



*Treasuring our Life*  
*Lifting Up Our Mind*

Holy Family Canossian College  
Annual School Plan 2021-2022

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## I.

### **Our Vision-Mission**

We are committed to realizing students' potential by providing an all-round education in a dynamic learning and teaching environment that enhances Christian values of love and unity, and grooming them into motivated, caring individuals with a strong sense of social responsibility and national identity through lifelong learning.

### 我們的願景與使命

我們致力發掘學生的潛能，提供一個充滿活力的學與教環境，推動全人教育，好讓學生效法基督關愛共融的精神，追求善德。我們勉力啟迪她們積極上進，終身學習；並以樂於服務的熱忱關心社群，貢獻國家。

## II.

### SCHOOL MOTTO

#### United in Love

Our school motto draws its inspiration from the Holy Family of Jesus, Mary and Joseph. We strive to shine forth the spirit of Peace, Joy, Harmony and Praise, living in communion of hearts for on-going formation and growth.

耶穌基督、聖母瑪利亞和若瑟，啓導我思，授我校訓。我們將全力以赴，發揚敦、怡、協、頌的精神，讓我們心連心，並肩前進，共同成長。

### The Spirit of HFCC

Revere the Lord, love people and life.

Be united in friendship, respect teachers and honour truth.

Work hard and be motivated, cultivate self-respect and self-discipline.

Give due emphasis to the five educational goals, strive for an all-round development.

Think independently, be tolerant and receptive to differing ideas.

Serve the community, show concern for others.

### 校訓

#### 同繫於愛

### 聖家精神

敬主愛人，熱愛生命。

團結友愛，尊師重道。

勤奮上進，自愛自律。

五育並重，均衡發展。

獨立思考，兼容並包。

服務社會，關心他人。

### III. Holistic Review

#### *Effectiveness of the Previous School Development Plan 2018 – 2021*

Major Concerns	Targets achieved	Follow-up Actions
<p><b>To Strengthen Students' Ability to Implement Self-directed Learning – Learning with Passion</b></p>	<p><i>Fully achieved:</i></p> <ul style="list-style-type: none"> <li>• The morning reading session was fine-tuned and students' good reading habit was reinforced, through the introduction of E-books, English magazines (<i>English Corner</i> for S1 – S3 and <i>English Channel</i> for S4 – S6), Chinese and English Reading Days, as well as the whole-school student-led news reading session.</li> <li>• Students kept abreast of updated news through the habit of reading newspapers, so as to understand the society from multiple perspectives.</li> <li>• Students were empowered to take greater ownership of their learning through engaging in pre-lesson preparation, including pre-writing tasks, vocabulary building tasks, pre-lesson videos or simulations and the generation of ideas through group discussions.</li> <li>• Students became active learners via e-learning tools with innovative learning and teaching methodologies. To maximize students' engagement in self-directed learning, Google and other e-learning platforms were adopted to build self-access corners for students to learn at their own pace. Other e-learning tools and electronic resources were also utilized.</li> <li>• Tiered assignments were designed and timely feedback was given by teachers with the use of e-learning tools to identify students' common areas of weakness and cater for their diverse learning needs.</li> <li>• Students' spirit of exploration through STEM education and other extended learning experiences was fostered, with the introduction of STEM Room, STEM Team, STEM Club, STEM Day and STEM Curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• The whole-school news reading session with news articles appropriately selected would be refined and selected for specific levels of students.</li> <li>• Bonus marks would be given for students in completing pre-lesson tasks, more small-scale assessment tasks would be designed to test students' understanding and quizzes with different levels of questions would be given so as to further encourage students to engage in pre-lesson preparation.</li> <li>• Tasks involving higher-order thinking skills and critical thinking would be included to cater for learner diversity.</li> <li>• Teachers' follow-up actions were expected to ensure that students make good use of e-learning resources.</li> <li>• STEM Education would be further promoted to raise students' creativity and interest.</li> </ul>
<p><b>To Cultivate Students' Positive Outlook of Life with a</b></p>	<p><i>Fully achieved:</i></p> <ul style="list-style-type: none"> <li>• Students' time management skills were strengthened with a heightened awareness of striking a balance between studies and non-academic activities: <ul style="list-style-type: none"> <li>➤ The policy “Centralized Record of Late Submission of Assignments” was implemented from S1 progressively;</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Life Education, including Positive Education, in a whole-school approach would be launched to help students cope with negative emotions and</li> </ul>

<p><b>Sense of Self-awareness –</b></p> <p><i>Cultivating a Positive Mindset</i></p>	<ul style="list-style-type: none"> <li>➤ The deadlines of major assignments from different streams were carefully planned to avoid a clash of major assignment deadlines.</li> <li>➤ Students were advised to participate in a designated number of extra-curricular activities only, with the number of posts taken up by them regulated through a centralized system.</li> <li>• Students’ character and capacity building were strengthened, with Positive Education initiated (partially achieved), leadership training and service programmes implemented, and talks being held to boost their resilience.</li> <li>• A character strength survey was done by students to understand more about their attributes and character strengths.</li> <li>• Students’ sense of responsibility and mutual respect were enhanced through daily practices and leadership training, through the sharing of monthly themes by teachers and students in the morning assembly, and followed by good qualities further illustrated by Class Teachers.</li> <li>• Students were entrusted with different posts of responsibility within their class as a kind of leadership training. Discipline Prefects and Guidance Leaders were invited to help S1 students adapt to the new school environment and school life.</li> <li>• Miss Grateful Programme with a range of DIY workshops were organised by the Guidance Team to assist students in enhancing self-appreciation and enriching their life skills.</li> <li>• Students’ awareness of self-discipline on different occasions was enhanced, with a Merit Record serving as an encouragement to students to behave well in school.</li> </ul>	<p>develop a positive mindset to face adversities.</p> <ul style="list-style-type: none"> <li>• The sharing by Class Teachers during Class Teachers’ Time would be encouraged.</li> <li>• A Merit Record recognizing students for being self-disciplined in areas of honesty and kindness would be further strengthened; teachers would be encouraged to appreciate students’ good attributes and behaviours so as to foster their positive values.</li> <li>• Students’ academic and non-academic achievements would be further recognized and appreciated to enhance their confidence.</li> </ul>
<p><b>To Enrich Students’ Life Skills –</b></p> <p><i>Soaring with Aspirations</i></p>	<p><i>Fully achieved:</i></p> <ul style="list-style-type: none"> <li>• The “Goal-setting and Self-assessment Form” was designed for most of the low achievers to encourage better self-management.</li> <li>• Home-school cooperation and parent seminars like “How to build Positive Emotion”, “Self-repair for Tired Parents”, “Adolescents – Not Get Lost in the Net” and so on were strengthened. Timely information regarding parent education provided by the EDB was disseminated through the School App.</li> <li>• S1-S3 “Finding Your Colours of Life” and S4-S5 “Career Mapping” workshops were conducted by Class Teachers and Careers Teachers.</li> <li>• Past students were invited to conduct careers talks held by the Careers Guidance Team.</li> <li>• The workshop of S6 mock HKDSE release of results was conducted.</li> <li>• Students were guided to explore and reflect on core Christian values (Truth, Justice, Love, Life and Family) and the Canossian spirit in Religious Education lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents would be invited to write feedback for the students (e.g. whether students were implementing their goals on a monthly basis) to show their support.</li> <li>• Careers and Life Planning (CLP) was reinforced to help students equip themselves with the knowledge, skills and attitude to make wise choices in accordance with their interests, abilities and orientations; integrate their career / academic aspirations with whole-person development and</li> </ul>

