Canossa College

School Development Plan (2015/16 - 2017/18)
Annual School Plan (2017/18)

CANOSSA COLLEGE

Vision and Mission

We are fully committed to offering an all-round education enhanced with the gospel spirit and the virtues of humility, respect, kindness and love.

CANOSSA COLLEGE
School Development Plan (2015 - 2018)

Areas of Concern	Target / Outcome	Strategies	Objectives for Implementation		
			2015-16	2016-17	2017-18
1. Forming Students' Good Habits and Personal Qualities	• Students have self-understanding and good self- management skills. • Students have self-confidence and are respectful. • Students show mature interpersonal skills and service spirit. • Students can set meaningful life goals. • Students can develop leadership and are committed to ever improving themselves for the good of their own self, their class, the school, their family, the community and the world.	1. Themes are set to give direction for student development at each year level : F.1 – Self-understanding, self-management & learning to respect F.2 – Developing interpersonal skills and nurturing service spirit F.3 – Recognizing own strengths and goal setting F.4 – Learning through service and building leadership F.5 – Actualizing potentials F.6 – Future planning	✓	✓	✓
		2. Courtesy training is provided for students to nurture courteous manners and cultivate a respectful attitude.	✓	✓	✓
		3. Alumnae will be invited to serve as mentors and share experience with current students.	✓	✓	✓
		4. A harmonious school atmosphere is created for nurturing caring relationships among students.	✓	✓	✓
		5. Form assemblies will be held to strengthen solidarity, nurture spiritual strengths and cultivate Catholic values.	✓	✓	✓
		6. Leadership training programmes are provided for students to learn to lead, develop their potential, build team spirit and have a positive impact on their peers and the groups they belong to.	✓	✓	✓

2. Enhancement of Study Skills and Support for Students	• All students can build confidence in expressing themselves. • Students are active learners who take part in class discussion voluntarily during lessons and who take the initiative to engage in extensive reading to enrich their knowledge. • High achievers are provided with various opportunities for the development of their potential. • Teachers have gained knowledge and skills for running gifted education programmes. • Each subject panel can formulate a 3-year plan for the enhancement of teaching and learning. • Students possess bi-literate and trilingual abilities. • Students can form a self-directed learning habit with effective e-learning strategies. .	1. All Form One students will receive basic training on thinking skills.	✓	✓	✓
		2. Lesson observation will be conducted more often with the focus on questioning techniques.	✓	✓	
		3. All teachers will complete the foundation online Gifted Education training within two years.	✓	✓	
		4. Gifted Education is introduced gradually through formal and informal curriculum.	✓	✓	✓
		5. Each subject panel will formulate a 3-year plan for enhancement of teaching and learning.	✓	✓	✓
		6. Collaboration between EMI subject teachers will continue to promote language across curriculum.	✓	✓	
		7. Campus Forums will be held frequently to provide a platform for students to sharpen their thinking skills and strengthen their language ability.	✓	✓	
		8. The Pleasure Reading Scheme will be modified to enrich students' reading experience and form good reading habits.	✓		
		9. Guidelines and reading materials will be provided for students to use the reading periods fruitfully.	✓	✓	✓
		10. More e-learning resources are provided to enhance self-directed learning.		✓	✓

3. Development of Career and Life Planning for All Students	• Students have the habit to set short, medium and long term goals. • Students are able to review the goals set and reflect on the process to achieve their goals. • Students are able to develop career aspirations.	1. Career and Life Planning objectives are set for students at each year level.	✓	✓	✓
		2. Students are helped to understand / encouraged to be aware of their strengths and limitations.	✓	✓	✓
		3. Workshops and training are arranged for students to enhance their self-development, goal setting and career and life planning.	✓	✓	✓
		4. Students are given opportunities to gain exposure to jobs and understand their requirements.	✓	✓	✓

