



Embracing Love
Exhibiting Gratefulness



Holy Family Canossian College
Annual School Plan 2022-2023

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I.

Our Vision-Mission

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

我們的願景與使命

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

II.

SCHOOL MOTTO

United in Love

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

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

The Spirit of HFCC

Revere the Lord, love people and life.

Be united in friendship, respect teachers and honour truth.

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

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

Think independently, be tolerant and receptive to differing ideas.

Serve the community, show concern for others.

校訓

同繫於愛

聖家精神

敬主愛人，熱愛生命。

團結友愛，尊師重道。

勤奮上進，自愛自律。

五育並重，均衡發展。

獨立思考，兼容並包。

服務社會，關心他人。

III.

School Development Plan 2021-2024

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

IV.

Annual School Plan 2022-2023

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

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Personnel Responsible	Resources Required
<p>To encourage students to achieve whole-person development, embrace positive values and attitudes through school-based award systems and other learning experiences</p>	<p>Sep 2022 – July 2023</p>	<p>Through school-based award systems, students are groomed to develop a positive mindset and learn how to think optimistically despite obstacles.</p> <ul style="list-style-type: none"> • Discipline Board Merit Award introduced by the Discipline Team: The Discipline Board Merit Award encourages students’ positive behaviours. Students agree that the award system helps them develop self-discipline, positive values and a respectful attitude towards others, which they could be rewarded with a “Good Name”, “Mini Merit”, “Minor Merit” or “Major Merit” by teachers through the award scheme. • Five awards including <ol style="list-style-type: none"> (1) Outstanding Leadership Award (2) Potential Leader Award (3) Best Devotion to School Award (4) Service and Responsibility Award (5) Active Participation Award has been introduced by the Pastoral Care Board. Teacher advisors will choose the awardees for the five aforementioned awards, which will be presented in the year-end prize presentation ceremony. <ul style="list-style-type: none"> ➤ Students agree that they are more willing to participate in different activities actively and fulfil their duties of different posts with a heightened sense of responsibility. ➤ Teacher advisors agree that the students become more active and responsible. • Class Spirit and Positivity Scheme introduced by Class Teachers’ Team and co-organized by Discipline Team: <ul style="list-style-type: none"> ➤ A grant of \$500 can be used by each class for boosting class spirit. Class Teachers deploy the 	<ul style="list-style-type: none"> • Evaluative feedback from teachers • Students’ attitude observed by teachers 	<ul style="list-style-type: none"> • Discipline Mistress • Coordinator of Pastoral Care Board • Coordinator of Class Teachers’ Team 	<ul style="list-style-type: none"> • School-based resources • EOEBG

		<p>grant to strengthen the bonding among the students in class by decorating their signature classrooms, celebrating various festivals together etc. Around half of that amount should be spent in each term, so that a good class spirit can be maintained throughout the whole school year.</p> <p>➤ A Pilot Scheme of “Star of the Month” is introduced in two junior classes. Every month, Class Teachers choose a student with outstanding non-academic performance, like being helpful with class affairs consistently, taking care of other classmates and so on. The chosen Star of the Month is praised and awarded by her Class Teachers in front of the whole class to serve as a role-model of other students.</p> <p>Together with the Class Spirit and Positivity Scheme, Class Teachers make use of the Discipline Board Merit Award to encourage students to develop good qualities. Class Teachers agree that students’ class spirit or positive values and attitudes are fostered through the Scheme together with Merit Award System.</p>			
		<p>Positive education enhanced through Jolly Learning Club:</p> <ul style="list-style-type: none"> Some targeted students are coached by devoted alumnae. Students concerned agree that the Club is effective in raising their confidence in learning, and enable them to cultivate their positive values and attitude. On the other hand, they do not give up easily, as observed by teachers. 	<ul style="list-style-type: none"> Evaluative feedback from teachers Students’ academic performance and attitude observed by teachers 	<ul style="list-style-type: none"> Coordinator of Jolly Learning Club 	<ul style="list-style-type: none"> School-based learning resources Life-wide Learning Grant
		<p>Senior level electives:</p> <ul style="list-style-type: none"> In view of the optimization of senior core subjects which creates space for students, one more lesson can be contributed to S5 electives and thus three successive lessons can be conducted. Teachers can make use of the extra lesson time to arrange activities outside classroom for students to widen their horizons. For instance, in the Ethics and Religious Studies (ERS) of S5, students will engage in exchange with students from the Department of Religion and Philosophy of the Hong Kong Baptist University where they will discuss values education, with the quality of perseverance emphasized. The 	<ul style="list-style-type: none"> Evaluative feedback from teachers Students’ attitude observed by teachers 	<ul style="list-style-type: none"> Subject Teacher of ERS 	<ul style="list-style-type: none"> School-based resources

		subject teacher concerned agrees that the exchange gives a positive impact on students' attitude and performance.			
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Priority 2: *To instill in students a grateful heart and to never take things for granted*
— *Embracing Love Exhibiting Gratefulness*

