

School Development Plan 2024/25-2026/27
Annual School Plan 2025/26

Embracing Exploration
Breaking through with Courage & Confidence
Reaching out with Curiosity & Compassion





St. Mary's Canossian College

School Development Plan 2024/25 – 2026/27 & Annual School Plan 2025/26

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School Vision

It is God's greatest glory that each and every St. Marian will be honored and distinguished as she is and what she can become.

School Mission

We are committed to a belief that all our students CAN develop to their full capacity. We provide a positive learning environment for the promotion of the whole person grounded in Christian virtues and the formation of heart, to empower them all to make the best use of God's given talents in service to their fellowmen.

We achieve our mission:

- By instilling in our students a love for learning with the ability to think critically and creatively
- By placing our hope in everyone and encouraging all of them to work and to develop their God given abilities and talents.
- By inculcating the Christian virtues of charity, humility and moral integrity which are fundamental to individual growth
- By enabling students to achieve clearly-defined goals which give meaning to their lives
- By means of concerted effort of the whole staff in grooming students as responsible citizens who are committed to serving the needy and contributing to the well-being of our society and our country.

School Goals

St. Mary's aims at achieving the following:

- 1) 一個充滿關愛、和諧的校園
A caring and harmonious school environment
- 2) 培育學生有高遠廣闊的胸襟視野及對社會的承擔精神
Grooming outward looking and socially responsible students
- 3) 提供合宜的環境，以造就學生優異的學術、道德、靈性的發展
Providing opportunity for excellent academic and moral & spiritual development
- 4) 啟發學生的創造力，提供學生積極參與課餘活動及發展領導能力的途徑
Encouraging students' creativities and leadership through active participation in extra- / co-curricular activities
- 5) 培育學生成為自發性高、自律或擁有高度情緒智商的青少年
Grooming self-motivated and self-disciplined students with high EQ
- 6) 重視高層次道德行為及精神價值的發展
Cherishing solid virtues and spiritual values
- 7) 注重多元性思維發展及鼓勵自由表達的空間
Supporting free and diverse thinking and expressions
- 8) 提供充分的機會讓學生發展美育及藝術潛能
Providing opportunity for artistic and aesthetic expression
- 9) 重視健康生活，加強學生的體質與體能的訓練
Giving importance to good sporting opportunities and healthy living
- 10) 提供高科技設施，以支援高效能的學與教環境
Providing high technological facilities to support an effective learning and teaching environment
- 11) 強調全方位自學及創意思維的訓練
Stressing independent whole-life learning and creative thinking

Profile of an SMCC Graduate

A graduate of St. Mary's

embraces Charity in Humility

- is able to love, respect and appreciate other people and life.
- has matured as a person emotionally and is considerate for others.
- has a sense of compassion for and is ready to support those who are in need.
- appreciates the joy of giving.

is a Dynamic, Goal-directed and Self-motivated Learner

- is goal oriented, proactive and able to collaborate.
- is knowledgeable, logical, critical, creative and innovative.
- is persevering, self-confident and resilient with effective problem solving skills.
- is able to broaden their horizons, evaluate an issue from multiple perspectives and formulate one's own opinion.
- is able to communicate fluently and proficiently in English and Chinese.
- has a habit of reflection on experiences to seek self-improvement.

is a Responsible Citizen with Global Outlook

- is concerned about community and world issues, and is open and respectful to the opinions of others.
- is ready to take up her responsibilities as a global citizen to contribute to the betterment of the world.
- is able to relate current events to their historical causes and appreciate her own cultural heritage.

has Faith in God

- is able to understand and respect teachings in the Gospels.
- is able to reflect on her experience of God's love, and realizes the need for prayer and for growth in faith.
- has a sense of wonder: an interest in a wide range of beauty, goodness and truth with a thankful heart.
- appreciates and realizes one's abilities and God's given talents.
- is able to choose a style of life in accordance to Christian values.

Holistic Review of School Performance

a. Effectiveness of the School Development Plan in the cycle of 2021/22 - 2023/24

Major Concern and target	Extent of the target achieved	Follow-up action(s)
<p>Major Concern 1: To enhance teachers' assessment literacy to improve learning and teaching effectiveness</p> <p>Targets:</p> <ul style="list-style-type: none"> • <i>Planning effective Assessment for Learning to facilitate and improve student learning</i> • <i>Making effective use of public assessment data to facilitate teachers to review assessment, curriculum, and pedagogies</i> • <i>Making effective use of internal assessment data to facilitate teachers to review curriculum and pedagogies</i> 	Fully achieved	Assessment literacy will continue to be one of the essential goals to achieve in the coming three-year cycle. The school will ensure all subject departments to evaluate, analyse internal and public assessment data (if applicable) to facilitate teaching and boost learning outcome in students. These will become part of the routine for assessments and examinations.
<p>Major Concern 2: To boost student engagement by revamping lesson design and teaching strategies under hybrid learning</p> <p>Targets:</p> <ul style="list-style-type: none"> • <i>Adjusting teaching materials and tools to engage students in online and face-to-face modes</i> • <i>Increasing student engagement and learning outcomes in and beyond lessons with the implementation of Bring Your Own Device (BYOD) Initiative</i> 	Fully achieved	eLearning will be incorporated in routine work. With the full implementation of the BYOD in all junior levels, teachers and students are more ready to use the devices and access online materials and resources inside and beyond classrooms. Students not only use the devices to complete class activities and assignments, but they are encouraged to use the devices to organize and display their learning outcomes.

<p>Major Concern 3:</p> <p>To foster student wellness through cultivating a positive school culture and Environment</p> <p>Targets:</p> <ul style="list-style-type: none"> • <i>Implementing positive education through home-school cooperation</i> • <i>Nourishing students' development with positive education</i> 	Fully achieved	Positive Education will continue to be a major concern in the next development cycle with emphasis on self-reflection and healthy lifestyles.
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b. School self-evaluation on fostering whole-person development and lifelong learning of students

i) Achieving the Seven Learning Goals:

Students generally perform satisfactorily in learning activities and assignments, showing mastery of knowledge and skills learnt in various subjects. They can also demonstrate certain generic skills like communication, information technology and problem-solving in the project work which is common in some subjects in junior and senior levels. With the introduction of STEAM elements in junior levels in recent years, students have gained even more chances to apply and integrate the knowledge and skills learnt from at least two different subjects and then produce their work and share it with others.

Nevertheless, some students, in particular the junior levels, need more support in self-management and self-learning skills. Thus, Form 1 and 2 Class Teachers have been invited to deliver packages to guide their class to plan and review their learning in class periods before and after the organized tests and examinations. Students are also guided to evaluate and reflect on their performance and identify areas for improvement in the following term.

Students' language proficiency is generally good as they have relatively strong foundation in English and Chinese Language when compared to other local students. They are provided with an array of activities and take part in competitions inside and outside school in order to broaden their horizons and boost their language proficiency. They are also given opportunities to read regularly during the morning reading periods and also encouraged to read a variety of texts in various subjects. Nevertheless, some of them can be encouraged further to read widely and regularly, not only for leisure reading, but also gaining exposure to social and current issues in online news / newspapers. As such, we would like to strengthen this area in the upcoming school year cycle.

The religious background of the school has laid good foundation in character building and values formation for our students. The various whole-school religious events help to instill positive values and virtues in our students, in particular gratitude, commitment and respect which formulated the School Theme from 2021/22 to 2023/24. Through prayers and sharing every day, students have established a closer relationship with God and treasure the

blessings they receive. Besides, they are guided to reflect on the actions that they take for their families and society. Not only have they developed better awareness of the needs of others, but they have also learnt to serve with charity and humility.

In addition to the religious environment, positive values are also promoted through class-based sharing in the whole-school morning assemblies. These are valuable contributions from students as they share their experiences and learning from their own perspectives. Students are generally well disciplined and have strong moral character.

In view of national and global identity, students have developed a positive view and have strong sense of national identity as reflected in the APASO-III. The “Speech under the Flag”, morning reading periods, and civic education activities conducted on a level basis and house basis are effective in promoting the sense of identity.

To cultivate a positive culture and environment in school, elements of positive education have been incorporated into the learning experiences of students. Relaxation programmes such as art-based mindfulness programmes are organized to allow students to take time to calm their mind and be more aware of their mental wellbeing. Other than that, topics such as character strength, self-image, stress management, growth mindset and knowing more about emotions, etc., have been included in the class periods as well as talks and workshops. The school-based positive education curriculum has been implemented. Students have got insights on shaping their self-concept and coping with stress from different perspectives.

A positive environment is created by giving regular encouragement and recognition to students. The “Appreciation Corner” set in all junior classes has created opportunities for teachers to commend students’ favourable behaviour and attitude as a class, while “Stars of the Week” focuses more on individual students’ positive qualities that they demonstrate. Both are widely utilized by the teachers which helps to build the self-concept of students.

A wide range of learning experiences in CCA clubs, experiential learning in informal curriculums, such as adventure-based activities as well as leadership training, were available for students to participate in. These learning experiences on one hand unleash students’ potentials and develop confidence, students also have the opportunities to have their generic skills developed. Starting from F.1, all class unions will learn to organize class activities, in which they need to be in charge of a class period and conduct the session so as to create ~~some~~ quality class time with their peers. Students have been given ample opportunities to sharpen different generic skills.

More effort has to be dedicated to maintaining a more balanced and healthy lifestyle among students, as reflected from the SHS survey. There is triangulation across the responses from teachers, students and parents which has illustrated this is an area to be addressed by the School in the coming 3-year cycle. Besides, students do not have a strong sense of purpose which lowers their motivation to strive. As such, actions should be taken to help students to identify their goals to pursue, and find meaning in learning.

ii) Enriching students' learning experiences for their whole-person development and lifelong learning

To keep abreast of the current teaching and learning trends, the school has encouraged all subject departments to tie in various activities / programmes when planning the curriculum and also catering for learner diversity. To maximize the learning time, subject departments usually coordinate with related co-curricular clubs to organize activities for students during school hours and /or after school. They also seek opportunities to introduce subject-related enrichment programmes / competitions to students of different interests and abilities. Students are also encouraged to take part in these programmes to enrich their learning experiences through self-learning and /or bonus tasks. Our school has also provided diverse opportunities for students to showcase their talents and display their achievements in such learning experiences via the morning assemblies and also Student Achievement sharing regularly done at the beginning and towards the end of the school year.

