



Cultivating Self-love Nourishing Wellness



Holy Family Canossian College
Annual School Plan 2025-2026

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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. Major Concerns 2025-2026

Under the Educational Theme “*Respecting Life in Praise and Gratitude for God’s Creation*”, the three major concerns are

1. To promote a healthy lifestyle and develop the habit of regular exercise in promotion of physical health

— *Staying Active Staying Healthy*

2. To promote self-love to reach a higher state of well-being and enhance personal attributes

— *Cultivating Self-love Nourishing Wellness*

3. To nurture students to have a growth mindset, embrace diversity to cope with changes and challenges, and respect all creatures

— *Embracing Diversity Nurturing Respect*

III.

Annual School Plan 2025-2026

Major Concern 1: *To promote a healthy lifestyle and develop the habit of regular exercise in promotion of physical health*
—Staying Active Staying Healthy

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

- According to the APASO survey regarding *KPM 17.6 Physical Exercise*, students' positive responses have to be raised. However, the questions set in KPM 17.6 related to students' habit of physical exercise outside school cannot be used to reflect on students' habit of physical exercise within school. Thus, a school-based questionnaire and oral feedback will be conducted among students as well.
- The implementation of class-based morning physical exercise or activities can offer a refreshing break for students, relieving stress and recharging them before the start of lessons. More opportunities for students to participate in morning physical exercise or activities have to be provided. In addition, the implementation / promotion of the lunchtime sports programme can be strengthened. The health-promoting activities can be further promoted to senior-level students to develop a healthy lifestyle at school and strike a balance between studies and leisure activities.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
To set progressive targets for students to develop the habit of regular exercise to achieve a healthy lifestyle	➤ Class-based morning physical exercise or activities will be further promoted, with more encouragement given to senior-level students. The variety of sports activities offered will be expanded, and a list of interesting physical exercises and activities will be provided for both Class Teachers and students. To provide more opportunities for students to participate in this morning exercise or activity, each level of students can be conducted according to each respective Day. For instance, morning exercise or activities for each class of Secondary 1 may be carried out on Day 1, Secondary 2 on Day 2, and so forth, starting right after the end of	Compared with the results of the last school year, ➤ more positive responses in KPM 17.6 regarding <i>the physical exercise</i> ➤ school-based questionnaire showing a higher percentage of students who become more aware of the	➤ Results of KPM ➤ Questionnaire ➤ Evaluative feedback from teachers ➤ Students' attitude observed by teachers	Sep 2025 – July 2026	➤ Head of PE Department and Guidance Mistress	➤ Tools and equipment from PE Department

	morning class affairs till the end of the Reading Time in the playground / Room 607 / homerooms.	importance of actively participating in health-promoting activities to achieve a healthy lifestyle				
	➤ To help students strike a balance between studies and leisure activities and motivate them to develop a healthy lifestyle, more promotional efforts, such as announcements and posters, for lunchtime sports programmes and sports activities, including the newly introduced pickleball, will be made. Providing more training for Sports Ambassadors will empower them to encourage their peers.				➤ Head of PE Department	➤ Tools and equipment from PE Department

Major Concern 2: *To promote self-love to reach a higher state of well-being and enhance personal attributes*
— *Cultivating Self-love Nourishing Wellness*

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

- According to the APASO survey regarding *students' self-concepts* and KPM 17.2 regarding *No Negative Affect*, the responses from students did not show significant improvement. However, the Q-score was slightly higher in KPM 17.1 regarding *Positive Affect*, particularly in S1 and S6. It was found that students' self-management skills, such as maintaining emotional stability and handling stress, needed to be enhanced.
- In addition to the fine-tuned Wellness Programmes coordinated by the Pastoral Care Board and the Guidance Team, more structured personal growth workshops and seminars, as well as more positive reinforcement related to students' self-development, would be implemented.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required															
To enhance students' self-development and well-being through experiential learning and mental wellness talks / seminars	➤ A series of structured personal growth workshops during activity periods will be reinforced by the Guidance Team. Students would be arranged to learn more about the ways to cope with their emotions and foster their self-development, including self-compassion, self-concepts, self-management skills and the awareness of information literacy in the appropriate use of social media platforms. <table><tr><th>Level</th><th>Category</th></tr><tr><td rowspan="3">S1</td><td>Character Strength</td></tr><tr><td>Emotion</td></tr><tr><td>Social Relationship</td></tr><tr><td rowspan="3">S2</td><td>Character Strength</td></tr><tr><td>Gratitude</td></tr><tr><td>Growth Mindset</td></tr><tr><td rowspan="4">S3</td><td>Emotion</td></tr><tr><td>Stress Management</td></tr><tr><td>Social Relationship</td></tr><tr><td>Financial Management</td></tr></table>	Level	Category	S1	Character Strength	Emotion	Social Relationship	S2	Character Strength	Gratitude	Growth Mindset	S3	Emotion	Stress Management	Social Relationship	Financial Management	Compared with the results of the last school year, ➤ more positive responses in the APASO survey regarding <i>students' self-concepts</i> ➤ more positive responses in <i>KPM 17.1-2</i> regarding <i>the positive affect and</i>	➤ Results of KPM and APASO Survey ➤ Questionnaire ➤ Evaluative feedback from teachers ➤ Students' attitude and performance observed by teachers	Sep 2025 – July 2026	Guidance Mistress	➤ LWLSSG ➤ Social Workers from the Caritas
		Level	Category																		
		S1	Character Strength																		
			Emotion																		
			Social Relationship																		
		S2	Character Strength																		
			Gratitude																		
			Growth Mindset																		
		S3	Emotion																		
			Stress Management																		
			Social Relationship																		
			Financial Management																		

