Embracing Diversity Nurturing Respect

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Holy Family Canossian College

Annual School Plan 2026-2027

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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 2026-2027

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 2026-2027

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*, sustaining and raising students' positive responses remains a key focus. Since the questions set in KPM 17.6 relate to students' physical exercise habits outside of school, they cannot accurately reflect their exercise habits within school. Therefore, a school-based questionnaire will also be conducted among students.
- In 2025-2026, 63.79% of the respondents found morning physical activities effective in raising their health awareness and helping them set progressive targets for regular exercise. The school aims to increase this percentage and endeavours to provide opportunities for students to remain active by offering accessible sports and leisure games during class-based morning physical exercises and activities. Through these activities, we hope students will build resilience and prioritise their physical well-being, enabling them to navigate academic demands with a positive mindset.

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	➢ **Fine-tuned class-based morning physical exercise or activities**: • Flexible venue arrangements will be introduced to optimise learning spaces, offering optional in-classroom stretching exercises for senior forms and utilising the School Hall for noisier collaborative activities. • More social, mass-participation games will be integrated into the programme to further elevate student engagement and foster a stronger class spirit across all levels. • Apart from the official dates for their morning physical exercises or activities designated for each class (once per term), each class	Compared with the results of the last school year, ➢ More positive responses in KPM *17.6* regarding *physical exercise* ➢ school-based questionnaire showing a higher percentage of students becoming more aware of the	➢ Results of KPM ➢ Questionnaire ➢ Evaluative feedback from teachers ➢ Students' attitude observed by teachers	Sep 2026 – July 2027	➢ Head of PE Department and Guidance Mistress	➢ Tools and equipment from PE Department

	will be warmly welcome to select additional dates (e.g. 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) to ensure a continuous and highly engaging morning routine.	importance of actively participating in health-promoting activities to achieve a healthy lifestyle				
	➢ **A personalised progress report on students' Body Mass Index (BMI) through the integration of an AI tool**: A collaboration between Technology and Physical Education (PE) KLAs will be reinforced to foster holistic health and digital literacy. The Information and Communication Technology (ICT), Home Economics (HE), and PE Departments will continue to collaborate to provide S1 students with a comprehensive understanding of Body Mass Index (BMI). An AI tool will be integrated to analyse the collected data, generate a personalised progress report, and empower students to take ownership of their physical well-being.				➢ Coordinator of Technology KLA ➢ 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*, *KPM 17.1 regarding Positive Affect* and *KPM 17.2 regarding No Negative Affect*, we are highly encouraged to see an increasing trend of positive responses from our students. The Q-score in KPM 17.1 (Positive Affect) showed a pleasing upward shift, particularly among S1, S4 and S5 students. To maintain this positive progress, the school will continue to enrich its pastoral care and self-love initiatives to further enhance students' overall wellness.
- In response to the EDB's ESR Report 2025-2026, scheduling lunchtime tutorials will be avoided in alignment with the EDB's "Four Rs" Mental Health Framework.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
To enhance students' self-compassion, self-concepts, self-management skills and well-being as well as achieving work-life balance	➢ **Centralised quiz arrangements, guidelines against scheduling lunchtime tutorials, and assessment literacy enhanced for a study-life balance**: The school will implement a comprehensive framework prioritising a study-life balance with self-love approaches. To achieve a work-life balance through school-wide wellness, centralised quiz arrangements and guidelines against scheduling lunchtime tutorials will be strictly followed, and assessment literacy will be further explored, making room for student-oriented and interest-driven lunchtime activities, peer interactions, and opportunities for rest, conducted outside of confined classroom settings to maximise student socialisation, cultivate self-love, and align with the EDB's "Four Rs" Mental Health Framework.	Compared with the results of the last school year, ➢ more positive responses in the APASO survey regarding *students' self-concepts* ➢ more positive responses in *KPM 17.1-2* regarding *positive*	➢ Results of KPM and APASO Survey ➢ Questionnaire ➢ Evaluative feedback from teachers ➢ Students' attitude and performance observed by teachers	Sep 2026 – July 2027	➢ Coordinator of L&T Board ➢ Coordinator of Pastoral Care Board	➢ Life-wide Learning and Sister School Grant (LWLSSG) and other appropriate grants for lunchtime activities