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Personnel Responsible	Resources Required
<i>To develop a grateful heart through Gratitude Journals</i>	Sep 2022 – Aug 2023	<ul style="list-style-type: none"> • Students are taught to express gratitude by writing down thankful words on their Students' Journal (once per month), as introduced by the Principal at the beginning of school year. The majority of students agree that they learn to be thankful for the difficult times, which can train them to be more persevering and allow them to turn every adversity into an opportunity. One merit will be awarded to students who take the initiative to share <ul style="list-style-type: none"> ➤ at least two Gratitude Journals completed in the first term and /or ➤ at least three Gratitude Journals completed in the second term with Class Teachers. Moreover, they can also share <ul style="list-style-type: none"> ➤ at least eight Gratitude Journals completed in the whole school year with the Principal. • Besides writing Gratitude Journals, there are some meaningful and thankful words towards the Foundress, parents, teachers and peers printed on the related column of the twelve months. Most students agree that those thankful words can inspire them in writing their reflections or lead them towards meaningful self-reflection. 	<ul style="list-style-type: none"> • Evaluative feedback from teachers and students 	<ul style="list-style-type: none"> • Principal • Class Teachers 	<ul style="list-style-type: none"> • Students' Handbook
<i>To introduce a new ECA club – Nature Club</i>	Sep 2022 – July 2023	<ul style="list-style-type: none"> • To celebrate the school's 50th Anniversary, the Nature Club is introduced to students. Students are groomed to live in gratitude for God's gifts of nature through <ul style="list-style-type: none"> ➤ Sandpainting, the art of using natural resources in 	<ul style="list-style-type: none"> • Evaluative feedback from teachers and students 	<ul style="list-style-type: none"> • Teacher Advisors of Nature Club 	<ul style="list-style-type: none"> • Life-wide Learning Grant

		<p>drawing, which will be performed on the Anniversary Open Days with the message of gratefulness conveyed and</p> <ul style="list-style-type: none"> ➤ nature exploration or ecology trip. <p>The majority of participants agree that they are aware of</p> <ul style="list-style-type: none"> ➤ the conservation of nature and natural resources / the importance of ecology, biodiversity and sustainability as stipulated in the Ecological Security, Resource Security and Biosecurity under the NSE framework or ➤ achievement of their mindfulness. 			
<p><i>To enable students to be thankful in school events and hardware provided</i></p>	<p>Aug-Dec 2022</p>	<ul style="list-style-type: none"> • Through Music Thankful Project which involves music making, students are given a chance to express their gratitude in being an important member of the school and show their best performance in every event. A music video of students' performance of "Thankful" will be made, and students are able to express their gratefulness to different parties that helped in the project with their deeds, and learn not to take things for granted. • 50th Anniversary Open Days featuring AR, IT and STEM-based activities will be held on 3 and 4 December 2022, where various game stalls and an array of students' performances will be arranged, on top of the display of students' good work. Teachers agree that the special occasions <ul style="list-style-type: none"> ➤ enable students to be thankful for the opportunities they have, through their preparation and performance in relation to the 50th anniversary, thereby enhancing their sense of belonging and achievement; ➤ enable students to express gratitude to our Foundress and school members involved in establishing the school 50 years ago, with an appreciative heart that recognize their efforts and contribution. For instance, some current and past students would be invited to decorate the stand for the lighting ceremony of Open Days. 	<ul style="list-style-type: none"> • Evaluative feedback from teachers • Students' attitudes and performance observed by Teachers 	<ul style="list-style-type: none"> • Head of Music Department • Conductor of School Orchestra • Coordinator of Open Days 	<ul style="list-style-type: none"> • School-based Learning Resources • Life-wide Learning Grant
	<p>Sep 2022 – July 2023</p>	<ul style="list-style-type: none"> • As part of the 50th anniversary celebratory endeavours, the School Library has been newly renovated. It is hoped that students are motivated to read widely and extensively with the school's upgraded resources. Instead of taking the renovated School Library for granted, students treasure the new resource centre and see it as a place to embrace knowledge, to be observed by the Teacher Librarian. 	<ul style="list-style-type: none"> • Student's attitudes observed by Teacher Librarian • Frequency of students visiting Library 	<ul style="list-style-type: none"> • Teacher Librarian 	<ul style="list-style-type: none"> • School-based Resources • Different grants for operation of Library