	<ul style="list-style-type: none"> <li>• A talk regarding cyber bullying held by the Discipline Team was conducted to raise students' concern on internet security and privacy, thus enabling them to understand the pros and cons of using the Internet.</li> <li>• Students were required to revisit and reflect on the "Profile of HFCC Graduates" stated in the Students' Handbook to foster their positive traits.</li> <li>• The sharing of good practices and different strengths enabled students to appreciate one another with a humble heart.</li> <li>• Thought-provoking questions were posed to students during the morning assembly through collaboration of the STEM Team, the PSHE Learning Community and the Moral &amp; National Education Team.</li> </ul> <p><i>Partially Achieved:</i></p> <ul style="list-style-type: none"> <li>• Goal setting and strategies in the Students' Handbook were written by students for their planning, time management and self-evaluation.</li> </ul>	<p>life-long learning; develop a long-term vision and be more optimistic about their future.</p> <ul style="list-style-type: none"> <li>• Clearer guidelines would be given to students for their goal setting and strategies in the Students' Handbook.</li> </ul>
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## ***Our Present Situation and Our Future***

<b>Strengths</b>	<b>Opportunities</b>
1. Students' life skills are enriched by boosting their self-management skills with the habit of setting goals and priorities, getting organized and conducting self-evaluation in each school year.	1. The CLP Division under Careers Guidance Team will be set up to help students develop a long-term vision and be more optimistic about their future, their CLP will be reinforced in the hope that they can equip themselves with the knowledge, skills and attitude to make wise choices in accordance with their interests, abilities and orientations; and integrate their career / academic aspirations with whole-person development and life-long learning.
2. In view of COVID-19 pandemic, students are empowered to take greater ownership of their learning.	2. To empower students to administer self-directed learning, learning and teaching materials have been uploaded to e-learning platforms like Google Classroom, Google Drive, Edpuzzle and so on. Some learning resources that require higher-order thinking skills and foster critical thinking can be assigned to students to cater for learner diversity. Pre-lesson preparation can be further promoted to students by adopting e-learning platforms.
3. To strengthen students' ability to implement self-directed learning, the morning reading session is fine-tuned to foster students' active reading habit. Whole-school news reading session with news articles is introduced during whole-day school.	3. The morning reading session will be integrated into Class Teachers' Time even during half-day school so as to continue to raise students' interest towards reading. The whole-school news reading session will be refined with news articles appropriately selected for specific levels of students.
4. The strong religious community facilitates the formation of heart for students and enables them to show their concern for society.	4. The whole-school approach continues with efforts in inculcating Christian core values and Canossian spirit. Students are encouraged to have deep reflection on positive values and revisit the Graduate's Profile of the school.
5. Senior form students guide the junior form students in school activities. Good relationship of sisterhood is observed and leadership skills are exercised.	5. This can be strengthened by inviting more junior form students to participate in school activities and leadership training can be extended to junior students. To groom students to be future leaders, their emotional management is introduced and their horizons are broadened.
6. More students participate in STEM-related activities in the second year of implementing STEM education.	6. To facilitate the implementation of STEM education, expected learning outcomes incorporated into the STEM curriculum are planned. School-based STEM activities like STEM Day are held to arouse students' interest towards STEM education, which boost their creativity as well as problem-solving skills. Innovative designs are further explored.



## ***Our Present Situation and Our Future***

<b>Weaknesses</b>	<b>Opportunities</b>
1. Due to the COVID-19 pandemic, students lack adequate exposure in other learning experiences.	1. Activity periods will be maintained on Fridays even if the pandemic will prolong in order to enable students gain experiential learning outside the classroom. In addition, a Life-wide Learning Day will be held for students to participate in other learning experiences. Moreover, students will be encouraged to participate in external activities / competitions to widen their horizons. These activities will enable them to learn from others.
2. Students have fewer opportunities to develop their leadership and organisational skills through extra-curricular activities and school events during half-day school.	2. Extra-curricular activities will be held online during half-day school or face-to-face in the Activity Period on Fridays / on Saturdays / during School Holidays, where students can gain leadership and organisational skills through engaging in activities.
3. Face-to-face class suspension / half-day school due to the pandemic results in the lack of personal interaction between students and teachers and outburst of students' negative emotions.	3. Whole-school Life Education and Positive Education will be strengthened to develop a positive mindset to face adversities. Teachers will be called for a commitment to attend to students' needs and encourage positive values among them. Students will be oriented to show support for each other and promote positive values. A Pastoral Care Board will be established to strengthen communication among functional groups which implement the Life Education programmes.
4. In the implementation of the positive education, there are less opportunities for students to exhibit good attributes and behaviours as well as put the exercise into practice during half-day school owing to the pandemic.	4. A Merit Record recognizing students for being self-disciplined in areas of honesty and kindness will be further strengthened; teachers will be encouraged to appreciate students' good attributes and behaviours so as to foster their positive values through new Award Systems.
5. Some students lack resilience in their daily practice and give up easily.	5. School-based Life Education will be fostered by the Pastoral Care Board and CLP programmes will be strengthened by the CLP Team. The school will be given an opportunity to take part in the "Gate-keeper" Programme organised by the EDB. In addition, clearer guidelines will be given to students regarding goal setting and other self-improvement strategies in the Students' Handbook.

