directed Learning through the effective use of AI and development of digital literacy

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

- **Reflection, Feedback and Follow-up:**

  Our school's strategic commitment to addressing learner diversity has matured from establishing basic eLearning note-taking tools into a proactive, future-ready framework that explicitly embraces the AI Era. While the previous year focused on the baseline onboarding of digital workflows, our updated Major Concern acknowledges that true autonomy today requires navigating a landscape transformed by artificial intelligence. By integrating tiered teaching alongside Generative AI tools, we empower our students to develop critical generic skills and become independent, self-directed learners for future study and work. Concurrently, this technological leap serves the learning goal of digital literacy, as we guide our students to use information technology effectively, responsibly, and ethically to navigate their own personalized learning pathways.

  This strategic evolution translates into targeted, structured shifts within our day-to-day classroom environments. In 2026–27, we have scaled our exploratory tiered teaching horizontally across all Key Learning Areas (KLAs) to help students acquire and construct a broad and solid knowledge base, utilizing AI-enhanced assessment blueprints for deeper data-driven analytics. Furthermore, we have restructured our uniform note-taking policy to cater to different learning stages. While junior forms receive structured frameworks to transition into self-regulated learning, our senior students utilize synthesis-based techniques and specialized AI tools optimized for independent revision and HKDSE preparation. This targeted approach directly addresses the learning goal of life planning, enabling senior students to evaluate their own aptitudes and reflect deeply upon their personal goals and aspirations for further studies and future careers

  Finally, our resource allocation has been strategically recalibrated. We have expanded the deployment of our EDB funding to elevate Digital Education alongside English, PTH, and Science. We have also systematically introduced dedicated reading periods and cross-curricular reading initiatives. This comprehensive push reinforces language proficiency by fostering a school-wide reading culture that enables students to become genuinely lifelong learners.

Targets	Implementation Strategy	Success Criteria	Methods of Evaluation	Time Scale	People Responsible	Resources Required
(If the school has a practical need to adjust the targets/ implementation strategies/ success criteria/ methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.)						
1. To deepen students' learning motivation and progression through differentiated instruction and AI integration	● To refine and expand tiered teaching and learning activities across all Key Learning Areas (KLAs), ensuring content complexity is appropriately scaffolded for diverse learning paces. ● To empower teachers to utilize generative AI tools to efficiently design differentiated lesson materials, assignments, and adaptive assessments within and across levels ● To utilize AI-enhanced assessment blueprints to conduct in-depth analysis of assessment data and systematically generate differentiated test and exam questions that align with varying learning objectives in pioneer subjects: Chinese, English & Geography	● Students are able to demonstrate self-directed learning and master complex concepts using AI-adaptive learning tools. ● Students are able to show measurable improvement on assessments	● Review of subject department evaluation reports, lesson observations and students' evaluations. ● Stakeholder survey of teachers and students and APASO III	Sept 2026 to July 2027	• Principal • Academic Team • All subject departments • All teachers	• School Grant

Targets	Implementation Strategy	Success Criteria	Methods of Evaluation	Time Scale	People Responsible	Resources Required
(If the school has a practical need to adjust the targets/ implementation strategies/ success criteria/ methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.)						
2. To enhance students' personalized learning by integrating AI-powered resources and note-taking strategies for students to develop evidence-based study habits	• To establish structured, foundational note-taking frameworks to help junior students transition into self-regulated learning. • To equip senior students with synthesis-based note-taking techniques and AI tools targeted at HKDSE preparation and independent revision.	• Students are able to develop learning habits of completing learning tasks before and after lessons and taking notes.	• Lesson observations and students' evaluations. • Stakeholder survey of teachers and students and APASO III	Sept 2026 to July 2027	• Principal • Academic Team • All subject departments • All teachers	
3. To nurture independent lifelong learners by expanding self-directed learning capabilities and fostering digital literacy	• To continue deploying EDB funding strategically in English, PTH, Science, Digital Education and other languages to support self-directed learning initiatives	• Students are able to utilize funded digital education platforms to manage their own learning.	• Stakeholder survey of teachers and students and APASO III • Minutes of evaluation meetings	Sept 2026 to July 2027	• Principal • Academic Team • Eng, PTH, PSHE & Science KLAs	• EDB Grants

2. **Major Concern:** To cultivate positive values and promote healthy well-being through diverse life-wide learning opportunities

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

- **Reflection, Feedback and Follow-up:**

  Based on feedback and follow-up actions from the previous school year, the APASO survey results for KPM 17.6 Physical Exercise highlight the need to increase students' positive responses. The findings show that students' awareness of cultivating regular sports habits and adopting a healthy lifestyle must be strengthened. In addition, KPM 17.3 regarding Emotional Well-being (absence of anxiety and depression) indicates that students' responses did not show significant improvement, suggesting that greater attention is needed to support their emotional health

  To address these concerns, elements of Healthy Living and Wellness will be incorporated into our upcoming major school concern. Health-promoting and wellness-focused activities will be implemented across the entire school, helping students at all levels raise their awareness of the importance of balancing academic responsibilities with leisure, physical exercise, and emotional well-being. This initiative aims to guide students in developing sustainable habits in sports participation, cultivating resilience, and fostering overall wellness, thereby nurturing a school-wide culture of healthy and balanced living

  Furthermore, to strengthen value education and meet the uplifted requirements from the EDB, the values of Humility — including respect, charity, and commitment — will also be integrated into the school's major concern in the coming academic year. Embedding these values will help promote cross-curricular programs, ensuring that students not only develop healthy lifestyles and emotional resilience but also grow into responsible individuals with strong moral character.

  To continue the focus of last year, the school will further promote a growth mindset by providing life-wide learning opportunities. This approach will support students' all-rounded development, extending learning beyond the classroom and enabling them to apply healthy living, wellness, and value education in diverse contexts. It reinforces the cultivation of well-rounded individuals prepared for future challenges.

Targets	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People Responsible	Resources Required
(If the school has a practical need to adjust the targets/ implementation strategies/ success criteria/ methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.)						
1. To instill positive values and appreciation for Chinese culture	• Strengthen positive values (Humility: respect, charity, commitment) by ➢ implementing structured home programs ➢ organizing experiential learning opportunities ➢ providing opportunities for students to serve and contribute to their families, school and society ➢ embedding across different Key Learning Areas (KLAs) • Organize school activities on National Education and learning of Chinese Culture	● Students exhibit the core values outlined for this academic year. ● 70% of students find the programs useful for strengthening their positive values and attitudes. ● At least 2 whole-school cross-curricular programs are successfully implemented in the academic year. ● 70% of our students perform at least one service inside or outside school. ● The values of related items in APASO are above average.	Observation and feedback from teachers Students' reflection, sharing and works Response from parents Minutes of evaluation meetings Questionnaires Focus group interview	Sept 26-Aug 27	Principal Student Support Coordinating Team All teams and department heads and members Form and co-form teachers and students PTA All teaching staff	School grant LWLG NGOs QEF Funding

Targets	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People Responsible	Resources Required
(If the school has a practical need to adjust the targets/ implementation strategies/ success criteria/ methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.)						
2. To enhance students' well being and promote healthy lifestyle	• To instill a growth mindset in students through workshops, programs, and deliberate practice • To Strengthen students' mental health by engaging external support and integrating them into school programmes Examples: ➢ implementing healthy and wellness weeks ➢ Implementing JC Levelmind programme ➢ Wellness Ambassadors Scheme	• Students actively engage in activities, demonstrating the ability to plan and manage tasks independently. • Students demonstrate a clear understanding of how to maintain physical and/or mental well-being and develop healthy hobbies or interests. • The values of related items in APASO and KPM are improved.	Observation and feedback from teachers Students' reflection and sharing Response from parents Minutes of evaluation meetings Questionnaires Focus group interview	Sept 26-Aug 27	Principal Student Support Coordinating Team All teams and department heads and members Form and co-form teachers and students PTA All teaching staff	School grant LWLG NGOs QEF Funding

3. Major Concern: To enhance student learning by optimizing resource allocation for AI empowerment and digital transformation.

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

- **Reflection, Feedback and Follow-up:**

  During the past academic year, significant progress was made in refining school administration and optimizing resource allocation to support digital transformation and cater to learner diversity. The school evaluated its IT infrastructure and strategically mapped out EDB funding deployment to acquire AI software, hardware, and e-learning platforms across key learning areas. To address diverse learning needs, S1-S3 class streaming was successfully implemented—engaging high-achieving students with extension tasks while providing standard-tier classes with smaller group support—alongside a preliminary review of senior secondary subject combinations to align elective offerings with EDB guidelines and student developmental pathways. Furthermore, teacher capacity building was strengthened through introductory AI workshops, departmental open classes, and collaborative sharing sessions on staff development days, establishing a solid foundation for AI-assisted teaching and cross-curricular professional collaboration

  To effectively address Learner Diversity across levels, S1-S3 class streaming enables advanced-tier students to tackle rigorous extension tasks while standard-tier cohorts benefit from smaller class sizes and individual support. Building on this, the school will adopt AI-assisted analytical tools in the coming school year to evaluate S3 academic data, student preferences, and career aspirations to design and optimize S4 elective subject blocks that cater to individual developmental needs. To maximize teachers' capacity for these pedagogical strategies, digital AI tools—including automated facility booking and AI timetabling—will streamline routine administrative processes. This reclaimed time will be directly reallocated toward designing differentiated instructional materials, embedding explicit extension tasks in subject schemes of work, and delivering targeted mentoring.