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

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Personnel Responsible	Resources Required																						
To remind students to learn from our Foundress in being humble and charitable	Sep 2022 – July 2023	<ul style="list-style-type: none"> Through the St. Magdalene Service Scheme implemented by the Moral and National Education Team: <ul style="list-style-type: none"> Students agree that they learn the spirit of foundress, which is being humble and charitable, and the Scheme helps them develop the attributes as service leaders. The fine-tuned plan under the pandemic is as follows: 	<ul style="list-style-type: none"> Evaluative feedback from teachers and students Students' performance based on teachers' observation 	<ul style="list-style-type: none"> Coordinator of Moral and National Education Team Head of VA Department Coordinator of Learning and Teaching 	<ul style="list-style-type: none"> NGO: HKFYG Life-wide Learning Grant School-based resources 																						
		<table border="1"> <thead> <tr> <th rowspan="2">Levels</th> <th rowspan="2">Target Service Groups</th> <th colspan="2">Programmes</th> </tr> <tr> <th>Attributes to Develop</th> <th>Service to Give</th> </tr> </thead> <tbody> <tr> <td>S1 - S2</td> <td>Starting Volunteers (with HKFYG)</td> <td> <ul style="list-style-type: none"> Love and Care for Others Confidence in Serving the Needy </td> <td>Prepare some handicrafts for charity sale in Caritas Bazaar next year</td> </tr> <tr> <td>S2 -S5</td> <td>Lunar New Year Programme (with NGO and HKFYG)</td> <td> <ul style="list-style-type: none"> Confidence in Serving the Needy Pride in Service Role Perseverance to Serve </td> <td>Give the needy people the best Lunar New Year blessing</td> </tr> <tr> <td>S3</td> <td>Service Learning Programme (with NGO)</td> <td>Pride in Service Role</td> <td>Participating in a talk</td> </tr> <tr> <td>S4</td> <td>Day Camp and Service Learning Programme (with NGO and HKFYG)</td> <td>Independent Service Planning</td> <td> <ul style="list-style-type: none"> Service planning and training Serving the junior form students Leadership Training Camp </td> </tr> </tbody> </table>				Levels	Target Service Groups	Programmes		Attributes to Develop	Service to Give	S1 - S2	Starting Volunteers (with HKFYG)	<ul style="list-style-type: none"> Love and Care for Others Confidence in Serving the Needy 	Prepare some handicrafts for charity sale in Caritas Bazaar next year	S2 -S5	Lunar New Year Programme (with NGO and HKFYG)	<ul style="list-style-type: none"> Confidence in Serving the Needy Pride in Service Role Perseverance to Serve 	Give the needy people the best Lunar New Year blessing	S3	Service Learning Programme (with NGO)	Pride in Service Role	Participating in a talk	S4	Day Camp and Service Learning Programme (with NGO and HKFYG)	Independent Service Planning	<ul style="list-style-type: none"> Service planning and training Serving the junior form students Leadership Training Camp
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						Attributes to Develop	Service to Give																				
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S4	Day Camp and Service Learning Programme (with NGO and HKFYG)	Independent Service Planning	<ul style="list-style-type: none"> Service planning and training Serving the junior form students Leadership Training Camp 																								

		S6	Caritas Bazaar	Strive for Excellence	Promotion in the morning assembly			
		S6	Caritas Raffle Tickets	Strive for Excellence	Promotion in the morning assembly			
		S1-S6	Caritas Raffle Tickets	<ul style="list-style-type: none"> • Love and Care of Others • Confidence in Serving the Needy • Pride in Service Role • Perseverance to Serve 	Sell/purchase the raffle tickets and donate the money to the people in need			
		<ul style="list-style-type: none"> • The majority of students agree that good practice shared among peers during lessons can help them learn from their peers and continue to make improvements. In addition, teachers will foster collaboration with department members in order to share students' good work and practice with their counterparts. Arrangement is made for teachers to conduct at least four sessions of peer collaboration within their departments in the school year, with students' good practice to be discussed. 						