	➢ **A personalised progress report on character strengths through the integration of an AI tool**: Experiential learning focused on character strengths will be reinforced to foster self-acceptance. Students will receive personalised progress reports generated by an AI tool, which will effectively enhance their self-compassion, self-concepts, self-management skills and overall well-being.	*affect and no negative affect*			➢ Coordinator of Moral and National Education Team	

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:

- While the school self-evaluation data affirm the school-based Merit Award Scheme's success in cultivating moral values, ongoing refinement is essential to reinforce students' respect toward peers, embrace diversity, and ensure that these positive behavioural achievements translate into consistent mutual respect and peer empathy, as observed by teachers.
- The inter-disciplinary STEAM education framework will be highlighted to students as a means of nurturing a growth mindset and reinforcing their positive values and behaviours, as stated in the School Development Plan.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
To develop students' growth mindset and inculcate them with positive values through interdisciplinary STEAM education	➢ **STEAM for ALL**: An inter-disciplinary STEAM framework will be strengthened to develop students' growth mindset, enabling them to embrace diversity and foster mutual respect. • In S1, a planting initiative will use plant growth as a metaphor to instil perseverance, guiding students to cherish and respect the value of life. • In S2, students will explore environmental conservation from a Geography perspective within the PSHE KLA to build civic responsibility, respect all creatures, and appreciate God's creation. • In S3, the STEAM project will be strategically refined under the EDB's School-	➢ More positive responses on • KPM 17.8 regarding morality, • APASO regarding respect (*Global Perspective: Respect for Diversity, Global Perspective: Responsibility, Collaboration, Respect People of Different Cultural Backgrounds*), • SHS regarding "My views on student learning" compared with the results of the last school year ➢ An increased number of merits received by	➢ Results of KPM, APASO and SHS Surveys ➢ Questionnaire ➢ Evaluative feedback from teachers ➢ Students' attitude observed by teachers	Sep 2026 – July 2027	➢ Coordinator of STEAM Education ➢ Head of Geography Department ➢ Discipline Mistress ➢ Coordinator of Student Affairs Team	➢ LWLSSG and other appropriate grants ➢ Student Handbook

	based Support Service (SBSS) to optimise learning outcomes. Furthermore, an AI tool will be integrated into selected STEAM initiatives to examine students' learning progress and facilitate personalised learning, thereby delivering a value-driven educational experience.	students				
To develop positive values and foster a caring culture of respect under the Discipline Team with the enhanced Merit Award Scheme	➢ **Enhanced Merit Award Scheme**: The Scheme conducted by the Discipline Team will be sustained to continuously foster students' positive attitudes and behaviours, including showing respect for their peers, practising positive netiquette, and upholding ethical responsibility in both information literacy and AI literacy. - Clearer and more measurable criteria for awarding stamps will be distributed to teachers and students, shifting the focus back to the genuine and intrinsic intentions of personal contribution. - The accessibility of certain stamp categories, such as Category 2, will be reviewed. - New opportunities for awarding stamps regarding academic effort will be introduced. - In collaboration with the					

	Discipline Team, Guidance Team and Student Affairs Team, a pilot "Star of the Month" initiative will be launched for S1 students. A student who demonstrates outstanding overall performance will be selected from each class with a view to rewarding role models with positive attributes.					
To cultivate positive learning attitudes by showing respect during lessons	➢ **Positive classroom etiquette practices**: Students will be continuously oriented to demonstrate engagement and respect during lessons. To address inattentiveness, a record sheet will be designed for subject teachers to document incidents. Class teachers will make use of these records for prompt follow-up, such as conducting individual counselling and parental communication to identify any underlying health concerns. This collaborative and pastoral intervention aims to rectify undesirable habits, educate students on classroom respect, and foster a focused learning environment.					

IV. Plan on the Use of the CEG and Some Other Grants 2026-2027

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 2026

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 2026 – Jul 2027	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 2026 – Aug 2027	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 2026 – Aug 2027	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
Consultant for Staff Development (CEG & Fractional Post Cash Grant)	Sep 2026 – Aug 2027	All teachers	• Classroom effectiveness and interactive pedagogies are enhanced.	• Evaluative feedback from all teachers	• Coordinator of Staff Development Team

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, AG and TRG)	Sep 2026 – Aug 2027	All staff and students	• IT equipment and supporting services, including software licenses, software subscriptions, internet access services, 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 for staff, as well as support for setting up, installing, and maintaining 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 2026 – Jul 2027	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 2026 – Aug 2027	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 (legal consultation) will be procured if necessary and they are found to be useful.	• Evaluative feedback from School Managers	• Principal