	<table><tr><th>Level</th><th>Category</th></tr><tr><td rowspan="4">S4</td><td>Emotion</td></tr><tr><td>Life Education</td></tr><tr><td>Financial Management</td></tr><tr><td>Mental Health Literacy</td></tr><tr><td rowspan="4">S5</td><td>Emotion</td></tr><tr><td>Life Education</td></tr><tr><td>Financial Management</td></tr><tr><td>Mental Health Literacy</td></tr><tr><td rowspan="2">S6</td><td>Emotion</td></tr><tr><td>Financial Management</td></tr></table>	Level	Category	S4	Emotion	Life Education	Financial Management	Mental Health Literacy	S5	Emotion	Life Education	Financial Management	Mental Health Literacy	S6	Emotion	Financial Management	no negative affect				
Level	Category																				
S4	Emotion																				
	Life Education																				
	Financial Management																				
	Mental Health Literacy																				
S5	Emotion																				
	Life Education																				
	Financial Management																				
	Mental Health Literacy																				
S6	Emotion																				
	Financial Management																				
➤ The newly-joined “Student Mental Health Support Scheme (醫教社心協作計劃)” can provide appropriate support services for students with mental health needs through a school-based platform, so that the school, in collaboration with the government sector, can identify specific students and address their emotional needs.			Coordinator of Pastoral Care Board & SENCO	➤ Manpower from the government sector																	
To develop empathy and gratitude through community service, showing compassion and patience towards oneself and others, as well as staying positive	➤ More opportunities will be provided for students to express their gratitude to enhance their mental and emotional well-being. ➤ Gratitude Journal: Regular teacher-led gratitude sharing, with rewards for proactive students who follow suit ➤ Teachers’ Day renamed to Gratitude Day for Teachers: Teachers’ efforts to be appreciated by students who learn to cultivate a heart of thankfulness Through the gratitude-promoting activities, Class Teachers are invited to guide students to (1) reflect on positive aspects of life regularly, which can rewire the brain to notice and appreciate good things, but not to take things for granted,			Class Teachers	➤ Student Handbook ➤ LWLSSG																

	leading to higher levels of optimism and overall happiness; (2) focus on gratitude, which can divert students' attention from worries and negative thoughts, promoting a calmer and more positive mindset as well as reducing stress and anxiety; (3) develop a grateful mindset which helps students acknowledge the good alongside the bad, fostering the ability to bounce back from setbacks and thus improving resilience.					
	➤ Participating in community service inspires gratitude, channels students' energy into positive action and cultivates a profound understanding of diverse life experiences, fostering their genuine empathy and self-worth through contribution. ➤ Newly-established Holy Family Service Team: At least four structured community services to be arranged in the school year ➤ Caritas Bazaar: Holistic development with hands-on learning experiences involved Through volunteering, Teacher Advisors are invited to guide students to (1) do pre- and post-service reflections that encourage them to acknowledge contributions and articulate gratefulness; (2) be aware of their compassionate action and patient engagement during community service; (3) have discussions on self-compassion, which will nurture a resilient and optimistic mindset among participants.				Teacher Advisors of Holy Family Service Team and Guidance Mistress	➤ LWLSSG
	➤ The Students' Affairs Team has newly				Coordinator	➤ EOEBG

	introduced the “Birthday Bliss” surprise to students. A birthday girl will be given a token by her Class Teacher; she can then use it in a gashapon machine and collect the prize inside. Through this positive experience, the birthday girl will feel valued and cared for, and appreciate and be grateful for someone who puts effort, time and resources into making her day special.				of Students’ Affairs Team	➤ Gashapon machine and balls
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Major Concern 3: *To nurture students to have a growth mindset, embrace diversity to cope with changes and challenges, and respect all creatures*
— *Embracing Diversity Nurturing Respect*