  Moving forward, EDB funding allocation will transition toward a more targeted procurement roadmap to systematically acquire, subscribe to, or lease specific AI hardware, software, and learning platforms. Concurrently, professional development will evolve from basic technical awareness into practical classroom execution by deepening a collaborative sharing culture through structured peer observations, open classes, and cross-curricular exchanges of AI-assisted teaching practices

Targets	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People Responsible	Resources Required
(If the school has a practical need to adjust the targets/ implementation strategies/ success criteria/ methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.)						
To address students' developmental needs by strategically optimizing the allocation of school resources	• Top optimize class streaming (S1-3) to enhance teaching effectiveness and accommodate diverse student needs. • To create a more responsive and supportive education environment that meets the varied needs of students in senior subject offerings (S4-6), assessment policy (S1-6) and timetabling arrangement. • Deploy resource management and digital booking systems for campus facilities, special rooms, and e-learning equipment to maximize accessibility and usage tracking for learning activities. • Utilize AI algorithms and data analytics to optimize the teaching timetables, ensuring efficient utilization of special rooms, balanced teacher workloads, and minimized scheduling conflicts. • Utilise AI-assisted analytical	• Successful deployment and adoption of the digital facility and equipment booking system, with at least 80% of staff expressing satisfaction regarding resource accessibility. • S4 subject combination and elective block structures are successfully optimized using AI analysis, achieving over 80% fulfillment rate of students' top elective choices. • Timetabling efficiency is improved with zero scheduling conflicts and optimized special room utilization rates. • Measurable reduction in staff administrative	• Staff satisfaction questionnaire on facility/equipment booking system • S4 subject selection fulfillment statistics • Timetable conflict audit and special room utilization records • Administrative time-tracking review and reallocation logs	Sept 2026 to July 2027	• Principal • All teachers • Supporting Staff	

Targets	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People Responsible	Resources Required
(If the school has a practical need to adjust the targets/ implementation strategies/ success criteria/ methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.)						
	tools to evaluate S3 students' academic performance data, subject preferences, and career aspirations to design and optimize S4 elective subject blocks and combinations that best cater to student choice and developmental needs. • Automate routine administrative and resource-tracking processes using digital AI tools, freeing up manpower and physical resources to reallocate toward direct student learning support and pastoral care.	processing time, allowing reallocated hours for student mentoring and learning support. • 100% of subject departments clearly articulate extended tasks for advanced-tier students in their Schemes of Work (SOW). • Stakeholder feedback is systematically gathered to inform senior secondary subject choices and assessment policy reviews.				
To cultivate a collaborative professional sharing culture among teaching staff	• Review and update the Subject Evaluation Form and Lesson Observation Form through the Staff Development Team to include AI integration metrics by the end of the first term. • Focus lesson observations and subject evaluations on learning effectiveness and AI integration	• Updated evaluation and observation forms incorporating AI metrics are finalized by the end of the first term. • 100% of teaching staff complete at least one lesson observation focused on AI integration	• End-of-term review of updated evaluation templates • Completed lesson observation forms and records • Professional development attendance logs and	Sept 2026 to July 2027	• Principal • Staff Development Team • Department Heads • All teachers • Office staff	

Targets	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People Responsible	Resources Required
(If the school has a practical need to adjust the targets/ implementation strategies/ success criteria/ methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.)						
	for all teachers (at least one class per teacher). • Encourage active participation in professional sharing and the exchange of AI pedagogical practices across departments and externally.	in learning and teaching. • At least 80% of teachers participate in internal or external professional sharing sessions regarding AI practices.	sharing session feedback			

Plan on the Use of Capacity Enhancement Grant
2026 – 2027

Task Area	Major Area (s) of Concern	Implementation Plan	Benefits Anticipated (e.g. in what way teachers' workload is alleviated)	Implementation Schedule	Resources Required	Performance Indicators	Assessment Mechanism	Person-in-charge
Library Support	Reading to Learn and Information Literacy	To employ a full-time Library assistant to promote reading and cultivate reading habit among students	• Workload of librarian teacher and other teachers can be reduced	Whole year	Salary for the year **$355,635**	Videos sharing produced to broadcast during DEAR lessons and displayed in the Library	Performance appraisal by Principal, Vice-Principal and Teacher Librarian	Mr Law Ms R. Lee Ms A. Chan
			Total Estimate		**$355,635**			
			CEG for 2026/27		$548,324			
			Surplus / (Deficit)		**192,689**			

Plan on the Use of the Promotion of Reading Grant
2026 – 2027

Objective:

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

Item	**Description**	**Estimated Expenses ($)**
1	Purchase of reading materials	40,000
	• Printed books	
	• e-Books	
	• Subscription of newspapers and magazines	
2	Web-based Reading Schemes	16,000
	• eRead Scheme : Nowbook Digital Library, WiseSearch	
3	Reading Activities	8,000
	• Hiring writers, professional storytellers, etc. to conduct talks • Awards for Reading Scheme and reading activities	
4	Others	2,176
	Total Estimate	**66,176**
	Reading Grant for 2026/27	66,176
	Surplus / (Deficit)	0

Plan on the Use of the Education Support Grant provided for Non-Chinese Speaking (NCS) Students
2026 – 2027

Strategies	Benefits Anticipated	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required (HK$)
Appointing 2 additional teachers to support the learning of Chinese and Chinese History of NCS students	24 NCS students	Sept 2026 to Aug 2027	Students' performance in Chinese Language and Chinese History were enhanced.	NCS students feedback and concerned Chinese Language and Chinese History teachers' observation	Chinese Language Panel Head and Chinese History Panel Head	817,740.00
					Total Estimate	**817,740.00**
					Grant for 2026/27	**790,000.00**
					Grant b/f to 2026/27	**347,566.20**
					Surplus / (Deficit)	**319,826.20**

運用「有特殊教育需要學生」中學學習支援津貼計劃書

學校：嘉諾撒聖方濟各書院　　學年：2026-2027

本學年撥款：$ 381,181（第一期撥款） + $ 待定（第二期撥款）（第二期撥款待定）

上學年結餘：$ 124,692.85

本學年可用金額合共：$ 733,300（待定）

涉及學生數目：35 人（$16,016*34+64,064*1）= $ 608,608（待定）

	項目	策略／計劃	預期好處	時間表	所需資源	表現指標	評估機制
1	聘請全職學生支援組助理	• 協助支援組文書工作，包括學生學年成績數據檢討及小組活動記錄 • 協助特別考室監考工作 • 協助「醫教社同心協作計劃」計劃 • 協助籌劃及帶領活動	• 學生的學習及行為表現有實證記錄，以便檢討支援策略成效 • 相關學生能掌握基本的中英數的學習策略，並利用相關策略自行完成課業	9／2026 至 8／2027	$310,000	• 相關學生的功課表現有改善、能掌握基本的中英數的學習策略，並利用相關策略自行完成課業 • 協助本組的數據、文書的處理及監考工作，減輕支援組工作量 • 協助學生活動推行更順利，學生的缺席活動情況有改善	• 科任老師、班主任及支援組成員的觀察回饋
2	外購專業服務	• 小組服務（如社交小組、成長小組、學習技巧小組、生涯規劃小組等）	• 提升個別／小組學生情緒管理、社交能力、自理及個人能力	10／2026 至 5／2027	$30,000	• 70% 參與學生認為自己的個人能力（如情緒管理、社交技巧等）有提升 • 學生能陳述及應用小組中學到的特定技巧（如：情緒表達、時間管理等）	• 學生問卷或訪談 • 小組導師的觀察記錄 • 出席記錄 • 班主任／科任老師的觀察回饋
3		• 學術支援小組（英文）	• 提升學生學習的興趣和動機，建立自信心		$60,000	• 70% 參與學生表示對學習的興趣及自信心有所提升	• 學生問卷或訪談 • 導師對學生的表現的

