



Holy Family Canossian College

School Development Plan
2024/25 – 2026/27



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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 Goals

Profile of HFCC Graduates – *To develop Holy Familians to be / have Proactive in Charity & Humility*

Highly driven to extend a helping hand to the needs of society

1. is able to perceive persons and interpret events in the perspective of charity and humility
2. is able to make choices in life with charity and humility
3. is ready to serve rather than to be served
4. accepts one's limitations and admits one's mistakes with gratitude
5. displays empathy and unconditional love towards humanity, particularly towards the less privileged
6. has a sense of responsibility for the stability and development of the community
7. is able to understand the rights and duties as a citizen and develops a growing concern for the wellbeing of the community and the world at large

United in Love

Revere the Lord, love the country, people and life

1. is able to respect and appreciate individual differences in the diversified social and cultural context
2. has an affection for the country and a sense of national identity
3. respects the rule of law and abides by the law
4. appreciates and loves Chinese culture, and strives to contribute to the country's modern development
5. is committed and compassionate in self-giving at home, in school, in society and beyond
6. is nurtured with Gospel values and virtues and is able to apply them to daily life
7. enjoys a sense of communion at heart and at work

Dynamic in Learning

Motivated to strive for betterment

1. is reflective on own weaknesses and builds on own strengths
2. has cultivated self-respect and self-discipline
3. is able to implement self-directed learning with perseverance and conscientiousness
4. is resilient, having acquired the skills to adapt to changes
5. is open-minded, exhibits a sense of wonder and passion towards the joy of living and learning
6. welcomes and embraces different learning opportunities inside and outside school

Faith in Action

Filled with the Holy Spirit, taking every thought positive

1. is positive about own gift, performing work with honesty and competence
2. is ready to seek God in persons, events and situations
3. trusts in God and relies on his guidance and help
4. accepts the will of God in joy or sorrow, success or failure

III.

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。

IV. Holistic Review of School Performance

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

Major Concerns and Targets	Targets achieved	Follow-up Actions
<p>Major Concern 1: Cultivate a positive mindset despite obstacles and develop a positive attitude towards life</p> <p>Targets:</p> <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. 	<p><i>Fully achieved:</i></p> <ul style="list-style-type: none"> A Pastoral Care Board was set up in September 2021, leading different functional groups which implement the life education programmes and other personal growth programmes, and strengthening the cooperation among groups / teams. Student Ambassadors selected from "Student Gatekeepers" in workshops organised by the EDB were invited to promote positive thinking and understanding of mental health at school. Different themes of OLE for all levels on Life-wide Learning (LWL) Day were successfully held annually. The Physical Education Department conveyed positive messages about healthy lifestyles and how these could lift up one's mind. The Discipline Board Merit Award Scheme implemented by the Discipline Team encouraged students' positive behaviours, values and attitudes. The benchmark for the rewards was fine-tuned, a "Major Merit" was awarded to students who received 40 stamps or above. Five OLE awards including Outstanding Leadership Award, Potential Leader Award, Best Devotion to School Award, Service and Responsibility Award and Active Participation Award were presented to students who fulfilled their duties of different posts with a heightened sense of responsibility. The Class Spirit and Positivity Scheme with a grant of \$500 was introduced to all classes to boost their class spirit. A pilot scheme of "Star of the Month" was introduced in two junior classes. Positive Education was enhanced through Jolly Learning Club which also raised their confidence in learning. In view of the optimization of senior core subjects which creates space for students, one more lesson was allocated to S5 	<ul style="list-style-type: none"> With the implementation of the Discipline Board Award Scheme, a record of merit and demerit is suggested to be shown on end-of-term report cards to recognise students' contributions, reinforce their positive values and reduce negative behaviours, The "Star of the Month" programme will be replaced by the Discipline Board Award Scheme. In consideration of lesson time for preparation for HKDSE, triple lessons for S5 electives instead of S6 electives will continue to be arranged for students to learn outside classrooms in order to promote students' experiential learning. To cater to our students' needs or implement the annual Values Education Day, more team-building and adventurous activities can be introduced to them to understand values and develop related soft skills. Moreover, designed activities can focus on one or two specific values which will be easier for students to remember and understand. Students may also share those values in the morning