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

- In *KPM 17 — items 17.16-17.19 National Identity including Responsibility, Obligations, Pride, Love, National Flag, Anthem and Achievements*, the high Q-score has been maintained. With the evaluation complete and follow-up advice integrated, the school will continue to organise all national education-related activities, outlining the seven learning goals.
- The Discipline Board Award Scheme will be highlighted to students as a means of nurturing respect and reinforcing their positive values and behaviours.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
To develop positive values and foster a caring culture of respect under the Discipline Team with the fine-tuned Merit Award Scheme	➤ For the implementation of the well-established Discipline Board Award Scheme, ➤ a record of merit and demerit is shown on end-of-term report cards to recognise students' contributions, reinforce their positive values and reduce negative behaviours ➤ certificates will be presented to some top awardees with "Major Merit" by the Principal in front of students during the morning assembly to draw students' attention and enhance participation in the Discipline Board Merit Award Scheme.	➤ More positive responses on KPM 17.8 regarding morality, compared with the results of the last school year ➤ An increased number of merits received by students	➤ Results of KPM and APASO Survey ➤ Questionnaire ➤ Evaluative feedback from teachers ➤ Students' attitude observed by teachers	Sep 2025 – July 2026	Discipline Mistress	➤ Student Handbook ➤ EOEBG

IV. Plan on the Use of the CEG and Some Other Grants 2025-2026

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 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

As at 30 September 2025

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 2025 – Aug 2026	S5 & S6 students	• Students' competence in Physics has increased.	• Evaluative feedback from the teacher and students concerned	• Head of Physics Department
An IT Administration Officer	Sep 2025 – Aug 2026	All staff and students	• The integration of mobile computing devices and information technology in teaching is well managed.	• Evaluative feedback from all teachers	• Principal
Enhancement and Remedial Programmes	Sep 2025 – Aug 2026	S1 to S6 students	• Chinese and Mathematics: Students show improvements in assignments as observed by teachers and tutors.	• Evaluative feedback from teachers and tutors	• Heads of Chinese and Mathematics

Strategy	Time Scale	Target Beneficiaries	Success Criteria	Methods of Evaluation	Personnel Responsible
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 (CITG for 6 months & TRG for 6 months)	Sep 2025 – Aug 2026	All staff and students	- 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.	Evaluative feedback from teachers, non-teaching staff and students	IT Team
Plan on the Use of School-based Speech Therapy Administration Recurrent Grant					
Developing support programmes for students with Speech and Language Impairment (SLI)	Sep 2025 – Jul 2026	Students with SLI	Students with SLI agree that the intervention services or remedial programmes through collaboration with school personnel, like teachers, educational psychologists, student counsellors or school social workers, are useful. They can demonstrate satisfactory learning outcomes.	Evaluative feedback from instructors and students with SLI	SENCO
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 2025 – Aug 2026	School Managers	- 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) - Service providers / speakers invited for training programmes related to school governance are found to be inspiring and effective. - Consultancy services related to school governance	Evaluative feedback from School Managers	Principal

			(legal consultation) will be procured if necessary and they are found to be useful.		
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Other Grants outside EOEBG

Strategy	Time Scale	Target Beneficiaries	Success Criteria	Methods of Evaluation	Personnel Responsible
Plan on the Use of the Teacher Relief Grant (TRG)					
A History Teacher	Sep 2025 – Aug 2026	S3 to S6 students	- The History Teacher enhances students' interest in the subject. - Students' competence in History is fostered.	Evaluative feedback from students concerned	Coordinator of L&T
An English Teacher	Sep 2025 – Aug 2026	S1, S3 & S4 students	- The English Teacher enhances students' interest in English. - Students' competence in English has increased.	Evaluative feedback from teachers and students concerned	Head of English Department
A Mathematics Teacher	Sep 2024 – Aug 2026	S2, S4 & S5 students	- The Mathematics Teacher addresses the diverse needs of students with varied abilities, ranging from the gifted ones to those with learning difficulties. - Students' competence in Mathematics has increased.	Evaluative feedback from teachers and students concerned	Head of Math Department
A CS, L&S / CES Teacher	Sep 2025 – Aug 2026	S4 to S6 students	- The CS and L&S / CES Teacher caters for learner diversity. - Students' competence in CS and L&S / CES has increased.	Evaluative feedback from teachers and students concerned	Head of CS / CES Department
Two Teaching Assistants	Sep 2025 – Aug 2026	Teachers concerned	The Teaching Assistants help promote mental health activities, support the STEAM Team, assist teachers in non-teaching duties and take patrol duties.	Evaluative feedback from teachers concerned	Principal & School Executive Officer
Employment of Supply Teachers	Sep 2025 – Aug 2026	Teachers concerned	Teachers' workload is relatively lessened as they attend EDB training.	Evaluative feedback from teachers concerned	Principal
An IT and AV Technician (CITG for 6 months &	Sep 2025 – Aug 2026	All staff and students	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.	Evaluative feedback from teachers, non-teaching staff	IT Team