Subject teachers adopt different strategies in different classes even in the same level. Depending on the students' abilities, interests and needs, differentiated class work, assignments and assessments are set to cater for learner diversity. Learning materials and texts are also regularly reviewed and adjusted to fit students' language proficiency, learning styles and their existing knowledge and skills. In addition, multimodal elements are incorporated in the teaching and learning processes, enabling students of different needs and styles to display their learning outcomes effectively.

To facilitate and strengthen curriculum interface in the junior levels, summer bridging courses are specially organized for new Form 1 students. This proves to be effective to help these students adapt to the physical and also the language environment. They are also coached by their seniors in the process and the latter can offer timely support to them before the start of the new school year. Vertical planning is also ensured in order to help students to progress from one level to the next, while remedial support measures are regularly carried out, especially in core subjects in the junior levels. Students' foundation in core subjects is strengthened through our curriculum in the first three years of secondary school.

The Student Quality Committee holds meetings to discuss the needs of students and corresponding support measures. With the collaborative efforts from teachers in student support, together with the SHS and APASO-III survey, the Student Quality Committee has been able to collect feedback and data from different perspectives to help in identifying the needs of the students. Together with the Heads of different student teams in the Committee, there have been in-depth exchanges of ideas on how to support students' whole-person development.

The School has been arranging a diverse range of learning experiences to nurture students' skills, attitudes, character formation and personal growth both inside and outside classrooms. Teachers are very resourceful in utilising external learning opportunities and resources for creating different learning experiences for the students, thus students have abundant opportunities to explore outside classrooms to enrich their learning. In events that are not compulsory for students, they are often encouraged to take an active role by signing up and self-nomination for activities and programmes.

While there are development foci of the whole school, different teams supporting student development also formulate their own plans in supporting students according to the class level of the students. Such practice has created a more targeted approach as the learning experiences could be more tailor-made with reference to the developmental needs and the age of the students. The needs of the students are addressed timely. In view of the change of students' needs after the school has returned to normalcy in the post-pandemic era, teams supporting student development organized special programmes so as to give immediate and appropriate support to the students.

Besides, there are cross-team collaboration in organizing activities for students which could address the needs of the students in a more holistic manner. The School is well-aware of the importance of the learning experiences for students with different abilities, needs, interests and talents, and has been striving to make use of possible means and resources to continue to provide such learning opportunities.

iii) Leadership in continuous improvement and development for students' whole-person development and lifelong learning

Regular meetings among the Sections with the Principal, Vice Principals and Section Heads are conducted to discuss and formulate directions for the school development and coordinate the development of students' academic and non-academic aspects. Also, in response to the school directions, the core committees under L&T and SQD sections meet regularly to discuss further the details of implementation of the school policies and collect views from KLA and/or Team heads to devise plans which fit the needs of the students.

The School holds a staff forum yearly to disseminate data of the SHS and APASO survey to the staff. All teaching staff are engaged in the discussion process which is significant in reaching consensus in prioritizing the developmental direction. This helps to build a shared vision among the staff which leads to more collaborative efforts in envisioning the plans. With the routine of PIE-P established, middle managers follow the PIE-P cycle when setting specific goals for the teams.

On the other hand, the regular meetings between the school management and the middle managers serve as a platform for them to discuss and share views towards school development. With clear goals and directions set, the middle managers formulate specific programmes to echo with the school developmental directions. Some of the middle managers are new in their roles yet they are dynamic and open-minded. Such traits contribute to more exchanges and communication between the school management and the middle managers.

c. School's Self-improvement

i) Students' Needs

As mentioned above, students need to establish regular reading habits to expand their horizons and boost their language and various kinds of subject knowledge. They should also apply learning skills taught to monitor and regulate their learning. Students need to gradually form the habit of reflecting

on their performance and then formulating plans or setting targets to achieve or improve further. They are expected to increase their awareness of doing so and self-monitor and regulate their learning from time to time (instead of being instructed by teachers).

Our students need a more balanced and healthy lifestyle. Students are generally academic-oriented and it is no doubt that they focus a lot on pursuing learning and achieving better grades, yet fail to strike a balance between study and rest. Students need to establish a balanced and healthy lifestyle so as to achieve physical, mental and social well-being. The implementation of positive education will be continued to help students to improve their mental well-being. With the initiatives of promoting sports ambience, it would be a good opportunity to develop students' habits of active participation in physical activities. Social relationships are important to adolescents and therefore, strengthening positive and supportive relationships in the school community and in families would be also stressed in the upcoming 3-year cycle.

The effects of the pandemic on personal growth of adolescents is profound and it takes time to cultivate good habits, attitudes and skills among students. Since school resumption after the pandemic, teachers have identified the need to equip student with generic skills and life skills as well as nurture them with positive values and perspectives. The School will continue to work on this area, targeting at preparing our students to become competent, confident and compassionate grown-ups. Grooming students to become leaders would remain as one of the foci. Besides, it has been reflected that students do not have a strong sense of purpose which lowers their motivation to strive. Therefore, there is a need to strengthen the area of life planning for students to help them to set directions for their aspirations.

ii) School's capacity for continuous improvement and development

The school has been playing an active role in seeking continuous improvement and development. Professional development in teaching and non-teaching areas has provided the staff with various opportunities to equip themselves with the necessary subject knowledge and skills and also enable more professional exchanges with other schools, tertiary institutions, and external organisations and so on. Subject departments have been engaged or taken part in school-based support programmes and inter-school and internal professional sharing on a long or short term basis. During the past 3 years, teachers have developed a more open mind to the changes in curriculum and also other learning trends, for instance, eLearning and Assessment Literacy. Therefore, we will continue this practice in this new school development cycle, encouraging and also inviting more subject departments to strengthen in their professional capacity and gain opportunities to increase and share our professional knowledge.

In terms of student support and whole-person development, the School has worked closely with professionals, universities and NGOs. The collaboration has also supported professional development of the teachers for making continuous improvement and development in the aspect of student development. Parents are supportive and share the same vision with the School. This enhances home-school cooperation in supporting the personal growth and values formation of the students. Together with the strong support from the alumni and the liaison with external organizations, the scope of learning experiences for students is broadened and enriched.

Nevertheless, the more diverse needs of students is an area to be addressed. The diverse needs of students demand more strategies from teachers in guiding and coaching the students in the aspect of character building and values formation. Teachers may need to enrich their knowledge and skills in pastoral care and student support with reference to the diverging needs of the students.

iii) School's development priorities for enhancing the whole-person development and lifelong learning of students

It has been noted from teachers, parents and students that students need a more balanced life between study and rest, as well as coping with stress. The School has promoted positive education in the last 3-year cycle with the support from universities. To enlarge the effectiveness, physical health and social health should also be developed for achieving wellness in addition to continuing positive education. The initiatives of promoting sports ambience and the partnership with NGOs could facilitate the promotion of physical health and social health among students. Through instilling values and attitudes, students are empowered to form more healthy habits in establishing a healthy lifestyle.

The need to nurture positive values and perspectives among students is of utmost importance to sustain the good culture and tradition of the School. There are different opportunities and learning experiences to promote positive values. To deepen their learning, the post-activity reflection and the weekly reflection practice are good tools for students to reflect upon what they have learnt and how they could apply this in other scenarios. It is equally important to foster their sense of ownership and autonomy to sustain the performance of the students in both academic and non-academic areas. Under the guidance of the teachers, students set goals and directions for their aspirations.

In order to keep students abreast of the changing needs in society, students need to prepare well to embrace future challenges by equipping themselves with generic skills and life skills. The various learning opportunities, both inside and outside classrooms, are conducive to skills learning. Leadership training would be one of the foci. Besides, students need to breakthrough and broaden their perspectives. Connection with alumni and partnership with external organizations could be potential resources for providing a larger variety of learning opportunities for students, e.g. internships, job shadowing, overseas learning tours, etc.

Major Concerns of the 2024/25 – 2026/27 School Development Cycle

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

- 1. Cultivating healthy lifestyles among students to foster well-being**
- 2. Nurturing students with positive values and perspectives towards themselves and life**
- 3. Empowering students with versatile skills to embrace an evolving future**

School Development Plan (2024/25 - 2026/27)

Major Concern 1: Cultivating healthy lifestyles among students to foster well-being

Targets	Outline of Strategies	Time Scale			Seven Learning Goals
		1 st Year	2 nd Year	3 rd Year	
<ul style="list-style-type: none"> To review and revamp assignment types and design with a view to build subject-based knowledge and skills To ensure coherence between the assignments and assessments and both are manageable by students 	<ul style="list-style-type: none"> To review the assessment and assignment policy so as to cater for students learning needs and maintain a balance between academic and non-academic development To make use of assessment data to review learning and teaching effectiveness and take appropriate follow up measures 	✓	✓	✓	Healthy Lifestyle
<ul style="list-style-type: none"> To empower students in adopting healthy lifestyles in physical, social, mental and spiritual aspects through developing skills and attitudes To emphasize better self-management and building healthy and good habits 	<ul style="list-style-type: none"> To promote physical wellbeing through MVPA60 To nurture various generic skills among students in order to develop their competence to handle different situations. To introduce different activities which foster mental wellbeing To build on the religious atmosphere to achieve spiritual wellness To engage parents in the building up of healthy lifestyles of their daughters To connect students to each other and nature to achieve social wellbeing 	✓	✓	✓	Healthy Lifestyle Information Literacy

Major Concern 2: Nurturing students with positive values and perspectives towards themselves and life