#### IV.

### School Development Plan 2021-2024

Major Concerns	Intended Outcomes / Targets	Strategies	Time Scale		
			21/22	22/23	23/24
<b>To cultivate a positive mindset despite obstacles and develop a positive attitude towards life</b>	<ul style="list-style-type: none"> <li>A <b>whole-school approach</b> is involved in the enhancement of the life education programme implemented by the newly established Pastoral Care Board.</li> <li><b>Teachers</b> are called for a commitment to address students' needs and promote positive values.</li> <li><b>Students</b> are able to offer each other mutual support and create a learning atmosphere in promoting positive values.</li> </ul>	<ul style="list-style-type: none"> <li>To strengthen communication among functional groups which implement the life education programme</li> <li>To carry out the "Gate-keeper" Programme organised by the EDB</li> <li>To maintain the activity periods during half-day school on Friday and introduce a Life-wide Learning Day for students' participation in other learning experiences</li> <li>To encourage students to:               <ul style="list-style-type: none"> <li>develop positive learning attitudes instead of giving up easily</li> <li>achieve whole-person development and embrace positive values and attitudes through school-based award systems and National Security Education (NSE)</li> </ul> </li> </ul>	✓✓	✓	✓
<b>To instill in students a grateful heart and to never take things for granted</b>	<ul style="list-style-type: none"> <li>A <b>whole-school approach</b> is adopted in the celebration of the 50<sup>th</sup> anniversary with a grateful heart.</li> <li><b>Teachers</b> instill a sense of appreciation and gratefulness in students in character formation and enhance their personal qualities.</li> <li><b>Students</b> learn to reflect on things they have with gratitude.</li> </ul>	<ul style="list-style-type: none"> <li>To enable students to be thankful for opportunities they have through the preparation and performance in relation to the 50th anniversary, enhancing their sense of belonging and achievement</li> <li>To develop a grateful heart through a Gratitude Diary</li> <li>To express gratitude to our Foundress and school members involved in establishing the school for 50 years, appreciating their efforts and contribution</li> <li>To foster positive attitudes towards life by developing a grateful mind and not taking everything for granted</li> </ul>	✓	✓✓	✓
<b>To develop students to be humble, appreciate others and transform their weaknesses to strengths</b>	<ul style="list-style-type: none"> <li>A <b>whole-school approach</b> is encouraged to facilitate self-enhancement by appreciating others' efforts and learning from one another.</li> <li><b>Teachers</b> assist students in developing a humble heart and provide them with opportunities to learn from each other.</li> <li><b>Students</b> have a sense of focus in their life planning and have an open mind to pursue their goals.</li> </ul>	<ul style="list-style-type: none"> <li>To remind students to learn from our Foundress in being humble and charitable</li> <li>To assist students in realising their potential, strengths and weaknesses through CLP programmes</li> <li>To enable students to take heed of and show appreciation towards people and their good deeds, as well as to develop a positive outlook on life</li> <li>To make improvements by conducting ongoing evaluations and engaging in regular reflections</li> </ul>	✓	✓	✓✓

V.

**Annual School Plan 2021-2022**

**Priority 1: *To cultivate a positive mindset despite obstacles and develop a positive attitude towards life*  
— *Treasuring our Life Lifting Up our Mind***

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Personnel Responsible	Resources Required
<i>To strengthen communication among functional groups which implement the Life Education programme</i>	Sep 2021 – July 2022	<p>Teachers agree that the strengthened collaboration among functional groups as stated below further addresses students’ needs in their personal growth and promotes positive values effectively. The new collaboration is as follows:</p> <ul style="list-style-type: none"> <li>• A Pastoral Care Board is set up and led by a Senior Teacher. The Board includes different functional groups which implement the life education programme (e.g. Guidance Team, Discipline Team, Moral and National Education Team, Careers Guidance Team with CLP Division and Religious Formation Team). Other than that, PTA, OLE and SEN Coordinators are invited to join the Board.</li> <li>• Three meetings are held per academic year for planning, implementation and evaluation of life education programme and other issues related to Pastoral Care.</li> <li>• The Implementation Plan designed by each functional group is aligned with school’s major concerns and different aspects of life education programme.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluative feedback from teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Coordinator of Pastoral Care Board</li> </ul>	<ul style="list-style-type: none"> <li>• School-based resources</li> </ul>
<i>To carry out the “Gate-keeper” Programme organised by the EDB</i>	Sep 2021 – July 2022	<p>The “Gate-keeper Programme” promotes a harmonious and supportive atmosphere in school. Student Ambassadors are invited to promote positive thinking and understanding of mental health at school. Both teachers and students will then adopt a more positive and proactive approach when facing difficulties.</p> <ul style="list-style-type: none"> <li>• Student Ambassadors have better understanding of mental health through the workshops and camp in the “Gate-keeper Programme”.</li> <li>• Through the promotion of the “Gate-keeper Programme”, most teachers and students agree that they exhibit better support and care towards one another. Moreover, most students agree that they have stronger support and care with their peers. They also tend to seek</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluative feedback from teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>• Coordinator of Guidance Team</li> </ul>	<ul style="list-style-type: none"> <li>• Training workshops from the EDB, Baptist Oi Kwan Social Service</li> <li>• School Social Workers</li> </ul>

		help from adults when facing difficulties.			
<i>To maintain the activity periods during half-day school on Friday and introduce a Life-wide Learning Day</i>	Sep 2021 – July 2022	<p>Teachers and students agree that there is an adequate exposure in Other Learning Experiences (OLE) even in half-day school. Through OLE, students agree that their horizons are widened and their positive values as well as attitudes are nurtured. The new arrangements are as follows:</p> <ul style="list-style-type: none"> <li>• Different OLE activities are held in activity periods during half-day school on Friday. Activities related to Positive Education or Life Education can be carried out, such as Study Skills Workshop, Positive Education Talk, Mindfulness Workshop, Character Strength Workshop and Personal Growth Workshops, by Class Teachers.</li> <li>• Different themes of OLE for all levels on Life-wide Learning Day are held in the second term to provide opportunities for students to learn outside classrooms and widen their horizons, such as Personal Growth Training Camp for S1, PSHE-related Outing for S2, STEM-related Outing for S3, Picnic for S4 and Company Visit for S5.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluative feedback from teachers and students</li> <li>• Students' performance observed by teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Coordinator of Pastoral Care Board</li> </ul>	<ul style="list-style-type: none"> <li>• School-based resources</li> <li>• NGOs: Hong Kong Federation of Youth Groups</li> </ul>
<i>To encourage students to develop positive learning attitudes instead of giving up easily</i>	Sep 2021 – July 2022	<ul style="list-style-type: none"> <li>• Setback Education Workshop is held on 7<sup>th</sup> October 2021, which includes a Positive Education Talk and an Expressive Art Workshop. Students agree that they accept changes more easily and know how to express their feelings after the workshop.</li> <li>• Various activities related to 'Perseverance' are carried out in the second term to develop positive learning attitudes among students, such as pilot class training on perseverance and perseverance week. Students agree that they are more likely to persevere instead of giving up easily in their daily life.</li> <li>• Centralized remedial classes (core subjects for S1-S3 and all subjects for S4-S6) are conducted for less able students by qualified tutors. Students concerned agree that the centralized remedial classes are effective in raising their confidence in learning, bridging their learning gap and enabling them to cope with negative emotion arising from academic pressure.</li> <li>• Teachers pay heed to give constructive and qualitative feedback which motivate students to learn. On the other</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluative feedback from teachers and students</li> <li>• Students' attitude in class and assignments</li> <li>• Students' performance in lessons, assignments and assessments</li> <li>• Evaluative feedback from teachers and</li> </ul>	<ul style="list-style-type: none"> <li>• Coordinator of Pastoral Care Board</li> <li>• Coordinator of Learning and Teaching Board</li> <li>• Heads of Department</li> <li>• PE Department</li> </ul>	<ul style="list-style-type: none"> <li>• School-based resources</li> <li>• NGOs: Hong Kong Federation of Youth Groups</li> <li>• Support from The Education University of Hong Kong and EDB</li> <li>• EDB resources</li> <li>• Online exercises</li> <li>• E-learning tools</li> </ul>