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 2026 – Jul 2027	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
A Chinese Teacher	Sep 2026 – Aug 2027	S2 to S4 students	• The Chinese Teacher enhances students' interest in the Chinese Language. • Students' competence in Chinese increases.	• Evaluative feedback from teachers and students concerned	• Head of Chinese Department
An English Teacher	Sep 2026 – Aug 2027	S1, S3 & S4 students	• The English Teacher enhances students' interest in the English Language. • Students' competence in English increases.	• Evaluative feedback from teachers and students concerned	• Head of English Department
A Mathematics Teacher	Sep 2026 – Aug 2027	S2, S4 & S5 students	• The Mathematics Teacher addresses the diverse needs of students with varying abilities, from the gifted to those with learning difficulties. • Students' competence in Mathematics increases.	• Evaluative feedback from teachers and students concerned	• Head of Math Department
A CS and CES Teacher (TRG & MNESG)	Sep 2026 – Aug 2027	S4 to S6 students	• The CS and CES Teacher enhances learning and teaching strategies and resources related to Moral and National Education. • The 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
One Teaching Assistant (TRG & LSG)	Sep 2026 – Aug 2027	Teachers concerned	• The Teaching Assistant helps promote mental health activities, supports the STEAM Team, assists teachers in non-teaching duties, and takes patrol duties.	• Evaluative feedback from teachers concerned	• Principal & School Executive Officer
Library Support Assistant	Sep 2026 – Aug 2027	All students	• The Library Support Assistant provides administrative and daily operational support in the library and assists students and teachers in locating and accessing reading resources. • Students and teachers concerned agree that they receive timely assistance and their interest in reading	• Evaluative feedback from teachers and students concerned	• School Executive Officer

			and utilisation of library facilities are enhanced.		
Student Support Assistant	Sep 2026 – Aug 2027	All Students	• The Student Support Assistant provides administrative and logistical support in the office and assists students in non-academic areas when needed. • Students concerned agree that they receive timely assistance and feel well-supported.	• Evaluative feedback from teachers and students concerned	• School Executive Officer
Effective maintenance of IT-related equipment and Supporting Services Exploring other IT Supporting Services An IT and AV Technician (TRG, CITG and AG)	Sep 2026 – Aug 2027	All staff and students	• IT equipment and supporting services, including software licenses, software subscriptions, internet access services, are found to be sufficient and useful, with high availability and fault tolerance. • The IT and AV Technician provides effective technical support and troubleshooting for staff, as well as support for setting up, installing, and maintaining all IT and AV equipment.	• Evaluative feedback from teachers, non-teaching staff and students	• IT Team
Employment of Supply Teachers	Sep 2026 – Aug 2027	Teachers concerned	• Teachers' workload is relatively reduced as they attend EDB training.	• Evaluative feedback from teachers concerned	• Principal
Tutors recruited for Summer Bridging Course	Aug 2027	S1 students	• Summer Bridging Course for New S1 Students: Participants agree that the programme effectively introduces them to the school culture and helps them with 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 (*a small portion of TRG*)	Sep 2026 – Aug 2027	NCS and S1 & 3 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
Moral and National Education Support Grant (MNESG)					
A CS and CES Teacher (MNESG & TRG)	Sep 2026 – Aug 2027	S4 to S6 students	• The CS and CES Teacher enhances learning and teaching strategies and resources related to Moral and National Education. The 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
Plan on the Use of Information Technology Staffing Support Grant (ITSSG)					
An IT Technician	Sep 2026 – Aug 2027	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 the Diversity Learning Grant (DLG)					
Gifted Programmes for High Achievers & Network PE and Music Programmes	Sep 2026 – Aug 2027	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
For further details, please refer to the Plan on the Use of the DLG.					