Targets	Outline of Strategies	Time Scale			Seven Learning Goals
		1 st Year	2 nd Year	3 rd Year	
<ul style="list-style-type: none"> To incorporate the teaching of values in and beyond classroom teaching and learning To promote national education and Chinese culture elements and values in and beyond classroom teaching and learning 	<ul style="list-style-type: none"> To incorporate values education in lessons, reading sessions and extended learning activities To promote professional development programmes to enrich teachers' knowledge in incorporating values education in the curriculum To map and review the various values to be incorporated across the subject curriculum To utilize external resources to promote values education 	✓	✓	✓	National and global identity Breath of Knowledge
<ul style="list-style-type: none"> To foster students' development through coaching of teachers To review the elements and programmes delivered through teams under Student Quality Development Section to cater for students' needs To strengthen students' habit and skills of self-reflection 	<ul style="list-style-type: none"> To conduct professional development programmes to enrich teachers' skills in coaching students To enrich the elements of life-education and values education programmes To utilize various platforms other than lesson time to promote positive values and perspectives To offer adequate learning opportunities for students to develop their confidence To institutionalize the practice of post-activity reflection 	✓	✓	✓	National and global identity Life planning

Major Concern 3: Empowering students with versatile skills to embrace an evolving future

Targets	Outline of Strategies	Time Scale			Seven Learning Goals
		1 st Year	2 nd Year	3 rd Year	
<ul style="list-style-type: none"> • To foster regular reading habits among students • To equip study skills in junior levels and help students form good study habits • To equip students with the necessary generic skills and other related ones to enhance their learning effectiveness and meet their needs in a fast-changing world • To broaden students' horizons towards national and global issues 	<ul style="list-style-type: none"> • To equip students with subject-specific learning skills and various study skills through the curriculum • To build and strengthen students' generic skills, thinking skills and personal & social skills in lessons and assignment /assessment design 	✓	✓	✓	Language Proficiency Generic Skills Information Literacy
	<ul style="list-style-type: none"> • To enable students to acquire life skills and increase their competence through different programmes • To provide students adequate learning opportunities, both internal and external, to practice and sharpen their generic skills • To connect with alumni in providing diverse information and programmes for careers and further studies 	✓	✓	✓	Generic Skills

Annual Plan of Major Concerns 2025/26

Major Concern 1 Cultivating Healthy Lifestyles Among Students to Foster Wellbeing

Targets:

- To review and revamp assignment and assessment types and design with a view to strengthen students' subject-based knowledge and skills for their application
- To ensure coherence between the assignments and assessments and that both are manageable by students
- To create a supportive school environment conducive to healthy lifestyles
- To continue to make use of different opportunities to enhance students' commitment in adopting healthy and active lifestyles

Strategies	Success Criteria	Methods of Evaluation	Time Scale	Person-in-charge	Resources Required
<u>Optimizing Students' Workload</u> L&T Section <ul style="list-style-type: none"> to review all subject departments' A&A policies to ensure that the overall quantity of assignments and assessments is balanced and manageable, oversee and evaluate the implementation during the school year Subject Panels <ul style="list-style-type: none"> to regularly evaluate and review the subject-based Assignment and Assessment (A&A) Policy with reference to the learners' needs and EDB's curriculum requirements to restructure the assignments and assessments with a view to make the workload manageable to bring a balance between assessment for learning and assessment of learning to evaluate the effectiveness of measures taken in panel meetings and make timely adjustments to enhance effectiveness 	<ul style="list-style-type: none"> Students display good knowledge and skills in their assignments and assessments. Students apply what they have learnt from the assignments to tackle internal assessments and public examinations. Students can manage both the assignments and assessments. 	<ul style="list-style-type: none"> Departments' DDP & reports/minutes Schemes of Work Assignment and Assessment Policy Assignment inspection records Meetings with KLA Heads and HoDs SSE Staff Survey Student Survey APASO 	Whole year	<ul style="list-style-type: none"> Principals Learning & Teaching Section (LTS) Subject Department Heads Level Coordinators and teachers 	<ul style="list-style-type: none"> Time for meetings Time for implementation Time to conduct survey, collect & process data

Strategies	Success Criteria	Methods of Evaluation	Time Scale	Person-in-charge	Resources Required
<u>Physical Health</u> <ul style="list-style-type: none"> To promote healthy lifestyles by implementing MVPA60, encouraging participation in physical or outdoor and developing their hobbies and interests through CCA activities <u>Mental Health</u> <ul style="list-style-type: none"> To instil a positive outlook on life by strengthening Catholic faith through organizing different types of religious activities To enhance students' self-awareness by encouraging them to replace unhealthy behaviours with healthier, values-based actions To equip students with skills to cope with academic pressure and create occasions for them to relieve stress and express emotions <u>Social Health</u> <ul style="list-style-type: none"> To strengthen social competency by organizing activities that emphasize collaboration and enhance inter-personal skills To foster mutual understanding and positive relationships in the school community and family 	<ul style="list-style-type: none"> Students demonstrate understanding in maintaining physical and mental well-being. Students develop regular workout habits. Students develop healthy hobbies or interests. Students adopt proper management skills to cope with school stressors. Students are able to contribute to positive communication and form positive and supportive relationships with others. 	<ul style="list-style-type: none"> Post-activity feedback from students and teachers Observation from teachers Reflection done by students End-of-year evaluation meetings of various teams Stakeholders' survey Programme evaluation Observation of students' participation, behaviour and attitude APASO 	Whole year	<ul style="list-style-type: none"> Teams of SQD section Class Teachers 	<ul style="list-style-type: none"> Time Venue Funding Manpower

Major Concern 2 Nurturing students with positive values and perspectives towards themselves and life

Targets:

- To cultivate positive values among students by incorporating values education in and beyond classroom teaching activities
- To strengthen students' national identity and appreciation of Chinese culture, as well as to promote national education and the values of Chinese culture both in and outside the classroom
- To foster students' morality and sense of responsibility to families, school and the community through putting the Canossian spirit into practice and institutionalize self-reflection as post-activity tasks.

Strategies	Success Criteria	Methods of Evaluation	Time Scale	Person-in-charge	Resources Required
<u>Curriculum</u> L&T Section <ul style="list-style-type: none"> to map, review and ensure that all values have been incorporated across the subject curriculum, oversee and evaluate the implementation during the school year to coordinate cross-curricular whole-school activities to achieve the targets to coordinate with related teams and subject panels to nominate suitable students to take part in related activities / competitions inside and outside school Subject Panels <ul style="list-style-type: none"> to review and refine the teaching of values in daily lessons and subject-related activities beyond classroom e.g. life-wide learning activities, internal and external competitions, exchange tours to i) evaluate the effectiveness of measures taken in panel meetings and present it in the mid-year and year-end reports and ii) set the aforesaid a focus of annual lesson observation 	<ul style="list-style-type: none"> Students learn various values via classroom teaching and activities outside classroom. Students understand and reflect on the values reflected in the texts they read / view. Students are able to share what they have learnt with regard to values in class and also outside class. Students display positive values and sense of national identity in daily life. Students who display good efforts are given various 	<ul style="list-style-type: none"> Departments' DDP & reports/minutes Departments' Schemes of Work Assignment and Assessment Policy Assignment inspection records Lesson observation records SSE Staff Survey Student Survey Meetings with KLA Heads and HoDs 	Whole year	<ul style="list-style-type: none"> Principals Learning & Teaching Section (LTS) Subject Department Heads Level Coordinators and teachers Class Teachers Reading Team The School Library 	<ul style="list-style-type: none"> Time for meetings Time for implementation Time to conduct survey, collect & process data Time for professional development

Strategies	Success Criteria	Methods of Evaluation	Time Scale	Person-in-charge	Resources Required
<u>Reading</u> <ul style="list-style-type: none"> School Reading Team to coordinate values education through a range of reading activities Subject panels to select a variety of reading materials (including online resources and teaching materials designed by EDB) as assigned texts during morning reading periods, assignments and self-learning tasks Subject teachers and Class Teachers to design class-based post-reading tasks for students to reflect and share the values learnt <u>Professional Development</u> <ul style="list-style-type: none"> L&T Section to disseminate relevant training information online from time to time Subject panels to equip teachers with the latest skills and knowledge in values education e.g. collaborative lesson planning, school visits, online /department-based training 	<p>opportunities to demonstrate and their good work / deeds being recognised within and outside school</p>	<ul style="list-style-type: none"> Meetings with Class Teachers 			

Strategies	Success Criteria	Methods of Evaluation	Time Scale	Person-in-charge	Resources Required
<u>Student Quality Development</u> <ul style="list-style-type: none"> To strengthen moral values, positive attitudes, civic-mindedness and national identity through a series of programmes organized by teams under SQD, CCA club activities, sharing in morning assemblies and class-based activities To foster a culture of mutual respect and sense of unity through activities of different levels, i.e. class, club, team and school To instil among students the sense of responsibility in contributing to their families, school and the community by recognizing their contribution in school clubs and services To foster individual growth by providing personalized feedback and recognizing students' strengths and talents regularly To collaborate with external organizations in inspiring targeted students in effective career planning To integrate reflection into a wider choice of experiential learning experiences 	<ul style="list-style-type: none"> Students are able to make morally sound decisions. Students understand the values embedded in different learning experiences. Students show a sense of national identity. Students show respect and unity. Students willingly contribute to their families, school, and the community. Students seek support and accept feedback from teachers. Students understand themselves better and set more realistic goals in career planning. Students are able to reflect for self-improvement. 	<ul style="list-style-type: none"> Post-activity feedback from students and teachers Observation from teachers Reflection done by students End-of-year evaluation meetings of various teams Stakeholders' survey APASO 	Whole year	<ul style="list-style-type: none"> Teams of SQD section Class Teachers 	<ul style="list-style-type: none"> Time Venue Funding Manpower

Major Concern 3 Empowering students with versatile skills to embrace an evolving future

Targets:

- To strengthen students' reading competence through wider reading
- To develop students' ability to direct and manage their studies, and a mindset of lifelong learning by equipping them with essential study and generic skills in a technological era
- To build up students' resilience and readiness for change, and unleash students' leadership capabilities through extensive experiential learning opportunities