Canossa College
2015-2016

SWOT Analysis

Strengths	Weaknesses
1. The religious background of the school facilitates character formation of students. 2. There are many senior teachers with passion and enthusiasm. 3. The harmonious and easy relationships among students create a pleasant school environment for learning. 4. A wide variety of NSS elective combinations is available to meet the students' interests. 5. Students treasure the opportunities for gaining other learning experiences.	1. The wide range of student abilities demands diverse strategies to cater for learner diversity. 2. Students are not confident enough to fully develop their potentials. 3. Students do not have a good reading habit to gain exposure to educational materials so as to widen their knowledge. 4. Teachers are yet to gain more knowledge and skills in gifted education and guiding students for life planning and career development. 5. Few parents with professional experience have the opportunities to collaborate with the school in student development like career and life planning.
Opportunities	**Threats**
1. The new initiative of career and life planning for students brings new resources and funding for student development. 2. Students nowadays can gain much exposure and other learning experience which not only enriches their lives but also moulds their personal qualities. 3. There is an abundance of external resources for nurturing students' abilities. 4. The decreasing student population keeps the school alert to the challenges ahead and in constant effort to meet changes. 5. The development of e-learning stimulates new learning opportunities for both students and teachers.	1. Students demand more individual attention. 2. The three-year NSS curriculum demands a lot of skills beyond the mastery of less able students. 3. Our expectation of students to be multi-skilled puts a lot of pressure on them. 4. The short attention span of students results in inconsistent effort and easily giving up in the face of difficulty. 5. Students find the electronic culture irresistible and spend too much time on it.

Annual School Plan 2017-2018

Major Concern 1: Forming Students' Good Habits and Personal Qualities

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1. Themes for student development at each year level : **F.1– Self-understanding, Self-management & Learning to Respect** ✧ The theme of self-understanding, self-management and learning to respect are integrated into the curriculum of Life Education and Religious Education. ✧ One regular lesson will be conducted by form teachers to improve students' in self-management skills. ✧ Alumnae will meet F.1 students at New Students Orientation to share their experience.	Whole year 2nd cycle F.1 Orientation	1. Students display proper manners in greeting people and daily school life. 2. Students show good habits of submitting homework on time. 3. Students appreciate alumnae's sharing. 4. Students become more confident. 5. Students are able to organize activities independently. 6. F.6 students feel supported and are positive about their future. 7. Students recognize the positive impact of the form assemblies on their personal development. 8. 75% of the students attend the activities mentioned.	Student survey Teacher survey Attendance record Observation	C&GC All teachers AA	
F.2 - Developing Interpersonal Skills and Nurturing Service Spirit ✧ Leadership training will be provided for students. ✧ All F.2 students are arranged to take part in service programmes.	Experiential Learning Day 2nd term			OLE CYC	
F.3 – Recognizing Personal Strengths and Goal Setting ✧ Aptitude Test and subject selection workshops will be provided for students. ✧ Leadership training camp will be organized for members of the talent pool as well as the interested students.	2nd term			CGC AC Talent Pool Committee	
F.4 – Learning through Service and Building Leadership ✧ All students will be trained to organize service programmes on experiential learning days.	Experiential Learning Day			OLE	
F.5 – Actualizing Potentials ✧ Students will take the initiative to lead and to serve with their talents. ✧ Students are recommended to join leadership training and service programmes held by external organizers.	Whole year			ECA OLE	
F.6 – Future Planning ✧ A graduation prayer session will be arranged and the whole school will gather to pray for the graduates and give them blessing. ✧ Students will recall the past and learn to build their future on their strengths on recollection day.	Christmas Celebration Day Experiential Learning Day			RAC	
2. Form assemblies will be held to strengthen solidarity, nurture spiritual strengths and cultivate Catholic values among students.	Whole year			RAC	