V. Plan on the Use of the CEG and Some Other Grants 2022-2023

Task and Objectives

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

Strategy	Time Scale	Target Beneficiaries	Success Criteria	Methods of Evaluation	Personnel Responsible
Plan on the Use of Capacity Enhancement Grant (CEG)					
A Chinese Language Teacher (with the use of CEG & TRG)	Sep 2022 – Aug 2023	S3 & S6 students	<ul style="list-style-type: none"> The Chinese Language Teacher copes with the diverse needs of students with varied abilities, ranging from the gifted ones to those with learning difficulties in Chinese Language. Students' competence in the Chinese Language is enhanced. 	<ul style="list-style-type: none"> Evaluative feedback from teachers and students concerned 	<ul style="list-style-type: none"> Head of Chinese Department
A Physics Tutor	Sep 2022 – Aug 2023	S5 & S6 students	<ul style="list-style-type: none"> Students' competence in Physics is boosted. 	<ul style="list-style-type: none"> Evaluative feedback from the teacher and students concerned 	<ul style="list-style-type: none"> Head of Physics Department
An IT Administration Officer	Sep 2022 – Aug 2023	All staff and students	<ul style="list-style-type: none"> The integration of mobile computing devices and information technology in teaching is well managed. 	<ul style="list-style-type: none"> Evaluative feedback from all teachers 	<ul style="list-style-type: none"> Principal

Strategy	Time Scale	Target Beneficiaries	Success Criteria	Methods of Evaluation	Personnel Responsible
Plan on the Use of Fractional Post Cash Grant (FPCG) together with CEG					
Enhancement and Remedial Programmes	Sep 2022 – Aug 2023	S4 to S6 students	<ul style="list-style-type: none"> Chinese Language (for S5): Participants agree that remedial classes improve their study skills and enhance their language standard and confidence. Their knowledge and understanding of Chinese culture are also strengthened, with their academic performance improved. English Language: Majority of students achieve at least 85% attendance rate of the lessons. Evaluation surveys are carried out at the end of the academic year. Positive feedback from both the course tutor and the participating students as evidenced by the results of the evaluation surveys. Mathematics: Participants show improvement in internal assessments as reflected by the comparison of standard scores. 	<ul style="list-style-type: none"> Performance of students in academic assessment Evaluative feedback from teachers, tutors and students concerned Performance in pre-test and post-test on key mathematical 	<ul style="list-style-type: none"> Heads of Chinese, English, Mathematics, Liberal Studies, Chemistry, Chinese History, Economics & BAFS Departments Coordinator

			<ul style="list-style-type: none"> • Liberal Studies: The majority of participants agree that the programmes have enhanced their subject knowledge and examination skills. • Chemistry: Participants agree that the enhancement classes enhance their knowledge and skills in Chemistry. • Chinese History: Most participants agree that they can learn some skills and are more confident in tackling questions in HKDSE. • Economics: Participants agree that they have better understanding on abstract concepts and show more confidence in evaluating Economic policies. • Business, Accounting and Financial Studies (BAFS): Participants agree that the programme helps them improve and enhance their understanding in BAFS. 	<p>skills in summative assessment</p> <ul style="list-style-type: none"> • Attendance records • End-of-year evaluation survey 	of Summer Bridging Course
		S1 to S3 students	<ul style="list-style-type: none"> • Summer Bridging Course for New S1 Students: Participants agree that the programme effectively introduces to them the school culture and helps them to have a smooth transition from primary to secondary school life. • Jolly Learning Club for Junior Students: Students concerned agree that the club is effective in raising their confidence in learning and enabling them to cultivate their positive values and attitude. 	<ul style="list-style-type: none"> • Evaluative feedback from teachers and students concerned 	<ul style="list-style-type: none"> • Coordinator of Summer Bridging Course • Coordinator of Jolly Learning Club
Staff Development	Sep 2022 – July 2023	All teaching staff	<ul style="list-style-type: none"> • Teachers find the staff development programmes inspiring or useful in implementing values education. • Teachers gain better understanding on how to incorporate values education in their teaching and assisting in students' growth. 	<ul style="list-style-type: none"> • Evaluative feedback from teachers concerned 	<ul style="list-style-type: none"> • Coordinator of Staff Development Team