Strategies	Success Criteria	Methods of Evaluation	Time Scale	Person-in-charge	Resources Required
<p><u>Skills Building</u></p> <p>L&T Section</p> <ul style="list-style-type: none"> to enhance reading competence through strengthening the coordination and the collaboration between KLAs and Subject Departments in the promotion of wider reading, such as organizing co-curricular activities and competition, or enrolling students in external ones and holding a cross-curricular Reading Fair <p>Subject Departments</p> <ul style="list-style-type: none"> to continue to build students' strengths, boost students' confidence and readiness to cope with assessments by <ul style="list-style-type: none"> equipping students with subject-specific study skills and revision strategies on top of general examination skills guiding students to use various tools to evaluate topics and /or skills to be strengthened to i) evaluate the effectiveness of measures taken in panel meetings and present it in the mid-year and year-end reports and ii) set the aforesaid a focus of annual lesson observation <p><u>Self-directed Learning</u></p> <p>L&T Section</p> <ul style="list-style-type: none"> together with subject and class teachers, to refine 'self-assessment' tools and devise 'action plans' to facilitate both junior and senior students to review own performance and identify areas for improvement for goal-setting based on data and teachers' feedback 	<ul style="list-style-type: none"> Students read widely and increase their subject and common knowledge. Students share and can show understanding of what they have learnt through the readings with the others. Students master various essential study skills and do revision effectively. Students can plan and manage their studies. Students show improvement in assessments. Students can reflect on own performance and take corresponding actions to improve their learning. 	<ul style="list-style-type: none"> Departments' DDP & reports/minutes Schemes of Work Assignment and Assessment Policy Departments' academic performance evaluation reports Assignment inspection records Lesson observation records SSE Staff Survey Student Survey Meetings with KLA Heads and HoDs Meetings with Class Teachers 	Whole year	<ul style="list-style-type: none"> Principals Learning & Teaching Section (LTS) Subject Department Heads Level Coordinators and teachers Class Teachers Reading Team The School Library 	<ul style="list-style-type: none"> Time for meetings Time for implementation Time to conduct survey, collect & process data Time for professional development

Strategies	Success Criteria	Methods of Evaluation	Time Scale	Person-in-charge	Resources Required
<u>Unleashing students' capabilities & building up readiness to change</u> <ul style="list-style-type: none"> To equip student leaders with relevant knowledge and role-specific skills through school-based leadership training programmes and Ambassadors Training Scheme To encourage student leaders to organize quality activities with new approaches and ideas and by applying the skills learnt in the training sessions To enable students to discover their potential by providing them with opportunities to assist in activities To develop students' self-management skills through co-curricular activities and experiential learning. To widen students' horizons in career development opportunities and industry trends through internal and external careers-related activities 	<ul style="list-style-type: none"> Student leaders display leadership qualities and apply the skills that they have learnt school activities. Students are willing to approach unfamiliar tasks with a positive attitude. Students display effective self-management in their daily life. Students can gain more understanding about career opportunities available and reflect on suitable pathways. 	<ul style="list-style-type: none"> Post-activity feedback from students and teachers Post-training feedback from students and teachers Post-activity sharing from students Observations from teachers End-of-year evaluation meetings of various teams Stakeholders' survey APASO 	Whole year	<ul style="list-style-type: none"> Teams of SQD section Class Teachers 	<ul style="list-style-type: none"> Time Venue Funding Manpower

Medium of Instruction

English is adopted as the medium of instruction at St. Mary's Canossian College for all subjects except Chinese Language, Putonghua and Chinese History.

We have put the 'Language on Campus Policy' in place to enrich the English Language environment. Details of the policy are as follows:

i) Related to Learning and Teaching:

- All subjects are taught in English except Chinese related subjects.
- Outside the classroom, teachers should speak to the students in the same language that they use in the classroom, i.e. English medium subjects in English and Chinese medium subjects in Putonghua (PTH).
- To maintain high standards in use of language on campus, students are required to speak in full language at all times, that is, using proper and accurate English and Chinese (PTH), inside and outside the classroom.
- Students should use dignified language and refrain from using unacceptable language at all times.
- Students should make the effort and encourage one another to exchange views in English/PTH at all times on campus and should avoid using mixed codes in their conversations.

ii) Related to Student Activities:

- **All whole school assemblies** should be conducted in English, except for specific occasions as needs arise.
- **School functions and club activities** should be conducted primarily in English supplemented by Chinese (Putonghua) or completely in PTH if deemed appropriate and necessary.
- Proper language should be used for **materials on display boards and all publicity documents such as circulars, notices, etc.** All written documents should be in proper written form and mixed codes are not accepted.
- **All class announcements** should be made in proper English (except those related to subjects taught in Chinese or PTH).
- **All messages or notes written on the blackboard** should be in proper written English / Chinese as appropriate. Mixed codes are not allowed.

iii) Ways to sustain the Language on Campus Policy

- **For Class Teachers :**
 - explain the language policy included in the School Core Values in Practice in the student handbook,
 - regularly monitor students' conscientiousness in observing the language policy,
 - spot check and make rectifications where necessary.
- **For Student Council :**
 - incorporate the language policy requirements in the guidelines given to all student bodies,
 - check and monitor to ensure all publicity materials are written or made according to language policy,
 - check and monitor to ensure all activities are conducted according to the language policy,
 - regularly hold activities to promote the language policy.
- **For House Advisors and CCA Advisors :**
 - incorporate the language policy requirements in the guidelines or instructions given to houses and clubs,
 - monitor and maintain the standard of language used in announcements, meetings and publication materials,
 - language related clubs (i.e. English Society, Chinese Culture Society, Debate Clubs, etc.) should regularly hold activities to promote the language policy,
 - ensure all general assemblies are conducted in English.
- **For Subject Teachers :**
 - observe the policy on teaching medium,
 - monitor and ensure that students express themselves fully in proper language,
 - speak to students in the same language used for teaching inside and outside the classroom.

Budget Summary of EOEBG, CEG & TRG

A. EOEBG

Programme Item	Funds available (\$)	Approved Budget (\$)
EOEBG Surplus Bal from previous years and income of current school year	6,573,352.75	
Premises & Administration		3,187,000
Curriculum - Subjects		251,550
Pastoral		265,000
Total Budget from EOEBG		3,703,550

B. Capacity Enhancement Grant & Teacher Relief Grant

Items	Remarks
Library Assistant	Capacity Enhancement Grant \$ 558,936
School Premises Maintenance Assistant	
Drama Consultant	Teacher Relief Grant \$ 5,185,654.50
5 Full-time Teachers	
Full-time Social Worker Service	
3 Teaching Assistants	

Annual Plan on the Use of Diversity Learning Grant 2025/26

Domain	Programme	Objective(s)	Targets (No./level/selection)	Duration /Start Date	Deliverables	Teacher i/c	Budget
STEAM Team	STEAM training workshops / activities / learning organized by tertiary institutes or NGO	To equip students with robust Digital Literacy competencies and integrate these essential skills into the design, execution, and presentation of STEAM projects and competitions	F.4-5 gifted students in STEAM	Dec 2025 – Aug 2026	Students will be able to leverage digital platforms and tools to significantly enhance the critical thinking, communication, and presentation components of their STEAM projects and competitive entries	Mr Daniel Lau	\$20,000
Science KLA	Suitable external science workshops/ competitions organized by tertiary institutes/ NGO	To systematically nominate, prepare, and enroll scientifically gifted students in advanced science workshops and high-level competitions, maximizing their scientific potential and specialized talent development	F.4-5 students gifted in Science and Technology Invention	Science workshops/ competitions	Through participation in specialized workshops and competitions, students can maximize their unique talents and demonstrate sophisticated competency applicable to advanced academic pursuits or future professional pathways	Ms Angel Chan	\$1,000
Mathematics Dept	F.4 Mathematics Highflyers Programme	To implement specialized training sessions designed to deepen students' mathematical giftedness and cultivate the problem-solving mastery required for excellence in external competitions	F.4 students gifted in Mathematics	12 sessions (1hr 15min@)	Students will be awarded in external Mathematics competitions.	Ms Karen Yu	\$15,000
VA Dept	Cat-walk training for Fashion Show	To establish workshops focusing on modeling and stage deportment to cultivate student confidence and explore on-stage artistic creation	F.5 students gifted in Visual Arts	3 sessions (1 hr 30 min@)	Student models will receive specialized instruction to achieve mastery in physical deportment, poise, balance, and advanced techniques required for professional stage and runway presentation.	Ms Cathy Ching	\$5,000
VA Dept	Artist-in-Residence Programme	To develop advanced visual literacy skills, enabling students to professionally create, analyze, interpret, and critically evaluate photographic and visual artworks	F.4 students gifted in Visual Arts	2 sessions (2 hrs@)	Students will acquire professional methodology in photographic creation and develop advanced visual literacy for critically analyzing and sensitively interpreting concepts within contemporary visual artworks.	Ms Cathy Ching	\$5,000