		<p>hand, students are encouraged to make use of teachers' feedback for learning. Students agree that teachers' feedback helps them in learning, optimizes work process and keeps them on track. Teachers observe that students are able to do proper corrections and avoid repetitive mistakes.</p> <ul style="list-style-type: none"> <li>• The Physical Education (PE) Department conveys positive messages about healthy lifestyles and how these can lift up one's mind. The majority of students agree that regular exercise is associated with greater emotional well-being and more perseverance, with promotions as follows: <ul style="list-style-type: none"> <li>➤ To develop cardiovascular exercise habits, students are requested to do 10-15 minutes of cardiovascular exercise at the beginning of each lesson.</li> <li>➤ Students are motivated to set goals in fitness examination such as 9-minute walk or run, 1-minute sit up as well as sit and reach test at the beginning in each term.</li> <li>➤ IT technology is used when executing 9-minute walk or run test so as to arouse students' interest to participate and make further improvement.</li> <li>➤ Some touching stories of athletes in 2020 Olympic Games and Paralympic Games are delivered in two cycles of each term for each level.</li> </ul> </li> </ul>	<p>students</p> <ul style="list-style-type: none"> <li>• Teachers' feedback assessed in lesson observations and book inspections</li> <li>• Students' performance in the lessons and verbal feedback</li> <li>• Portfolio record and verbal feedback</li> <li>• Students' participation in Q &amp; A sessions in each sharing session in each class</li> </ul>		
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**Priority 2: To instill in students a grateful heart and to never take things for granted**  
**— Embracing Love Exhibiting Gratefulness**

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Personnel Responsible	Resources Required
<i>To develop a grateful heart through a Gratitude Diary</i>	Sep 2021 – July 2022	<ul style="list-style-type: none"> <li>Students are taught to express gratitude by writing thankful words on their Students' Handbook as introduced by the Principal at the beginning of school year. The majority of students agree that they learn to be thankful for the difficult times which can train them to be more persevering and allow them to turn every adversity into an opportunity.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluative feedback from teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Class Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Students' Handbook</li> </ul>

**Priority 3: To develop students to be humble, appreciate others and transform their weaknesses to strengths**  
**— Humbling Ourselves Appreciating Others**

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Personnel Responsible	Resources Required
<i>To assist students in realising their potential, strengths and weaknesses through Career and Life Planning Programmes</i>	Sep 2021 – July 2022	<ul style="list-style-type: none"> <li>The CLP Division under Careers Guidance Team is set up to help students develop a long-term vision and be more optimistic about their future, their CLP is reinforced in the hope that they equip themselves with the knowledge, skills and attitudes to make wise choices in accordance with their interests, abilities and orientations; integrate their career / academic aspirations with whole-person development and life-long learning; students' life skills are enriched by boosting their self-management skills with the habit of setting goals and priorities, getting organized and conducting self-evaluation in each school year. Three main programmes are arranged as follows: <ul style="list-style-type: none"> <li>In-class workshops co-organized by the Careers and Life Planning Team and the Careers Guidance Team during multiple Activity Periods. Guided by their Class Teachers, students across different year levels successfully revisit and reflect on the goals they set / the skills they have acquired / the personal qualities they possess. <ul style="list-style-type: none"> <li>Class Teachers agree that the provision of sharing and discussion among classmates on the topic of CLP help them improve their self-management skills.</li> <li>Through the workshops held by the two teams,</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Evaluative feedback from Class Teachers and students</li> <li>Discussion and sharing of students during the in-class workshops</li> </ul>	<ul style="list-style-type: none"> <li>Coordinator of CLP Team</li> <li>S1 to S5 Class Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Junior form: Booklet '尋找生命的色彩 (Searching for the Colours of Life)' by the HKACMGM</li> <li>Senior form: Booklet '生</li> </ul>

		<p>students agree that they learn about their own ability, personality, as well as options for careers and further studies. They then set goals and priorities, hoping to realize their potential by studying more effectively, being more self-disciplined, having a sense of focus in life and taking the initiative to possess a global vision.</p> <ul style="list-style-type: none"> <li>➤ Individual &amp; group counselling workshops on careers and life planning are organized by the Hong Kong Federation of Youth Groups (HKFYG). The target group of this programme are academically-weak students in 2020-2021 school year. <ul style="list-style-type: none"> <li>- Different activities are held during the group counselling sessions including but not limited to aptitude tests, hands-on experiences, competitions, group discussions, and guest sharing etc, through which teachers observe that students have learned to form a clearer understanding towards life-planning.</li> <li>- The individual counselling workshops help students establish a clearer picture of their academic or career plan. Teachers observe a gradual improvement in students' motivation and strategies in learning.</li> </ul> <p>Students agree that the above approach(es) is / are effective in helping them build a better self-image and form stronger strategies in dealing with certain adversities in life through setting achievable goals.</p> </li> <li>➤ S5 Career field visit on Life-wide Learning Day is organized by the HKFYG on 29 April 2022. <ul style="list-style-type: none"> <li>- The majority of students and Class Teachers agree that the above approach is useful and effective in helping students better understand the up-to-date information about particular fields / industries.</li> <li>- Through the sharing of front-line workers, and the briefing / debriefing held by social workers from HKFYG, Class Teachers observe that students learn to better prepare themselves for the future career pathway.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• For group workshops: Evaluative feedback from social workers and students</li> <li>• For individual workshops: Individualized evaluation report provided by the HKFYG</li> <li>• Evaluative feedback from Class Teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>• Coordinator of CLP Team</li> <li>• Members of CLP Team</li> <li>• Social workers from HKFYG</li> <li>• Coordinator of CLP Team</li> <li>• Members of CLP Team</li> <li>• S5 Class teachers</li> <li>• Social workers from HKFYG</li> </ul>	<p>涯地圖 (Career Mapping)' by the HKACMGM</p> <ul style="list-style-type: none"> <li>• School-based resources: PPT / worksheets</li> <li>• NGO: HKFYG</li> <li>• NGO: HKFYG</li> </ul>
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## VI. Plan on the Use of the CEG and Some Other Grants 2021-2022