Strategy	Time Scale	Target Beneficiaries	Success Criteria	Methods of Evaluation	Personnel Responsible
Plan on the Use of Life Wide Learning Grant (LWLG)					
English Drama Workshops	Sep 2022 – Aug 2023	S1 to S5 students	<ul style="list-style-type: none"> Students’ linguistic competence and expression skills are improved through drama performance. Students’ whole-person and artistic development are promoted. Students are able to develop their interests in English by their active involvement in drama workshops, and they are able to speak in public confidently. Drama Club backstage members are able to learn more technical skills in props and costumes making. 	<ul style="list-style-type: none"> Evaluation by Teacher Advisers of Drama Club Results of the Hong Kong School Drama Festival 	<ul style="list-style-type: none"> Teacher Advisor of Drama Club
Music: Instrumental Learning Programme & other music groups	Sep 2022- Jul 2023	S1 to S5 students	<ul style="list-style-type: none"> Students from various music groups (including choir, orchestra and other ad-hoc music groups) are benefited. Students’ interest and aptitude towards music making are nurtured Students’ whole person development is cultivated, with their sense of belonging to the group and to the school fostered. Teachers agree that students are more serious towards music making and appreciation The leadership skills of potential student leaders are developed and elevated. 	<ul style="list-style-type: none"> Evaluation by competition results, judges’ comments, tutors’ comments, students’ and student leaders’ comments 	<ul style="list-style-type: none"> Head of Music Department
Music Enhancement Project	Sep 2022- Jul 2023	S1 to S5 students	<ul style="list-style-type: none"> Students’ interest and aptitude towards playing in orchestra are nurtured, and their sense of belonging is fostered. Teachers agree that students show more interest in music appreciation, and the leadership skills of potential students are developed and elevated. 	<ul style="list-style-type: none"> Evaluation by Music Teacher and tutors concerned 	<ul style="list-style-type: none"> Head of Music Department
Experiencing Music Production - for Anniversary Celebration	Aug - Dec 2022	S1 to S5 members of different school music teams	<ul style="list-style-type: none"> Students’ interest and aptitude towards music making are enhanced through hands on experiences in music production with professional studio crews. Students’ life experience is enriched. Students’ knowledge in music technologies and skills are nourished. 	<ul style="list-style-type: none"> Evaluation by Music Teacher, Orchestra Conductor and tutors concerned 	<ul style="list-style-type: none"> Head of Music Department
Chinese Classical Dance	Sep 2022 – Aug 2023	S1 to S5 students	<ul style="list-style-type: none"> Students’ skills and interests in Chinese Classical Dance and Sports are strengthened. Students agree that their understanding of Chinese culture, virtues and aesthetics are enriched. Communication skills and team spirits are further developed through group performances. 	<ul style="list-style-type: none"> Evaluation by Chinese Dance Advisers and tutors as well as students concerned 	<ul style="list-style-type: none"> Teacher Advisor of Chinese Dance Team
For further details, please refer to the full-version plan.					

Strategy	Time Scale	Target Beneficiaries	Success Criteria	Methods of Evaluation	Personnel Responsible
Plan on the Use of the Diversity Learning Grant (DLG)					
Gifted Programmes for High Achievers & Network Physical Education (PE) and Music Programme	Sep 2022 – Aug 2023	Senior secondary students	<ul style="list-style-type: none"> Students actualize their potential and talents in their performance of gifted programmes, 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 enables students to prepare well for DSE Music as they acquire the related knowledge. 	<ul style="list-style-type: none"> Evaluative feedback from teachers and students concerned 	<ul style="list-style-type: none"> Coordinator of Gifted Programmes Head of PE Department Head of Music Department
Plan on the Use of the Teacher Relief Grant (TRG)					
A Chinese Language Teacher (with the use of TRG & CEG)	Sep 2022 – Aug 2023	S3 & S6 students	<ul style="list-style-type: none"> The Chinese Language Teacher copes with the diverse needs of students with varied abilities, ranging from the gifted ones to those with learning difficulties in Chinese Language. Students' competence in the Chinese Language is enhanced. 	<ul style="list-style-type: none"> Evaluative feedback from teachers and students concerned 	<ul style="list-style-type: none"> Head of Chinese Department
Employment of Supply Teachers	Sep 2022 – Aug 2023	Teachers concerned	<ul style="list-style-type: none"> Teachers' workload is relatively lessened as they attend EDB training. 	<ul style="list-style-type: none"> Evaluative feedback from teachers concerned 	<ul style="list-style-type: none"> Principal
Plan on the Use of Additional Funding for Non-Chinese Speaking Students (NCSG)					
Diversified After-school Support Programmes in learning Chinese Promotion of Chinese Culture	Sep 2022 – Aug 2023	NCS Students	<ul style="list-style-type: none"> Students concerned agree that they have developed interest and ability in the Chinese Language and Culture. Their confidence and performance in this subject are enhanced. They agree that the additional reference books and other related learning experiences can assist them in learning the Chinese Language. Students agree that they have confidence in the Chinese Language of the public examination and can attain decent results. 	<ul style="list-style-type: none"> Performance of the student's academic performance in Chinese Evaluative feedback from teachers, tutors and student concerned 	<ul style="list-style-type: none"> Head of Chinese Department