Domain	Programme	Objective(s)	Targets (No./level/selection)	Duration /Start Date	Deliverables	Teacher i/c	Budget
Student Support Team	Summer gifted programmes offered by tertiary institutions	To administer and financially subsidize the enrollment of gifted students in advanced enrichment programs offered by tertiary institutions, thereby maximizing their latent potential	F.4-5 academically gifted students	2 months	Students will significantly broaden their intellectual and experiential horizons, leading to demonstrable mastery and accelerated excellence within their specific areas of giftedness.	Ms Carmen Cheng	\$40,000
Chin Lang Dept	Chinese Language Writing Highflyers' Programme	To implement an intensive academic program designed to significantly enhance students' sophisticated writing and communication skills within the Chinese Language curriculum	F.4-5 students gifted in Chinese Language nominated by Chinese Language Department with specific criteria	10 sessions (1hr 30min/ per lesson) Oct – Dec 2025 Feb – May 2026	Students will achieve distinguished success in external writing competitions and demonstrate consistently elevated proficiency in all academic writing tasks.	Ms Amy Lee	\$22,500
Scholarship and Award Coordination Team	Gifted programmes offered by tertiary institutions and /or other institutes e.g. HKFYG	To enrol high-potential students in advanced enrichment programs offered by tertiary and specialized external institutions	F.4-5 students from SMCC Outstanding Student Network (SMCCOSN) and other gifted students	Sep – Dec 2025 Feb – May 2026 Jul - Aug 2026	Participants will significantly broaden their intellectual and practical horizons, leading to demonstrable excellence in their specialized talents and enhancing their competitive advantage for external awards and contest shortlistings.	Ms Jenny Chan & Ms Bridget Ho	\$10,000
Music	Music Enrichment Courses	To enrol musically gifted students in specialized external training, thereby accelerating their technical proficiency and artistic development	F.4-5 students gifted in music (2-3 students)	Music lessons from Sep 2025 to Jun 2026	Selected student musicians will engage in public performances and external competitions, serving as a platform to rigorously showcase their enhanced technical skills and artistic proficiency.	Ms Viola Chan	\$4,000
Co-curricular Activities	Leadership Training	To organize intensive training sessions for student leaders, enhancing their essential communication, coordination, and leadership skills required for effective school activity management	F.4-5 Club exco members (About 50 students)	1-day camp (Oct 2025)	Student leaders will acquire critical competencies in project management and event coordination, enabling them to assume substantial and effective leadership roles throughout the academic year.	Ms. Clare Chan	\$30,000
						Total	\$152,500

Plan on the Use of Life-wide Learning Grant & Sister Schools Grant

No.	Department/ Team	Name & Description of the Activity	Proposed Date	Objectives of the Activity (What knowledge / skills / attitude / values can students gain?)	Target Level & Number of Students	Estimated Expenses (\$) School Student		*Category	#Evaluation
1	BAFS	BAFS Activities	Sep 2025 - Aug 2026	To arouse students’ interest in business activities and competitions	F.3-F.6 (~100)	2,000	1,000	A5	B5
2	Biology	Biology Field Trip - Transport & Travelling - Application fee	-	To investigate intertidal habitats using scientific methods, participate in an on-site field study in a marine park and discover the importance of establishing marine protected areas	F.5 (53)	7,800	7,800	A1, A2	B6
3	Chemistry	Visit for the CLP Power Low Carbon Energy Education Centre	Early Sep	To understand how low-carbon energy can be used to address the challenges posed by climate change	All levels (58)	2,000		A1, A2, A7	B6
4		Post Exam Activity (Lab)	Jul 2026	To arouse students’ interest in learning Science through experimental work	All levels (90)	1,000		A1, A2, A5 & A7	B1 & B5
5	Chinese History	年度歷史人物選舉	Oct - Nov 2025	升學生對中國歷史人物的認識，培養他們對國家和民族的認同感	Whole School	500		A6	B5
6	Chinese Language	演辯學會辯論員訓練工作坊	Whole year	提升同學的辯論知識及技巧，提高同學的語言表達、動態語運用、批判思考、分析解難及資訊處理等能力。	F.1-F.5 (40)	16,500		A2	B5
7		校刊校報採訪與報道寫作訓練班	Whole year	培訓學生採訪技巧及撰寫訪問稿的方法，裝備學生事實查證的技巧。	F.2-F.5 (30)	9,000		A2	B5, B7 (校刊/校報稿件表現)
8	CES/L&S	External competitions related to subject matters and value educations	Whole year	To encourage students to participate in external competitions in order to broaden their horizons	F.1-F.3 (~ 10)	1,000		A1, A2, A7	B3, B5
9	English	English Learning Centre Activities	Sep 2025 - May 2026	Enrich students’ life-wide learning experience through English activities	Whole school	40,000		A9	B5
10		Study Tour to English Speaking Country - 2 teachers escorts - International sim cards - Souvenirs - Stationery & Materials	Jul 2026	- To enrich students’ cultural experience - To widen students’ exposure in English learning	F.1-F.3 (20)	97,100		A2	B5
11		English Debate - Application fee - Training for students	Oct 2025- May 2026	- To enhance students’ debating skills - To boost students’ confidence in public speaking	F.1-F.5 (50)	20,000		A2	B5
12		AFTEC “From Page to Stage” Programme 2026 <i>Taming the Dragon</i> – Stage Performance	Feb - May 2026	To widen students’ exposure in English learning	F.2 (50)	5,000		A1	B5
13		Speech Festival - Coach - Application fee	Sept-Dec 25	- To enhance students’ presentation skills - To boost students’ confidence in public speaking	F.1-F.2 (150)	11,000		A2	B6
14		Activities & Competitions - Coach - Materials - Application fee	Oct 25 to May 26	To widen students’ exposure in English learning	F.1-F.6	11,500	*10 @ transportat ion fee will be collected for some activities	A2	B5
15	Integrated Science	Science Talk (Biodiversity)	Feb 2026	- To promote the value of caring for others (caring for the environment and biodiversity) - To raise students’ interest in studying Science - To appreciate the existence of various life forms in the world, and the different ways through which organisms adapt to their habitats. - To promote National Security Education (Ecological Security)	F.1 (200)	1,000	-	A1	B1
16		Astronomy Outreach Program (Indoor star gazing activity)	Apr 2026	- To inspire students to develop an interest in astronomy and space science by providing an immersive and engaging learning experience - To teach students how to identify constellations, celestial objects, and understand astronomical phenomena - To instill the value of appreciation for the nature	F.1 – F.5 (100)	1,500	1,500	A2	B5
17	Mathematics	Mathematics competition	Whole year	To organize different kinds of Maths activity for F.1-5 students to enhance their logical and critical thinking skills	F.1-F.5 (50)	1,000		A2	B5
18	Music	Coaching fee for the School Orchestra Conductor	Sep 2025 - Jul 2026	Through this activity, students can gain knowledge, improve their musical skills, develop a positive attitude, and build lifelong learning abilities, supporting their aesthetic development.	F.1-F.5 (65)	96,000	13,000	A4	B5
19		Coaching fee for the Concert Band Conductor	Sep 2025 - Jul 2026	Through this activity, students can gain knowledge, improve their musical skills, develop a positive attitude, and build lifelong learning abilities, supporting their aesthetic development.	F.1-F.5 (55)	96,000	11,000	A4	B5
20		Coaching fee for the Chinese Orchestra Conductor	Sep 2025 - Jul 2026	Through this activity, students can gain knowledge, improve their musical skills, develop a positive attitude, and build lifelong learning abilities, supporting their aesthetic development and appreciation of the prestigious Chinese traditional culture.	F.1-F.6 (60)	96,000	12,000	A4	B5
21		Moving of musical instruments	Dec 2025 to Jun 2026	For the Christmas Celebration (Dec) For the school concert (Jun)	All students	10,000		A4	B5
22		Purchase Stationery (e.g. Instrumental Classes)	Whole year	Attendance record book, name tags, files for the music tutors of the music instrumental classes	All students	800		A4	B5
23	Physical Education	PE lessons (including equipment, consumable stores and maintenance)	Sep 2025 - Jun 2026	In PE lessons, students develop essential motor skills such as coordination, balance, and agility. Students can enhance their cardiovascular fitness, learn sport-specific techniques, and build teamwork and communication abilities, promoting overall physical literacy	F.1 – F.6 (950)	21,000		A4	B5 & B6
24		Swimming Gala	23 Sep 2025	Participants gain confidence in water sports, improve their swimming techniques, and experience the excitement of friendly competition. Cheering teams and audience can also enhance their sense of belonging to the class/house/school.	F.1 – F.6 (950)	5,500		A4	B5 & B7
25		Sports Day	17 Mar 2026	Students can have a chance to participate in various track and field events in a standardized sports ground. This can polish their physical skills, build confidence, and experience the joy of friendly competition while fostering school spirit and camaraderie.	F.1 – F.5 (830)	12,500		A4	B5 & B7
26		Inter-class and Inter-house ball game competitions	Oct 2025 - May 2026	Foster students’ sense of belonging to the class/house/school through the competitions.	F.1 – F.6 (950)	1,000		A4	B5 & B7
27		Inter-school or other territory-wide sports competitions (entry fee and membership fee)	Sep 2025 - Jun 2026	Provide students with opportunities to participate in sports competitively, allowing them to reflect on their experiences, learn, and improve their performance.	F.1 – F.6 (~200)	16,000		A4	B5 & B7
28		Coach fee sponsorship (Athletic team, Badminton Team, Basketball Team, Handball Team, Table Tennis Team, Volleyball Team)	Sep 2025 - Aug 2026	Students can learn advanced sports techniques, game regulations and strategies, teamwork, discipline from the professional sports coaches. This can enhance sports team performance and bring students a sense of belonging to the school.	F.1 – F.6 (~200)	60,000	560,000	A4	B5 & B7
29		Transportation fee in various inter-school competitions	Sep 2025 - Jun 2026	Provide an effective means of transportation from school to competition venues. Students can have sufficient warm up before matches.	F.1 – F.6 (~120)	15,000		A4	B5
30		Badminton Team Training (court hiring charges)	Sep 2025 - Aug 2026	Hire regular badminton courts for team training as there is no facilities in the school campus.	F.1 – F.6 (~ 25)	5,000		A4	B5
31	Physics	Physics in Motion Workshop by Ocean Park Academy – Hong Kong	Jan 2026	To enrich students' exposure and experiences in Physics theory through activities in various Mechanical rides	F.5 Physics students (~50)	5,000	5,000	A2, A7	B1, B5
32		Physics activities and competitions	Whole year	To broaden students' horizon through activities and competitions in physics	F.3- F.6 Physics students (~30)	2,500		A2, A7	B5, B6
33	Aesthetic Development Team	Coaching fee for the Dance Team Coach	Sep 2025 - Jul 2026	Through this activity, students can gain knowledge, improve their Chinese dance skills, develop a positive attitude, and build lifelong learning abilities, supporting their aesthetic development and appreciation of the prestigious Chinese traditional culture.	F.1-F.5 (22)	30,000	30,000	A4	B5
34		External Dance Competition	Feb - Mar 2026	Students can learn Chinese dance techniques, improve performance skills, build confidence, and develop teamwork, discipline, and cultural appreciation.	F.1-F.5 (22)	12,000		A4	B6
35		Fashion Show	Dec 2025	Students can enhance their creativity, boost confidence, develop presentation skills, and learn teamwork, time management, and an appreciation for fashion and design.	F.4-F.5 (250)	10,000		A4	B5
36	Careers & Further Studies Team	Membership fee for HK Association of Careers Masters & Guidance Master	Sep 2025	To obtain support to promote quality works with respect to life planning education and career guidance, general student guidance and whole-person development.	Whole school	500		A5	B7
37		Transportation fee for Careers resources	Whole year	N/A	F.3-F.6	1,000		A5	B7
38		F.1 class based Careers Programme	Oct - Dec 2025	To allow students to understand the importance of setting goals and the basic understanding of different learning styles	F.1 (~200)	20,000		A5	B1, B5
39		F.2 class based Careers Programme	Feb - May 2026	To allow students to understand the different job types in the market	F.2 (~200)	20,000		A5	B1, B5
40	Co-curricular Activities	School Picnic	14 Nov 2025	- To build up closer relationship between teachers and students in class - To develop the leadership skills of class union (Care for others, respect for others and responsibilities)	F.1-F.6	90,000	90,000	A1/ A8	B1/B5
41		Membership fee (Hong Kong Extra-curricular Activities Masters Association & HKUYL)	Yearly	- To encourage students in joining ECA activities actively. - To develop the leadership and communication skills of student leaders through external organisation	All students	2,000		A1	B5
42		Prizes and Souvenirs Service Awards	Yearly	To recognise the contribution and involvement of student leaders	Student leaders (40)	2,000		A1	B5
43		Club ExCo Training Day	Oct 2025	To develop leadership skills of Club ExCo members	F.2-F.5	500			
44	Civic Education Team	National Security Education Day	15 Apr 2026	To make students aware of the importance of national security	All levels (~100)	850		A1	B1
45		Transportation fees for joining the activities of the EDB Constitution and Basic Law Ambassadors Training Scheme	Whole Year	To let the EDB Constitution and Basic Law Ambassadors take part in activities which van enrich their understanding of Chinese culture and our country	All levels (~3 to 5 Ambassadors each time)	300		A1	B1
46	Community Service Union	Form-based talks and seminars	Sep 2025 - Jul 2026	To develop students' social responsibility and empathy	Whole School	3,000		A1	B1 & B5
47		Service Projects for different target groups	Sep 2025 - Jul 2026	- To develop students' responsibility and empathy - To provide service learning for students to cultivate self-awareness through promoting reflection - To groom student leaders and build a caring atmosphere in the school	Whole School	15,600		A1 & A8	B1 & B5
48	Discipline Team	Discipline Prefects' 1 st Training Day - Materials & booklet	Sep 2025	Provide training for new discipline prefects	Discipline Prefects (31)	610		A1	B5
49		Discipline Prefects' Training Day Camp - Instructors and program fee	Jan 2026	Provide leadership training for discipline prefects	Discipline Prefects (31)	7,930	200 x 31 =6200	A1	B5
50		Anti-Drug Workshop	Mar 2026	Let students know more about the new trends in drugs and how to refuse peer invitations	F.2-F.3 students	1,500		A8	B5
51		Prizes for outstanding Discipline Prefects	Jul 2026	Recognize outstanding Discipline Prefects	Discipline Prefects	600		A9	B5

