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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.

School Development Plan 2021-2024

Major Concerns	Intended Outcomes / Targets	Strategies	Time Scale			Seven Learning Goals*
			21/22	22/23	23/24	
To cultivate a positive mindset despite obstacles and develop a positive attitude towards life	<ul style="list-style-type: none"> • A whole-school approach is involved in the enhancement of the life education programme implemented by the newly established Pastoral Care Board. • Teachers are called for a commitment to address students' needs and promote positive values. • Students are able to offer each other mutual support and create a learning atmosphere in promoting positive values. 	<ul style="list-style-type: none"> • To strengthen communication among functional groups which implement the life education programme • To carry out the “Gate-keeper” Programme organised by the EDB • 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 • To encourage students to: <ul style="list-style-type: none"> - develop positive learning attitudes instead of giving up easily - achieve whole-person development and embrace positive values and attitudes through school-based award systems, values education and National Security Education (NSE) 	✓✓	✓	✓	<ul style="list-style-type: none"> • National and global identity • Breadth of knowledge • Language proficiency • Generic skills • Information literacy • Life planning • Healthy lifestyle
To instill in students a grateful heart and to never take things for granted	<ul style="list-style-type: none"> • A whole-school approach is adopted in the celebration of the 50th anniversary with a grateful heart. • Teachers instill a sense of appreciation and gratefulness in students for character formation and to enhance their personal qualities. • Students learn to reflect on things they have with gratitude. 	<ul style="list-style-type: none"> • 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 • To develop a grateful heart through a Gratitude Diary • To express gratitude to our Foundress and school members involved in establishing the school for 50 years, appreciating their efforts and contribution • To foster positive attitudes towards life by developing a grateful mind and not taking everything for granted 	✓	✓✓	✓	<ul style="list-style-type: none"> • National and global identity • Breadth of knowledge • Language proficiency • Generic skills • Information literacy • Life planning • Healthy lifestyle
To develop students to be humble, appreciate others and transform	<ul style="list-style-type: none"> • A whole-school approach is encouraged to facilitate self-enhancement by appreciating others' efforts and learning from one another. • Teachers assist students in 	<ul style="list-style-type: none"> • To remind students to learn from our Foundress in being humble and charitable • To assist students in realising their potential, strengths and weaknesses through CLP programmes • To enable students to take heed of and show appreciation towards people and their good deeds, as well as developing a 	✓	✓	✓✓	<ul style="list-style-type: none"> • National and global identity • Breadth of knowledge • Language proficiency

Major Concerns	Intended Outcomes / Targets	Strategies	Time Scale			Seven Learning Goals*
			21/22	22/23	23/24	
their weaknesses to strengths	<p>developing a humble heart and provide them with opportunities to learn from each other.</p> <ul style="list-style-type: none"> • Students have a sense of focus in their life planning and have an open mind to pursue their goals. 	<p>positive outlook on life</p> <ul style="list-style-type: none"> • To make improvements by conducting ongoing evaluations and engaging in regular reflections 				<ul style="list-style-type: none"> • Generic skills • Information literacy • Life planning • Healthy lifestyle

**The seven learning goals of secondary education are national and global identity, breadth of knowledge, language proficiency, generic skills, information literacy, life planning, and healthy lifestyle.*

IV.

Annual School Plan 2023-2024

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

Feedback and follow-up actions from the previous school year:

- For the Discipline Board Merit Award Scheme, students were inculcated with positive values leading to constructive life planning and healthy lifestyle. On the other hand, the award scheme would be further promoted to students and teachers by the suggestion of a list of praiseworthy acts which deserve recognition from the Discipline Team. To enhance students’ motivation in participating in this award scheme, the benchmark for getting the rewards could be slightly lowered.
- On the whole, the seven learning goals were achieved through the first major concern in the previous school year.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
To achieve whole-person development and embrace positive values and attitudes through school-based award systems, values education and National Security Education (NSE)	<p>Discipline Board Award Scheme:</p> <ul style="list-style-type: none"> • The Merit Award Scheme will be further promoted to students and teachers by giving more concrete guidelines and a list of suggested praiseworthy acts which deserve stamps from the Discipline Team. Vouchers and certificates will be presented to students who have been rewarded with a “Good Name”, “Mini Merit”, “Minor Merit” or “Major Merit”. • To draw students’ attention and enhance participation in this award scheme, a billboard will be used to encourage students’ active participation. While the benchmark for the rewards will be fine-tuned, a “Major Merit” will be awarded to students who receive 40 stamps or above. 	<ul style="list-style-type: none"> • Teachers and students agree that the award scheme helps students develop positive attitudes and self-discipline. • Students are rewarded with a “Good Name”, “Mini Merit”, “Minor Merit” or “Major Merit” through the Discipline Board Merit Award Scheme. 	<ul style="list-style-type: none"> • Evaluative feedback from teachers • Students' attitude observed by teachers 	Sep 2023 – July 2024	<ul style="list-style-type: none"> • Discipline Mistress 	<ul style="list-style-type: none"> • School-based resources
	On behalf of the Pastoral Care Board, values education will be implemented	<ul style="list-style-type: none"> • The majority of students agree 	<ul style="list-style-type: none"> • Coordinator of Pastoral 		<ul style="list-style-type: none"> • EDB and School-based 	