Strategy	Time Scale	Target Beneficiaries	Success Criteria	Methods of Evaluation	Personnel Responsible
Plan on the Use of 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 (with the use of CITG)	Sep 2022 – Aug 2023	All staff and students	<ul style="list-style-type: none"> IT equipment and supporting services including software license, software subscription, Internet access service and so on are found to be sufficient and useful, with high availability and fault tolerance. The IT and AV Technician provides effective technical support and troubleshooting services for staff as well as support to the setup, installation and maintenance of all IT and AV equipment. 	<ul style="list-style-type: none"> Evaluative feedback from teachers, non-teaching staff and students 	<ul style="list-style-type: none"> IT Team
Plan on the Use of Information Technology Staffing Support Grant (ITSSG)					
An IT Technician	Sep 2022 – Aug 2023	All staff and students	<ul style="list-style-type: none"> The information systems are well maintained, network security is protected and technical support for e-learning is provided. 	<ul style="list-style-type: none"> Evaluative feedback from teachers concerned 	<ul style="list-style-type: none"> Principal IT Team
Promotion of Reading Grant (PRG)					
Procurement of e-book platforms (Lightsail and Hyread) to foster self-directed learning and extensive reading	Sep 2022 – Aug 2023	S1 to S6 students	<ul style="list-style-type: none"> Students' usage of these e-book platforms show that they read broadly and widely outside the syllabus. Students' motivation and interest towards reading is further enhanced. 	<ul style="list-style-type: none"> Evaluative feedback from teachers-in-charge and students concerned Record of total reading time and number of texts read by students 	<ul style="list-style-type: none"> Teacher Librarian

Strategy	Time Scale	Target Beneficiaries	Success Criteria	Methods of Evaluation	Personnel Responsible
Plan on the Use of the Student Activities Support Grant (SASG)					
Subsidy for students with financial needs to participate in life-wide learning activities organised or recognized by school	Sep 2022 – Aug 2023	Students with financial needs based on the receipt of the Comprehensive Social Security Assistance (CSSA), the full-grant under the School Textbook Assistance Scheme (STAS full-grant) or the school-based financially needy criteria	<ul style="list-style-type: none"> Students with financial needs agree that the SAS Grant enables them to participate in life-wide learning activities and achieve learning objectives in experiential learning. 	<ul style="list-style-type: none"> Evaluative feedback from teachers-in-charge and students concerned 	<ul style="list-style-type: none"> Guidance Mistress
Plan on the Use of the Learning Support Grant (LSG)					
Student Support Programmes	Sep 2022 – Aug 2023	Students with special needs	<ul style="list-style-type: none"> The special needs of the students are addressed and students' capability in learning is boosted. Participants give positive feedback regarding the supporting programmes and agree that the objectives of the programmes are achieved. 	<ul style="list-style-type: none"> Evaluative feedback from teachers and professionals concerned 	<ul style="list-style-type: none"> SENCO
One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development (CSG)					
<ul style="list-style-type: none"> Procurement of relevant learning and teaching resources: <ul style="list-style-type: none"> ➤ newspapers and online teaching resources from publishers (Budget: \$45,000) Organisation of the Mainland Study Tour for S4-5 students (Budget: \$100,000) 	Sep 2022 – Aug 2023	S4-5 students	<ul style="list-style-type: none"> Teachers agree that the learning and teaching materials procured are conducive to the implementation of the subject. Teachers agree that the Mainland Study Tour has helped students understand the country. Students agree that the Mainland Study Tour has helped them understand the country. 	<ul style="list-style-type: none"> Evaluative feedback from teachers-in-charge and students 	<ul style="list-style-type: none"> Head of Liberal Studies / Citizenship and Social Development Department