	<p>electives and thus the three successive lessons can be arranged. Teachers could use the extra lesson time to arrange activities outside classrooms for students to widen their horizons.</p> <ul style="list-style-type: none"> • The Canossian Values Education and the ten values implemented by the EDB were incorporated in the vertical curriculum of different subjects. • Ten values implemented by the EDB were promoted through videos / class visits prepared by the Civic Leaders. The videos were played during the Class Teacher Periods while the class visits were conducted during the first-half lunch. • The Values Education Day was organised involving all levels annually to promote positive values among students. • National education, incorporated with positive values, was jointly implemented by PSHE KLA and Moral and National Education Team. National Education Ambassadors were assigned to promote national education and positive values. <p><i>Partly achieved:</i></p> <ul style="list-style-type: none"> • For the Discipline Board Merit Award Scheme, a billboard was not used to encourage students’ active participation, but another approach was adopted – achievers were rewarded in the morning assembly instead. 	<p>assembly after the event.</p> <ul style="list-style-type: none"> • To further promote national education, “Chinese Culture Day” and “National Education Day” will be introduced. • To draw students’ attention and enhance participation in the Discipline Board Merit Award Scheme, certificates will be presented to some top awardees with “Major Merit” by the Principal in front of students during the morning assembly.
<p>Major Concern 2: Instill in students a grateful heart and to never take things for granted</p> <p>Targets:</p> <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 	<p><i>Fully achieved:</i></p> <ul style="list-style-type: none"> • Gratitude Journal was promoted to develop a habit of reflection on gratitude in students’ daily lives. • A new ECA club, Nature Club, was set up in 2022-2023, with sandpainting workshops, nature exploration and ecology trips introduced to remind students to live in gratitude for God’s gifts of nature. • To celebrate the school’s 50th Anniversary, the Music Thankful Project was carried out by students who were given a chance to express their gratitude. • The 50th Anniversary Open Days, featuring AR, IT and STEAM-based activities, were held on 3 and 4 December 2022. Students took this opportunity to express their gratitude to the Foundress and teachers as well as treasuring learning opportunities. • As part of the 50th anniversary celebratory endeavours, the 	<ul style="list-style-type: none"> • Students will be allowed to draw pictures or write words in the Gratitude Journal which helps them practise the commendable behaviour of showing thankfulness, even to small things in life. It is expected that they can achieve learning goals including a healthy lifestyle and language proficiency. • Through Nature Club, students can achieve mindfulness and live in gratitude for God’s gifts of nature. In addition, students become aware of the conservation of nature and natural resources as well as the importance of ecology, biodiversity and

<p>in character formation and enhance their personal qualities.</p> <ul style="list-style-type: none"> • Students learn to reflect on things they have with gratitude. 	<p>School Library was newly renovated. Students treasured it as a place to embrace knowledge.</p> <ul style="list-style-type: none"> • Through a fund-raising event, the Caritas Bazaar, students learned not to take everything for granted, but they had to treasure the things they had in their lives. 	<p>sustainability as stipulated in Ecological Security, Resource Security and Biosecurity under the National Security Education (NSE) framework; ecology trips or related talks in relation to the NSE framework can be held in the future.</p>
<p>Major Concern 3: Develop students to be humble, appreciate others and transform their weaknesses to strengths</p> <p><i>Targets:</i></p> <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. 	<p><i>Fully achieved:</i></p> <ul style="list-style-type: none"> • Through the St. Magdalene Service Scheme implemented by the Moral and National Education Team, students learned about the spirit of Foundress, which is being humble and charitable and helped them develop the attributes as service leaders. • Good practice shared among peers during lessons could help them learn from their peers and make improvements. • The CLP Division under the Careers Guidance Team was set up to help students develop a long-term vision and be more optimistic about their future, thereby transforming their weaknesses into strengths. Counselling workshops on careers and life planning as well as S5 Career field visit on Life-wide Learning Day were organised. • Quality collaboration among teachers was emphasized to help students transform their weaknesses into strengths in learning, including School-based Support Service for the Citizenship and Social Development Department, teachers' collaboration within departments (at least four times per year) and peer lesson observation within departments / KLAs (at least one time per year) and the Joint-Canossian Schools Staff Development Day held on 29 August 2023. • Through extended learning activities like lunch activities held by different teams in special rooms, S1, S3 and S4 School-based STEAM Programmes and S2 Project-based Learning (PBL), students widen their horizons, recognize their strengths and weaknesses, display humility in learning from one another and make improvements by conducting evaluations and reflections. • The extended learning tasks offered in the IT Innovation Lab with the two themes "Aerospace Development" and 	<ul style="list-style-type: none"> • Apart from special rooms to be open during lunch time, some sports activities can be held in the playground to draw students' attention to promote a healthy lifestyle. To encourage more students to participate in lunch activities, the homerooms of S1-S5 students will be closed during the second-half lunch. • For S1, S3 & S4 STEAM Booklets and S2 PBL, more collaboration among departments / teams will be encouraged so as to reduce students' workload arising from individual department-based projects.