TRG for 6 months)				and students	
Tutors recruited for Summer Bridging Course	August 2026	S1 students	• Summer Bridging Course for New S1 Students: Participants agree that the programme effectively introduces them to the school culture and helps them to have a smooth transition from primary to secondary school life.	• Evaluative feedback from teachers and students concerned	• Coordinator of Summer Bridging Course
A Chinese Language Teacher for Non-Chinese Speaking (NCS) Students (<i>a small portion of TRG</i>)	Sep 2025 – Aug 2026	NCS and S1 students	• 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 an interest and ability in Chinese Language and Culture. Their confidence and performance in this subject are enhanced.	• Evaluative feedback from teachers and students concerned	• Head of Chinese 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 PE and Music Programmes	Sep 2025 – Aug 2026	Senior secondary students	• Students actualise 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.	• Evaluative feedback from teachers and students concerned	• 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>					

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 2025 – Aug 2026	All staff and students	The information systems are well-maintained, network security is protected, and technical support for e-learning is provided.	Evaluative feedback from teachers concerned	- Principal - IT Team
Plan on the Use of Additional Funding for Non-Chinese Speaking Students (NCSG) & Grant for Supporting Non-Chinese Speaking Students with Special Educational Needs together with TRG					
A Chinese Language Teacher for Non-Chinese Speaking (NCS) Students Diversified Support Programmes in learning Chinese	Sep 2025 – Aug 2026	NCS and S1 students	- 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 an interest and ability in Chinese Language and Culture. Their confidence and performance in this subject are enhanced.	Evaluative feedback from teachers and students concerned	Head of Chinese Department
Plan on the Use of Grant for the Sister School Scheme					
A tour for all S2 students to have an exchange with our sister school in the mainland Purchase of video-conferencing facilities Other activities with the sister school to be proposed	Sep 2025 – July 2026	S1 to S6 students	- Student participants agree that the exchange programme will deepen their understanding of the mainland and enhance their friendship with their mainland counterparts. - Teachers agree that the interflow will foster their professional development through experience sharing and help students build their national identity through exchange.	Evaluative feedback from teachers-in-charge, students and teachers concerned	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>					

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 Organisation of library activities Implementation of the Road to 5** Programme	Sep 2025 – Aug 2026	S1 to S6 students	- Students' usage of library resources (books, magazines and e-resources) indicates that they read broadly and widely outside the syllabus. They benefit from the range of resources offered. - Students' motivation and interest towards reading are further enhanced through the school-based Reading Award Scheme and the activities organised using this grant. - Student participants of the Road to 5** Programme find the materials useful for their academic enhancement.	- 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 the "Road to 5**" Programme	Teacher Librarian
Plan on the Use of the Learning Support Grant (LSG)					
Student Support Programmes Assistant Counsellor for students with emotional needs	Sep 2024 – Aug 2025	Students with special needs	- Students with special needs agree that the strategic study groups, peer tutoring, and circles of friends are found to be useful. - Jolly Learning Club - Chinese Language and Other Subject After-school Classes according to students with special needs - The SENCO Team will organise different activities that enable students to recognise and respect individual differences to identify the special learning needs of new students earlier - An Assistant Counsellor is found to help counsel & perform other related school duties	- Evaluative feedback from teachers, professionals, tutors, and students concerned - Performance of students in academic assessment - Attendance records - End-of-year evaluation survey	- SENCO - Coordinators of Jolly Learning Club - Head of Chinese Department and other Heads involved

Strategy	Time Scale	Target Beneficiaries	Success Criteria	Methods of Evaluation	Personnel Responsible
Plan on the Use of Life-wide Learning and Sister School Grant (LWLSSG)					
Chinese Classical Dance	Sep 2025 – Aug 2026	S1 to S5 students	- Students' skills and interests in Chinese Classical Dance and Sports are strengthened. - Students agree that their understanding of Chinese culture, virtues and aesthetics is enriched. - Communication skills and team spirit are further developed through group performances.	Evaluation by Chinese Dance Advisors and tutors, as well as students concerned	Teacher Advisor of Chinese Dance Team
Music: Instrumental Learning Programme & other music groups	Sep 2025 – Aug 2026	S1 to S5 students	- Students from various music groups (including choir, orchestra and other ad-hoc music groups) benefit. - Students' interest and aptitude towards music making are nurtured. - Students' confidence is enhanced through performances.	- Evaluation by competition results - Evaluative feedback from judges, tutors and students	Head of Music Department
<i>For further details, please refer to the Plan on the Use of the Life-wide Learning Grant.</i>					
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 recognised by school	Sep 2025 – Aug 2026	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	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.	Evaluative feedback from teachers-in-charge and students concerned	Coordinator of Student Affairs