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
3. Students are encouraged to join the Voluntary Service Campaign so as to uphold the Canossian spirit. • All CYC members (whole school) will take an oath at the Investiture of Student Leaders to pledge their commitment to service programmes and love and kindness to the needy. They will also keep a record of the activities joined. • Students will run a youth-led service project, "Untold stories" funded by "Disney Friends for Change 2017". It aims to draw students' attention to the elderly living alone in our society and to enlighten their lives by helping them make friends in the community. • The theme 'Serving the needy' will be shared in the morning assemblies and life education periods so that students can have a better understanding of how to serve with the Canossian spirt. • Students in each form are encouraged to participate in at least 3 short-term or long-term service programmes and keep a record of the activities joined for the 'Reach out with a humble heart' Project. • Students will be given different opportunities to serve their schoolmates as English Ambassadors, PTH Ambassadors, I.T. Ambassadors, Reception Ambassadors etc. • All F.2 and F.4 students will join voluntary service programs arranged by the school. • Students with outstanding performance in voluntary service programs inside and outside school will be given an 'Outstanding Service Award'.	Sept 2017 Sept 2017 To Feb 2018 Oct 2017 Whole year	1. Students adopt a positive attitude towards serving with the Canossian spirit. 2. Students develop their compassion and positive values through organizing different activities of the project. 3. Students learn to be grateful, improve their problem-solving skills, and demonstrate their leadership, creativity, compassion and commitment to the society. 4. 75% of students provide at least 10 hours of service including performing school duties, receiving training in voluntary service and organizing voluntary service programs. 5. 75% of students agree that they can uphold the Canossian spirit through serving others.	Student survey Teacher survey Attendance record Observation Project report	CYC Form Teachers AC OLE SADC	

4. Students will develop their potential and build their confidence through joining different extra-curricular activities (ECA) and Other Learning Experience (OLE) programs organized by the school. • Professional teacher advisors will be employed to teach Chinese painting, Chinese dance and English drama. Students can develop their artistic talent, boost their confidence and improve their interpersonal skills. • Opportunities will be provided for students to showcase their talents regularly. • The theme of the inter-class board decoration competition in February will be【Serving Our Community】	Whole year	1. Students showcase their talents in regular school activities. 2. Students actively participate in ECA and OLE programs.	Student survey Teacher survey Attendance record Observation	ECA OLE	

Major Concern 2 : Enhancement of Study Skills and Support for Student Learning

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1. All Form One students will receive basic training in study skills.	Whole Year	F.1 students use the study skills learned in daily learning.	Student Survey Feedback from teachers Teacher survey KLA meetings	AC	
2. Junior Progress Reports will be distributed after test weeks. • Subject teachers will use the assessment data to evaluate their teaching efficacy • F.1 class teachers will advise students on learning in individual consultations.	Whole Year	• All subject teachers adjust their teaching strategies and curriculum for remedial and enhancement purposes based on the assessment data	Panel meetings AC meetings F1 students interviews	IMSC AC Subject Panels F1 Form Teachers	
3. Opportunities will be provided for teachers to experiment e-learning teaching techniques and share their experience with other colleagues.	Whole Year	• All teachers conduct at least one lesson in e-learning. • All teachers attend at least two seminars related to e-learning organised by the school/ EDB. • All teachers observe at least one lesson for e-learning inside or outside school. • 70% of teachers find the school-based staff development programs effective in enhancing their understanding of e-learning	Staff CPD record Lesson observation form Panel meetings	SDC AC Subject Panels	
4. Action plans of STEM education will be implemented in 3 KLAs to enhance students' creativity and problem solving skills.	Whole Year	Subject panels concerned implement the action plans.	Lesson observation	I.S., Computer Literacy, Maths	
5. Each subject panel will implement the 3-year plan for the enhancement of teaching and learning with the elements of gifted education.	Whole Year	All subject panels implement the 3-year plan with the elements of gifted education.	Plans submitted	AC Subject Panels	