	<p>as follows:</p> <ul style="list-style-type: none"> • The Canossian Values Education and the ten values implemented by the EDB have been incorporated in the vertical curriculum of different subjects. • Ten of the values implemented by EDB (Perseverance, Respect for others, Responsibility, National Identity, Commitment, Integrity, Care for others, Empathy, Law-abidingness and Diligence) will be promoted through videos/class visits prepared by the Civic Leaders. The videos will be played during the Class Teacher Periods while the class visits will be conducted during the first-half lunch. • The Values Education Day will be held on 6 October 2023. Adventure activities that bring out positive values like perseverance, confidence, resilience, appreciation and humility will be organised for the whole school. 	<p>that they become more positive and confident to overcome different challenges in their lives. Meanwhile, teachers also agree that students have a more positive outlook on life.</p> <ul style="list-style-type: none"> • Teachers and students agree that they understand the importance of cherishing their lives and staying positive. • In the debriefing sessions of Values Education Day, students can explain how they can apply the values they have learned in their school life. 			Care Board	resources • LWLG
	<p>On behalf of the National Security Team, national education, incorporated with positive values, will be jointly implemented by PSHE KLA and Moral and National Education Team as follows:</p> <ul style="list-style-type: none"> • National Education Ambassadors will be newly assigned to promote the national education and positive 	<ul style="list-style-type: none"> • Through national education, the majority of the students have their sense of belonging to the county, understanding of the country's development and 			<ul style="list-style-type: none"> • NSE Team • PSHE KLA Team • Moral and National Education Team 	<ul style="list-style-type: none"> • EDB and School-based resources • LWLG

	<p>values like perseverance and diligence. They will be invited to give “speeches under the national flag” in flag-raising ceremonies on topics such as the recent development of mainland China, Chinese culture and Chinese history. Under the guidance of teacher advisers, the Ambassadors will also display the national education in the playground in a bid to cultivate students’ positive values and virtues.</p>	<p>culture enhanced and enriched, as observed by teachers.</p>				
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Major Concern 2: *To instill in students a grateful heart and to never take things for granted*
— *Embracing Love Exhibiting Gratefulness*

Feedback and follow-up actions from the previous school year:

- The Gratitude Journal would continue to be implemented. Through writing the Gratitude Journal, students would be expected to develop a habit of being grateful in their daily life. Otherwise, Class Teachers could set aside time for students to write the Gratitude Journal during Class Teachers' Period on a regular basis and encourage them to do so. To give students insights on writing the Gratitude Journal, Class Teachers would be invited to share their thankful words with students and provide some examples on how to express gratitude in words more meaningfully. Besides Gratitude Journal, some meaningful and thankful words towards the Foundress, parents, teachers and peers were printed on the related column of the twelve months. Those thankful words could inspire them in coming up with meaningful self-reflection. Class Teachers would encourage students to find a quotation under the column of the twelve months that they find inspiring and write it down instead, so that they would be more motivated to reflect on gratitude. Students could be invited to share their Gratitude Journal during Class Teachers' time.
- On the whole, the seven learning goals were achieved through the second major concern in the previous school year.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
To foster positive attitudes towards life by developing a grateful mind and not taking everything for granted	<p>Gratitude Journal will be further promoted to develop a habit of reflection on gratitude in their daily life.</p> <ul style="list-style-type: none"> • Class Teachers set aside time for students to write the Gratitude Journal during Class Teachers' Period on a regular basis and encourage them to do so. • The Principal will provide some examples with students how to write more meaningful and grateful words, while Class Teachers will be invited to share their thankful words with students. • The Principal and Class Teachers encourage students to find a quotation under the column of the twelve months 	<ul style="list-style-type: none"> • The majority of students agree that the use of Gratitude Journal would remind them not to take everything for granted, and it would foster their positive attitudes, brightens their outlook on life, boost their mood and help them feel more positive in the face of challenges. 	<ul style="list-style-type: none"> • Evaluative feedback from teachers • Students' attitude observed by teachers 	Sep 2023 – July 2024	<ul style="list-style-type: none"> • Principal • Class Teachers 	<ul style="list-style-type: none"> • Student Handbook

	<p>that they find inspiring and write it down instead, so that they will be motivated to reflect on gratitude.</p> <ul style="list-style-type: none"> • Students are encouraged to take the initiative to share their Gratitude Journals with the Principal or their Class Teacher, then they will be awarded one merit record on the Discipline Board Merit Record in the Student Handbook on p.151. 					
	<p>Caritas Bazaar:</p> <ul style="list-style-type: none"> • Students will be encouraged to participate in the Caritas Bazaar which resumes after the pandemic. Through the Caritas Bazaar, students understand that the principle behind is to help the needy. 	<ul style="list-style-type: none"> • The majority of students agree that, through a fund-raising event, they learn not to take everything for granted, but they have to treasure things they have in their lives. • Students' active participation will be observed by teachers. 			<ul style="list-style-type: none"> • Coordinator of Religious Formation Team 	<ul style="list-style-type: none"> • School-based resources • LWLG

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

Feedback and follow-up actions from the previous school year:

- In learning and teaching, students’ good work would continue to be regularly exhibited by teachers to appreciate their efforts and foster peer learning. In praising students, their efforts should be emphasised in addition to their abilities. On the other hand, teachers would have to be cautious of name dropping since some students could be sensitive towards teachers’ remarks. Collaboration among department members should continue to be emphasized.
- On the whole, the seven learning goals were achieved through the third major concern in the previous school year.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
To enable students to take heed of and show appreciation towards people; make improvements by conducting ongoing evaluations and engaging in regular reflections	<p>Quality teachers’ collaboration is emphasized to help students transform their weaknesses to strengths in learning.</p> <ul style="list-style-type: none"> • School-based Support Service for Citizenship and Social (CS) Development Department will be provided by EDB. Regular reviews will be done by teachers to fine tune curriculum design and implementation. • At least four teachers’ collaboration within departments and at least one peer lesson observation for each teacher will be arranged per academic year. • On the joint-Canossian Schools Staff Development Day on 29 August 2023, teachers display humility in listening to the good practices from other schools through parallel sessions. 	<ul style="list-style-type: none"> • Teachers agree that the School-based Support Service provided by EDB and regular reviews are useful for curriculum design and implementation, enabling students to make continuous improvements. • Teachers agree that collaboration among department members enhances teaching professionalism and helps students acquire study skills and transform their 	<ul style="list-style-type: none"> • Evaluative feedback from teachers • Students’ performances observed by teachers 	Sep 2023 – July 2024	<ul style="list-style-type: none"> • Head of CS Department • Department Heads of other subjects • Coordinator of Staff Development Team 	<ul style="list-style-type: none"> • School-based learning and teaching resources • EDB resources

		weaknesses to strengths.				
	<p>Various learning activities will be held by different departments and teams within or outside lessons.</p> <ul style="list-style-type: none"> Lunch activities will be held by different teams who take turns to open their special rooms like <ul style="list-style-type: none"> ➤ Mon: IT Innovation Lab ➤ Tue: Chinese Language Centre ➤ Wed: PSHE Learning Community ➤ Thu: STEAM Room ➤ Fri: English Language Centre ➤ Mon-Wed: Self-access Learning Community ➤ Mon-Fri: Library Through extended learning activities, students display humility in learning from one another and make improvements by conducting evaluations and reflections. <ul style="list-style-type: none"> ➤ S2 Project-based Learning ➤ S1, S3 and S4 School-based STEAM Programmes ➤ Coursework during lessons 	<p>The majority of students agree that</p> <ul style="list-style-type: none"> through different kinds of other learning experiences / extended learning activities, they have their horizons widened and can recognize their strengths and weaknesses, thus <ul style="list-style-type: none"> developing positive values and attitudes / proactive learning attitudes, equipping themselves with knowledge and skills as well as gaining an overview on their life planning. 			<ul style="list-style-type: none"> Teachers-in-charge of STEAM Room, Chinese Language Centre, IT Innovation Lab, English Language Centre, Self-access Learning Community and Library 	<ul style="list-style-type: none"> School-based resources EDB resources LWLG
	<p>IT Innovation Lab under the themes “Aerospace Development” and “Environmental Protection” has been newly launched since 3 December 2022.</p> <ul style="list-style-type: none"> Through the display of China’s Aerospace Development with the interview of Chinese astronauts by an alumna as well as 	<ul style="list-style-type: none"> The majority of students agree that the extended learning tasks offered in the IT Innovation Lab widen their horizons and equip them with 			<ul style="list-style-type: none"> Coordinator of IT Innovation Lab 	<ul style="list-style-type: none"> School-based resources LWLG

	<p>departmental learning materials / activities / display related to the two themes, students will be inculcated with positive values including humbleness, gratefulness, perseverance, commitment, diligence, responsibility and national identity.</p>	<p>knowledge and skills.</p> <ul style="list-style-type: none"> • Students' positive values are enhanced, through teachers' observation. 				
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V. Plan on the Use of the CEG and Some Other Grants 2023-2024

Task and Objectives

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

EOEBG for School Specific Grants

Strategy	Time Scale	Target Beneficiaries	Success Criteria	Methods of Evaluation	Personnel Responsible
Plan on the Use of Capacity Enhancement Grant (CEG)					
A Physics Tutor	Sep 2023 – Aug 2024	S5 & S6 students	<ul style="list-style-type: none"> • Students' competence in Physics is increased. 	<ul style="list-style-type: none"> • Evaluative feedback from the teacher and students concerned 	<ul style="list-style-type: none"> • Head of Physics Department
An IT Administration Officer	Sep 2023 – Aug 2024	All staff and students	<ul style="list-style-type: none"> • The integration of mobile computing devices and information technology in teaching is well managed. 	<ul style="list-style-type: none"> • Evaluative feedback from all teachers 	<ul style="list-style-type: none"> • Principal
<i>For the plan on the use of the CEG together with the Fractional Post Cash Grant (FPCG) for enhancement and remedial programmes, please refer to the table of FPCG.</i>					
Plan on the Use of the Composite Information Technology Grant (CITG)					
Effective Maintenance of IT-related equipment and Supporting Services Exploring other IT Supporting Services An IT and AV Technician	Sep 2023 – Aug 2024	All staff and students	<ul style="list-style-type: none"> • 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. • 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. 	<ul style="list-style-type: none"> • Evaluative feedback from teachers, non-teaching staff and students 	<ul style="list-style-type: none"> • IT Team