Strategy	Time Scale	Target Beneficiaries	Success Criteria	Methods of Evaluation	Personnel Responsible
Plan on the Use of the One-off Grant for Promotion of Chinese Culture Immersion Activities					
Subsidy for accompanying teachers on Mainland Educational Trips Organisation of Chinese Culture-related activities Organisation of student learning activities (e.g. Chinese opera and Chinese dance)	Sep 2025 – Aug 2026	S1 to S6 students	- Teachers agree that the Mainland Educational Trips help students understand the history, culture and the latest development of our country. - Students agree that the Mainland Educational Trips help students understand the history, culture and the latest development of our country. - Teachers and students agreed that the Chinese Culture-related activities raise students' interest in learning traditional Chinese culture and strengthen their sense of national identity. - Teachers and students agree that student learning activities like the Chinese Dance Team or Chinese Music Team provide students with multifarious cultural learning experiences to increase students' interest in and understanding of Chinese culture.	Evaluative feedback from teachers-in-charge and students	Coordinator of Moral & National Education Team

Strategy	Time Scale	Target Beneficiaries	Success Criteria	Methods of Evaluation	Personnel Responsible
Plan on the Use of the One-off Grant for Parent Education					
Organisation of parents' seminars and related activities Different means for parent education, such as parents' newsletters	Sep 2025 – Aug 2026	S1 to S5 students & their parents	- Parents agree that the seminars and programme foster their understanding of adolescent development (Strand I). - Teachers agree that the seminars and programme promote healthy, happy and balanced development of adolescents (Strand II). - Parents and teachers agree that the seminars and programme foster home-school co-operation and communication (Strand IV).	Evaluative feedback from teachers-in-charge, school social workers, parents and students	Guidance Mistress
Plan on the Use of the One-off Grant for Promotion of a Sports Ambience and MVPA60 in Schools					
Procurement of PE-related information technology and equipment Organisation of different related learning activities for students	Sep 2025 – Aug 2026	S1 to S6 students	- Teachers agree that the learning and teaching materials procured are conducive to the promotion of sports ambience and MVPA60 in schools. - Teachers agree that learning activities like sports club training sessions, training camps, and sports demonstrations help students to cultivate positive values and attitudes for the development of a habit of doing exercises - Students agree that sports and fitness workshops enhance their physical fitness and sports skills, gain knowledge of relevant physical activities, release emotional stress and develop the habit of regular exercise.	Evaluative feedback from teachers-in-charge and students	Head of PE Department

Strategy	Time Scale	Target Beneficiaries	Success Criteria	Methods of Evaluation	Personnel Responsible
Plan on the Use of the One-off Grant for Promotion of Self-directed Language Learning (English Language)					
Procuring learning & teaching resources for English Organising English-related Activities, such as Choral Speaking Competitions, English Language Centre, Movie-watching Appreciation English Drama Workshops	Sep 2025 – Aug 2026	S1 to S6 students	- Students are able to develop their interests in English learning through their active involvement in English-related activities, and they are able to communicate with others confidently. - Students' linguistic competence and expression skills are improved through English drama workshops	- Evaluative feedback from teachers-in-charge and students - Students' performances in internal assessments	- Head of English Department - Teacher Advisor of Drama Club
Plan on the Use of the One-off Grant for Promotion of Self-directed Language Learning (Putonghua)					
Procuring learning & teaching resources for Putonghua (PTH) Organising PTH-related Activities such as PTH Week, Movie-watching Appreciation	Sep 2025 – Aug 2026	S1 to S6 students	Through active participation in PTH-focused activities, students cultivate a deeper interest in learning PTH and gain the confidence to communicate effectively with others.	- Evaluative feedback from the teacher-in-charge and students - Students' performances in internal PTH assessments, if any	Head of PTH Department

Strategy	Time Scale	Target Beneficiaries	Success Criteria	Methods of Evaluation	Personnel Responsible
One-off Funding for Pilot Scheme on Other Languages for Junior Secondary Students					
A service provider hired through tendering procedures for <u>Japanese Language Courses</u> at the <u>Beginner Level</u> • After-school • On the school campus • ~20 lessons x 1.5 hrs • Estimated average cost fee: \$1,080 / student • Estimated total amount of course fee including learning materials: \$54,000	Sep 2025 – Aug 2026	S1 to S3 students	• Students are able to develop their interests and capabilities in the Japanese Language through their participation in the courses. • Students can communicate in the language at the beginner level confidently. • Based on the assessments conducted by the service provider, students can attain the required beginner level.	• Evaluative feedback from the teacher-in-charge, instructor and students • Students' performances in assessments	• Teacher-in-Charge of Other Language Courses
A service provider hired through tendering procedures for <u>French Language Courses</u> at the <u>Beginner Level</u> • After-school • On school campus • ~20 lessons x 1.5 hrs • Estimated average cost fee: \$1,240 / student • Estimated total amount of course fee including learning materials: \$62,000	Sep 2025 – Aug 2026	S1 to S3 students	• Students are able to develop their interests and capabilities in the French Language through their participation in the courses. • Students can communicate in the language at the beginner level confidently. • Based on the assessments conducted by the service provider, students can attain the required beginner level.	• Evaluative feedback from the teacher-in-charge, instructor and students • Students' performances in assessments	Teacher-in-Charge of Other Language Courses