6.	Collaborative sessions among English teachers and EMI subject teachers will be arranged to facilitate language across curriculum.	Whole Year	Collaboration continues among EMI subject teachers.	Panel meetings & AC meetings	AC EMI Subject Panels English	
7.	Enrichment courses on English Language, Chinese Language and Mathematics will be provided for gifted students.	Whole Year	Participants give positive feedback on the enrichment courses.	AC meetings	English, Chinese, Maths	
8.	Guidelines and reading materials will be provided for students to make full use of the reading periods.	Whole Year	Students show a positive attitude and interest in reading.	Teacher survey Student survey Staff meeting	Librarian All teachers	
9.	Sharing of books and academic websites will be arranged in the reading periods.	Whole Year	Students share their favourite books and useful academic websites with their classmates.			

Major Concern 3 : Development of Career and Life Planning for All Students

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
Structure of Career and Life Planning Form One Enhancing self-understanding, self-management, self-confidence, reflection ability and completion of development records - Adventure-based training - Thinking skills training - Life Planning seminar - Life Education on time management & self-control - Learning to write i-portfolio	Experiential Learning Days 1st term 1st term 2nd term	Students are able to complete the tasks. Students show their self-management skills. Students enter records and finish reflection.	Student Survey Trainers' feedback Observation Entries in i-portfolio	C&GC LS&IBL OLE C&GC E-class coordinator	
Form Two Understanding jobs and goal setting - Careers planning workshop - Leadership training	Experiential Learning Day	Students show their interest in future planning. Students find the workshop & training useful.	Student Survey Trainers' feedback Observation	VP & OLE	
Form Three Understanding own interests and abilities and preparation for NSS subject selection - Workshops for students to understand different job requirements - Aptitude Test - NSS subject selection workshops Building personal strengths for the elites - Leadership training camp for Talent Pool members Financial Planning - Saving and Investment workshop	2nd term 2nd term 2nd term 2nd term Experiential Learning Day	Students find the test and workshops helpful	Student survey Observation	CGC Talent Pool Coordinator OLE	
Form Four Writing Self Learning Profile & future planning - Simple Aptitude Test (by CUHK) - SLP writing workshop - Learning work ethics through visiting the ICAC & interactive drama - Taking part in external workshops and job visits - Mr Life Workshop Gaining work experience - Service program	2nd term 2nd term 2nd term Whole year 2nd term 2nd term	Students find the test, workshops and courses useful. Students have the opportunities to gain some job-related experience.	Student survey Observation	CGC OLE OLE	

- Costume & set design training program	2nd term			Music Panel	
<u>Form Five</u> Preparation for tertiary education - Interview skills training - SLP Workshop on making dreams come true - Advanced Aptitude Test (by CUHK) - Writing SLP -Taking part in external workshops and job visits organized by the EDB -Visit to Hong Kong International Airport and attend a course there -Life Planning Day Participation in volunteer service in foreign countries to gain experience -China service program	 1st term 1st term 2nd term Whole year 2nd term Experiential Learning Day 2nd term 2nd term	Students find the interview skills training useful. Students are able to identify their strengths for their future tertiary education. Students find the visit and course helpful Students find the sharing by alumnae useful.	Student survey Observation Student survey	 English Panel CGC OLE AA & CGC RAC	
<u>Form Six</u> Preparation for tertiary education and life planning - Interview skills training - Social manners training - JUPAS experience sharing by alumnae -Taking part in external workshops and job visits - Recollection day for students to recall their past and learn to build their future on their strengths.	 1st term Experiential Learning Day	 Students find the training and talks useful. Students are more career oriented and confident in future planning	 Feedback from trainers Student survey Observation	 CGC RAC	

Academic Committee (AC)	Alumnae Association (AA)	Careers Guidance Committee (CGC)	Counselling and Guidance Committee (C&GC)
Community Youth Club (CYC)	Discipline Committee (DC)	English as Medium of Instruction (EMI)	Extra-curricular Activities (ECA)
Life and Society (L&S)	Integrated Science (IS)	Liberal Studies (LS)	Other Learning Experience(OLE)
Religious Affairs Committee (RAC)	Staff Development Committee (SDC)	School Administration & Development Committee (SADC)	Information Management System Committee (IMSC)

School-based MOI Policy

For the school year 2017/18, our school will continue to adopt English as the medium of instruction for all forms, except Chinese Language, Chinese History, Liberal Studies, Putonghua, Religious Education, Visual Arts, Physical Education, Issue-based Learning and Life & Society.