### Task and Objectives

1. To improve workload management by catering to learner diversity and various aspects of the Senior Secondary Curriculum
2. To provide support for the implementation of other learning experiences, life-wide learning and positive education
3. To offer additional learning support to students in language learning as well as STEM education at different levels
4. To procure services for the professional development of teachers and enhancement of student learning

Strategy	Time Scale	Target Beneficiaries	Success Criteria	Methods of Evaluation	Personnel Responsible
<b>Plan on the Use of Capacity Enhancement Grant (CEG)</b>					
A Chinese Language Teacher (with the use of CEG & TRG)	Sep 2021 – Aug 2022	S3 & S5 students	<ul style="list-style-type: none"> <li>• The Chinese Language Teacher copes with the diverse needs of students with varied abilities, ranging from the gifted ones to those with learning difficulties in Chinese Language.</li> <li>• Students' competence in the Chinese Language is enhanced.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluative feedback from teachers and students concerned</li> </ul>	<ul style="list-style-type: none"> <li>• Head of Chinese Department</li> </ul>
An IT Administration Officer	Sep 2021 – Aug 2022	All staff and students	<ul style="list-style-type: none"> <li>• The integration of mobile computing devices and information technology in teaching is well managed.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluative feedback from all teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> </ul>
Enhancement and Remedial Programmes	Sep 2021 – Aug 2022	S1 to S6 students	<ul style="list-style-type: none"> <li>• Chinese Language: Participants agree that remedial classes improve their study skills and enhance their language standard and confidence. Their knowledge and understanding of Chinese culture are also strengthened, with their academic performance improved.</li> <li>• English Language: Students' attendance is regular. Evaluation surveys will be carried out. Majority of the participants strongly agree or agree that they have learned a lot from the programme and find the notes and exercises useful.</li> <li>• Mathematics: Participants show improvement in internal assessments as reflected in the comparison of standard scores.</li> <li>• Liberal Studies: Most participants agree that their subject knowledge is enriched and examination skills are improved. The majority show improvement in their academic performance.</li> <li>• Biology: Participants become more confident and skillful in tackling frequently asked questions in HKDSE.</li> <li>• Business, Accounting and Financial Studies (BAFS): Participants agree that the programme helps them improve and enhance their understanding in BAFS.</li> <li>• Geography: Participants agree that the programme helps</li> </ul>	<ul style="list-style-type: none"> <li>• Performance of students in academic assessment</li> <li>• Evaluative feedback from teachers, tutors and students concerned</li> <li>• Performance in pre-test and post-test on key mathematical skills in summative assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Heads of Chinese, English, Mathematics, Liberal Studies, Biology, BAFS, Physics, Geography &amp; PE Departments</li> <li>• Coordinator of Summer Bridging Course</li> </ul>



			<p>enhance their grasp of skills in the study of the subject.</p> <ul style="list-style-type: none"> <li>• Physics: Students' competence in Mathematics and Physics is boosted.</li> <li>• PE: Students are enriched by S3 Breaking Dance Coach and S1-2 &amp; S4-S6 sports demonstration done by the Leisure and Cultural Services Department (LCSD).</li> <li>• Summer Bridging Course for New S1 Students: Participants agree that the programme familiarizes them with the school culture and facilitates them to have a smooth transition from primary to secondary school life.</li> </ul>		
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Strategy	Time Scale	Target Beneficiaries	Success Criteria	Methods of Evaluation	Personnel Responsible
<b>Plan on the Use of Life Wide Learning Grant (LWLG)</b>					
English Drama Workshops	Sep 2021 – Aug 2022	S1 to S5 students	<ul style="list-style-type: none"> <li>Students' linguistic competence and expression skills are improved through drama performance.</li> <li>Students are able to develop their interests in English learning by their active involvement in drama workshops, and they are able to speak in public confidently.</li> <li>Drama Club backstage members are able to learn more technical skills in props making, lighting, sound effects and stage management.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation by Teacher Advisers of Drama Club.</li> <li>Results of the Hong Kong School Drama Festival</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Advisor of Drama Club</li> </ul>
Music: Instrumental Learning Programme & other music groups	Sep 2021 – July 2022	S1 to S5 students	<ul style="list-style-type: none"> <li>Students from various music groups (including choir, orchestra, hand-bell and other instrumental classes) are benefited; their interest and aptitude towards music making are nurtured; students' whole person development is cultivated; and their sense of belonging to the group and to the school is fostered.</li> <li>Teachers agree that students are more serious towards music making and appreciation, and the leadership skills of potential student leaders are developed and elevated.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation by competition results, judges' comments, tutors' comments, students' and student leaders' comments</li> </ul>	<ul style="list-style-type: none"> <li>Head of Music Department</li> </ul>
Music Enhancement Project	Sep 2021 – July 2022	S1 to S5 students	<ul style="list-style-type: none"> <li>Students' interest and aptitude towards playing in orchestra are nurtured, and their sense of belonging is fostered.</li> <li>Teachers agree that students show more interest in music appreciation, and the leadership skills of potential students are developed and elevated.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation by Music Teacher and tutors concerned</li> </ul>	<ul style="list-style-type: none"> <li>Head of Music Department</li> </ul>
Experiencing Music Production - for Anniversary Celebration	Feb 2022- Jul 2022	S1 to S5 members of different school music teams	<ul style="list-style-type: none"> <li>Students' interest and aptitude towards music making are enhanced through hands on experiences in music production with professional studio crews.</li> <li>Students' life experience is enriched.</li> <li>Students' knowledge in music technologies and skills are nourished.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation by music teacher, orchestra conductor and tutors concerned</li> </ul>	<ul style="list-style-type: none"> <li>Head of Music Department</li> </ul>
Chinese Classical Dance	Sep 2021 – Aug 2022	S1 to S5 students	<ul style="list-style-type: none"> <li>Students' skills and interests in Chinese Classical Dance and Sports are strengthened.</li> <li>Students agree that their understanding of Chinese culture, virtues and aesthetics are enriched.</li> <li>Communication skills and team spirits are further developed through group performances.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation by Chinese Dance Advisers and tutors as well as students concerned</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Advisor of Chinese Dance Team</li> </ul>

For further details, please refer to the Plan on the Use of the Life-wide Learning Grant.