Funded by the Leisure and Cultural Services Department (LCSD)

Strategy	Time Scale	Target Beneficiaries	Success Criteria	Methods of Evaluation	Personnel Responsible
Funding for the Greening School Subsidy Scheme 2025/26					
To provide financial and material support for the promotion and organization of the following whole-school approaches: (i) Green Education and (ii) STEAM Education through projects like ‘STEAM Education Scheme: Incense Tree Conservation on Campus’ and ‘S1 STEAM Project: Mysteries Behind Planting’.	Oct-Dec 2025	S1 whole-form, S4 & S5 Biology students	- Students show increased interest and understanding towards the growth conditions of plants and the related Plant Biology content. - Students demonstrate increased interest and understanding towards the incense tree and agree with the biological significance in the respective conservation work.	Evaluative survey to collect feedback from students and teachers concerned.	Coordinator of Green Education Team

Funded by the Government

Strategy	Time Scale	Target Beneficiaries	Success Criteria	Methods of Evaluation	Personnel Responsible
Funding for the IT Innovation Programme					
Various courses are organised for students with an emphasis on IT skills (e.g. VR, AI, programming, robotics, etc.) under STEAM Education	Oct 2025 – Jul 2026	S1 to S6 students	- Students can demonstrate the ability to use various programming constructs (loops, conditionals, functions). - Students are able to successfully write and debug code to control the Robomaster’s movements. - Students are able to program the robot that can autonomously complete designated tasks (e.g., navigating obstacles, picking up objects). - Students can demonstrate the integration of robotics with real-world applications or problem-solving.	- Evaluative feedback from the teacher-in-charge, instructor and students - Students’ performances in assessments	Coordinator of STEAM Team

			• Students successfully create a VR environment using Cospaces, incorporating various interactive elements. • Students can demonstrate proficiency in programming logic to enhance user experience within the VR environment. • Students are able to reflect on the theme of "The Seven Voyages of Zheng He," incorporating historical elements and educational content. • Students are able to understand AI ethics and its implications in society. • Students successfully create simple AI applications, showcasing the application of learned concepts.		
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To be disbursed after 30 September 2025

Funded by the Government (collaborated with the Schools Sports Federation of Hong Kong, China)

Strategy	Time Scale	Target Beneficiaries	Success Criteria	Methods of Evaluation	Personnel Responsible
Urban Sports Funding Scheme 2025/26					
Beginner-level skateboarding class.	Jan 2026 – Apr 2026	S1 to S5 students	• Students are able to develop their interests and skills in skateboarding through their participation in the course. • Students can successfully perform the basic skills of skateboarding. • Students' confidence is promoted through practice and positive reinforcement.	• Evaluation from the teacher-in-charge, instructor, and students • Students' performance in lesson tasks	• Head of PE Department

V. School-based Medium of Instruction (MOI) Plan and Support Measures 2025-2026

The school pledges to provide an English-rich environment that is conducive for students to learn using English 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 transferable 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 even during school holidays, the school supports students' reading by subscribing to online reading materials. The whole-school newspaper reading session, which is facilitated by our school's native English teacher (NET), plays 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
School Administration	- To maximise English learning opportunities by providing an English-rich learning environment - To uphold the recommended English proficiency standards set by EDB	- 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.
Classroom Learning & Teaching	- 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 extended English activities/competitions	<u>Bridging Programmes and Language Enhancement Class</u> - 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 better prepared pre-S1 students 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 24/25 (S2 and S3). English Teachers at S2 to S5 levels will arrange lunch remedial classes/ group coaching to support our students' learning at other levels. S1 Remedial classes will be taught by the English Panel Head after school. Taught by 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.