Strategy	Time Scale	Target Beneficiaries	Success Criteria	Methods of Evaluation	Personnel Responsible
Plan on the Use of School-based Management Top-up Grant (SBM-TUG)					
Strengthening training to better equip School Managers with the necessary knowledge, skills and attitudes	Sep 2023 – Aug 2024	School Managers	<ul style="list-style-type: none"> • 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 are found to be useful. (Appendix 1) • Service providers / speakers invited for training programmes related to school governance are found to be inspiring and effective. • Consultancy services related to school governance (Legal consultation) will be procured if necessary and they are found to be useful. 	<ul style="list-style-type: none"> • Evaluative feedback from School Managers 	<ul style="list-style-type: none"> • Principal

Other Grants outside EOEBG

Strategy	Time Scale	Target Beneficiaries	Success Criteria	Methods of Evaluation	Personnel Responsible
Plan on the Use of Information Technology Staffing Support Grant (ITSSG)					
An IT Technician	Sep 2023 – Aug 2024	All staff and students	<ul style="list-style-type: none"> • The information systems are well maintained, network security is protected and technical support for e-learning is provided. 	<ul style="list-style-type: none"> • Evaluative feedback from teachers concerned 	<ul style="list-style-type: none"> • Principal • IT Team
Plan on the Use of Additional Funding for Non-Chinese Speaking Students (NCSG) together with TRG					
A Chinese Language Teacher for Non-Chinese Speaking (NCS) Students Diversified Support Programmes in learning Chinese	Sep 2023 – Aug 2024	NCS and S1 & S2 students	<ul style="list-style-type: none"> • The Chinese Language Teacher enhances students' interest and standard in the subject and assists NCS students in acquiring the language. • Students concerned agree that they have developed interest and ability in Chinese Language and Culture. Their confidence and performance in this subject are enhanced. 	<ul style="list-style-type: none"> • Evaluative feedback from teachers and students concerned 	<ul style="list-style-type: none"> • Head of Chinese Department

Strategy	Time Scale	Target Beneficiaries	Success Criteria	Methods of Evaluation	Personnel Responsible
Plan on the Use of Fractional Post Cash Grant (FPCG) together with CEG					
Enhancement and Remedial Programmes	Sep 2023 – Aug 2024	S1 to S6 students	Jolly Learning Club: Students concerned agree that the club is effective in raising their confidence in learning and enabling them to cultivate their positive values and attitude.	Evaluative feedback from teachers and students concerned	<ul style="list-style-type: none"> • Coordinators of Jolly Learning Club
		S1 to S6 students	<ul style="list-style-type: none"> • Chinese Language: Participants agree that enhancement and remedial classes improve their study skills and enhance their language standard, exam skills and confidence. Their knowledge and understanding of Chinese culture are also strengthened, with their academic performance improved. • English Language: The majority of students achieve at least 85% attendance rate of the lessons taught by a past student tutor. They agree that the course helps them get better prepared for tests and exams. Students show enhanced performance and knowledge as reflected in their daily work submitted to their English teachers. Positive feedback is received in the evaluations of teaching and learning. • Mathematics: Participants show improvement in internal assessments, as reflected by the comparison of standard scores. 	<ul style="list-style-type: none"> • Performance of students in academic assessment • Evaluative feedback from teachers, tutors and students concerned • Performance in pre-test and post-test on key mathematical skills in summative assessment • Attendance records • End-of-year evaluation survey 	<ul style="list-style-type: none"> • Heads of Chinese, English and Mathematics,
		S1 students	<ul style="list-style-type: none"> • Summer Bridging Course for New S1 Students: Participants agree that the programme effectively introduces to them the school culture and helps them to have a smooth transition from primary to secondary school life. 	<ul style="list-style-type: none"> • Evaluative feedback from teachers and students concerned 	<ul style="list-style-type: none"> • Coordinator of Summer Bridging Course
Staff Development	Sep 2023 – July 2024	All teaching staff	<ul style="list-style-type: none"> • Teachers gain better understanding on legal issues in education • Teachers find the staff development programmes inspiring and useful through the exchange of effective teaching strategies and innovative ideas among educators from different Canossian secondary schools. • Teachers find the staff development programmes inspiring or useful in identifying and handling students with emotional needs. 	<ul style="list-style-type: none"> • Evaluative feedback from teachers concerned 	<ul style="list-style-type: none"> • Coordinator of Staff Development Team