Strategy	Time Scale	Target Beneficiaries	Success Criteria	Methods of Evaluation	Personnel Responsible
Plan on the Use of School-based Management Top-up Grant (SBM-TUG)					
Strengthening training to better equip School Managers with the necessary knowledge, skills and attitudes	Sep 2022 – Aug 2023	School Managers	<ul style="list-style-type: none"> • School-based, Joint-school or School Sponsoring Body (SSB)-based diversified training seminars / workshops / learning circles / discussion groups of SSBs and exchanges among different SSBs for school managers are found to be useful. • Service providers / speakers invited for training programmes related to school governance are found to be inspiring and effective. • Consultancy services related to school governance (Legal consultation) will be procured if necessary and they are found to be useful. 	<ul style="list-style-type: none"> • Evaluative feedback from School Managers 	<ul style="list-style-type: none"> • Principal
Plan on the Use of School Executive Officer Grant (SEOG)					
A School Executive Officer (SEO)	Sep 2022 – Aug 2023	All staff and students	<ul style="list-style-type: none"> • The SEO provides effective support for the school management, assists in supervising and coordinating school administrative matters. 	<ul style="list-style-type: none"> • Evaluative feedback from the Principal and Staff concerned 	<ul style="list-style-type: none"> • Principal

VI. School-based Medium of Instruction (MOI) Plan and Support Measures 2022-2023

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

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

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

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

Domain	Objectives	Strategies
<p style="text-align: center;">School Administration</p>	<ul style="list-style-type: none"> • To maximize English learning opportunities by providing an English-rich learning environment • To uphold the recommended English proficiency standards set by EDB 	<ul style="list-style-type: none"> • All official school papers, documents, minutes and instructions are written in English. • Letters and e-circulars to parents are written bilingually in English and Chinese. • All subject teachers are competent to use English as the medium of instruction in class and outside class except for Chinese Language and Culture related activities, Religious Education, Physical Education, Chinese History and Visual Arts.
<p style="text-align: center;">Classroom Learning & Teaching</p>	<ul style="list-style-type: none"> • To develop students' competence and skills in learning through English • To maximise opportunities for students to use the target language • To address the language needs of an increasingly differentiated classroom • To support students who are weak in English through remedial measures • To stretch higher-achievers' potential by encouraging their participation in a range of 	<p><u>Bridging Programmes and Language Enhancement Class</u></p> <ul style="list-style-type: none"> • Pre-S1 students were invited to take part in the school-based Summer Bridging Course. Strategies to help them cope with a change of the MOI were taught in the course (e.g. dictionary skills, classroom language). The English enrichment part of the course also helped strengthen students' language foundation and get pre-S1 students better prepared to learn different subjects using English as the medium of instruction. • The language needs of the weaker students in junior levels are addressed. To better support students with a weak language foundation, after-school English tutoring classes will be arranged on a weekly basis in 2022 – 2023. 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 21/22 (S2 and S3). Taught by the school's English teachers, with a reduced teacher-student ratio and tailored teaching and learning materials, students' English learning can be better supported with more teachers' feedback, care and attention. <p><u>School-based Teaching and Learning Materials</u></p>