	項目	策略／計劃	預期好處	時間表	所需資源	表現指標	評估機制
4		• 學術支援小組（中文）	• 在輕鬆及互動的環境中，增強學生中、英文的聆聽、說話及溝通能力 • 透過小組遊戲及活動，改善學生的社交技巧及與人協作的能力 • 減低學生對傳統課堂的焦慮感，建立正面的學習體驗		$35,000	• 相關學生的課業／測考表現有進步 • 訓練前後的量化評估數據，顯示學生的表現有正向增長 • 學生的出席率達 80%	觀察及評估 • 出席記錄 • 班主任／科任老師的觀察回饋
5		• 周末學術支援小組（中文及文化）			$42,000		
6		• 學術支援小組（數學）			$35,000		
7	購置學習資源及器材	• 購置學習資源及器材 • 購置學校服務及管理 SEN 工作	• 改善學生學習情況 • 減輕 SEN 支援工作的行政負擔	9／2026 至 8／2027	$30,000	• 購置的資源及器材獲目標師生使用	• 資源及器材的借用／使用記錄 • 支援組成員觀察
8	購買學習工具（App）	• 英語 AI 對話夥伴 • 線上學習平台／AI 遊戲化學習平台（中、英、數）	• 配合學校關注事項 • 學生能按個人進度和能力進行自主學習，有效照顧學習多樣性 • 提升學習動機，並建立個人化學習路徑	10／2026 至 6／2027		• 70%學生能持續使用學習工具進行自主學習	• 學習工具後台數據分析（使用頻率、時長、完成率） • 學生前後測成績比較 • 班主任及科任老師的觀察回饋
9	朋輩輔導	• 大姊姊計劃	• 小妹妹增加同學在校的安全網絡，更快適應中學的學習生活，提升精神健康及歸屬感 • 大姊姊發展關愛別人、用心聆聽服務別人的正向性格特徵，學習溝通技巧	10／2026 至 8／2027	$15,000	• 70%參與者表示計劃目的達成（如提升其溝通能力、對學校的安全感等）	• 學生問卷或訪談 • 支援組成員的觀察回饋
10	校內共融教育及精神健康活動	• 舉辦攤位或其他形式之活動	• 營造關愛及支援的校園文化，提升同理心與理解	上、下學期	$35,000	• 學生對「共融」理念有更深入的認識	• 班主任及支援組成員的觀察回饋

	項目	策略／計劃	預期好處	時間表	所需資源	表現指標	評估機制
11	情感及人際關係教育活動	• 舉辦講座或相關活動	• 協助學生認識及面對青春期的人際關係，提升學生建立健康關係的能力，並加強預防意識，減低因人際或感情問題而引發的情緒困擾及危機			• 為中三學生舉辦不少於一次有關青春期人際關係及健康關係的講座或活動 • 70% 參與學生能表示活動有助提升他們對健康人際關係、個人界線及情緒管理的認識	• 講座問卷 • 出席記錄
12	家長教育活動	• 家長講座及工作坊（如情緒管理、有效的溝通及行為管理策略等）	• 家長能掌握實用的情緒管理技巧，以應對照顧 SEN 子女時的壓力與挑戰 • 建立家長間的互助支援網絡，透過經驗分享，減低孤立感	上、下學期		• 70%的出席家長認為講座內容實用，能增進他們對特定議題（如 SEN、情緒管理）的認識	• 講座問卷 • 出席記錄
				總額：	$592,000		

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

推廣中華文化體驗活動一筆過津貼計劃書

2026-2027 學年

目標： **幫助學生增進中華文化知識，提升他們對中華文化的興趣**

批准撥款： **$83,991.72**

預計開支： **$83,000**

項目	計劃	預期目標	對象	監察／評估	預算開支(港幣$)
1	中華文化寫作	透過豐富學生對中華文化及品德的認識，提升學生於寫作中宣揚中華文化及品德的能。	初中學生	1. 學生課業 2. 教師觀察	20,000
2	文言文戲劇欣賞	培養學生學習文言文的興趣及知識，從中細味文言篇章內的傳統品德情意價值觀。	高中學生	1. 學生課業 2. 教師觀察	18,000
3	舉辦有關中華文化的科本活動	**透過舉辦不同活動，提升學生對中華文化的**認識及興趣。	中一至中六級學生	1. 學生課業 2. 教師觀察	30,000
4	採購有關中華文化教材	透過購買與中華文化相關的教材，以提升學生學習中華文化的興趣。	中一至中六級學生	1. 學生課業 2. 教師觀察	15,000
				總數：	83,000

2026-2027 年度餘款：$991.72

Plan on the One-off Grant on Parent Education
2026 – 2027

Grant b/f from last year: $48,800

Strategies	Benefits Anticipated	Success Criteria	Method of Evaluation	Resources Required (HK$)
S1 Orientation Programme, S2 Parents Seminar Support Support Home Programmes with Parent Education Elements	• Enable parents to effectively guide and assist their children in adapting to secondary school life. • Enhance parents' understanding of the developmental characteristics of adolescent children. • Empower parents to support their children through the ups and downs of academic performance. • Promote effective parent-child communication and strengthen home-school partnership.	Positive feedback from parents (Degree of satisfaction on activity arrangement and degree of agreement on views not less than 80%)	• Feedback from parents via Google Form questionnaire • Observation by teachers	49,000
			Total	**49,000**

Plan on the One-off Grant for Promotion of a Sports Ambience & MVPA60 in Schools
2026 – 2027

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

	Item	Proposed Date	Target students	Brief Description and Objective of the Activity	Success criteria and method of evaluation	Estimated expenses
1.	Sports Day scoring system	March 2027	S.1 - 5	Real-time scoring system to generate the accurate results to ensure smooth operation of the Sports Day.	Results for individual events and Inter-House competitions.	$5,000
2.	Sports Week	2026-2027	S.1 – 5	Promoting sports during sports week. Building up students' interest in daily exercise habit.	80% students participated in the activities.	$5,000
3.	Purchasing new sports equipment	2026-2027	S.1 - 6	Purchasing new sports equipment for PE lessons and recess.	New equipment is used in PE lessons. Replacing the consumable equipment in 'free use area'.	$30,000
4.	Introducing newly emerged sports in PE lessons / OLE / After school	2026-2027	S.1-5	Broaden the horizon of students in sports so that they can explore their potential.	At least 1 form of students can take part in a newly emerged sports activity during PE lessons.	$10,000
					Total:	**$50,000**

Plan on the Use of the Enhanced School-based Learning Activities Support Grant
2026/27 School Year
St. Francis' Canossian College

Part 1：Enhanced School-based Learning Activities Support Grant (ESLASG)

Eligible beneficiaries of ESLASG are students in receipt of Comprehensive Social Security Assistance (CSSA) or a full grant under the School Textbook Assistance Scheme (STAS full-grant); or those identified as financially needy through school-based criteria. To promote the balanced development of students with financial needs, schools should deploy ESLASG to support them in joining diversified activities across the following three categories, including (1) Activities/competitions for broadening students' learning experiences outside the classroom; (2) Activities for raising students' understanding of the community and fostering their personal growth; and (3) Activities for enhancing students' learning effectiveness, with **expenditure on Category (3) Activities for enhancing students' learning effectiveness not exceeding 20% of a school's annual ESLASG provision**.

Schools are required to upload this "Plan on the Use of the Enhanced School-based Learning Activities Support Grant" endorsed by their Incorporated Management Committees/School Management Committees to the school websites **by the end of November of the current school**

(I) Provision of Grant in the Current School Year

Amount	$ 100,800.00

(II) Details of Activities

S/N	Activity Name/Objective	Non-local Activity	Proposed Date/ Period	Estimated Number of Participating Students			Estimated Activity Expense	Percentage Share	Evaluation Method(s) (e.g. Observation, questionnaire)	Success Criteria (e.g. Students' learning effectiveness is enhanced)
				Receiving CSSA	Receiving STAS Full-grant	Meeting School-based Criteria as Financially Needy				
(1) Activities/competitions for broadening students' learning experiences outside the classroom (e.g. arts and cultural activities, sports, visits, and outdoor activities)										
Example	*New Sports Taster Class*	*No*	*10/2026-12/2026*	*50*	*50*	*10*	*$ 11,000.00*		*Teacher observations*	*Students' interest in sports increases*
1	Music Instrumental Classes	No	*10/2026-8/2027*	3	12	12	$ 70,720.00		*Teacher observations*	*Students' interest in music increases*
2	School Basketball Team Training	No	*10/2026-8/2027*	0	3	0	$ 2,500.00		*Teacher observations*	*Students' interest in sports increases*
3	Chinese Dance Team	No	*10/2026-8/2027*	0	0	2	$ 1,500.00		*Teacher observations*	*Students' interest in sports increases*
4	Athletics Team	No	*10/2026-8/2027*	0	0	1	$ 2,000.00		*Teacher observations*	*Students' interest in sports increases*
5	Long Distance Running Training	No	*10/2026-8/2027*	0	0	1	$ 2,000.00		*Teacher observations*	*Students' interest in sports increases*
6	Cheering Team Training	No	*10/2026-8/2027*	1	3	0	$ 3,000.00		*Teacher observations*	*Students' interest in sports increases*
7	Music or Sports workshops / coaching sessions for competitions	No	*10/2026-8/2027*	0	4	3	$ 6,000.00		*Teacher observations*	*Students' interest in Music increases*
8	External Competitions	Yes	*10/2026-8/2027*	1	8	2	$ 5,730.00		*Teacher observations*	Students' interest in outdoor activities
		No								
(If there is insufficient space for input, please right-click after selecting the last row and choose "Insert" to add a new row.)										
Sub-total and Percentage Share:							$ 93,450.00	92.71%		
(2) Activities for raising students' understanding of the community and fostering their personal growth (e.g. community services, self-confidence building, social and communication skills training, leadership training, and mental health activities)										
Example	*Team Leader Training Group*	*No*	*9/2026-12/2026*	*10*	*10*	*5*	*$ 5,000.00*		*Teacher observations, student questionnaires*	*Students' leadership skills improve*
1	Leadership Training Camp	No		0	5	4	$ 4,150.00		*Teacher observations, student*	*Students' leadership skills improve*
2	Study Tour	Yes	*10/2026-8/2027*	2	10	5	$ 3,200.00		*Teacher observations, student*	*Students' leadership social and communication skills*
(If there is insufficient space for input, please right-click after selecting the last row and choose "Insert" to add a new row.)										
Sub-total and Percentage Share:							$ 7,350.00	7.29%		
(3) Activities for enhancing students' learning effectiveness (e.g. tutorial services, study skills training, and language training)										
Example	*Homework Tutorial Class*	*No*	*9/2026-5/2027*	*30*	*30*	*15*	*$ 3,750.00*		*Teacher observations, student questionnaires*	*Students' learning confidence is enhanced*
1										
2										
(If there is insufficient space for input, please right-click after selecting the last row and choose "Insert" to add a new row.)										
Sub-total and Percentage Share:							$ -	0.00%		
Estimated Activity Expenses and Percentage Share:							$ 100,800.00	100.00%		