Classroom Learning & Teaching		<u>School-based Teaching and Learning Materials</u> • 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. <u>A Diverse English Language Curriculum</u> • S1 and S3 Drama and Language Arts (DLA) lessons are part of the English core curriculum to develop 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. <u>Participation in extended English activities</u> • S1 – S3 students with good potential in the 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 the Hong Kong Schools Speech Festival and other English writing competitions.
Extended Classroom Learning	• 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	<u>Whole-school Approach in using English as the MOI</u> • 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 the Chinese language and Religious Education. • Information and students' work on display around the school are in English. <u>Reading Culture</u> • 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 materials have been introduced to students so they can read at home and complete the RAS at their own pace. The new HFCC Soar with Reading Scheme represents a collective effort by all subject

Extended Classroom Learning		departments to help students locate quality reading materials, thereby encouraging them to read more widely and extensively. • The School Library organises 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 the 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 the <i>South China Morning Post</i>. Students can read an 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. <u>Extended English Learning</u> • 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.
Cross-curricular Language Learning	• 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 transferable language structures and skills which can help them construct knowledge and concepts at ease through inter-departmental collaboration	<u>S1 STEAM Cross-curricular Writing Task</u> • In collaboration with the Integrated Science (IS) Department, and as part of the school's S1 STEAM "Mysteries behind Planting" project in which students create an interconnected ecosystem through the integration of IoT devices and programming techniques, 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. <u>S2 Short Writing Assignment on Cultural Heritage</u> • 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.

		<u>S2 Writing Task on “King Lear”</u> • 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 reflection on characterisation 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. <u>S3 STEAM Hovercraft Writing Task</u> • Engaging in Scientific Investigation, students unlock the performance enhancement of hovercrafts in this cross-curricular project. Language support materials have been included in this cross-curricular project to give students ample examples of how to describe broken-line graphs. <u>S3 Drama Appreciation</u> • Arrangement has been made for S3 students to appreciate an English drama called “Taming the Dragon” (inspired by <i>Romance of the Three Kingdoms</i>) organised by AFTEC (The Absolutely Fabulous Theatre Connection). A pre-show workshop will be arranged for the students to acquire drama-related concepts. <u>Values Education</u> • 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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VI. Budget for School Year 2025-2026

Particulars	Surplus B/F & Budget Income \$	Budget Expenditure \$	Budget Balance C/F \$
I. Government Funds			
(1) EOEBG			
(Accumulated Surplus 2024-2025 B/F:- 6,472,616.40)	6,301,256.87		
(a) EOEBG - Baseline	1,916,439.98	1,892,900.00	
(b) Administration Grant	3,676,704.00	3,668,260.00	
(c) Capacity Enhancement Grant	609,252.00	462,263.23	
(d) Composite Information Technology Grant	468,347.00	645,335.30	
(e) Air-Conditioning Grant	548,978.50	400,000.00	
(f) School-based Speech Therapy Administration Recurrent Grant	7,687.00	7,687.00	
(g) School-based Management Top-up Grant	48,047.00	48,047.00	
(h) Reserved Fund for Severance/Long Service Payment	171,359.53	0.00	
Sub-total:	13,748,071.88	7,124,492.53	
Surplus of EOEBG			6,623,579.35
(2) Fund outside EOEBG			
(Accumulated Surplus 2024-2025 B/F :- 4,438,953.08)			
(a) Home-School Cooperation Grant	26,044.00	26,044.00	
(b) Teacher Relief Grant	5,727,390.31	3,673,835.30	
(c) Diversity Learning Grant	98,740.25	97,000.00	
(d) Moral and National Education Support Grant	530,000.00	0.00	
(e) Information Technology Staffing Support Grant	338,819.00	338,819.00	
(f) Grant for the Sister School Scheme	165,828.88	165,828.88	
(g) Promotion of Reading Grant	112,730.35	93,000.00	
(h) Learning Support Grant	425,332.45	416,416.00	
(i) Grant for Supporting NCS-SEN	106,769.00	106,769.00	
(j) Life-wide Learning Fund	418,243.84	418,243.84	
(k) Student Activities Support Grant	44,850.00	44,850.00	
(l) Parent Education	147,211.00	147,211.00	
(m) Promotion of Chinese Immersion Activities	235,472.00	140,000.00	
(n) Promotion of Sports Ambience and MVPA60	22,505.00	18,005.00	
(o) Prom. Self-Directed Language Learning_English	200,000.00	100,400.00	
(p) Prom. Self-Directed Language Learning_Putonghua	184,370.00	100,000.00	
(q) Life-wide Learning and Sister School Grant	1,161,000.00	1,077,056.16	
(r) Grant for Support for NCS	164,172.00	159,041.00	
(s) IT-Lab Programme	186,860.00	183,170.00	
(t) Pilot Scheme on Other Languages	250,000.00	250,000.00	
(u) Greening School Subsidy Scheme	2,000.00	2,000.00	
Sub-total:	10,548,338.08	7,557,689.18	
Surplus of Grant Accounts Outside EOEBG:			2,990,648.90
II. School Funds			
(Accumulated Surplus 2024-2025 B/F :- \$6,495,790.35)			
(a) General Funds / Subscriptions / Tong Fai	5,287,478.25	771,094.90	
(b) School Development Fund	106,683.12	0.00	
(c) Approved Collection for Specific Purposes Account	601,092.26	30,000.00	
(d) Student Scholarship Fund	358,446.56	74,000.00	
(e) OLE Development Fund	702,721.22	450,000.00	