No.	Department/ Team	Name & Description of the Activity	Proposed Date	Objectives of the Activity (What knowledge / skills / attitude / values can students gain?)	Target Level & Number of Students	Estimated Expenses (\$)		*Category	#Evaluation
52		Materials for Uniform Check	Whole Year		Whole School	300		A1	B5
53	Extended & Experiential Learning Team	F.1 Activity Day: Discipline 2-day Camp	29 - 30 Jan 2026	To train student self-discipline	F.1 (220)	103,000	350X220 =77,000	A1	B1 B5
54		F.2 Activity Day: 2-day Study Tour	29 - 30 Jan 2026	To build up students' sense of national identity	F.2 (210)	50,000	250X210= 52,500	A1	B1 B5
55		F.3 Activity Day: 2-day overnight camp	29 - 30 Jan 2026	To develop students' leadership skills	F.3 (195)	60,000	300X195 =58,500	A1	B1 B5
56		F.4 Activity Day: 2-day overnight camp	29 - 30 Jan 2026	To develop students' leadership skills	F.4 (161)	60,000	350X161 =56,350	A1	B1 B5
57		F.1 Post-exam Activity: Wildlife Education	2 - 3 Jul 2026	To inspire students to understand in the conservation of wildlife	F.1 (220)	27,500	125X220 =27,500	A4 A1	B5
58		F.2 Post-exam Activity: Museum Visit	2 - 3 Jul 2026	To enrich and educate students by fostering appreciation for history through interactive exhibits.	F.2 (210)	10,000		A2	B5
59	Environment al Education Team	Ocean Park Outreach Interactive Seminar – Conservation Work in the Ocean Park	Feb 2026	Students can learn about ecological security on how society / public enterprise helps in conserving biodiversity; it is also career-related because the talk is also about how students can enter the career of animal care	F.3 & F.4	4,000		A1	B1
60		Recycled paper Making	Nov 2025	Recycling and green life (empathy and respect)	All levels	500		A1	B1, B5
61		Field Trip Participation, Transport & Souvenir to the Guest Speakers	Mar 2026	Climate change and individual action (empathy and respect)	Students joining field trips (40) (voluntary basis)	3,500		A1	B1, B5
62	Guidance Team	Peer Induction Scheme	Sep 2025 – Jul 2026	- To enhance students' social skills, self-esteem and self-efficacy - To promote peer support - To facilitate better school adjustment for F.1 students	F.1, F.4 & F.5 (65)	82,000	10,500	A1 & A8	B1
63		Shining Teens Programme	Sep 2025 – Jul 2026	- To enhance students' awareness of mental health - To enhance students' self-efficacy and problem-solving skills - To equip students with effective communication and cooperation skills	F.2 – F.3 (20)	23,600		A1 & A8	B1
64		Smart Zone	Sep 2025 – Jul 2026	- To facilitate students to strengthen their communication skills - To enhance students' leadership and problem-solving skills	F.3 - F.4 (20)	23,600		A1 & A8	B1
65		Relaxation Programmes - Flash-mob Programme - Game Corner Materials - Summer Interactive Activities - Afterschool Mindfulness Workshops	Sep 2025 – Jul 2026	- To encourage students to establish peer social support while engaging in positive leisure activities - To relieve pressure after examination/test periods - To cultivate positive atmosphere among the school campus	Whole School	36,000		A1 & A8	B1 & B5
66		Class Periods	Sep 2025 – Jul 2026	- To promoted positive values and uphold mental wellbeing of the students	Whole School	5,000		A1 & A8	B1
67		Guidance Prefects' Training	Sep – Oct 2025	- To train prefects' communication skills and leadership skills	Whole School	2,000		A1 & A8	B1
68		“Star of the Week” Scheme Materials	Sep 2025 – Jul 2026	To encourage and recognise effort and good deeds made by students	Whole School	5,000		A1	B5
69		Summer Bridging Guidance Programmes Materials and Gifts	Jul 2026	To help the F. 1 newcomers gained an understanding of new school life and environment	Pre-S1 students	1,500		A1 & A8	B5
70	Health and Sex Education Team	Seminar on Proper Attitude towards Dating	Nov 2025	To cultivate proper attitude towards dating among students among students	F.4 (~150)	1,000		A1	B1 & B5
71		Seminar on Proper Attitude towards Pre- marital sex	Oct 2025	To cultivate proper attitude towards pre- marital Sex among students	F.5 (~125)	1,000		A1	B1 & B5
72	Language Environment Support Team	Workshops on enhancing performance in English public speaking OR Registration fee for English public speaking contests	Whole Year	- Students can enhance their public speaking skills through workshops and competitions that focus on effective communication and audience engagement. - Students boost their confidence and develop presentation and delivery skills	F.1-6 students who join public speaking contests	8500		A2	B5
73	Religious Activities & Formation Team	School Opening Mass	Sep 2025	To cultivate a sense of gratitude towards God and to foster the sense of belonging and family spirit within the school community	Whole school	2,000		A1	B5
74		Foundress Mass	May 2026	To express the gratitude towards God for our Foundress and to encourage students to practise the Canossian spirits in their daily life	Whole school	17,000		A1	B5
75		Advent activities	Nov 2025	To encourage all students to prepare for the birth of Jesus Christmas	Whole school	2,000		A1	B5
76		Christmas Celebration	Dec 2025	To celebrate the birth of Jesus and share the joy with the whole school	Whole school	4,000		A1	B5
77		Lenten activities	Feb 2026	To encourage all students to prepare for the Easter Celebration	Whole school	2,000		A1	B5
78		Easter Celebration	Apr 2026	To celebrate the resurrection of Jesus and share the joy with the whole school	Whole school	2,000		A1	B5
79		Evangelization activities	Whole year	To share the Catholic faith with all students	Whole school	8,000		A1	B5
80		Instruction class and Confirmation class	Whole year	To support students in receiving the Sacrament of Baptism and Confirmation	F.1 – F.3 (50)	1,000		A1	B5
81		Marian Celebration	May 2026	To honour Blessed Virgin Mary as our compassionate intercessor and our spiritual mother and encourage students to learn Mother Mary's humility and faith	Whole school	1,500		A1	B5
82		Formation programmes	Whole year	To provide students with some opportunities to cultivate their spiritual formation	Whole school	5,000		A1	B5
83		Leadership training camps	Nov 2025 & Jul 2026	To cultivate students' leadership skills	F.2 – F.5 (40)	2,000		A1	B5
84		Catholic meetings	Whole year	To cultivate students' spiritual formation	F.1 – F.6 (300)	15,000		A1	B5
85		New F.1 Catholic Students' Orientation	Aug 2026	To foster the sense of belonging and family spirit within the school community	F.1 (60)	1,500		A1	B5
86		Graduation Mass	Feb 2026	To cultivate a sense of gratitude towards God	F.6 (120)	2,000		A1	B5
87	Scholarship & Award Coordination Team	Application fees for inter-school and /or international contests, gifted programmes	Whole year	The contests or programmes provide opportunities for students to be exposed to diverse perspectives and global issues, as well as foster critical thinking and collaboration among peers.	Eligible F.1-F.6 students who join these contests or programmes	8,500	2,500	A1, A2, A5	B7
88		Transport and Travelling for inter-school contests	Whole year	The contests or programmes provide opportunities for students to be exposed to diverse perspectives and global issues, as well as foster critical thinking and collaboration among peers.	Eligible F.1-F.6 students who join these contests or programmes	850		A1, A2, A5	N/A
89		Souvenirs for guests from external organisations	Whole year	Students will learn from the guest speakers' stories of success and gain insights on how to explore and develop their own talents.	Whole school	850		A1, A2, A5	N/A
90		Stationery for board display and decoration and printing photos	Whole year	Promotion of students' achievements to whole school	Whole school	850		A9	N/A
91	Student Quality Development Section	Relaxation Programmes for non-Catholic students held in class periods	Any Day VII with Catholic meeting	To allow students to learn ways to relax their body and mind	F.1-F.6 Non-Catholic students (~600)	120,000		A8	B1
92		Positive Education Programmes held in class periods	Day VII	To promote wellness among students	F.1-F.5 (~800)	20,000		A1, A8	B1
93	STEAM Team	[Furniture & Equipment] Laboratory equipment	-	- To improve technological literacy through coding, robotics, and other digital tools - To encourage active participation in future STEAM-related activities/ competitions	All students 900	8,500		A7	B6
94		[Consumable stores] Materials for STEAM activities and projects in school (e.g. STEAM day, Form 1 and 2 STEAM lessons)	Mar 2026	- To improve technological literacy through coding, robotics, and other digital tools - To encourage active participation in future STEAM-related activities/ competitions - To inspire creativity and innovation through hands-on design and experimentation	All students 900	30,000		A7	B6
95		STEAM workshop • STEAM Workshop – Mini Competition • Sense Time AI Camp	Jul 2026 (post-exam)	- To inspire creativity and innovation through hands-on design and experimentation - To encourage collaboration and teamwork by working together on a shared project - To provide an engaging and interactive environment where students can explore career pathways in STEAM fields - To explore the latest developments in Hong Kong and our country in relation to STEAM	F.3 (160)	17,000	23,000	A7	B6
96		External STEAM competitions or courses application fees	Year-round	- To encourage students to explore innovative solutions that bridge creativity and technology to tackle real-world challenges	All levels (50)	34,000		A7	B6
97		External STEAM-related competition expenses e.g., materials for experiments, printing posters for presentations etc.	Year-round	- To encourage students to explore innovative solutions that bridge creativity and technology to tackle real-world challenges	All levels (50)	8,500		A7	B6
98		Outsourced training STEAM tutor (for gifted students)	Year-round	- To improve technological literacy among gifted students through coding, robotics, and other advanced digital tools - To inspire creativity and innovation in gifted learners through hands-on design and experimentation, fostering original thinking and solution-oriented mindsets	All students (30)	34,000		A7	B6
99	Student Support Team	Materials for Science Competitions	Whole year	To provide a platform for students to excel in Science competitions	F.1 – F.3 (20)	400		A2	B6
100		Materials for Arts Competitions	Whole year	To provide a platform for students to excel in Art competitions	F.1 – F.3 (20)	400		A2	B6
101		Entry fee for CEMC contests	Feb & May 2026	To provide a platform for students to excel in Math contests	F.1 – F.5 (40)	1,500		A2	B6
102		Entry fee for Chinese Writing & Speaking competitions	Whole year	To provide a platform for students to excel in Chinese competitions	F.1 – F.5 (10)	1,000		A2	B6
103		Entry fee for Science competitions	Whole year	To provide a platform for students to showcase their talents in Science	F.1 – F.5 (10)	1,000		A2	B6