(III) Purchasing Materials/Equipment for Supporting Students' Participation in Out-of-classroom Learning Activities (e.g. musical instruments and sports equipment) (Relevant expenditure is capped at 5% of a school's annual ESLASG provision)

S/N	Required Material/Equipment	Estimated Expense	Percentage Share
Example	*Violin (1)*	*$ 800.00*	
1	Musical Instrument	$ 2,490.00	
2	Sports Equipment	$ 2,490.00	
(If there is insufficient space for input, please right-click after selecting the last row and choose "Insert" to add a new row.)			
Estimated Material/Equipment Expenses and Percentage Share:		$ 4,980.00	4.94%

(IV) Total Estimated Expenses

Amount	$	105,780.00

Part 2 : School-based Grant (SBG)

Schools **should complete this part if there are unspent balances of SBG after the end of the 2025/26 school year** .

In accordance with the stipulated principles and requirements on the use of SBG, schools may continue to use the unspent balance in the 2026/27 school year to support students with financial needs in joining after-school learning activities until the end of the 2026/27 school year. For aided schools, caput schools and schools under the Direct Subsidy Scheme, any unspent balance of SBG as at 31 August 2027 should be returned to the Education Bureau according to the annual audited accounts for the 2026/27 school year. For government schools, any unspent balance of SBG will lapse after 31 August 2027.

(I) Unspent Balance for the 2025/26 School Year

Amount	$	9,220.00

(II) Details of Activities

S/N	Activity Name/Objective	Non-local Activity	Proposed Date/ Period	Estimated Number of Participating Students			Estimated Activity Expense	Evaluation Method(s) (e.g. Observation, questionnaire)	Success Criteria (e.g. Students' learning effectiveness is enhanced)
				Receiving CSSA	Receiving STAS Full-grant	Meeting School-based Criteria as Financially Needy			
Example	*Beginner Violin Class*	*No*	*10/2026-5/2027*	*2*	*5*	*3*	*$ 15,000.00*	*Teacher observations*	*Students' interest in music increases*
1	Beginners	No	*10/2026-5/2027*	3	12	12	$ 5,000.00	*Teacher observations*	*Students' interest in music increases*
2	Study Camp / Workshop	No	*10/2026-5/2027*	2	5	5	$ 4,220.00	*Teacher observations*	Students interest in Art increases
(If there is insufficient space for input, please right-click after selecting the last row and choose "Insert" to add a new row.)									
						Estimated Activity Expenses:	$ 9,220.00		

(III) Total Estimated Expenses

Amount	$	9,220.00

Plan on the use of Diversity Learning Grant
2026 – 2027

Domain	Program	Learning Objective	Target students (level, no, selection criteria)	Duration/ Start Date	Deliverables	Teacher / organization i/c	Budget (HK$)
Cross-KLA	External gifted education programs	• Stretch high-ability learners through advanced coursework beyond the core curriculum • Promote self-directed learning and higher-order thinking skills	Top 10% students of each senior form (F.4-F.6) [about 30 students]	Whole year	Completion of the course Individual student reflection detailing key insights and conceptual growth.	Gifted Education Team	60,000
English Language	S5 & S6 Elite Writing Classes	● Development of advanced writing skills ● Mastery of persuasive and discursive writing genres (e.g. one-sided argumentative essays, proposals, articles	S5 & S6 High-Achievers (Top 10% in English)	S6 (Nov-Dec) S5 (Feb-Apr)	Completion of the course and exemplary writings produced	English Department Head & external tutor	30, 000
Chinese Language	S4-5 Creative writing programme	High achievers are facilitated in the development of creative	S4-5 elite students in the Chinese Language	First Term	Students show enthusiasm and creativity in learning	Chinese Language Panel Head	18, 000

Domain	Program	Learning Objective	Target students (level, no, selection criteria)	Duration/ Start Date	Deliverables	Teacher / organization i/c	Budget (HK$)
		writing	(about 16 students)				
Chinese Language	S5 Creative writing programme	High achievers are facilitated in the development of creative writing	S5 elite students in the Chinese Language (about 16 students)	Summer	Students show enthusiasm and creativity in learning	Chinese Language Panel Head	19, 000
Music	NSS Music Wanchai School Network Senior Secondary Music Partnership Programme	Provide opportunities for students to learn NSS Music for taking DSE Music	S4 students (2 students)	Whole year	Completion of NSS Music curriculum modules (Year 1)	Wanchai Network schools: HK Wah Yan College, HK True Light College, Ho Tung Government School, Salesian English School	13, 400
						Total	**$110,400**

Plan on the School-Based Support Scheme Grant for Schools with Intake of Newly-Arrived Children (NAC)
2026 – 2027

Strategies	Benefits Anticipated	Success Criteria	Method of Evaluation	Resources Required (HK$)
English and Chinese enhancement classes	To enhance student's standard in English and Chinese Language	▪ Positive feedback from students and teachers ▪ 75% of participants are satisfied with the programmes	▪ Teachers' observation ▪ Feedback from students ▪ Survey	$24,000
Extra-curricular activities	To foster student's social adaptation and personal development	▪ Positive feedback from students and teachers ▪ 75% of participants are satisfied with the programmes	▪ Teachers' observation ▪ Feedback from students ▪ Survey	$10,000
Orientation Programme	To help the students adapt to the school environment and education system	▪ Positive feedback from students and parents	▪ Teachers' observation ▪ Feedback from students and parents	$5,000
Others	To help students acquire basic learning skills	▪ Students are able to use the provided resources appropriately.	▪ Teachers' observation ▪ Feedback from students	$5,000
			Total	**$44,000**

Plan on the use of "AI for Science Education" Funding Programme
2026 – 2027

Area	Objectives	Success Criteria	Method of Evaluation	Proposed Period / Date of the Expenditure	Estimated Expenditure
Curriculum Integration & AI-Assisted Inquiry Learning Materials AI for Science Education Programmes by HKU/CUHK/tertiary institutes	• Design and develop school-based S1–S3 science learning modules and materials integrated with open-source AI models and simulation platforms. • Implement AI-assisted data analysis, interactive modeling, and automated feedback in junior secondary science trial lessons.	• Teachers demonstrate a clear understanding of AI concepts and are able to incorporate AI tools into teaching • Teachers develop at least 2 AI-integrated inquiry learning packages across S1-S3 Science curriculum. • Students effectively use open-source AI tools for various classroom projects. • Over 80% of participating students show enhanced understanding of scientific concepts and positive engagement in AI-assisted inquiry tasks • Teachers share insights and strategies for implementing AI in their classrooms, fostering a collaborative learning environment in staff development day.	Student feedback collected through post-lesson questionnaires Student assignments Teachers observations	Sept 2026 – Aug 2027	$50,000.00

Allocation of the grant for the 2025/26 and 2026/27 school year:	$100,000.00
Actual Expenditure for the 2025/26 school year:	$46,400.00
Actual balance brought forward for the 2026/27 school year:	$53,600.00

Plan on the One-off Grant to Promote Self-directed Learning (English Language)
2026 – 2027

Strategies	Benefits Anticipated	Success Criteria	Method of Evaluation	Resources Required (HK$)
Student Writing Compilation Publication (a) School-based writing course • 8 lessons • 120 mins each lesson, 16 hours in total • Class size: 12 students	All students (Invited to contribute exemplary writings for publication) 12 Elite students from Form 3-5	• APASO data demonstrating improved language skills and increased sense of belonging • Students show heightened interest in narrative writing	• Students' work • APASO data • Instructor's feedback • Post-course survey • Teacher observation	48,000
(b) School-based publishing course • 4 lessons • 90 mins each lesson, 6 hours in total • Class size: 8 students	Selected elite writers from Form 4 and 5 Whole school's involvement in blurb-writing competition	• Publication of the book "Angelic voices of Franciscans" • Significant improvement in language awareness • Interested interest in writing and publication	• Students' work • Reflective journal • Instructor's feedback • Student survey	$10,000
(c) Publication and Printing	Whole school	• Publish 800 copies.	• Students' reviews on the book	$32,000
			Total	**$90,000**