Rationales

1. To provide our students with more opportunities to be exposed to, and use English at all levels.
2. To enhance our students' ability to learn through English and to better prepare them for further studies and work in the future.
3. The school has fulfilled the three prescribed criteria set out in the Report on Review of Medium of Instruction by the Education Commission in 2005 :
    a) Students possess the ability to learn through English ;
    b) Teachers possess the capability to teach through English; and
    c) The school has adequate support strategies / measures.

English Language Support Measures for 2017 – 2018

Objectives	**Strategies**
To sustain MOI policy	• English is used during class time for EMI subjects including lesson delivery, questioning, responses, discussions, handouts, textbooks, test and exam papers, tasks, class work and homework.
To encourage participation in English speaking activities	• All F.1 and F.2 students are trained to take part in choral speaking in the Hong Kong Schools Speech Festival. Other students are encouraged to join the categories of solo verse and dramatic duologues. • Campus forums are held to provide opportunities for students to strengthen their speaking skills.
To cultivate interest in books & newspapers in English	• A variety of news reading comprehension exercises is provided during the reading periods in alternate cycles. • All F.1 to F.6 students are encouraged to read English newspapers online. • Students take turns in presenting book reviews in reading periods. • A reading scheme will be launched for junior form students. • An e-learning tool (HKEdcity) is adopted for students to enhance extensive reading and improve ability of language across the curriculum.
To promote the use of English on campus	• English Society promotes and runs English activities regularly. • English ambassadors take the initiative to speak English with fellow students in English Cafe during lunch time.
To enhance an English-rich environment	• Students are arranged to give speeches and lead the prayers in English at Morning Assemblies. • Students serve as MCs for Investiture of Student Leaders and Prize Presentation in English. • English teachers speak English with students beyond class time. • Bulletin boards are decorated in English. • Announcements are made in English. • An English Award Scheme in which students get stamps for participating in or organizing specific English activities will be established.

Objectives	**Strategies**
To support self-learning English	• F.1 to F.6 students are encouraged to use online self-directed learning resources and required to do news sharing in class.
To cultivate interest in English learning	• Emphasize the fun aspect of learning English through movie appreciation, popular culture, fashion, etc.
To provide support for F.1 students	• A bridging course covering English Language, Mathematics and Integrated Science is run for all new F.1 students in July.
To cater for learner diversity in learning English	• F.1 students are streamed according to their English ability. • F.1 students who need more language support are put in the classes with two English teachers. • All F.3 students are divided into 6 groups for small class teaching. • Extra work and special schemes are tailored for elite and weaker classes.
To strengthen students' language ability across the curriculum	• An LAC coordinator is assigned to formulate plans for collaboration with EMI subject teachers to pilot teaching strategies and to provide language support to students in learning the respective EMI subjects.
To provide support for senior students	• Training on interview skills in English is arranged for F.5 and F.6 students. • Senior students taking only two electives are provided two extra English lessons. • An enrichment programme will be launched for F.5 and F.6 high achievers.