Strategy	Time Scale	Target Beneficiaries	Success Criteria	Methods of Evaluation	Personnel Responsible
Plan on the Use of the Teacher Relief Grant (TRG)					
A Senior-level Chinese Language Teacher	Sep 2023 – Aug 2024	S3 & S4 students	<ul style="list-style-type: none"> 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. Students' competence in the Chinese Language is enhanced. 	<ul style="list-style-type: none"> Evaluative feedback from teachers and students concerned 	<ul style="list-style-type: none"> Head of Chinese Department
A History Teacher	Sep 2023 – Aug 2024	S3-S6 students	<ul style="list-style-type: none"> The History Teacher enhances students' interest in the subject. Students' competence in History is fostered. 	<ul style="list-style-type: none"> Evaluative feedback from students concerned 	<ul style="list-style-type: none"> Coordinator of L&T
A Geography and History Teacher	Sep 2023 – Aug 2024	S1, S2 & S4 students	<ul style="list-style-type: none"> The Geography and History Teacher enhances students' interest in both subjects. Students' competence in Geography and History is increased. 	<ul style="list-style-type: none"> Evaluative feedback from teachers and students concerned 	<ul style="list-style-type: none"> Head of Geography Department
A Mathematics Teacher	Sep 2023 – Aug 2024	S2 & S4 students	<ul style="list-style-type: none"> The Mathematics Teacher caters for learner diversity. Students' competence in Mathematics is increased. 	<ul style="list-style-type: none"> Evaluative feedback from teachers and students concerned 	<ul style="list-style-type: none"> Head of Math Department
Employment of Supply Teachers	Sep 2023 – Aug 2024	Teachers concerned	<ul style="list-style-type: none"> Teachers' workload is relatively lessened as they attend EDB training. 	<ul style="list-style-type: none"> Evaluative feedback from teachers concerned 	<ul style="list-style-type: none"> Principal
Music: Instrumental Learning Programme & other music groups	Sep 2023 – Aug 2024	S1 to S5 students	<ul style="list-style-type: none"> Students from various music groups (including choir, orchestra and other ad-hoc music groups) are benefited. Students' interest and aptitude towards music making are nurtured. Students' whole person development is cultivated, with their sense of belonging to the group and to the school fostered. Teachers agree that students are more serious towards music making and appreciation. The leadership skills of potential student leaders are developed and elevated. 	<ul style="list-style-type: none"> Evaluation by competition results, judges' comments, tutors' comments, students' and student leaders' comments 	<ul style="list-style-type: none"> Head of Music Department

Strategy	Time Scale	Target Beneficiaries	Success Criteria	Methods of Evaluation	Personnel Responsible
Plan on the Use of the Promotion of Reading Grant (PRG)					
Procurement of Library Books and e-reading resources to foster self-directed learning and extensive reading Implementation of the Reading Award Scheme Implementation of the Road to 5** Programme	Sep 2023 – Aug 2024	S1 to S6 students	<ul style="list-style-type: none"> Students' usage of library resources (books, magazines and e-resources) indicate that they read broadly and widely outside the syllabus. They benefit from the range of resources offered. Students' motivation and interest towards reading is further enhanced through the school-based Reading Award Scheme. Student participants of the Road to 5** Programme find the materials useful for their academic enhancement. 	<ul style="list-style-type: none"> Evaluative feedback from teachers-in-charge and students concerned Statistical data as revealed by the Library Management System The quality of book reports and sharing done by students Feedback from teachers and students regarding to Road to 5** Programme 	<ul style="list-style-type: none"> Teacher Librarian
Plan on the Use of the Student Activities Support Grant (SASG)					
Subsidy for students with financial needs to participate in life-wide learning activities organised or recognized by school	Sep 2023 – Aug 2024	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"> 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. 	<ul style="list-style-type: none"> Evaluative feedback from teachers-in-charge and students concerned 	<ul style="list-style-type: none"> Coordinator of Student Affairs
Plan on the Use of the Learning Support Grant (LSG)					
Student Support Programmes	Sep 2023 – Aug 2024	Students with special needs	<ul style="list-style-type: none"> The special needs of the students are addressed and students' capability in learning is boosted. Participants give positive feedback regarding the supporting programmes and agree that the objectives of the programmes are achieved. 	<ul style="list-style-type: none"> Evaluative feedback from teachers and professionals concerned 	<ul style="list-style-type: none"> SENCO

Strategy	Time Scale	Target Beneficiaries	Success Criteria	Methods of Evaluation	Personnel Responsible
One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development (CSG)					
<ul style="list-style-type: none"> • Procurement of relevant learning and teaching resources: <ul style="list-style-type: none"> ➤ newspapers and online teaching resources from publishers (Budget: \$50,000) ➤ relevant learning and teaching aids/resources from providers (Budget: \$50,000) • Organisation of the Mainland Study Tour for S4-5 students (Budget: \$10,000) • Organisation of different related learning activities for students (\$140,000) 	Sep 2023 – Aug 2024	S4 to S6 students	<ul style="list-style-type: none"> • Teachers agree that the learning and teaching materials procured are conducive to the curriculum implementation. • Teachers agree that the Mainland Study Tour has helped students understand the history/ culture and the latest development of our country. • Students agree that the Mainland Study Tour has helped them understand the history/ culture and the latest development of our country. 	<ul style="list-style-type: none"> • Evaluative feedback from teachers-in-charge and students 	<ul style="list-style-type: none"> • Head of CS Department