推廣自主語文學習（普通話）一筆過津貼工作計畫書

2026 – 2027

實踐策略	成效指標	評估方法	負責人	支出預算($)
• 購買 AI 自學平台 中一至中三學生可透過自學平台，進行語音練習及聆聽、拼寫練習。老師可於平台指派課業，學生必須於課堂或課後完成，也可額外給予練習，完成可獲加分，推動學生自主學習。	• 7 成學生使用 AI 自學平台展現自主學習技能。	• 系統內數據 • 老師的觀察及評語	所有任教本科的老師	50,000
• 舉辦賀年周暨普通話日 與中華文化學會合作舉行賀年周暨普通話日，全體學生可透過攤位活動，認識中華文化。	• 7 成學生認為賀年周的活動能提升對中華文化的認識	• 活動問卷 • 老師的觀察及評語	所有任教本科的老師	50,000
• 舉辦朗誦節訓練班 參加朗誦節的學生比賽前上 10 節訓練班，校外導師提供指導。 • 舉辦廣播劇訓練班 校外導師指導學生寫作廣播劇劇本及錄音，表現良好者可參加校外比賽。	• 7 成參加朗誦節的學生取得優良成績 • 學生可成功參加校外廣播劇比賽	• 比賽成績 • 老師的觀察及評語	所有任教本科的老師	28,000
• 購買教材(包括網上教學資源)				800
			總額($)	**128,000**

Plan on the use of One-off Grant on Other Languages for Junior Secondary Students
2026 – 2027

Strategies	Benefits Anticipated	Success Criteria	Method of Evaluation	Resources Required (HK$)
Provision of Japanese Course Level 1 (Part 2) by the School of Modern Languages and Cultures, the Faculty of Arts, HKU	9 students (F.1-F.3)	● Over 80% of students agree that the course effectively enhanced their interest and proficiency in Japanese ● Over 80% of students demonstrate active engagement during lessons ● Students demonstrate high level of oral skills ● Students demonstrate mastery of Level 1 (Part 2) syllabus goals	● Continuous assessments (class participation, grammar & reading and dictation quizzes) ● Observation and feedback given by the Japanese teacher ● Questionnaire ● Focus interview	83,000
Provision of Korean Course Level 1 (Part 1) by the School of Modern Languages and Cultures, the Faculty of Arts, HKU	23 students (F.1-F.3)	● Over 80% of students agree that the course effectively enhanced their interest and proficiency in Korean ● Over 80% of students demonstrate active engagement during lessons ● Students demonstrate good oral skills ● Students demonstrate mastery of Level 1 (Part 1) syllabus goals	● Continuous assessments (class participation, grammar & reading and dictation quizzes) ● Observation and feedback given by the Korean teacher ● Questionnaire ● Focus interview	83,000
			Total	**166,000**

Plan on the use of the "AI for Empowering Learning and Teaching" Funding Programme
2026 – 2027

Strategies	Benefits Anticipated	Success Criteria	Method of Evaluation	Resources Required (HK$)
Purchase of School-based Support Services for AI-empowered Learning and Teaching (2026/27 School Year): 1. Procure external professional service provider to co-design AI-integrated school-based curriculum resources (2 to 4 lessons per unit) across 3 target subject departments (English, Chinese and Geography) for a designated grade level respectively.	<u>Enhanced Pedagogical Effectiveness & Capacity Building</u>: • Strengthen teachers' readiness and technical capacity to integrate generative and analytical AI tools into subject-specific instructional design. • Empower the 3 subject departments to leverage AI-driven data analytics for tracking student learning performance and diagnosing learning gaps.	<u>Deliverables & Resource Development:</u> • Successful co-development and trial implementation of AI-integrated teaching and learning resources (2–4 lessons each) and assessment tool across 3 designated subject departments. <u>Teacher Training & Professional Growth:</u> • At least 8 hours of targeted professional support, lesson co-planning, and capacity-building workshops conducted per target subject department. • Over 80% of participating teachers demonstrate enhanced competency in utilizing AI teaching and learning resources for lesson design and data analysis in post-activity evaluation surveys.	• Evaluation meeting • Teacher and student surveys • Focus interview	253,000
2. Develop AI-supported internal assessment tools, learning analytics frameworks, and HKDSE-oriented assessment evaluation resources for the 3	<u>Sustainable Curriculum Culture:</u> • Establish a collaborative professional learning community culture focused on continuous improvement in AI-empowered pedagogy.	<u>Implementation & Lesson Try-outs</u>: • 100% completion of scheduled expert school visits, lesson try-outs, and review meetings across all 3 participating departments.		
	<u>Whole-School Capacity & Dissemination</u>: • Facilitate cross-disciplinary knowledge	<u>Professional Sharing:</u> • 1 school-wide staff professional development		

Strategies	Benefits Anticipated	Success Criteria	Method of Evaluation	Resources Required (HK$)
abovementioned subject departments.	sharing and scale up effective AI integration strategies across the entire teaching staff.	day / open class conducted to share lesson exemplars and AI practices of the teaching and learning resources with all teaching staff.		
	Student Learning & Assessment Enhancement: • Improve student engagement, self-directed learning capability, and academic outcomes through personalized AI feedback and tailored learning materials aligned with HKDSE requirements.	Learning Impact & Student Feedback: • Over 80% of target students actively engage with the AI learning platforms and tailored learning materials to enhance their learning interest, self- learning skills.		
			Total	253,000

Total subsidy of "AI Empowering Learning and Teaching" Funding Programme : $500,000
Estimated expenditure for the 2026/2027 school year: : $253,000
Estimated balance brought forward for the 2027/28 school year: $247,000

Prepared by Miss R. Lee (Vice-Principal)

Plan on the Use of the Life-wide Learning Grant & Sister School Grant
2026-2027

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

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

Category 3: Estimated Number of Student Beneficiaries

Total number of students in the school:	705
Estimated number of student beneficiaries:	705
Percentage of students benefitting from the Grant (%):	100%

Contact Person for LWL (Name & Post): Ms. V. Yan & Ms. C. Lee (Finance Team Member)

2026-2027 Plan on the Use of the Life-wide Learning and Sister School Grant (Template) May 2025 ver.

St. Francis' Canossian College

Schools are required to upload this Plan on the Use of the Life-wide Learning and Sister School Grant endorsed by their SMCs / IMCs to the school website for the sake of enhancing transparency and in accordance with the established practices.
Our school will use this Grant in compliance with relevant requirements as stipulated in circulars, guidelines and other documents issued by the EDB. Our school understands that in case of inappropriate use of the Grant, our school should make good relevant expenses by deploying other suitable resources.

^ List of Category of the Activity and Evaluation Method for reference (Schools can select one or more suitable option(s) from the pull-down list):【School may click on the "━" on the left to hide this part】
[Please click "Enable Content" / "啟用內容" above before completing the template.]

Category of the Activity:	**A1** Values Education **A2** Intellectual Development **A3** Community Service **A4** Physical and Aesthetic Developmen **A5** Career-related Experiences **A6** Patriotic Education **A7** Digital Education, Artificial Intelligence and STEAM Educatio **A8** Student Mental Health **A9** Others (Please specify in column L)
Evaluation Method:	**B1** Questionnaire **B2** School Meeting and Discussion **B3** Professional Sharing in Schoo **B4** Interview **B5** Observation **B6** Written report and record **B7** Others (Please specify in column N)

Category 1: Details of Activities

No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Target & Estimated Number of Participants (Fill in the estimated number of participants of each type; please indicate "0" if a particular type is not involved)				Estimated Expenses ($)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity^		Evaluation Method^	
				Students (Please specify levels and number)	Teachers	School Management	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)
1.1	**Local Activities** (including online exchanges)												
1	Home programs for student formation	HT	To develop students soft skills according to the main theme of the home programs proposed.	S1-S6 (727)	0	0	0	$25,000.00		A1 Values Education		Evaluation by teachers and students using questionnaire/ observation.	
2	Value education for board decoration	HT	The purpose of the board display is to echo our school major concern "Ignite Passion, Fulfil Mission — Live Healthy, Grow with Values" by inspiring students daily to pursue their goals with passion, live responsibly through healthy habits, and cultivate positive values.	S1-S6 (727)	0	0	0	$4,000.00		A1 Values Education		Evaluation by teachers and students using questionnaire/ observation.	
3	Excellence development scheme	Whole year	To nurture whole-person development by recognizing and rewarding outstanding performance in specific subjects/ domains. Through delivering gifts/rewards, the program motivates students to strive for excellence not only in academics but also in character, leadership, creativity, and service.	S1-S6 (727)	0	0	0	$24,000.00		A1 Values Education		Evaluation by teachers and students using questionnaire/ observation.	