Strategy	Time Scale	Target Beneficiaries	Success Criteria	Methods of Evaluation	Personnel Responsible
<b>Plan on the Use of the Diversity Learning Grant (DLG)</b>					
Gifted Programmes for High Achievers & Network Physical Education (PE) and Music Programme	Sep 2021 – Aug 2022	Senior secondary students	<ul style="list-style-type: none"> <li>Students actualize their potential and talents in their performance of gifted programmes, as observed by teachers.</li> <li>Students and PE Teachers agree that the network PE programme enables students to prepare well for the DSE PE and learn the related knowledge and skills.</li> <li>Students and the Music Teacher agree that the network Music programme enables students to prepare well for the DSE Music and learn the related knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluative feedback from teachers and students concerned</li> </ul>	<ul style="list-style-type: none"> <li>Coordinator of Gifted Programmes</li> <li>Head of PE Department</li> <li>Head of Music Department</li> </ul>
<b>Plan on the Use of the Teacher Relief Grant (TRG)</b>					
A Chinese Language Teacher (with the use of TRG & CEG)	Sep 2021 – Aug 2022	S3 & S5 students	<ul style="list-style-type: none"> <li>The Chinese Language Teacher copes with the diverse needs of students with varied abilities, ranging from the gifted ones to those with learning difficulties in Chinese Language.</li> <li>Students' competence in the Chinese Language is enhanced.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluative feedback from teachers and students concerned</li> </ul>	<ul style="list-style-type: none"> <li>Head of Chinese Department</li> </ul>
Employment of Supply Teachers	Sep 2021 – Aug 2022	Teachers concerned	<ul style="list-style-type: none"> <li>Teachers' workload is relatively lessened as they attend EDB training.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluative feedback from teachers concerned</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> </ul>
<b>Plan on the Use of Additional Funding for Non-Chinese Speaking Students (NCS)</b>					
Diversified After-school Support Programmes in learning Chinese Promotion of Chinese Culture	Sep 2021 – Aug 2022	NCS Students	<ul style="list-style-type: none"> <li>Students concerned agree that they have developed interest and ability in the Chinese Language and Culture. Their confidence and performance in this subject are enhanced.</li> <li>They agree that the additional reference books and other related learning experiences can assist them in learning the Chinese Language.</li> </ul>	<ul style="list-style-type: none"> <li>Performance of the student's academic performance in Chinese</li> <li>Evaluative feedback from teachers, tutors and student concerned</li> </ul>	<ul style="list-style-type: none"> <li>Head of Chinese Department</li> </ul>

Strategy	Time Scale	Target Beneficiaries	Success Criteria	Methods of Evaluation	Personnel Responsible
<b>Plan on the Use of the Composite Information Technology Grant (CITG)</b>					
Effective Maintenance of IT-related equipment and Supporting Services Exploring other IT Supporting Services A IT and AV Technician (with the use of CITG and Admin Grant)	Sep 2021 – Aug 2022	All staff and students	<ul style="list-style-type: none"> <li>IT equipment and supporting services including software license, software subscription, Internet access service and so on are found to be sufficient and useful, with high availability and fault tolerance.</li> <li>The IT and AV Technician provides effective technical support and troubleshooting services for staff as well as support to the setup, installation and maintenance of all IT and AV equipment.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluative feedback from teachers, non-teaching staff and students</li> </ul>	<ul style="list-style-type: none"> <li>IT Team</li> </ul>
<b>Plan on the Use of Information Technology Staffing Support Grant (ITSSG)</b>					
An IT Technician	Sep 2021 – Aug 2022	All staff and students	<ul style="list-style-type: none"> <li>The information systems are well maintained, network security is protected and technical support for e-learning is provided.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluative feedback from teachers concerned</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>IT Team</li> </ul>
<b>Promotion of Reading Grant</b>					
Procurement of e-book platforms (Lightsail and Hyread) to foster self-directed learning and extensive reading	Sep 2021 – Aug 2022	S1 to S6 students	<ul style="list-style-type: none"> <li>Students' usage of these e-book platforms show that they read broadly and widely outside the syllabus.</li> <li>Students' motivation and interest towards reading is further enhanced.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluative feedback from teachers-in-charge and students concerned</li> <li>Record of total reading time and number of texts read by students</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Librarian</li> </ul>

Strategy	Time Scale	Target Beneficiaries	Success Criteria	Methods of Evaluation	Personnel Responsible
<b>Plan on the Use of the Student Activities Support Grant (SAS Grant)</b>					
Subsidy for students with financial needs to participate in life-wide learning activities organised or recognized by school	Sep 2021 – Aug 2022	Students with financial needs based on the receipt of the Comprehensive Social Security Assistance (CSSA), the full-grant under the School Textbook Assistance Scheme (STAS full-grant) or the school-based financially needy criteria	<ul style="list-style-type: none"> <li>Students with financial needs agree that the SAS Grant enables them to participate in life-wide learning activities and achieve learning objectives in experiential learning.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluative feedback from teachers-in-charge and students concerned</li> </ul>	<ul style="list-style-type: none"> <li>Guidance Mistress</li> </ul>
<b>Plan on the Use of the Learning Support Grant (LSG)</b>					
Student Support Programmes	Sep 2021 – Aug 2022	Students with special needs	<ul style="list-style-type: none"> <li>The special needs of the students are addressed and students' capability in learning is boosted.</li> <li>Participants give positive feedback regarding the supporting programmes and agree that the objectives of the programmes are achieved.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluative feedback from teachers and professionals concerned</li> </ul>	<ul style="list-style-type: none"> <li>SENCO</li> </ul>
<b>One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development</b>					
Procurement of relevant learning and teaching resources: <ul style="list-style-type: none"> <li>Subscription of digital South China Morning Post (SCMP)</li> <li>Subscription of newspapers and online teaching resources from publishers</li> </ul>	Sep 2021 – Aug 2022	S4 students	<ul style="list-style-type: none"> <li>Teachers agree that the learning and teaching materials procured are useful in the implementation of the new subject.</li> <li>Teachers and most students agree that the SCMP helps the teaching and learning of the new subject.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluative feedback from teachers-in-charge and students concerned</li> </ul>	<ul style="list-style-type: none"> <li>Head of Liberal Studies / Citizenship and Social Development Department</li> </ul>