Strategy	Time Scale	Target Beneficiaries	Success Criteria	Methods of Evaluation	Personnel Responsible
Plan on the Use of the Diversity Learning Grant (DLG)					
Gifted Programmes for High Achievers & Network Physical Education (PE) and Music Programmes	Sep 2023 – Aug 2024	Senior secondary students	<ul style="list-style-type: none"> • Students actualize their potential and talents in their performance of gifted programmes, and they attain all-round development in a holistic and well-balanced way, as observed by teachers. • Students and PE Teachers agree that the network PE programme enables students to prepare well for DSE PE as they acquire the related knowledge and skills. • Students and the Music Teacher agree that the network Music programme delivers the related knowledge of DSE level and enables students to prepare well for DSE Music. 	<ul style="list-style-type: none"> • Evaluative feedback from teachers and students concerned 	<ul style="list-style-type: none"> • Coordinator of Gifted Programmes • Head of PE Department • Head of Music Department
<i>For further details, please refer to the Plan on the Use of the DLG.</i>					
Plan on the Use of Life Wide Learning Grant (LWLG)					
English Drama Workshops	Sep 2023 – Aug 2024	S1 to S5 students	<ul style="list-style-type: none"> • Students' language competence and skills in drama performance are enhanced. • Students' interests in English learning and their confidence in public speaking are enhanced, as evidenced by their active participation in drama competitions. • Backstage members of the Drama Club acquire more technical skills in props making, lighting, sound effect and stage management. 	<ul style="list-style-type: none"> • Evaluation by Teacher Advisers of Drama Club. • Results of the Hong Kong School Drama Festival 	
Chinese Classical Dance	Sep 2023 – Aug 2024	S1 to S5 students	<ul style="list-style-type: none"> • Students' skills and interests in Chinese Classical Dance and Sports are strengthened. • Students agree that their understanding of Chinese culture, virtues and aesthetics are enriched. • Communication skills and team spirits are further developed through group performances. 	<ul style="list-style-type: none"> • Evaluation by Chinese Dance Advisers and tutors as well as students concerned 	
<i>For further details, please refer to the Plan on the Use of the Life-wide Learning Grant.</i>					

Strategy	Time Scale	Target Beneficiaries	Success Criteria	Methods of Evaluation	Personnel Responsible
Plan on the Use of Grant for the Sister School Scheme					
A tour to be arranged for visiting the mainland sister school Purchase of video-conferencing facilities Activities and refreshments for exchange programme taking place in Hong Kong	Sep 2023 – July 2024	S1 to S6 students	<ul style="list-style-type: none"> Teachers agree that the interflow will foster their professional development through teaching demonstration and experience sharing. Student participants agree that exchange programme will deepen their understanding of mainland and enhance their friendship with their mainland counterparts through sister school visits. 	<ul style="list-style-type: none"> Evaluative feedback from teachers-in-charge and students and teachers concerned 	<ul style="list-style-type: none"> Coordinator of Sister School Scheme
<i>For further details, please refer to the Plan on the Use of Grant for the Sister School Scheme.</i>					

Non-government Grant

Strategy	Time Scale	Target Beneficiaries	Success Criteria	Methods of Evaluation	Personnel Responsible
Plan on the Use of the Jockey Club Joy of E-Reading Scheme					
Improvement of the school's digital learning environment Integration of E-reading resources into teaching Provision of English readers which are appropriate for our students' level and language proficiency	October 2022 – October 2023	S1 to S6 students	<ul style="list-style-type: none"> Students take the initiative to conduct self-directed learning using new E-book platforms (Scienceflix, Wheelers E-platform) Teachers find the resources useful in complementing their teaching (e.g. Scienceflix). Students benefit from a broader range of e-reading resources 	<ul style="list-style-type: none"> The total reading time and number of titled accessed by students Evaluative feedback from Teachers The quality of book reports and sharing done by students 	<ul style="list-style-type: none"> Teacher Librarian

VI. School-based Medium of Instruction (MOI) Plan and Support Measures 2023-2024

The school pledges to provide an English-rich environment which is conducive for students to learn using English Language as the MOI. With more diverse learning needs, 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), takes its role in motivating students to read for pleasure and leisure. 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;">School Administration</p>	<ul style="list-style-type: none"> • To maximize English learning opportunities by providing an English-rich learning environment • To uphold the recommended English proficiency standards set by EDB 	<ul style="list-style-type: none"> • All official school papers, documents, minutes and instructions are written in English. • Letters and e-circulars to parents are written bilingually in English and Chinese. • 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.
<p style="text-align: center;">Classroom Learning & Teaching</p>	<ul style="list-style-type: none"> • To develop students' competence and skills in learning through English • To maximise opportunities for students to use the target language • To address the language needs of an increasingly differentiated classroom • To support students who are weak in English through remedial measures • To stretch higher-achievers' potential by encouraging their participation in a range of 	<p style="text-align: center;"><u>Bridging Programmes and Language Enhancement Class</u></p> <ul style="list-style-type: none"> • 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. • The language needs of the weaker students in junior levels are addressed. Students requiring remedial measures have been shortlisted. S1 – S3 students who need language help are selected to participate in these language support groups based on their Pre-S1 Attainment Test results (S1) and annual English scores in 22/23 (S2 and S3). S1 remedial classes will be outsourced, while English Teachers will arrange lunch/ after-school remedial classes/ group coaching to support our students' learning at other levels. Taught by past students who know our students' needs well/ the school's English teachers, with a reduced teacher-student ratio and tailored teaching and learning materials, students' English learning can be better supported with more teachers' care, feedback and attention.