Strategy	Time Scale	Target Beneficiaries	Success Criteria	Methods of Evaluation	Personnel Responsible
Plan on the Use of Additional Funding for Non-Chinese Speaking Students (NCSG)					
A Chinese Language Teacher for Non-Chinese Speaking (NCS) Students Diversified Support Programmes in learning Chinese	Sep 2026 – Aug 2027	NCS and S1 students	• The Chinese Language Teacher enhances students' interest and standards 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 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 2026 – Aug 2027	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.	• 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	• Teacher Librarian

Strategy	Time Scale	Target Beneficiaries	Success Criteria	Methods of Evaluation	Personnel Responsible
Plan on the Use of the Learning Support Grant (LSG)					
Student Support Programmes Assistant Counsellor for students with emotional needs	Sep 2026 – Aug 2027	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. • The Teaching Assistant helps promote mental health activities, assists teachers in non-teaching duties and takes patrol 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
Plan on the Use of the Enhanced School-based Learning Activities Support Grant (ESLASG)					
Subsidy for students with financial needs to participate in life-wide learning activities organised or recognised by school	Sep 2026 – Aug 2027	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 ESLAS 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 Team

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)					
An exchange programme with our sister school from the mainland	Sep 2026 – Jul 2027	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
Chinese Classical Dance	Sep 2026 – Aug 2027	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 2026 – Aug 2027	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
For further details, please refer to the Plan on the Use of the Life-wide Learning Grant.					

Strategy	Time Scale	Target Beneficiaries	Success Criteria	Methods of Evaluation	Personnel Responsible
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 2026 – Aug 2027	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 agree 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
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	Sep 2026 – Aug 2027	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.	• 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 2026 – Aug 2027	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 2026 – Aug 2027	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
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 2026 – Aug 2027	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 Funding on AI for Empowering Learning and Teaching Funding Programme					
Embed AI and digital education initiatives into school-wide development plans, backed by the procurement of suitable AI platforms, hardware, and digital learning tools. Roll out AI-assisted teaching across multiple subjects and academic levels, while designing customised learning resources. Engage students in activities and workshops designed to boost digital literacy, hands-on AI skills, and ethical awareness.	Sep 2026 – Aug 2027	All staff and students	• Successful embedding of AI tools and strategies into daily subject curricula and lesson resource design. • Widespread student engagement in digital literacy enrichment opportunities. • Favourable feedback from both staff and students regarding the adoption of AI technologies and overall learning outcomes.	• Evaluative feedback from teachers and students	• IT Team

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 Japanese Language Courses at the Beginner Level • After-school • On the school campus • ~20 lessons x 1.5 hrs • Estimated average cost fee: $1,095 / student • Estimated total amount of course fee including learning materials: $43,800	Sep 2026 – Jul 2027	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 French Language Courses at the Beginner Level • After-school • On school campus • ~20 lessons x 1.5 hrs • Estimated average cost fee: $1,700 / student • Estimated total amount of course fee including learning materials: $68,000	Sep 2026 – Jul 2027	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

A service provider hired through tendering procedures for Japanese Language Courses at the Intermediate Level • After-school • On the school campus • ~20 lessons x 1.5 hrs • Estimated average cost fee: $2,800 / student Estimated total amount of course fee including learning materials: $28,000	Sep 2026 – Jul 2027	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 intermediate level confidently. • Students can produce structured short paragraphs using taught vocabulary and grammar. • Based on the assessments conducted by the service provider, students can attain the required intermediate 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 French Language Courses at the Intermediate Level • After-school • On school campus • ~20 lessons x 1.5 hrs • Estimated average cost fee: $1,167 / student Estimated total amount of course fee including learning materials: $21,000	Sep 2026 – Jul 2027	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 using the language at the intermediate level confidently. • Students can produce structured short paragraphs using taught vocabulary and grammar. • Based on the assessments conducted by the service provider, students can attain the required intermediate 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 2026/27					
To provide financial and material support for the promotion and organisation of the following whole-school approaches: (i) Green Education and (ii) STEAM education through (1) S1 STEAM Project: "Mysteries behind Planting", (2) STEAM Education Scheme: "Incense Tree Conservation on Campus" and (3) STEAM application on plantation pots on campus	Sep - Dec 2026	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. • Students exhibit increased understanding and appreciation towards the application of STEAM and Green technology in resolving real-world challenges: addressing maintained irrigation in plantation pots.	• Evaluative survey to collect feedback from students and teachers concerned.	• Coordinator of Green Education Team

V. School-based Medium of Instruction (MOI) Plan and Support Measures 2026-2027

The school pledges to provide an English-rich environment that is conducive to students' learning using English as the MOI. With more diverse learning needs, a whole-school approach to 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. 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 25/26 (S2 and S3). S1 Remedial classes will be taught by the English Panel Head after school. 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		**School-based Teaching and Learning Materials** • 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. **A Diverse English Language Curriculum** • 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 relationship between spelling and pronunciation. **Participation in extended English activities** • 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	**Whole-school Approach in using English as the MOI** • 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. **Reading Culture** • 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 *South China Morning Post*. 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 *English Builder*. 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, to facilitate the acquisition of transferable 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 read and research 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.