(f) Student Welfare Fund		384,449.44	20,000.00	
	Sub-total:	7,440,870.85	1,345,094.90	
	Surplus of School Funds:			6,095,775.95
Estimate - Accumulated Surplus of Government Funds 2024-2025 B/F 2025-2026:				9,614,228.25
Estimate - Accumulated Surplus of School Funds 2024-2025 B/F 2025-2026:				6,095,775.95

Annual Training Plan for School Supervisors and School Managers 2025-2026

I. Training Status of School Supervisors and School Managers in the 2024-2025 School Year and Reflections

- School Supervisors and School Managers reached a satisfactory level of 100% attainment rate of training targets in the last school year. It is desirable for the IMC to deploy the School-based Management Top-up Grant to arrange its own training activities conducted by the school sponsoring body and other recognised organisations. This flexibility allows School Managers to equip themselves with knowledge according to their interest and needs.

II. Training Arrangements for School Supervisors and School Managers for the 2025-2026 School Year

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 a seminar on AI and Values Education	17 Oct 2025 (Fri), 2-4 pm	Venue: Auditorium of SHCS (Private) Mode: Seminar with Q&A	“Possible Challenges of AI on the Core Values System and Related Approaches in Values Education” <u>Focuses:</u> - What are some challenges (positive and negative impacts) of AI on the core values system? - Focusing on the impacts, what approaches (same as or different from conventionally used ones) should teachers / principals / parents adopt in conducting values education? - Other aspects to cover: 1/ Fact finding & Decision making: - How to tell if the information provided by AI is all true and correct?	IV. School Development & Policy Through the seminar, Managers will gain a deeper understanding of 1/ the positive and negative impacts faced due to the fast development of AI 2/ the approaches to adopt when conducting values education to pinpoint the challenges brought by AI 3/ some common educational practices relating to AI in learning, e.g. fact-checking & decision making and homework design. philosophy and spirit of	Organiser: Canossian Missions / SSB; Speaker: Mr Victor Lam	\$450 per school (sharing of funds for hall rental, certificates, water/drinks, souvenir for speaker etc.)	c/o SHCS(P): Air conditioning, computer and presentation facilities, tables for registration, stationery etc. to be provided by the venue

Activity	Date and Time	Venue and mode	Content	Learning areas covered*	Organiser and/or speaker	Estimated expenditure	Resources required
			- Can fact-checking really help find the 'facts' (when results depend on 'big-data' / 'fed' according to users' preferences) - How to help students make decisions on actions to take that conform to good values, if one does not have all the facts? 2/ <u>AI in learning</u> What kind of Homework can teachers devise that makes use of AI while requiring students' thinking and personal / original input? - Q & A	the SSB, which will be implemented to create a positive learning environment augmented with the Canossian spirit that 1/ promotes the holistic development of students 2/ enhances the mental well-being of every school member and 3/ empowers every school member to embrace life with faith, hope, love and humility.			
2. The SSB will invite a speaker to talk on mental well-being	17 April 2026 (Fri), 2:00-4:00 pm	Venue: Auditorium of SHCS (Private) Mode: Seminar with Q&A	“Mental Wellbeing of Students and Teachers” <u>Focuses:</u> - What are some common mental problems among students / teachers? - What are the probable causes of such problems? - What (and How) may teachers / principals / peers do to provide support / help to affected persons? - When rendering assistance, what are some	IV. School Development & Policy With increased understanding of the types, causes and corresponding support for mental wellbeing, teachers and principals may be able to provide more effective support to affected school members. Also, the IMC and schools may be able to	Organiser: Canossian Missions / SSB; Speaker: Dr Chan Kwok Ling	\$1,040 per school (sharing of funds for hall rental, certificates, water/drinks, souvenir for speaker etc.)	c/o SHCS(P): Air conditioning, computer and presentation facilities, tables for registration, stationery etc. to be provided by the venue

Activity	Date and Time	Venue and mode	Content	Learning areas covered*	Organiser and/or speaker	Estimated expenditure	Resources required
			important points of caution to pay attention to? • What policies or strategies may schools deploy to allow early detection and timely & effective assistance? • What policies or strategies may schools deploy to enhance mental wellbeing among school members? • What external resources may schools acquire for additional support? • Q & A	devise appropriate policies / strategies to handle affected cases and boost mental health among school members.			

Submission of Annual School Plan 2025-2026
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: 16 October 2025

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