<p style="text-align: center;">Classroom Learning & Teaching</p>	<p>extended English activities/competitions</p>	<p><u>School-based Teaching and Learning Materials</u></p> <ul style="list-style-type: none"> • School-based language learning materials were developed and used for the S1 Summer Bridging Course in August. Language structures and learning skills which help support students' learning in English such as classroom language, dictionary skills etc, were taught. • 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. • Pre- and post- lesson worksheets with language tips and/or sentence patterns for essay writing are prepared to help students write in English. • Vocabulary checklists are prepared for S1 students in subjects such as History, Geography, Home Economics and Integrated Science to support their learning in English. • Junior students are taught dictionary and note-taking skills to facilitate their learning across the curriculum. <p><u>A Diverse English Language Curriculum</u></p> <ul style="list-style-type: none"> • 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. • Pronunciation drills and dictation of vocabulary in all subjects help strengthen students' understanding of the relation between spelling and pronunciation. <p><u>Participation in extended English activities</u></p> <ul style="list-style-type: none"> • S1 – S3 students with good potential in English language have been identified by English teachers. To stretch their potential, they will be encouraged to participate in a range of extended English activities and contests such as Hong Kong Schools Speech Festival and other English writing competitions.
<p style="text-align: center;">Extended Classroom Learning</p>	<ul style="list-style-type: none"> • To encourage the maximum use of English for communication outside the classroom • To support and extend students' language learning by providing an English-rich and resourceful environment 	<p><u>Whole-school Approach in using English as the MOI</u></p> <ul style="list-style-type: none"> • 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. • Most sharing and announcements are conducted in English, except for those related to Chinese language and Religious Education. • Information and students' work on display around the school are in English. <p><u>Reading Culture</u></p> <ul style="list-style-type: none"> • 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.

<p>Extended Classroom Learning</p>		<ul style="list-style-type: none"> • The School Library organizes Book Report Writing Competitions each term to encourage students to be reflective thinkers while reading. All junior form students will join the competitions. Prizes will be given to junior form students with outstanding performance. • World Book Week activities promote and reward students’ reading habits to help build a solid foundation for students to read and write across the curriculum. The publication of Library e-Newsletter helps promote reading materials to students of all levels. • The annual S3 inter-class “Responses to Reading” competition motivates students to reflect and apply what they have read. • E-readers and the Class Library have made English reading materials readily accessible for all students. • 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. <p><u>Extended English Learning</u></p> <ul style="list-style-type: none"> • The English Language Centre (ELC) organises and runs English activities across all levels to promote an English-rich learning environment in school. • 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. • 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.
<p>Cross-curricular Language Learning</p>	<ul style="list-style-type: none"> • To heighten students’ language awareness across the curriculum so they can pay heed to language when exposed to different topics/ issues in other subjects • To equip students with transferrable language structures and skills which can help them construct knowledge and concepts at ease through inter-departmental collaboration 	<p><u>S1 Cross-curricular Writing Task</u></p> <ul style="list-style-type: none"> • In collaboration with the Integrated Science (IS) Department, S1 students work on a News Assignment task co-developed by both the English and IS departments, with the aim to facilitate the acquisition of transferrable reading and writing skills across the curriculum. Students will work on a writing task which will then be marked by both IS and English Teachers. <p><u>S2 Short writing assignment on Cultural Heritage</u></p> <ul style="list-style-type: none"> • In collaboration with the History Department, S2 students do reading and research on 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 short article on the topic. <p><u>S2 Writing Task on “King Lear”</u></p> <ul style="list-style-type: none"> • In collaboration with the Literature in English Department, S2 students work on a writing task to address the complex family problem experienced by characters in “King Lear”, one of the texts in their reader <i>The Merchant of Venice and other Stories</i>. In-depth

		<p>reflection on characterization and moral values is required while they go through the text, and students will learn about writing comments on characters with textual referencing and analysis.</p> <p><u>S3 Drama Appreciation</u></p> <ul style="list-style-type: none"> • Arrangement has been made for S3 students to appreciate an English drama called “Strategy” (inspired by <i>Romance of the Three Kingdoms</i>) organized by AFTEC (The Absolutely Fabulous Theatre Connection). A pre-show workshop will be arranged for the students to acquire drama-related concepts. In collaboration with the School Library and the Chinese Literature Department, a workshop will be organized during lunchtime to facilitate students’ understanding of the character relationships and historical background of the <i>Romance of the Three Kingdoms</i>. <p><u>Values Education</u></p> <ul style="list-style-type: none"> • In collaboration with the Moral and National Education team, topics related to life education and positivity are taught at different levels. This includes reading stories of courage and expressing gratefulness in their writing.
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VII. Budget for School Year 2023-2024