Annual Plan on the Use of the Promotion of Reading Grant 2025/26

Item		Estimated Expenses (\$)	Responsible Team/Dept
1	Procurement of reading materials, such as newspapers, magazines and books for student access in the school library and Extensive Reading Scheme of Chinese Language	6,000.00	Chinese Language Department
2	Procurement of reading materials, such as newspapers, magazines and books for student access in the school library and Extensive Reading Scheme of English Language	4,000.00	English Language Department
3	Procurement of reading materials, such as newspapers, magazines and books for student access in the school library	23,460.00	All Subject Departments (except Chinese Language and English Language Departments)
4	Book coupons for Reading Award Scheme	11,000.00	Reading & Thinking Enhancement Team
5	Reading materials (including Electronic Readers), stationery and prizes for Reading & Thinking Activities	1,300.00	
6	Procurement of books, newspapers, magazines and consumable stores for School Library Programmes	9,700.00	School Library
Total		\$72,460.00	

Annual Plan on the Use of the One-off grant for Promotion of Chinese Culture Immersion Activities 2025/26

範疇	項目	學習目標	預算		負責人
			細明	總額	
i. 舉辦有關中華文化的科本及跨科組學生學習／體驗活動或講座	中華茶道文化體驗工作坊 (中六班主任課舉行) *配合中六文化課題的學習，引導學生從茶道體會禮／道家文化精神。	通過講座及泡茶體驗，讓學生感受泡茶之樂，並加深學生對茶葉種類、茶歷史的了解，從而認識茶道背後的文化意涵，如茶禮、茶與道家文化的關係等。	\$8000	\$8000	Ms Amy Lee
	變臉活動講座 (中三班主任課舉行) *跨科協作，延伸活動：視藝科教授繪畫臉譜的技法	通過川劇「變臉」講座及視藝技法實踐，讓學生深入認識此國粹的藝術特色與文化寓意如如角色、情緒的象徵等，從而提升學生對中國傳統表演藝術的欣賞能力，並在繪製臉譜中培養創意及審美情操。	\$5000	\$5000	Ms Amy Lee Ms Joan Chik
ii. 舉辦或資助學生參加有關中華文化的本地或內地的聯校活動或比賽	資助學生參加學校舞蹈節比賽（包括添購服裝）	通過參與中國舞蹈的排練與演出，學生可親身實踐並體會傳統舞蹈步伐、姿態及音韻節奏中的文化精髓，並體會群舞講求整齊劃一、和諧配合等中國文化精神。	比賽費用： \$5000 服裝等費用： \$10000	\$15000	Ms Natalie Lai
	文化學會文化日（約五月舉辦）	通過互動攤位及體驗活動，讓學生親身感受不同中國文化核心價值觀或傳統知識，從而增強對國家傳統文化的認同。	\$2000	\$2000	Ms Sharon Fu
iii. 舉辦或資助學生參加本地文化考察或參觀活動	欣賞中樂音樂會／粵劇表演	通過欣賞中樂表演，讓學生認識中樂和欣賞中國悠久的戲曲藝術傳統等，學生可以學習其獨特的表演藝術，如唱腔、武術、造型等，培養對中華文化的興趣和認同感。	\$10000	\$10000	Ms Viola Chan
	嶺南之風園林之旅 (中一／中二學生)	通過實地考察，讓學生認識並欣賞中國的園林藝術的布局及建築特色。	\$7000	\$7000	Ms Amy Lee
	屏山文化考察 (中二級中史科課外延伸活動)	通過參觀元朗屏山文物徑，讓學生認識鄉村歷史建築與族群文化，理解宗族制度與宗祠功能，培養保育意識，並從實地觀察中加深對香港本土歷史與傳統文化的了解	\$35000	\$35000	Ms Sharon Fu

範疇	項目	學習目標	預算		負責人
			細明	總額	
iv. 發展有關中華文化的課程	山水畫課程 (高中視藝科學生)	藉由資深中國繪畫大師的指導，讓高中視藝的同學更深入認識中國水墨繪畫的技法及欣賞中國水墨畫的奧妙和動人之處	聘請導師（連材料）\$9000	\$9000	Ms Joan Chik
	書法班 (校內書法比賽進行)	通過書法班讓學生領略漢字之美與深厚文化內涵，陶冶性情，培養專注的處事態度，傳承傳統中華文化。	(聘請導師，連材料) \$3000	\$3000	Ms Sharon Fu
v. 採購及發展中華文化學與教資源	購買與中國文化有關的書籍、多媒體資源等（或與學校閱讀組合辦讀書會/問答比賽等跟進活動）	豐富中國文化資源庫，讓學生對中華文化有更多元及深入的知識。	\$500	\$500	Ms Amy Lee
vi. 資助學生及隨團教師前往內地，參加學習中華文化的交流活動	資助老師參加文化考察團 (中文科與中史科合辦：杭州運河歷史、文學文化體驗之旅)	從實地遊覽考察，讓學生親身體驗對讀與杭州西湖有關的作品，體驗中國傳統文學之美，瞭解古代漕運歷史的演變及影響；行程中也通過參觀活動和實際體驗，讓學生親身感受篆刻、藍染等傳統工藝的智慧及古建築之美。	\$15000	\$15000	Ms Amy Lee Ms Sharon Fu
vii. 其他（請註明）					
本年總預算開支金額（HK\$）				\$109500	

Annual Plan on the Use of the One-off grant for Promotion of Sports Ambience & MVPA60 in Schools 2025/26