		S2 Writing Task on "King Lear" • 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 *The Merchant of Venice and Other Stories.* 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. **S3 STEAM Hovercraft Writing Task** • 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. **S3 Drama Appreciation** • Arrangements have been made for S3 students to appreciate an English drama, *Journey to the West,* organised by AFTEC (The Absolutely Fabulous Theatre Connection). **Values Education** • 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.

VI. Budget for School Year 2026-2027

Particulars	Surplus B/F & Budget Income $	Budget Expenditure $	Budget Balance C/F $
I. Government Funds			
(1) EOEBG			
(Accumulated Surplus 2025-2026 B/F:- 5,482,413.10)	**5,112,162.66**		
(a) EOEBG - Baseline	**1,524,842.05**	**1,524,842.05**	
(b) Administration Grant	**3,309,012.00**	**3,304,562.00**	
(c) Capacity Enhancement Grant	**548,324.00**	**476,340.23**	
(d) Composite Information Technology Grant	**421,512.00**	**465,000.00**	
(e) Air-Conditioning Grant	**494,100.50**	**400,000.00**	
(f) School-based Speech Therapy Administration Recurrent Grant	**6,918.00**	**6,918.00**	
(g) Consolidated Home-School Co-operation Activities Grant	**26,000.00**	**26,000.00**	
(h) Diversity Learning Grant – Other Programmes	**88,340.25**	**83,800.00**	
(i) Life-wide Learning and Sister School Grant	**1,428,731.91**	**1,204,200.00**	
(j) School-based Management Top-up Grant	**43,242.00**	**43,242.00**	
(k) Reserved Fund for Severance/Long Service Payment	**370,250.44**	**0.00**	
Sub-total:	**13,373,464.81**	**7,534,904.28**	
Surplus of EOEBG			**5,838,531.53**
(2) Fund outside EOEBG			
(Accumulated Surplus 2025-2026 B/F :- 4,089,815.48)			
(a) Teacher Relief Grant	**6,600,165.59**	**4,534,896.60**	
(b) Fractional Post Cash Grant	**72,348.00**	**72,348.00**	
(c) Moral and National Education Support Grant	**530,000.00**	**84,640.00**	
(d) Information Technology Staffing Support Grant	**338,819.00**	**338,819.00**	
(e) Promotion of Reading Grant	**121,143.11**	**80,000.00**	
(f) Learning Support Grant	**424,543.10**	**416,416.00**	
(g) Parent Education	**39,628.78**	**39,628.78**	
(h) Promotion of Chinese Immersion Activities	**97,668.24**	**97,668.24**	
(i) Promotion of Sports Ambience and MVPA60	**5,175.00**	**5,175.00**	
(j) Prom. Self-Directed Language Learning_English	**101,183.10**	**101,183.10**	
(k) Prom. Self-Directed Language Learning_Putonghua	**83,387.00**	**83,387.00**	
(l) Composite Support Grant for NCS Students	**230,000.00**	**230,000.00**	
(m) Enhanced School-based Learning Activities Support Grant	**96,000.00**	**96,000.00**	
(n) Grant for Support for NCS	**10,556.40**	**10,556.40**	
(o) IT-Lab Programme	**5,030.00**	**5,030.00**	
(p) Pilot Scheme on Other Languages	**139,725.00**	**139,725.00**	
(q) AI for Empowering Learning and Teaching Funding Programme	**500,000.00**	**300,000.00**	
(r) Greening School Subsidy Scheme	**4,000.00**	**4,000.00**	
Sub-total:	**9,399,372.32**	**6,639,473.12**	
Surplus of Grant Accounts Outside EOEBG:			**2,759,899.20**
II. School Funds			
(Accumulated Surplus 2025-2026 B/F :- $6,795,598.86)			
(a) General Funds / Subscriptions / Tong Fai	**5,600,478.49**	**880,599.80**	
(b) School Development Fund	**116,278.62**	**0.00**	
(c) Approved Collection for Specific Purposes Account	**583,401.25**	**30,000.00**	
(d) Student Scholarship Fund	**339,772.05**	**74,000.00**	
(e) OLE Development Fund	**780,336.71**	**450,000.00**	