	<p>“Environmental Protection” allowed students to widen their horizons and equip them with knowledge and skills. The display of China’s Aerospace Development in the IT Innovation Lab, together with the interview of Chinese astronauts by an alumna, enabled students to inculcate positive values.</p>	
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(b) School Self-evaluation based on the Reflection against the Seven Learning Goals

- ◆ Students' Performance in achieving the Seven Learning Goals:
 - Learning Performance (PI 4.2)
 - Students were able to apply the knowledge and skills they have learned, as shown in the value-added performance on the four core subjects and the best five subjects, ranging from on a par with average performance to an above-average performance. The percentage of students who met the entrance requirements for local bachelor's degree programmes was gradually increasing, reaching 93.5% in 2024.
 - Students performed well in learning activities and assignments, as perceived by teachers and parents. According to KPM 12 done in 2023/24, the average scores of teachers' and parents' perceptions of student learning were higher than the reference data (media).
 - Students applied their generic skills, as observed by teachers and perceived by students as shown in the APASO survey regarding *generic skills (#1-11)*, more than half of the respondents agreed that they possessed generic skills.
 - Students' language proficiency was high, as observed in the value-added performance in Chinese Language and English Language, with on a par with average performance and an above-average performance respectively. According to *KPM 17 — item 17.11 Reading (Non-assigned Materials) and item 7.12 Reading (Time for Leisure Reading)*, about three-quarters of students have developed reading habits.
 - Affective Development and Attitude (PI 7.1)
 - Students' self-concepts were positive except for some items, like body shape and emotional stability as shown in the APASO survey regarding *students' self-concepts (#2d & 3)*.
 - According to *KPM 12.2*, the average score of students' perception of student learning was a bit lower than the reference data (median).
 - According to *KPM 17.7*, around three-quarters of students agreed that they possessed the virtue of honesty. According to *KPM 17.16-19*, around 85% of the students agreed to have developed a national identity. Under the Pastoral Care Board, different talks, workshops and experiential learning days were held for students to develop positive values and attitudes towards social harmony, civic obligation and national identity. As observed by the Discipline Team, Class Teachers and Subject Teachers, students were able to use information and information technology ethically in their coursework and communication.
 - According to the APASO survey regarding *students' self-concepts (#3)*, the *KPM 17.1-2* regarding *Affect (Positive Affect and No Negative Affect) and the KPM 17.6 Physical Exercise*, *students' self-management skills such as developing a healthy lifestyle, maintaining emotional stability and handling stress* deserve attention.
- ◆ Students' Learning Experiences enriched for their Whole-person Development and Lifelong Learning:
 - Curriculum Organisation (PI 3.1)
 - In accordance with Hong Kong's aims of education, the seven learning goals and the latest trends in education development, the school uses the Planning-Implementation-Evaluation (PIE) approach to plan the curriculum based on its development targets and students' learning needs to create space and opportunities for facilitating students' whole-

person development. By engaging in students' learning, thoughts, emotions and behaviours, the school endeavors to support their learning process and enhances their well-being. The school has adopted a reflective approach to support continuous improvement for the students.