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				Students (Please specify levels and number)	Teachers	School Management	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)
4	S3-S5 Careers Outing	July 2027	To let students explore more about different careers through hands-on experience/ company visit.	S3-S5 (384)	0	0	0	$10,000.00		A9 Others (Please specify in column L)	Life planning Education	Evaluation by teachers and students using questionnaire/ observation/ reflections. Others, please specify: Life planning Education	
5	S5 Mock HKDSE release	July 2027	To let students experience the release of HKDSE results and have better planning for future studies	S5 (118)	14	0	0	$20,000.00		A5 Career-related Experiences		B1 Questionnaire B5 Observation	
6	Careers days in lunch period	Jan 2027	Game booths are set during lunch time to let students from the whole school to understand the concepts of VASK	S1-S6 (100)	2	0	0	$500.00		A5 Career-related Experiences		B1 Questionnaire B5 Observation	
7	S5-S6 Mock interview	19 Feb 2027	The purpose of a mock interview for F6 students is to help them practice interview skills, build confidence, and receive constructive feedback so they are better prepared for future academic, scholarship, or job opportunities.	S5-S6 (130)	3	1	0	$3,000.00		A5 Career-related Experiences		B5 Observation	
8	S2-S5 Careers Expo	30 Apr 2027	The purpose of the careers expo is to connect students with alumni who share their job experiences, offering inspiration, guidance, and real-world insights into future career paths.	S2-S5 (130)	6	3	0	$4,500.00		A5 Career-related Experiences		B5 Observation	

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				Students (Please specify levels and number)	Teachers	School Management	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)
9	S1 Extended Learning Day I	16 Mar 2027	Understand Hong Kong's rich biodiversity, exploring the unique characteristics and adaptations of different biological categories while mastering retrieval and classification skills.2. Master the use of professional water quality testing tools. Learn to prepare microscope slides to observe live plankton specimens, navigating concepts of resolution, magnification, and field of view. 3.: Internalize the profound importance of biodiversity and recognize the direct, often fragile consequences of human activities on stream ecosystems.	S1(132)	12	0	0	$10,000.00		A7 Digital Education, Artificial Intelligence and STEAM Education		B1 Questionnaire B5 Observation	
10	F2 Extended Learning Days	16-17 March 2027	To engage students in experientaial learning	S2 (132)	12	0	0	$31,680.00		A1 Values Education A2 Intellectual Development		B1 Questionnaire B5 Observation	
11	F.3 Extended Learning Day Camp	April 2027 (2 days 1 night)	Objective: To foster self-exploration and resilience among F3 students in overcoming challenges.	S3 (128)	8	0	0	$35,000.00		A1 Values Education		Evaluation by teachers and students using questionnaire/ observation/ reflections.	
12	F4 Extended Learning Day 1	17 Mar 2022	Objective: To empower students to understand community issues, develop practical skills like conflict resolution, diversity awareness.	S4 (120)	10	0	0	12000		A9 Others (Please specify in column L)	Leadership Training	Evaluation by teachers and students using questionnaire/ observation.	
13	F.4 Extended Learning Day 2	18 Mar 2027	Objective: To featured a comprehensive array of experiential activities aimed at promoting their self-exploration and personal development.	S4 (124)	0	0	0	48000		A9 Others (Please specify in column L)	Personal Growth	Evalutaion by teacher and students' evaluation forms.	

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				Students (Please specify levels and number)	Teachers	School Management	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)
14	Art workshops for wellness week	TBC	Objective: Students can join different art workshops to relax during Wellness Week. Through hands-on activities, they can enjoy creative time, reduce stress, and recharge both mentally and emotionally.	S1-5 (44)	0	0	0	$20,000.00		A4 Physical and Aesthetic Development		B1 Questionnaire	
15	Fashion Show: students attend 80 training sessions and comepetitions taught by professional coach.	TBC	To enhance school team's performance in interschool competitions. Expending students' physical ability and fitness level through regular trainings. Develop students' sense of belonging to school through team games. Description: students attend 80 training sessions and comepetitions taught by professional coach.	S3 (130)	0	0	0	$8,000.00		A4 Physical and Aesthetic Development		B5 Observation	
16	Training for Symphony Orchestra and String Orchestra	1/9/2026 - 31/8/2027 (47.5 sessions trainings ; each training is 1 hr)	To offer oppertunites for students to learn music through playing in the Orchestra or music ensembles	S1-S5 (35)	0	0	0	$95,000.00		A4 Physical and Aesthetic Development		B5 Observation	
17	Training for Chinese Ensemble	1/9/2026 - 31/8/2027 (40 sessions trainings ; each training is 1 hr)	To offer oppertunites for students to learn music through playing in the Chinese Orchestra or Chinese music ensembles	S1-S5 (25)	0	0	0	$30,000.00		A4 Physical and Aesthetic Development		B5 Observation	
18	S1-S3 OLE Music (Collaborate with Healthy / Wellness)		To enable students to explore the connection between music and wellness.	S1-S3 (300)	0	0	0	$9,000.00		A4 Physical and Aesthetic Development		B5 Observation	

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19	S4-S6 OLE Music (Collaborate with Healthy / Wellness)		To enable students to explore the connection between music and wellness.	S4-S6 (300)	0	0	0	$9,000.00		A4 Physical and Aesthetic Development		B5 Observation	
20	External Competitions (Music Teams)	/9/2026 - 31/8/202	To provide opportunities for students in diversity learning; widn students' horizons	S1-S5 (200)	0	0	0	$17,000.00		A4 Physical and Aesthetic Development		B5 Observation	
21	Music Workshopts, Seminars, Visits or Local Exchange	/9/2026 - 31/8/202	To broden students' horizons and their exposure in music	S1-S5 (200)	0	0	0	$4,000.00		A4 Physical and Aesthetic Development		B5 Observation	
22	Travelling Expenses	/9/2026 - 31/8/202	To facilitate transportation for students attending performances, competitions, or for the delivery of equipment and materials	S1-S5 (200)	0	0	0	$8,000.00		A4 Physical and Aesthetic Development		B5 Observation	
23	Musical Instruments Repairment	/9/2026 - 31/8/202	To have better instruments for students to play / perform music for competitions or performances	S1-S5 (600)	0	0	0	$10,000.00		A4 Physical and Aesthetic Development		B5 Observation	
24	Musical Instrument Procurement	/9/2026 - 31/8/202	To offer students enhanced learning opportunities by providing higher quality musical instruments.	S1-S5 (600)	0	0	0	$10,000.00		A4 Physical and Aesthetic Development		B5 Observation	

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				Students (Please specify levels and number)	Teachers	School Management	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)
25	Athletics (Field) Team	Sept 2026 - Aug 2027 (70 sessions + 5 competition, each training is 2hrs)	Objective: To enhance school team's performance in interschool competitions. Expending students' physical ability and fitness level through regular trainings. Develop students' sense of belonging to school through competitions. Description: students attend 70 training sessions and comepetitions taught by professional coach.	S1-5 (20)	0	0	0	26000		A4 Physical and Aesthetic Development		Evaluation by teachers and students observation / competition results	
26	Athletics (Track) Team	Sept 2026 - Aug 2027 (70 sessions + 5 competition, each training is 2hrs)	Objective: To enhance school team's performance in interschool competitions. Expending students' physical ability and fitness level through regular trainings. Develop students' sense of belonging to school through competitions. Description: students attend 70 training sessions and comepetitions taught by professional coach.	S1-S5 (20)	0	0	0	26000		A4 Physical and Aesthetic Development		Evaluation by teachers and students observation / competition results	

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				Students (Please specify levels and number)	Teachers	School Management	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)
27	Basketball Team	Sept 2026 - Aug 2027 (60 sessions + competition, each training is 1.5 hrs)	Objective: To enhance school team's performance in interschool competitions. Expending students' physical ability and fitness level through regular trainings. Develop students' sense of belonging to school through competitions. Description: students attend 70 training sessions and comepetitions taught by professional coach.	S1-S6 (20)	0	0	0	40000		A4 Physical and Aesthetic Development		Evaluation by teachers and students observation / competition results	
28	Cheerleading Dance Team	Sept 2026 - Aug 2027 (30 sessions + competition, each training is 1.5 hrs)	Objective: To enhance school team's performance in interschool competitions. Expending students' physical ability and fitness level through regular trainings. Develop students' sense of belonging to school through competitions. Description: students attend 70 training sessions and comepetitions taught by professional coach.	S1-S5 (20)	0	0	0	10000		A4 Physical and Aesthetic Development		Evaluation by teachers and students observation / competition results	

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				Students (Please specify levels and number)	Teachers	School Management	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)
29	Cross-country Team	Sept 2026 - Aug 2027 (30 sessions + competition, each training is 1.5 hrs)	Objective: To enhance school team's performance in interschool competitions. Expending students' physical ability and fitness level through regular trainings. Develop students' sense of belonging to school through competitions. Description: students attend 70 training sessions and comepetitions taught by professional coach.	S1-S5 (20)	0	0	0	10000		A4 Physical and Aesthetic Development		Evaluation by teachers and students observation / competition results	
31	S.1 Sports OLE (Sports Workshop)	01 Apr 2026	Objective: Expending students' horizon in sports through a tasting session. Description: an 1.5 hour experience session by professional coaches	S1 (128)	0	0	0	3000		A4 Physical and Aesthetic Development		Evalutaion by teacher and students' evaluation forms.	
32	S.2 Sports OLE (Sports Workshop)	01 Apr 2026	Objective: Expending students' horizon in sports through a tasting session. Description: an 1.5 hour experience session by professional coaches	S2 (128)	0	0	0	3000		A4 Physical and Aesthetic Development		Evalutaion by teacher and students' evaluation forms.	
33	S.3 Sports OLE (Sports Workshop)	01 Apr 2026	Objective: Expending students' horizon in sports through a tasting session. Description: an 1.5 hour experience session by professional coaches	S3 (128)	0	0	0	4000		A4 Physical and Aesthetic Development		Evalutaion by teacher and students' evaluation forms.	