The IMC of CANOSSA COLLEGE Government Fund Budget of 2017-2018(R)Govt. Fund(w/simplified)Revised
Budget for School Year 2017 - 2018

	Name of Grant	Estimated Balance B/F	Payment Freq.	Total Grant SY 2017-2018 $	Budget SY 2017-2018 $	Balance C/F $	
A.	**EOEBG**						
	SPECIFIC GRANTS						
	Administration Grant -Ordinary		Q	3,617,304.00	3,390,815.00	226,489.00	
	Capacity Enhancement Grant		Q	599,381.00	167,000.00	432,381.00	
	Computer Information Technology		Q	397,670.00	397,670.00	0.00	
	Noise Abatement Gr		Q	381,971.00	335,000.00	46,971.00	
	Specific Grants total:			**4,996,326.00**	**4,290,485.00**	**705,841.00**	
	BASELINE						
	Administration Grant -Additional C.A.		Q	188,946.00	208,050.00	(19,104.00)	**
	School & Class Grant:		Q	597,961.00	927,360.00	(329,399.00)	**
	Air-con & Main. Feefor Pre. Rm. Of Lab		Q	10,125.00	10,125.00		
	Lift Main. Gr		Q	31,950.00	7,500.00		
				42,075.00	17,625.00	24,450.00	
	Consolidated Grant		Q	180,668.63	145,435.00	35,233.63	
	Gardening & Dustman			-	79,200.00		
	Training & Development		Q	8,769.00	18,605.00		
	Enhancement Grant		Q	7,439.00	27,600.00		
	Supplementary Grant		Q	212,198.00	155,106.00		
	CFEG		Q	533,262.00	1,442,070.00		
	Whole School Approach to Guidance and Discipline Programme Fund		Q	7,662.00	7,662.00		
				769,330.00	1,730,243.00	(960913.00)	
				-	-	-	
	Baseline total:			**1,778,980.63**	**3,028,713.00**	**(1,249,732.37)**	**
	Sub-total (A)			**6,775,306.63**	**7,319,198.00**	**(543,891.37)**	
B.	Topped up Fractional				0.00		
					0.00	-	**
	Total of (A) + (B)	**0.00**		**6,775,306.63**	**7,319,198.00**	**(543,891.37)**	
	Estimated Surplus bal. b/f from prev. yr					**1,708,066.14**	*
	Expected Surplus bal. c/f to next year					**1,164,174.77**	
C.	**Sch-based After-sch Learning and Support Programme**	7,554.00	A	92,400.00	-	99,954.00	
D.	**Senior Sec Curr Support Gr (SSCSG)**	7,416.00	Q	**680,256.00**	548,257.50	139,414.50	
E.	**Upgrade WebSAMS**	-	A	-	-	-	
F.	**Fractional GM Post Gr**		A	453,504.00	-	453,504.00	
G	**Diversity Learning Gr (DLG)**	**83,757.00**	H	84,000.00	125,600.00	42,157.00	
H.	**Learning Support Gr for Sec Sch (LSGSS)**	31,755.00	A	78,320.00	108,800.00	1,275.00	
I.	**Diversity Learning - Applied Learning(DLG-Apl)**	-	A	-	-	-	
J.	**Extra SSCSG**	1,081,853.00	Q	-	661,059.00	420,794.00	
K.	**Moral & National Education**	514,261.00	A	-	23,100.00	491,161.00	
L.	**TRG#**	463,073.75	Q	**189,956.00**	152,000.00	501,029.75	
M.	**Career Life Planning Gr (CLP)**	108,477.89	A	566,880.00	610,800.00	64,557.89	
N.	**School Administration Management(SAM)**		A	-	-	-	
O.	**Non-Chinese Speaking Student (NCS)**	3,500.00	A	50,000.00	50,000.00	3,500.00	
P.	**STEM one-off Gr**	198,690.00	A	-	129,000.00	69,690.00	
Q.	**Information Technology Staffing Suport Gr(ITSS)**	-	A	300,000.00	287,679.00	12,321.00	
R.	**One-off Gr Information Technology Education 4(One-offITE4)**	-	A	95,430.00	95,430.00	-	
S.	**Recurrent Gr Information Technology Education 4(Rec.Gr-ITE4)**	-	A	66,740.00	66,740.00	-	
T.	**One-off Information Technology Grant(O.I.T.G.)**	-	A	199,450.00	199,450.00	-	
U.	**One-off Gr for Promotion Ch.Hist & Culture(Prom. Ch Hist & C**	-	A	150,000.00	54,200.00	95,800.00	
		-		-	-	-	