- By reviewing the curriculum regularly, identifying students' strengths and weaknesses, adjusting the learning and teaching strategies, establishing effective assessments and maximizing learning time with appropriate and flexible timetables, the school has developed a broad and balanced curriculum, and adopted the notion of "learning time" to help students acquire rich learning experiences within and beyond the classroom and achieve the seven learning goals.
- To cater for learner diversity, the school has adapted the learning content and formulated appropriate learning and teaching strategies through quality professional development like department meetings, inter-disciplinary collaboration, peer lesson observations, teachers' collaboration, dissemination of the information after attending talks / seminars / workshops and so on.
- With the use of a vertical curriculum accessed by all teachers, the school has strengthened the curriculum interface according to students' needs at different key stages.
- Support for Student Development (PI 5.1)
 - In close collaboration with different school units, the school has identified students' varied needs in the area of support for student development. Under the Pastoral Care Board, the collaboration of the Religious Formation Team, Guidance Team, Discipline Team, Careers Guidance Team together with the Careers and Life Planning (CLP) Division, Moral and National Education Team, Student Affairs Team, Special Educational Needs Coordinator (SENCO), School Social Workers and Prefect of Studies has been strengthened to review effectively students' academic progress and well-being. The early identification and intervention strategies have equipped students with more skills and confidence in meeting life challenges. Regular meetings with teachers are held on Tuesdays after school to discuss students' matters.
 - The school is able to effectively plan its support services for students so as to facilitate their whole-person development.
 - The school has arranged learning experiences relevant to students' personal development needs, enabling them to strengthen their self-management skills and establish personal goals for learning by collaborating with aforesaid different school units. Clearly-defined procedures have been formulated to give guidance and support to all teachers in addressing the diversified needs of students.
 - Inspired by the spirit of our Foundress, various departments and teams have worked on an organized framework which emphasises the cultivation of Christian and Canossian values of love, truth, justice, family, life and humility as well as the development of important life skills. On behalf of the Pastoral Care Board, the Canossian Values Education and the twelve values implemented by the EDB have been incorporated into the vertical curriculum of different subjects and other learning experiences. Moreover, positive values have been promoted through videos / class visits prepared by the Civic Leaders. The Values Education Day and other experiential learning days are held annually. For the school-based values education programmes, different themes have been set for S1 to S6 students. With the above approach, the school has formulated support strategies to cater to students' social needs, with a view to fostering their positive values and attitudes, and enhancing their interpersonal relationships and sense of social responsibility.
 - The school is able to provide appropriate learning opportunities and support for students with different learning needs, including gifted students, students with special educational needs, non-Chinese speaking students, newly-arrived

- children (if any) and so on, so that they can integrate into life within and outside of campus and fulfil their potential.
- By conducting evaluations after each programme using the school's self-evaluation tools, observing students' development progress and holding meetings on students' matters, the school evaluates the effectiveness of student support services with a focus on students' whole-person development and uses feedback for planning.
- ◆ Continuous Improvement and Development for Students' Whole-person Development and Lifelong Learning
- Planning (PI 1.1)
 - The school's self-evaluation mechanism functions effectively.
 - The school is able to increase the transparency of its operations and management and enhance its accountability.
 - The school is able to set appropriate development priorities to facilitate students' whole-person development and life-long learning, taking into account Hong Kong's aims of education, the seven learning goals and latest trends of education development, the school's vision and mission, students' needs, as well as its self-evaluation findings.
 - On the basis of the school's development priorities, the school holds frequent meetings including the annual Whole School Review with teachers and reaches consensus among teaching staff, followed by formulating clear and specific implementation strategies including the deployment of human and other resources to foster its sustainable development according to students' needs.
 - Leadership and Monitoring (PI 2.1)
 - The school management including the Incorporated Management Committee, school heads and deputy heads lead the staff in building and realising a shared vision for the school's sustainable development by giving advice and formulating policies on preparing, implementing and evaluating the school plans and programmes in an open and transparent manner.
 - With a focus on students' learning outcomes and whole-person development, the school management addresses students' needs and seeks to create a conducive environment to help students achieve the seven learning goals and enhance school effectiveness.
 - The school management and middle managers including all chairpersons of subject panels and committees have sufficient professional knowledge. They are able to keep abreast of the latest trends in education development and improve their capacity accordingly
 - The school management and middle managers are able to implement changes in accordance with education development to promote the school's sustainable improvement and development.