Strategy	Time Scale	Target Beneficiaries	Success Criteria	Methods of Evaluation	Personnel Responsible
<b>Plan on the Use of School-based Management Top-up Grant</b>					
<p>Strengthening training to better equip School Managers / School Management Committee (SMC) members with the necessary knowledge, skills and attitudes</p>	<p>Sep 2021 – Aug 2022</p>	<p>School Managers / School Management Committee (SMC)</p>	<ul style="list-style-type: none"> <li>• School-based, Joint-school or School Sponsoring Body (SSB)-based diversified training seminars / workshops / learning circles / discussion groups of SSBs and exchanges among different SSBs for school managers / SMC members are found to be useful.</li> <li>• Service providers / speakers invited for training programmes related to school governance are found to be inspiring and effective.</li> <li>• Consultancy services related to school governance will be procured if necessary and they are found to be useful.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluative feedback from School Managers / School Management Committee (SMC)</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> </ul>

## VII. School-based Medium of Instruction (MOI) Plan and Support Measures 2021-2022

The school pledges to provide an English-rich environment which is conducive for students to learn using English Language as the MOI. In response to more diverse learning needs and mixed-ability classrooms, a whole-school approach in implementing supporting measures to cultivate students' capability to use English to learn has been adopted.

The English Department has taken the lead to work more closely with subjects taught in English to facilitate students' acquisition of transferrable reading and writing skills across the curriculum. Students also embrace the chances to better consolidate what they have learned as they encounter the same language structures/vocabulary across the curriculum.

The school endeavours to broaden students' knowledge base and strengthen their reading skills. To keep students reading and build a community of readers amidst the pandemic, the school supports students' reading by subscribing to online reading platforms and e-readers. The whole-school newspaper reading session, which is facilitated by our school's native English teacher (NET), will resume in 2021-2022. With keen enthusiasm shown among English Ambassadors and students, the sessions will be arranged once every two weeks.

The following table is a summary of the supporting measures adopted in junior secondary levels:

Domain	Objectives	Strategies
<p style="text-align: center;"><b>School Administration</b></p>	<ul style="list-style-type: none"> <li>• To maximize English learning opportunities by providing an English-rich learning environment</li> <li>• To uphold the recommended English proficiency standards set by EDB</li> </ul>	<ul style="list-style-type: none"> <li>• All official school papers, documents, minutes and instructions are written in English.</li> <li>• Letters and e-circulars to parents are written bilingually in English and Chinese.</li> <li>• All subject teachers are competent to use English as the medium of instruction in class and outside class except for Chinese Language and Culture related activities, Religious Education, Physical Education, Chinese History and Visual Arts.</li> </ul>
<p style="text-align: center;"><b>Classroom Learning &amp; Teaching</b></p>	<ul style="list-style-type: none"> <li>• To develop students' competence and skills in learning through English</li> <li>• To maximise opportunities for students to use the target language</li> <li>• To address the language needs of an increasingly differentiated classroom</li> <li>• To support students who are weak in English through remedial measures</li> </ul>	<p><b><u>Bridging Programmes and Language Enhancement Class</u></b></p> <ul style="list-style-type: none"> <li>• Pre-S1 students were invited to take part in the school-based Summer Bridging Course. Strategies to help them cope with a change of the MOI were taught in the course (e.g. dictionary skills, classroom language). The English enrichment part of the course also helped strengthen students' language foundation and get pre-S1 students better prepared to learn different subjects using English as the medium of instruction.</li> <li>• Data from the Pre-S1 Attainment Test was utilized to identify students who have a weak language foundation. 40 Pre-S1 students were invited to join the Pre-S1 Summer English Remedial class in late August to enhance their language proficiency.</li> <li>• To better support students with a weak language foundation, after-school remedial classes will be arranged on a weekly basis in 2021-2022. S1-S3 students who need language help have been selected to participate in after-school English remedial classes based on their Pre-S1 Attainment Test results (S1) and annual English scores in 20/21 (S2 and S3). With a reduced teacher-student ratio and a tailored curriculum, students' English learning can be better supported with more teachers' feedback, care and attention.</li> </ul>

<p><b>Classroom Learning &amp; Teaching</b></p>		<p><b><u>School-based Teaching and Learning Materials</u></b></p> <ul style="list-style-type: none"> <li>• School-based Reading Comprehension Booklets, which have been developed for S1 to S3 students, cover reading texts on a variety of topics. The regular reading practices help strengthen students’ intensive reading skills.</li> <li>• Pre- and post- lesson worksheets with language tips and/or sentence patterns for essay writing are prepared to help students write in English.</li> <li>• Vocabulary checklists are prepared for S1 students in subjects such as History, Geography, Home Economics and Integrated Science to support their learning in English.</li> <li>• Junior students are taught dictionary and note-taking skills to facilitate their learning across the curriculum.</li> </ul> <p><b><u>A Diverse English Language Curriculum</u></b></p> <ul style="list-style-type: none"> <li>• S1 and S3 Drama and Language Arts (DLA) lessons are part of the English core curriculum, with the aim of developing junior form students’ language competence and confidence in communicating through English.</li> <li>• Pronunciation drills and dictation of vocabulary in all subjects help strengthen students’ understanding of the relation between spelling and pronunciation.</li> </ul>
<p><b>Extended Classroom Learning</b></p>	<ul style="list-style-type: none"> <li>• To encourage the maximum use of English for communication outside the classroom</li> <li>• To support and extend students’ language learning by providing an English-rich and resourceful environment</li> </ul>	<p><b><u>Whole-school Approach in using English as the MOI</u></b></p> <ul style="list-style-type: none"> <li>• All school activities and functions are presented in English except for Chinese Language and Culture related activities, Religious Education, Physical Education, Chinese History and Visual Arts.</li> <li>• Most sharing and announcements are conducted in English, except for those related to Chinese language.</li> <li>• Information and students’ work on display around the school are in English.</li> </ul> <p><b><u>Reading Culture</u></b></p> <ul style="list-style-type: none"> <li>• The Reading Award Scheme (RAS) is an extensive reading scheme for S1 to S3 students, which constitutes part of the English continuous assessment. Students hence build up a habit of reading starting from S1. E-newspapers and online reading programmes have been introduced to students so they can read at home and complete the RAS at their own pace.</li> <li>• The School Library will organize Book Report Writing Competitions in 21/22 to encourage students to be reflective thinkers while reading. All junior form students will join the competitions.</li> </ul>