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				Students (Please specify levels and number)	Teachers	School Management	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)
34	S.4 Sports OLE (Sports Experience in Craigegower Cricket Club)	01 Apr 2026	Objective: Expending students' horizon in sports through a tasting session. Description: an 1.5 hour experience session by professional coaches	S4 (124)	0	0	0	3000		A4 Physical and Aesthetic Development		Evalutaion by teacher and students' evaluation forms.	
35	S.5 Sports OLE (Gym Pass Course)	01 Apr 2026	Objective: Expending students' horizon in sports through a tasting session. Description: an 1.5 hour experience session by professional coaches	S5 (124)	0	0	0	100		A4 Physical and Aesthetic Development		Evalutaion by teacher and students' evaluation forms.	
36	Chinese Dance Team	Sep 2026 - Aug 2027 (50 sessions + 1-2 competitions + 1-2 performances, each training is 1.5 hrs)	Objective: To encourage students to develop their interest as well as understand their own strengths. Preparation for interschool competition and performances. Description: Hire a coach to train students in dance skills so that theu can participate in competitions and performances, and broaden their horizons.	S1-S6 (30)	0	0	0	$44,500.00		**A4** Physical and Aesthetic Development		Evalution by teachers and students. Result in interschool competition.	

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				Students (Please specify levels and number)	Teachers	School Management	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)
37	Training for English Drama Team (in preparation for the AEMSS English Drama Fest 2027)	26 - Apr2027 (40 h	Description: Each member willparticipate in about 40 hours of dramatraining provided by a professional drama coach. Each session lasts about 1.5 to 2 hours. They will all participate in the AEMSS English Drama Fest in 2027 and receive a certificate of participation from the organizer of the competition. Objective: To enhance students' interest and exposure to English language arts and performing arts by providing them with professional drama training sessions and the opportunity to	S1-5 (10)	0	0	0	$58,000		A2 Intellectual Development		English Language	
38	English Week (Game booths, Exhibition, RaC in collaboration with Library Team)	19 -23 April	Objective: To promote Language Across the Curriculum and provide authentic situation to immerse students in English learning. Description: Cross-curricular projects coorganized with Library Team to promote Reading Across the Curriculum	S1-5 (600)	0	0	0	$12,000.00		A2 Intellectual Development		Evaluation by students and teachers using questionnaires/ Students' reflective journals	
39	YLEADS & HKACE Member School Fee	Sep 2026-May 2027	透過不同的學習活動及服務，培養學生的資訊素養及善用資訊科技的能力和態度，成為負責任的公民及終身學習者。	S2-5 (25)	0	0	0	$1,200.00		A7 Digital Education, Artificial Intelligence and STEAM Education		Evalutaion by teacher and students' evaluation.	
40	STEM Week	Mar-May 2027	To arouse students' interest in STEM	S1-5 (500)	0	0	0	$5,000.00		A7 Digital Education, Artificial Intelligence and STEAM Education		Evalutaion by teacher and students' evaluation.	

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41	Aviation Talk	Mar-May 2027	To arouse students' interest in aviation, which aligns with the theme of the exposure trip	S5 (100)	0	0	0	$150.00		A7 Digital Education, Artificial Intelligence and STEAM Education		Evalutaion by teacher and students' evaluation.	
42	STEM Competitions	Sep 2026-Aug 2027	To expose students in STEM competitions	S2-5 (25)	0	0	0	$10,000.00		A7 Digital Education, Artificial Intelligence and STEAM Education		Evalutaion by teacher and students' evaluation.	
43	STEM Programs	Sep 2026-Aug 2027	To expose students in STEM programs	S2-5 (25)	0	0	0	$2,000.00		A7 Digital Education, Artificial Intelligence and STEAM Education		Evalutaion by teacher and students' evaluation.	
44	第五屆京粵港澳青少年兒童詩歌節暨第七屆北京·粵港澳大灣區兒童藝術交流周	Sep-Dec 2026	本活動旨在加強內地與港澳青少年兒童交流,展示詩畫之美,共同傳承和弘揚中華優秀傳統文化,讓愛國愛港愛澳的種子在孩子們心中生根發芽。讓內地與港澳的文化傳播更加新穎生動,積極打造具有特色的文化傳播品牌項目。	S1 (132)	0	0	0	$2,500.00		A7 Digital Education, Artificial Intelligence and STEAM Education		Evalutaion by teacher and students' evaluation.	
45	F.1 Sex and Health Home Program (Talk)	Post-exam	Understand the physical and emotional aspects of puberty and menstruation Learn self-care and hygiene management	S1 (132)	0	0	0	$2,500.00		A1 Values Education		Questionnaire/Observation	
46	F.2 Sex and Health Home Program (Talk)	1 HT	To let students to explore the concepts of boundaries and to understand the importance of protect oneself and respecting others.	S2 (132)	0	0	0	$2,500.00		A1 Values Education		Questionnaire/Observation	
47	F.3 Sex and Health Workshop	1 HT	Understand the foundations of healthy relationships Explore concepts of trust, boundaries, and communication	S3 (130)	0	0	0	$5,000.00		A1 Values Education		Questionnaire/Observation	

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				Students (Please specify levels and number)	Teachers	School Management	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)
48	F.4 & 5 Sex and Health Home Program (Talk)	1 HT	To let students to understand the correct attitude in maintaining a healthy initimate relationship and the importance of protect oneself and respecting others.	S4 (120)	0	0	0	$2,500.00		A1 Values Education		Questionnaire/Observation	
49	F.6 Sex and Health Home Program (Talk)	1HT	To let students to understand the correct attitude in maintaining a healthy initimate relationship and the importance of protect oneself and respecting others.	S5 (120)	0	0	0	$2,500.00		A1 Values Education		Questionnaire/Observation	
50	Health and Wellness week	3 days in January	To promote healthy lifestyle and increase awareness of mental and emotional health in school	S1-S5 (580)	0	0	0	$20,000.00		A1 Values Education		**B5** Observation	
51	Materials and prizes for whole school activities and fun fair	Oct 2026 to May 2027	To promote healthy lifestyle and increase awareness of mental and emotional health in school	S1 - S6 (680)	0	0	0	$1,700.00		A1 Values Education		**B5** Observation	
52	Counselling Team GAMP Workshop	Oct 2026, Nov 2026, Mar 2027, May 2027	Objective: To foster self-exploration, self-understanding, and develop basic counseling skills, thus to develop a supportive relationship between the GA and the F1 SC throughout the school year. Description: Both the GA and SC will engage in various group activities, including warm-up games, sharing sessions, and pair-up games, to facilitate their relationship.	S.1, S.4, S.5 (44)	0	0	0	$10,000.00		A1 Values Education		B1 Questionnaire	

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				Students (Please specify levels and number)	Teachers	School Management	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)
53	Counselling Team F.4 Orientation	Sep, 2026	Objective: To foster self-exploration and self-understanding among F.4 students, and equip them with communication and collaboration skills to navigate challenges in senior forms. Description: Students will participate in a day camp, engaging in various group activities and sharing sessions aimed at honing their skills to overcome challenges.	S.4 (120)	0	0	0	$30,000.00		A1 Values Education		B1 Questionnaire	
54	Counselling Team Service	Mar 2026	Objective: To cultivate a sense of responsibility in serving the community among GA and SC. Description: All GA and SC will actively participate in a series of activities aimed at serving the needs of the community.	S1,S4,S5 (44)	0	0	0	$6,000.00		A1 Values Education		B1 Questionnaire	
55	Counselling HT for F.1-6	2026-2027	Objectives: to facilitate student personal growth, emotional management, problem-solving, peer collaboration and communication skills. Description: By participating in the group activity and debriefing session, students were able to reflect on their experiences, facilitate open communication, and express their thoughts and feelings.	S1-6(550)	0	0	0	$6,000.00		A1 Values Education		B1 Questionnaire	