<p>Classroom Learning & Teaching</p>	<p>extended English activities/ competitions</p>	<ul style="list-style-type: none"> • School-based Reading Comprehension Booklets, which have been developed for S1 to S3 students, cover reading texts on a variety of topics. The regular reading practices help strengthen students’ intensive reading skills. • Pre- and post- lesson worksheets with language tips and/or sentence patterns for essay writing are prepared to help students write in English. • Vocabulary checklists are prepared for S1 students in subjects such as History, Geography, Home Economics and Integrated Science to support their learning in English. • Junior students are taught dictionary and note-taking skills to facilitate their learning across the curriculum. <p><u>A Diverse English Language Curriculum</u></p> <ul style="list-style-type: none"> • S1 and S3 Drama and Language Arts (DLA) lessons are part of the English core curriculum, with the aim of developing junior form students’ language competence and confidence in communicating through English. • Pronunciation drills and dictation of vocabulary in all subjects help strengthen students’ understanding of the relation between spelling and pronunciation. <p><u>Participation in extended English activities</u></p> <ul style="list-style-type: none"> • S1 – S3 students with good potential in English language have been identified by English teachers. To stretch their potential, they will be encouraged to participate in a range of extended English activities and contests such as Hong Kong Schools Speech Festival and other English writing competitions.
<p>Extended Classroom Learning</p>	<ul style="list-style-type: none"> • To encourage the maximum use of English for communication outside the classroom • To support and extend students’ language learning by providing an English-rich and resourceful environment 	<p><u>Whole-school Approach in using English as the MOI</u></p> <ul style="list-style-type: none"> • All school activities and functions are presented in English except for Chinese Language and Culture related activities, Religious Education, Physical Education, Chinese History and Visual Arts. • Most sharing and announcements are conducted in English, except for those related to Chinese language and Religious Education. • Information and students’ work on display around the school are in English. <p><u>Reading Culture</u></p> <ul style="list-style-type: none"> • The Reading Award Scheme (RAS) is an extensive reading scheme for S1 to S3 students, which constitutes part of the English continuous assessment. Students hence build up a habit of reading starting from S1. E-newspapers and online reading programmes have been introduced to students so they can read at home and complete the RAS at their own pace. • The School Library will organize Book Report Writing Competitions in 22/23 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.

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

VII. Budget for School Year 2022-2023

Particulars	Surplus B/F & Budget Income \$	Budget Expenditure \$	Budget Balance C/F \$
I. Government Funds			
(1) EOEBG (Accumulated Surplus 2021-2022 B/F:- \$5,174,144.05)	5,063,577.74		
(a) EOEBG - Baseline	2,058,792.06	3,956,850.00	
(b) Administration Grant	3,949,872.00	3,624,284.00	
(c) Capacity Enhancement Grant	654,502.00	720,250.00	
(d) Composite Information Technology Grant	503,136.00	584,670.00	
(e) Air-Conditioning Grant	589,760.00	300,000.00	
(f) School-based Management Top-up Grant	51,615.00	51,615.00	
(g) Reserved Fund for Severance/Long Service Payment	110,566.31	0.00	
Sub-total:	12,981,821.11	9,237,669.00	
Surplus of EOEBG			3,736,288.11
(2) Fund outside EOEBG (Accumulated Surplus 2021-2022 B/F :- \$2,035,454.21)			
(a) Home-School Cooperation Grant	25,855.00	25,855.00	
(b) Teacher Relief Grant	895,614.88	771,970.00	
(c) Learning Support Grant	137,393.20	137,393.20	
(d) Diversity Learning Grant	67,713.25	61,400.00	
(e) Moral and National Education Support Grant	530,000.00	0.00	
(f) Grant for After-School Support for Non-Chinese Speaking Students	304,819.00	292,800.00	
(g) Information Technology Staffing Support Grant	327,588.00	341,573.40	
(h) Promotion of Reading Grant	77,933.60	64,000.00	
(i) School Executive Officer Grant	568,088.26	541,320.00	
(j) Life-wide Learning Grant	1,773,365.52	1,770,700.00	
(k) Student Activities Support Grant	53,300.00	53,300.00	
(l) One-off Grant for Supporting the Implementation of the Senior Sec. Subject Citizenship and Social Development	262,562.00	145,000.00	
(m) Fractional Post Cash Grant (FPCG)	65,808.00	65,670.00	
Sub-total:	5,090,040.71	4,270,981.60	
Surplus of Grant Accounts Outside EOEBG:			819,059.11
II. School Funds (Accumulated Surplus 2021-2022 B/F :- \$6,149,978.26)			
(a) Tong Fai	4,793,425.55	614,460.60	
(b) School Development Fund	89,856.62	0.00	
(c) Approved Collection for Specific Purposes Account	640,600.64	80,000.00	
(d) Student Scholarship Fund	387,388.36	70,000.00	
(e) OLE Development Fund	328,682.32	20,000.00	
(f) Student Welfare Fund	424,775.77	10,000.00	
Sub-total:	6,664,729.26	794,460.60	
Surplus of School Funds:			5,870,268.66
Estimate - Accumulated Surplus of Government Funds 2021-2022 B/F 2022-2023:			4,555,347.22
Estimate - Accumulated Surplus of School Funds 2021-2022 B/F 2022-2023:			5,870,268.66

Submission of Annual School Plan 2022-2023
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: 13 October 2022

Living in Gratitude

Thanksgiving in Blossom

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