Particulars	Surplus B/F & Budget Income \$	Budget Expenditure \$	Budget Balance C/F \$
I. Government Funds			
(1) EOEBG (Accumulated Surplus 2022-2023 B/F:- \$4,634,636.21)	4,519,990.92		
(a) EOEBG - Baseline	2,097,909.11	2,162,850.00	
(b) Administration Grant	4,024,884.00	3,944,193.80	
(c) Capacity Enhancement Grant	666,935.00	468,998.22	
(d) Composite Information Technology Grant	512,696.00	376,471.80	
(e) Air-Conditioning Grant	600,959.00	300,000.00	
(f) School-based Speech Therapy Administration Recurrent Grant	8,415.00	8,415.00	
(g) School-based Management Top-up Grant	52,596.00	52,596.00	
(h) Reserved Fund for Severance/Long Service Payment	114,645.29	0.00	
Sub-total:	12,599,030.32	7,313,524.82	
Surplus of EOEBG			5,285,505.50
(2) Fund outside EOEBG (Accumulated Surplus 2022-2023 B/F :- \$2,551,377.82)			
(a) Home-School Cooperation Grant	25,978.00	25,978.00	
(b) Teacher Relief Grant	4,679,221.16	3,771,180.00	
(c) Learning Support Grant	114,505.50	108,395.00	
(d) Diversity Learning Grant	53,894.05	52,000.00	
(e) Moral and National Education Support Grant	530,000.00	0.00	
(f) Grant for Support for Non-Chinese Speaking Students	171,710.00	145,240.00	
(g) Information Technology Staffing Support Grant	333,812.00	348,062.40	
(h) Promotion of Reading Grant	94,242.54	94,242.54	
(i) School Executive Officer Grant	27,320.80	0.00	
(j) Life-wide Learning Fund	1,502,044.77	1,442,600.00	
(k) Student Activities Support Grant	42,900.00	42,900.00	
(l) One-off Grant for Supporting the Implementation of the Senior Sec. Subject Citizenship and Social Development	240,532.00	240,532.00	
(m) Fractional Post Cash Grant	65,808.00	64,200.00	
(o) Grant for the Sister School Scheme	269,631.00	220,000.00	
Sub-total:	8,151,599.82	6,555,329.94	
Surplus of Grant Accounts Outside EOEBG:			1,596,269.88
II. School Funds (Accumulated Surplus 2022-2023 B/F :- \$6,357,506.35)			
(a) Tong Fai	5,145,462.24	795,956.47	
(b) School Development Fund	90,013.42	0.00	
(c) Approved Collection for Specific Purposes Account	636,899.14	10,000.00	
(d) Student Scholarship Fund	367,388.36	74,000.00	
(e) OLE Development Fund	353,439.32	100,000.00	
(f) Student Welfare Fund	427,803.97	20,000.00	
Sub-total:	7,021,006.45	999,956.47	
Surplus of School Funds:			6,021,049.98
Estimate - Accumulated Surplus of Government Funds 2022-2023 B/F 2023-2024:			6,881,775.38
Estimate - Accumulated Surplus of School Funds 2022-2023 B/F 2023-2024:			6,021,049.98

Training arrangements for School Supervisors and School Managers

Activity	Date and Time	Venue and mode	Content	Learning areas covered*	Organiser and/or speaker	Estimated expenditure	Resources required
1. The SSB will invite a speaker to conduct an Information Literacy seminar – ChatGPT	18 Oct 2023 (Wed), 2-4 pm	Venue: Auditorium of SHCS (Private) Mode: Seminar with Q&A	<p>“ChatGPT: Challenges, Opportunities, and its Use in Schools”</p> <p><u>Focuses:</u></p> <ul style="list-style-type: none"> • How will Chat GPT affect learning and teaching (L & T) • How may ChatGPT be made into a tool for L & T • How to avoid possible ill-effects e.g. plagiarism in assignments / homework • What values / etiquette should stakeholders uphold while using ChatGPT, e.g. honesty, integrity, respect, etc. 	<p>IV School Development & Policy</p> <ul style="list-style-type: none"> • Through understanding the challenges and opportunities posed by the use of ChatGPT, schools may make better use of this new technology and more appropriately adapt their L & T and HW policy. 	<p>Organiser: Canossian Missions / SSB;</p> <p>Speaker: Mr. William Gee (with expertise in Information Systems)</p>	\$550 (sharing of funds for hall rental, certificates, water/drinks, souvenir for speaker etc.)	c/o SSB: Computer and presentation facilities to be provided by venue

<p>2. The SSB will invite a speaker to talk on legal matters</p>	<p>12 April 2024 (Fri), 2:30-4:30 pm</p>	<p>Venue: Auditorium of SHCS (Private)</p> <p>Mode: Seminar with Q&A</p>	<p>1. Possible Legal Liabilities in Schools on Negligence, Equality & Discrimination Issues</p> <p>2. Formulation of Fitting School Policies</p> <p><u>Focuses:</u></p> <ul style="list-style-type: none"> • What are some common cases and the liabilities arising from negligence, equality and discrimination issues in schools • What policies should schools devise to prevent such cases from happening • What values should be upheld regarding the policies e.g. respect, responsibility, love, etc. 	<p>IV School Development & Policy</p> <ul style="list-style-type: none"> • Upon the raising of awareness on these issues, schools may devise appropriate rules / policies to avoid such conflicts or crisis from happening. 	<p>Organiser: Canossian Missions / SSB;</p> <p>Speaker: Professor Albert So (Solicitor)</p>	<p>\$550 (sharing of funds for hall rental, certificates, water/drinks, souvenir for speaker etc.)</p>	<p>c/o SSB: Computer and presentation facilities to be provided by venue</p>
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**Submission of Annual School Plan 2023-2024
for endorsement by the
Incorporated Management Committee**

Submitted by: _____
Ms Cheng Ming-wai, Cara
Principal
Holy Family Canossian College

Endorsed by: _____
Sr Shiu Yuen-fun, Magdalen
Supervisor & Chairperson
The IMC of Holy Family Canossian College

Date: 11 October 2023

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Thanksgiving in Blossom

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