(c) School Further Enhancement

◆ Students' Needs:

Students' physical exercise, self-concepts like body shape and emotional stability and self-management skills such as developing a healthy lifestyle, maintaining emotional stability and handling stress have to be addressed.

◆ School's Capacity for Continuous Improvement and Development:

To address students' needs, a whole-school approach will be involved in the enhancement of the physical exercise programmes implemented by the Physical Education Department and Pastoral Care Board, boosting students' well-being, both mentally and physically, fostering students' resilience and facilitating their learning by cultivating a growth mindset. Teachers will be called for a commitment to address students' work-life balance and promote a healthy lifestyle, instilling a sense of self-acceptance, confidence and gratefulness in students in character formation, enhancing their personal attributes and broadening their mindset. In collaboration with parents, they will be made aware of their daughters' needs and it is hoped that genuine collaboration and coordination between families and schools assist in students' positive and healthy growth.

◆ Development Priorities for Enhancing the Whole-person Development and Lifelong Learning of Students:

Students have to strike a balance between studies and leisure activities as well as physical exercise, creating a positive environment in promoting wellness and holistic health. To foster personal attributes, students' self-compassion, self-concepts, self-management skills and well-being have to be addressed. Students are reminded to respect all creatures including one's life in praise and gratitude for God's creation.

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

— *Staying Active Staying Healthy*

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

— *Cultivating Self-love Nourishing Wellness*

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

— *Embracing Diversity Nurturing Respect*

VI.

School Development Plan 2024/25 – 2026/27

Major Concerns	Intended Outcomes / Targets	Strategies	Seven Learning Goals*	Time Scale		
				24/25	25/26	26/27
To promote a healthy lifestyle and develop the habit of regular exercise in promotion of physical health	<ul style="list-style-type: none"> A whole-school approach is involved in the enhancement of the physical exercise programme implemented by the Physical Education Department and Pastoral Care Board. Teachers are called for a commitment to address students' work-life balance and promote a healthy lifestyle. Students are reminded to strike a balance between studies and leisure activities under a positive environment in promoting wellness and holistic health. 	<ul style="list-style-type: none"> To set progressive targets for students to develop the habit of regular exercising to achieve a healthy lifestyle To promote health education including wellness and holistic health to students To review the Physical Education curriculum aligned with the newly-established Sports & Health Development Centre 	2,3,4,6,7	✓✓	✓	✓
To promote self-love to reach a higher state of well-being and enhance personal attributes	<ul style="list-style-type: none"> A whole-school approach is adopted to boost students' well-being, both mentally and physically. Teachers instill a sense of self-acceptance, confidence and gratefulness in students in character formation and enhance their personal attributes. Students learn to appreciate their own worth or virtue. 	<ul style="list-style-type: none"> To enhance students' self-compassion, self-concepts, self-management skills and well-being as well as achieving work-life balance through experiential learning To develop empathy and gratitude through community service, showing compassion and patience towards oneself and others as well as staying positive To organise mental wellness talks and workshops for students, teachers and parents regularly by using one-off government grants 	2-7	✓	✓✓	✓
To nurture students to have a growth mindset, embrace diversity to cope with changes and challenges, and respect all creatures	<ul style="list-style-type: none"> A whole-school approach is encouraged to foster resilience and facilitate learning by cultivating a growth mindset. Teachers assist students in developing their "Diversity IQ", broadening their mindset and possessing wider perspectives. Students learn to embrace diversity, foster mutual respect in praise and gratitude for God's creation. 	<ul style="list-style-type: none"> To embrace diversity and show respect through National Education To develop positive values and foster a caring culture of respect under the Discipline Team with the fine-tuned Merit Award Scheme To develop students' growth mindset and inculcate them with positive values through inter-disciplinary STEAM education 	1-7	✓	✓	✓✓

* Seven Learning Goals: 1. National and Global Identity 2. Breadth of Knowledge 3. Language Proficiency 4. Generic Skills 5. Information Literacy 6. Life Planning 7. Healthy Lifestyle.

Submission of School Development Plan 2024/25 – 2026/27
for Endorsement by the Incorporated Management Committee

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