Area	Item	Objective	Budget		Responsible Person
			Breakdown	Total	
i. To develop or procure PE-/sports-related IT services, mobile applications and related software, as well as PE-/sports-related activity kits and supporting tools	Students will be assigned to do fitness at home by using the Robocoach AI Exercise Mobile and Data Management System. The frequency will be around 5 times in Term 1.	<p>More students will use the Robocoach AI Exercise Mobile Apps to exercise at home.</p> <p>Students can make use of the Robocoach AI Exercise Mobile Apps to understand, fulfil and perform the correct actions of the 15 fitness elements and 19 stretching components.</p> <p>Students can gradually develop regular exercise habits by using the Robocoach AI Exercise Mobile Apps based on individual exercise plan.</p>	\$0	\$0	Ms Meaco Kwok Ms Clara Leung Ms Natalie Lai
ii. To organise or subsidise students' participation in diversified PE-/sports-related learning activities/ competitions	To organize Inter-house/Inter-class ball game competitions.	Students can develop ball game skills, strategies and a sense of belonging to their houses and classes.	Prizes: \$500	\$500	Ms Natalie Lai
iii. To organise or subsidise the participation of students, teachers and coaches in PE-/sports-related exchange activities/study visits in the Mainland and overseas	To organize a volleyball / handball training tour to Taiwan in late June, 2026.	Students can learn more techniques and game strategies, experience diversified training methods and develop a sense of belonging to their teams.	Teachers' subsidy: \$14,000	\$14,000	Ms Meaco Kwok Ms Clara Leung Ms Natalie Lai

Area	Item	Objective	Budget		Responsible Person
			Breakdown	Total	
iv. To organise sports-related activities involving the participation of various school stakeholders, including teachers, parents and students	<p>To stimulate school stakeholders to do exercise and have an active lifestyle.</p> <p>For teachers, regular exercise habits and a healthy lifestyle will be promoted in eClass. They can use Robocoach or other means to do exercise.</p> <p>For students, please refer to area vi.</p> <p>For parents, sponsor the PTA to organize a parent-child bowling fun day at Kai Tak Sports Park.</p> <ul style="list-style-type: none"> Parents will be invited to join the ‘Parent-daughter Obstacle Race’ on Sports Day. Due to the tight schedule, only 24 families will be selected to participate in the race by drawing lots. An eNotice about the importance of regular exercise habits and a healthy lifestyle will be issued to stimulate family members to do exercise together. 	Different stakeholders will develop regular exercise habits and lead a healthy lifestyle.	Parent-child bowling fun day: \$3,000	\$3,000	Ms Meaco Kwok
v. To purchase or upgrade PE/sports equipment in the school	To purchase new equipment, such as for handball and badminton to help in promoting sports ambience and MVPA60 in the school campus.	<p>Students can have sufficient equipment to practice for Inter-class Handball Competitions.</p> <p>Students can have more durable badminton rackets to enjoy doing exercise after school with their peers.</p>	<p>Handball: \$3,000</p> <p>Badminton: \$3,500</p>	\$6,500	Ms Meaco Kwok
vi. To develop/enhance the policy on the development of an active and healthy school campus/MVPA60	To continue with the implementation of the MVPA60 Award Scheme to record students’ exercise habits. Recognize or encourage students to meet the MVPA60 target.	Students will develop regular exercise habits which meets MVPA60.	Prizes: \$5,000	\$5,000	Ms Meaco Kwok Ms Natalie Lai
vii. To hire additional non-teaching staff/qualified coaches or procure services to assist in promoting sports ambience and MVPA60 in the school	To join the <i>WuShu</i> training courses under the ‘LCSD School Sports Programme’	Students will experience and develop interests in different types of sports.	Training fee: \$5,000	\$5,000	Ms Meaco Kwok Ms Natalie Lai
viii.Others (Please specify):					
Total Amount Budgeted (HK\$)				\$34,000	

Annual Plan on the Use of the One-off Grant on Parent Education 2025/26

Area	Item	Objective	Budget		Responsible Person
			Breakdown	Total	
i. Organizing structured or thematic parent education programmes	Parent-child workshops / activities on promoting effective parent-child communication	<p>To help parents and students master effective parent-child communication skills to enhance their love and bonding</p> <p>1. Laser war game 2. Bowling 3. Cooking class 4. Interest class 5. Service for the needy</p>	<p>1. \$10,000 2. \$ 2,000 3. \$ 5,000 4. \$ 5,000 5. \$ 1,500</p>	\$23,500	<p>(1) Ms Carmen Cheng & Ms Cathy Ching</p> <p>(2) Ms Meaco Kwok, Ms Carmen Cheng & Ms Cathy Ching</p> <p>(3,4 & 5) Ms Vivian Leung</p>
ii. Designing and producing school-based parent education resources	Online learning platform for parents on Strand I: Understanding of adolescent development Strand II: Promotion of healthy, happy and balanced development of adolescents	To enrich parents with the knowledge, skills and attitudes on parent education based on Strand I & II of the EDB's curriculum framework	\$45,000	\$45,000	Ms Carmen Cheng & Ms Cathy Ching
iii. Organizing school-based parent education promotional activities relating to the "Positive Parent Campaign"	School-based family education series to promote positive well-being in the family	To promote positive well-being among parents and students	\$25,000	\$25,000	Ms Carmen Cheng & Ms Cathy Ching
iv. Others (Please specify):	---	---	---	---	---
Total Amount Budgeted (HK\$)				\$93,500	

Annual Plan on the Use of the One-off Grant for Promotion of Self-directed Language Learning (English Language) 2025/26

Area	Item	Timeline	Target level(s)	Objectives	Evaluation	Budget (HKD\$)	Responsible Person
Purchase of Resources	Subscription of an English Speaking AI Platform which provides structured exercises and reflection tools for students to practise after lessons	Whole year	F5-6	<ul style="list-style-type: none"> Students can practise speaking skills independently and progress at their individual pace. Students can enhance their speaking skills progressively with personalized feedback. Students' confidence in speaking will be significantly strengthened through frequent practices with the Platform. 	<ul style="list-style-type: none"> Statistics and report by the Platform; Teachers' observation; Students' performance in speaking assessments 	\$40,000	Ms Evita Lai & Ms Elaine Lam/ F5-6 English teachers
Purchase related L&T services	Acquiring professional support in developing teaching packages which incorporates skills conducive to self-directed learning.	Whole year	F1	<ul style="list-style-type: none"> Students will acquire essential skills for self-directed learning, including effective goal setting, strategic note-taking and the appropriate utilization of AI-assisted learning resources. Students can apply the acquired skills, devise and execute their own self-directed learning strategies and plans. 	<ul style="list-style-type: none"> Students' Learning Journal; Teachers' observation; Students' daily performance; Students' performance in assessments; Evaluation meeting with English teachers and service provider 	\$50,000	Ms Evita Lai, Ms Elaine Lam & Ms Kathy Lau/ F1 English teachers
					Total:	\$90,000	

Annual Plan on the Use of the One-off Grant for Promotion of Self-directed Language Learning (Putonghua) 2025/26

範疇	說明	2025/26 開展項目	學習目標	預算	負責單位/老師
1. 購買資源	採購和／或訂閱推動自主語文學習和／或豐富語言學習環境的相關資源，以提升學生的普通話學習體驗	採購語言學習裝置和設備，展板、道具、獎品普通話桌遊教具、書籍、點讀筆等。（全校持續使用）	讓學生利用各種學習工具，在課餘時間加強普通話拼音的認讀能力，從而提升自主學習普通話的信心。	\$10000	中文科/Ms Amy Lee
		普通話 AI 自學平台（中一至中三）	通過引入人工智能自主學習平台，學生能在課餘時間利用平台的即時語音檢測與反饋功能，針對性地提升發音準確度，以強化學生自主練習的效能，增強運用普通話的自信心。	\$50000	中文科/Ms Amy Lee
2. 聘請不屬編制內的導師或非教學支援人員	聘請不屬編制內的普通話導師或非教學支援人員，支援學生的語文學習和／或舉辦普通話活動，豐富語言學習環境，促進學生自主語文學習	普通話演講培訓班（初中）	通過專業的演講訓練，提升普通話資優生公開演說的自信心與感染力，並逐步培養他們在校園內向同儕推廣普通話的能力，從而於校內營造普通話語境的氛圍。	\$15000	中文科/Ms Amy Lee
		高中普通話水平提升班（高中）	培養學生在初中普通話課程後，能持續進修並考取相關專業資歷，同時透過校內早會分享、內地交流匯報等活動，為學生奠定普通話的堅實基礎，為未來升學與職場發展做好充分準備。	\$35000	中文科/Ms Amy Lee
3. 購買學與教相關的服務	向具有專業知識的個人／專業組織購買學與教相關的服務，開發校本資源，支援普通話自主學習，和／或舉辦普通話活動，豐富語言學習環境。	舉辦普通話文化攤位，豐富學生的語言學習環境，促進學生自主學習。（全校）	通過舉辦普通話文化攤位，以寓學於樂的形式創造課餘交際情境，讓學生在課堂以外多以普通話溝通，從而提升他們的表情達意能力，並增強自主學習普通話的興趣。	\$10000	中國文化學會、 中文學長、中文科/ Ms Sharon Fu, Ms Solenge Feng, Ms Amy LEE
		普通話劇場（中一）	配合中一講讀課文《木蘭詩》，學生通過普通話劇場提升相關聽說能力，並配合後續的班際聲演比賽，引導學生自主研習如何以普通話聲演經典角色，並從劇目中學習孝順、忠誠與堅毅等價值觀。	\$12000	中文科/Ms Amy LEE
		普通話聲演／中華文化故事比賽（中一／四社同學）	以經典文本為基礎，通過普通話劇場輸入，讓學生學習運用普通話以不同聲線聲演不同經典篇章的角色，呈現花木蘭、岳飛等人物的特質。	\$2500	四社老師、中文學長、 中文科/ Ms Sharon Fu, Ms Solenge Feng, Ms Amy LEE
本年總預算開支金額（HK\$）				\$134,500	

St. Mary's Canossian College
School Development Plan 2024/25 – 2026/27
Annual School Plan 2025/26

Endorsed by:

The Incorporated Management Committee
of
St. Mary's Canossian College

Sr. Veronica FOK
Supervisor/Chairperson
23rd October 2025