<p><b>Extended Classroom Learning</b></p>		<ul style="list-style-type: none"> <li>• World Book Week activities promote and rewards students’ reading habit to help build a solid foundation for students to read and write across the curriculum. The initiation of a Library e-Newsletter helps promote reading materials to students of all levels.</li> <li>• The annual S3 inter-class “Responses to Reading” competition motivates students to reflect and apply what they have read.</li> <li>• E-readers and the Class Library have made English reading materials readily accessible for all students.</li> <li>• All students subscribe to <i>South China Morning Post</i>. Students can read e-newspaper every day and get at least one issue of the newspaper every month at school. In the whole-school news reading session, English Ambassadors lead students to read English newspapers by introducing a topic of interest as well as vocabulary and phrases related to the topic.</li> </ul> <p><b><u>Extended English Learning</u></b></p> <ul style="list-style-type: none"> <li>• The English Language Centre (ELC) organises and runs English activities across all levels to promote an English-rich learning environment in school.</li> <li>• All junior form students are involved in the annual S1 – S3 speech competition organised by the English Language Centre. Students’ confidence in public speaking is boosted.</li> <li>• All junior form students work on the online English learning programme <i>English Builder</i>. Students are exposed to current issues and a variety of topics, which broaden their vocabulary and knowledge base.</li> <li>• The Self-Access Learning Community (SALC) supports students’ learning by providing self-access language learning resources.</li> <li>• English Phonetics and Fluency Courses are arranged for S1 – S2 and S3 – S4 respectively during the post-exam period in July. Responses from students were overwhelming in 20/21. In the courses, students are taught IPA (International Phonetics Symbols) and skills to enhance their speaking proficiency such as connected speech and stress. This enhances their confidence in speaking.</li> </ul>
<p><b>Cross-curricular Language Learning</b></p>	<ul style="list-style-type: none"> <li>• To heighten students’ language awareness across the curriculum so they can pay heed to language when exposed to different topics/ issues in other subjects</li> <li>• To equip students with transferrable language structures and skills which can help them construct knowledge and concepts at ease through inter-departmental collaboration</li> </ul>	<p><b><u>S2 Composition on Cultural Heritage</u></b></p> <ul style="list-style-type: none"> <li>• In collaboration with the History department, S2 students visit heritage sites of cultural significance and have their knowledge enriched on the issue. Receiving content and language input from History and English teachers respectively, students write a one-sided argumentative essay on the topic.</li> </ul> <p><b><u>Refined English Enhancement Scheme (REES)</u></b></p> <ul style="list-style-type: none"> <li>• Modules of the programme are available in the SALC for students’ self-directed learning.</li> </ul>

## VIII. Budget for School Year 2021-2022

Particulars	Surplus B/F & Budget Income \$	Budget Expenditure \$	Budget Balance C/F \$
<b>I. Government Funds</b>			
<b>(1) EOEBG</b>			
(Accumulated Surplus 2020-2021 B/F:- \$5,179,611.94)	5,073,466.30		
(a) EOEBG - Baseline	2,022,389.06	3,641,750.00	
(b) Administration Grant	3,879,984.00	3,659,197.00	
(c) Capacity Enhancement Grant	642,934.00	926,658.40	
(d) Composite Information Technology Grant	494,240.00	588,500.00	
(e) Air-Conditioning Grant	579,327.50	300,000.00	
(f) School-based Management Top-up Grant	50,702.00	50,702.00	
(g) Reserved Fund for Severance/Long Service Payment	106,145.64	0.00	
<b>Sub-total:</b>	<b>12,849,188.50</b>	<b>9,166,807.40</b>	
<b>Surplus of EOEBG</b>			<b>3,682,381.10</b>
<b>(2) Fund outside EOEBG</b>			
(Accumulated Surplus 2020-2021 B/F :- \$1,852,924.47)			
(a) Home-School Cooperation Grant	25,780.00	25,780.00	
(b) Teacher Relief Grant	321,801.82	308,315.00	
(c) Learning Support Grant	104,860.50	94,800.00	
(d) Diversity Learning Grant	63,635.95	75,000.00	
(e) Moral and National Education Support Grant	530,000.00	0.00	
(f) Grant for After-School Support for Non-Chinese Speaking Students	301,050.00	54,000.00	
(g) Information Technology Staffing Support Grant	321,796.28	335,538.00	
(h) Promotion of Reading Grant	66,960.86	100,000.00	
(i) School Executive Officer Grant	548,318.16	528,540.00	
(j) Life-wide Learning Fund	2,197,532.68	2,197,150.00	
(k) Student Activities Support Grant	57,200.00	57,200.00	
(l) School-based After-school Learning and Support Programmes (SBG)	34,800.00	34,800.00	
<b>Sub-total:</b>	<b>4,573,736.25</b>	<b>3,811,123.00</b>	
<b>Surplus of Grant Accounts Outside EOEBG:</b>			<b>762,613.25</b>
<b>II. School Funds</b>			
(Accumulated Surplus 2020-2021 B/F :- \$8,783,423.96)			
(a) Tong Fai	7,434,922.74	2,972,149.50	
(b) School Development Fund	89,856.62	89,856.62	
(c) Approved Collection for Specific Purposes Account	651,382.45	80,000.00	
(d) Student Scholarship Fund	404,388.36	70,000.00	
(e) OLE Development Fund	510,113.82	200,000.00	
(f) Student Welfare Fund	412,369.47	25,000.00	
<b>Sub-total:</b>	<b>9,503,033.46</b>	<b>3,437,006.12</b>	
<b>Surplus of School Funds:</b>			<b>6,066,027.34</b>
<b>Estimate - Accumulated Surplus of Government Funds 2020-2021 B/F 2021-2022:</b>			<b>4,444,994.35</b>
<b>Estimate - Accumulated Surplus of School Funds 2020-2021 B/F 2021-2022:</b>			<b>6,066,027.34</b>

**Submission of Annual School Plan 2021-2022  
for endorsement by the  
Incorporated Management Committee**

Submitted by: \_\_\_\_\_  
**Ms Cheng Ming-wai, Cara**  
*Principal*  
*Holy Family Canossian College*

Endorsed by: \_\_\_\_\_  
**Sr Chun Wai-tak, Theresa**  
*Supervisor & Chairperson*  
*The IMC of Holy Family Canossian College*

Date: 12 October 2021

# **Living in Gratitude**

# **Thanksgiving in Blossom**

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