(f) Student Welfare Fund	**369,296.94**	**20,000.00**	
Sub-total:	**7,789,564.06**	**1,454,599.80**	
Surplus of School Funds:			**6,334,964.26**
Estimate - Accumulated Surplus of Government Funds 2025-2026 B/F 2026-2027:			**8,598,430.73**
Estimate - Accumulated Surplus of School Funds 2025-2026 B/F 2026-2027:			**6,334,964.26**

Annual Training Plan for School Supervisors and School Managers 2026-2027

I. Training Status of School Supervisors and School Managers in the 2025-2026 School Year and Reflections

All School Managers reached a satisfactory level of 100% attainment of training targets in the last school year. It is highly recommended that the IMC utilise the School-based Management Top-up Grant to organise custom training programs facilitated by our school sponsoring body or other accredited institutions. This strategic flexibility empowers School Managers to acquire relevant expertise tailored to their individual interests and professional requirements.

II. Training Arrangements for School Supervisors and School Managers for the 2026-2027 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 'Mediation'	16 Oct 2026 (Fri), 2:00-4:00 pm	Venue: Auditorium of SHCS (Private Section) Mode: Seminar with Q&A Seminar conducted in Cantonese, presentation materials may be in Chinese or English	**"From Conflict to Conversation: An Introduction to Mediation for School Supervisors and School Managers"** <u>Focuses</u>: • What is Mediation? • Skills and required attributes of a Mediation Advocate • Incorporating mediation into the complaints handling procedure in schools • One newer concept: A School Ombuds • Q & A	*II Human Resource Management Through the seminar, Managers will gain a deeper understanding of: 1. Mediation: • Different approaches to dealing with conflicts (Power, rights and interests) • Key concepts and principles of the facilitative mediation model • The process of mediation: from convening to agreement • The role of a mediator • Types of disputes suitable for mediation 2. Skills and required attributes of a Mediation Advocate • Interest-based negotiation principles	Organiser: Canossian Missions / SSB Speaker: Ms Jody Sin	$600 per school (sharing of funds for hall rental, certificates, water/drinks, souvenir for speaker, etc.)	c/o SHCS(PS): Air conditioning, Computer and presentation facilities, tables for registration, stationery, etc. to be provided by venue

Activity	Date and Time	Venue and Mode	Content	Learning areas covered*	Organiser and/or Speaker	Estimated expenditure	Resources required
				• Communication skills used in conflict management – active learning / acknowledging emotions / paraphrasing & reframing 3. Use of mediation in handling complaints • The legal framework • Scope of disputes • The eligibility criteria for participation • The nature of participation • Time allowed for the process • What will happen to the complaint case? 4. A new concept: setting up a school Ombuds?			
2. The SSB will invite a speaker to give a talk on 'Crisis Management'	16 April 2027 (Fri), 2:00-4:00 pm	Venue: Auditorium of SHCS (Private Section) Mode: Seminar with Q&A	**"From Chaos to Control: Common School Crises, Legal Principles, and the Crucial Role of Managers"** <u>Focuses:</u> 1. Common Crises 2. How to Handle 3. Principles & Guidelines	*II Human Resource Management Through the seminar, Managers will gain a deeper understanding of: 1. Common Crises: • Student Safety/Mental Health • Staff Misconduct, and • Media/Social Media Storms. 2. How to Handle: • Introduce the "First 24 Hours" protocol — ➢ immediate investigation	Organiser: Canossian Missions / SSB Speaker: Ms Josephine Tjia	$600 per school (sharing of funds for hall rental, certificates, water/drinks, souvenir for speaker, etc.)	c/o SHCS(PS): 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
			4. Role of Managers 5. Q and A	➢ evidence preservation, and ➢ stakeholder management. 3. Principles & Guidelines: • Focus on the balancing act between EDB Guidelines & Personal Data Privacy, and • Common Law Duty of Care 4. Role of Managers: • the IMC's strategic role vs • the Principal's operational role, and • how to avoid personal legal liability, etc.			

Submission of Annual School Plan 2026-2027

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: 14 October 2026

Respecting Life in Praise and Gratitude for God's Creation

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