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				Students (Please specify levels and number)	Teachers	School Management	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)
56	Church guided tour: Students will join the guided tour offered by a church."	dec 2025- jan 202	Objective: To let students learn about the architectural, historical and religious significance of a church; to equip students with proper attitudes and etiquette in a church. Description: Students will join the guided tour offered by a church.	s1 (130)	0	0	0	$1,000.00		A1 Values Education		questionnaire, teachers' observation	
57	religious team activities	Sept 2026 to Aug 2027	To enhance religious knowledge and deepen spiritual formation. To provide various learning experiences. Description: Religious activities include masses, retreats, catholic formations, spiritual development programmes, celebrations, workshops and activities organised by external organisations.	S1-6 (680)	0	0	0	$66,000.00		A1 Values Education		questionnaire, teachers' observation	
58	Biology competitions	Sep 2026- June 2027	To arouse students' interest in Biology and enhance initiative in learning	S3-S6 (15)	0	0	0	$2,000.00		A7 Digital Education, Artificial Intelligence and STEAM Education		Observation, students' participation	
59	F5 Biology field trip	Apr 2027	To arouse students' interest in Biology and conservation awareness through field studies	S5 (50)	0	0	0	$2,500.00		A7 Digital Education, Artificial Intelligence and STEAM Education		Science Observation, students' participation	

No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Target & Estimated Number of Participants (Fill in the estimated number of participants of each type; please indicate "0" if a particular type is not involved)				Estimated Expenses ($)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity^		Evaluation Method^	
				Students (Please specify levels and number)	Teachers	School Management	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)
60	Field Trip/ Workshop of the World Heritage: An out-of-classroom experiential learning activity will be organized to enrich students' understanding in history and cultural significance Objective: To enrich students' learning experience through different workshops or field trips to foster cultural appreciation, interdisciplinary learning, creativity, and a holistic understanding of history.	Dec 2026, April 2027	To enrich students' learning experience through different workshops or field trips to foster cultural appreciation, interdisciplinary learning, creativity, and a holistic understanding of history.	S4-6 History students (40)	0	0	0	$10,000.00		A2 Intellectual Development		B1 Questionnaire	
61	Drama Club Training Sessions for Hong Kong School Drama Festival	Sep 2026 - Mar 2027 (20 sessions; 1.5 hours per session)	To provide drama production opportunities for students, and to cultivate their interest in acting on stage and working behind the stage.	S1-5 (50)	0	0	0	$50,000.00		A4 Physical and Aesthetic Development		B1 Questionnaire	
62	Drama Club Backstage Programme	Oct 2026 - Mar 2027	To equip students with knowledge and hands-on experience in backstage	S1-5 (10)	0	0	0	$20,000.00		A4 Physical and Aesthetic Development		B1 Questionnaire	
63	English Debating Team	Sept 2026- Aug 2027 (Approximately 6-8 competitions, with 18-20 1.5hrs training sessions)	To hire debate coaches to support the team members' preparation and training for competitions.	S2-4 (10)	0	0	0	$35,000.00		A2 Intellectual Development		Others, please specify:Evalutaion by teacher and students' evaluation forms.	
64	Chinese Debate Team	Sept 2026- Aug 2027 (Approximately more than 10 competitions)	Hire debate coaches to support our team members' preparation and training for competitions.	S1-S5 (20)	0	0	0	$50,000.00		A2 Intellectual Development		Questionnaire and Teacher Observation	
65	F.3 and F.5 School Picnic	13 Nov 2026 (whole day)	1. Achieve the 4Rs Mental Health Charter: Rest, Relaxation, Relationship & Resilience; 2. Build up class spirit; 3. Establish a closer relationship between teachers and students	S3 & S5 (280)	0	0	0	$2,800.00		A8 Student Mental Health		Evalutaion by teacher and students' evaluation forms.	

No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Target & Estimated Number of Participants (Fill in the estimated number of participants of each type; please indicate "0" if a particular type is not involved)				Estimated Expenses ($)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity^		Evaluation Method^	
				Students (Please specify levels and number)	Teachers	School Management	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)
66	Leadership Traning Camp for newly elected Exco. Members (2Days1Night)	2 -3 Oct 2026	Objecttive: To stretch students' potential in leadership, develop teamwork and enhance communication and interpersonal skills	S2 - S5 (80)	5	0	0	16000		A9 Others (Please specify in column L)	Leadership Training	Evaluation by teachers and students using questionnaire/ observation.	
67	Wofoo Hong Kong Youth Civic Leaders Election Competiition	Sept 2026 - June 2027	Enhance students' understanding and experience in leading civic activities and arousing civic awareness in the soceity and serve the community; nuture youth citiznes with social responsibility and national identity	S4 - S5 (6)	0	0	0	$1,200.00		A1 Values Education		Teachers' oberservaton/ Students' interview	
68	Green education programme	Sept 2026 - June 2027	Arouse studnets' attention to the importance of sustainable development to the global development; nurture them to be Chinese citizens that have well-equipped global perspective	S4 -S5 (8)	0	0	0	$600.00		A1 Values Education		Teachers' oberservaton/ Students' interview	

No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Target & Estimated Number of Participants (Fill in the estimated number of participants of each type; please indicate "0" if a particular type is not involved)				Estimated Expenses ($)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity^		Evaluation Method^	
				Students (Please specify levels and number)	Teachers	School Management	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)
69	External CS & CES competitions and customised experiential workshop	Sep 2026- June 2027	Objective: To arouse students' civic awareness through increasing their exposure to the local society and understanding of different stakeholders' situation; in order to nurture them to have global persepctives rooted in Chinese culture and concern about the country and the globe Description: workshops and competitions will be conducted and encouraged for students' engagement	S4 - S6 (20)	0	0	0	$1,500.00		A6 Patriotic Education		Observation, students' participation	
70	Swimming Team + Swimming Gala	sions + 2 inter-sch	To foster school spirit and physical well-being through an inclusive, high-energy swimming event that celebrates both competitive talent and participation for all skill levels.	S1-S6 (680)	0	0	0	$35,000.00		A4 Physical and Aesthetic Development		Observation by teachers. Feedback from students and teachers. Competition results	
71	Sports Day	March 2027	To foster school spirit and physical well-being through an inclusive, high-energy athletics event that celebrates both competitive talent and participation for all skill levels.	S1-S5 (580)	0	0	0	$10,000.00		A4 Physical and Aesthetic Development		Observation by teachers. Feedback from students and teachers. Competition results	
(Please insert rows above if the space provided is insufficient.)													
							Total estimated expenses of item 1.1	$1,042,430.00					
1.2	**Non-local Activities**												

No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Target & Estimated Number of Participants (Fill in the estimated number of participants of each type; please indicate "0" if a particular type is not involved)				Estimated Expenses ($)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity^		Evaluation Method^	
				Students (Please specify levels and number)	Teachers	School Management	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)
1	姊妹學校交流(來訪)	2026年11或12月	已締結的姊妹學校到訪，與該校學生進行文化交流活動，加深對中華文化的認識及認同感，增進兩校友誼。	S1 - S6 (50)	0	0	0	$1,000.00	1.武漢市第十九中學 2.武漢市第十九初級中學	A2 Intellectual Development Chinese Language A2 Intellectual Development Chinese Language Chinese Language A2 Intellectual Development Chinese Language		問卷調查及觀察	
2	STEM Exposure Trip	Jul 2027	To understand the physics of flight and the IT systems required for modern air traffic control and aircraft navigation. To witness the development of the C919 (China's first domestically made large passenger jet) and appreciate the "four long-terms" spirit of Chinese engineering. Introduce students to various roles in the aviation ecosystem—from aerospace engineering and aircraft maintenance to digital flight operations.	S1-5 (30)	4	0	0	$30,000.00		Cross-Disciplinary (STEAM)		Evalutaion by teacher and students' evaluation.	
3	Service Learning Trip to Vietnam	Mid July (5 days)	To explore Vietnam's war history and reflect on peace. To volunteer at an orphanage with fun, leadership-based activities. To promote cultural exchange through heritage visits and student interactions.	S2-S6 (24)	4	0	0	$36,000.00		Leadership Training and Service Learning		Evaluation by teachers and students using questionnaire/ observation.	

No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Target & Estimated Number of Participants (Fill in the estimated number of participants of each type; please indicate "0" if a particular type is not involved)				Estimated Expenses ($)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity^		Evaluation Method^	
				Students (Please specify levels and number)	Teachers	School Management	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)
4	廣州孫中山事蹟及辛亥革命歷程探索之旅	20/11-21/11(待定)	認識辛亥革命及孫中山先生的生平事蹟；培養堅毅和不屈不撓的精神；了解保家衛國的信念和維護國土安全的重要性，培養國家觀念	S3(129)	13	0	0	$47,120.00		A2 Intellectual Development		B1 Questionnaire	
5													
(Please insert rows above if the space provided is insufficient.)													
							Total estimated expenses of item 1.2	$114,120.00					
							Total estimated expenses (sum of items 1.1 and 1.2)	$1,156,550.00					

Name of Teacher Responsible for Life-wide Learning:	V. Yan	Position:	Teacher
Name of Teacher Responsible for the Sister School Scheme:	C. Lee	Position:	Teacher

St. Francis' Canossian College

School Development Plan 2025/26 – 2027/28

School Annual Plan 2026/27

Endorsed by

The Incorporated Management Committee of

St. Francis' Canossian College

Sr. FOK Wai Man Veronica
School Supervisor / Chairperson

Date: 4 November 2026