Remarks: *Excluding Severance /Long Service Payment to be set aside; adjustment will be made according to the auditor's comments.
** Deficit to be topped up by EOEBG surplus. @ Clawed back.

Note: A = Annual(Payment in August)
Q = Quarterly (Sep Nov Feb & May)
H = Half year

The IMC of CANOSSA COLLEGE - School Fund Budget 2017-2018(R)w/simplified format(Revised)-(School Fund)

Budget for School Year 2017 - 2018

Name of Fund	Estimated Balance B/F $	Income $	Expenditure $		Balance C/F $	
A. Tong Fai						
Estimated Surplus bal. b/f	**4,279,270.49**					#
		322,665.00	**1,217,900.00**			
Surplus bal. c/f to next year				**A**	**3,384,035.49**	*
B. Electricity charges for Air-con.						
Estimated Surplus bal. b/f	**3,682,533.81**					
(new air-conditioners to be installed $240,000,70% Hall Air-con$391,300 inc		**369,484.00**	**1,081,300.00**	#		
Estimated Surplus bal. b/f				**B**	**2,970,717.81**	*
(A)+(B)Estimated Surplus bal. c/f to	**7,961,804.30**	**692,149.00**	**2,299,200.00**	**A+B**	**6,354,753.30**	
Donation -School Development Fund	6,830.70	-	-		**6,830.70**	
			-			

Sports Team						
Estimated Accumulated Fund b/f	**29,177.60**					
Tutorial fees		208,400.00				
Coach fees 208,180 & others 23,000			231,180.00			
Estimated Surplus bal. c/f to next year					**6,397.60**	*

Music Team						
Estimated Accumulated Fund b/f	**186,262.12**					
Tutorial fees		586,800.00				
Tutor fees			650,043.00			
Miscellaneous :Repairs,string,main. Fee & Musical			10,500.00			
Instruments			2,000.00			
Estimated Surplus bal. c/f to next year	186,262.12	586,800.00	662,543.00		**110,519.12**	*

Remarks: *Adjustment will be made according to the auditor's comments.

 # Tong Fai balance which is included : Donation Accumulated as at 1.9.2016 $230,997.75

Plan for the Use of Capacity Enhancement Grant 2017/2018

Strategies	Benefits Anticipated	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
Chinese Classical Dance	S1 to S5 students	Sep 2017 – Aug 2018	Students' skills and interest in Chinese Classical Dance are strengthened.	Evaluation by Chinese Classical Dance advisors and students concerned	Ms M.F. Cheung	$30,000.00
Chinese Painting Workshop	S1 to S5 students	Sep 2017 – May 2018	Students' knowledge in Chinese culture and skills in Chinese Painting are enhanced.	Evaluation by Chinese Painting Workshop advisors and students concerned	Ms G. Chan	$16,000.00
Drama Enhancement Course	S1 to S5 students	Sep 2017 – July 2018	Students' drama performance is enhanced.	Evaluation by Drama Club advisors and students concerned	Ms J. Lam and Ms L. Li	$35,000.00
Music Enhancement Course	S1 to S5 students	2nd term	Students' music performance is enhanced.	Evaluation by Music advisors and students concerned	Ms V. Ip	$36,000.00
Solo Verse Speaking Course	S1 to S5 students	Oct 2017 – Dec 2017	Students' solo verse speaking is enhanced.	Evaluation by Solo Verse Speaking advisors and students concerned	Mr J. Lai	$20,000.00
English Ambassadors Training Course	S1 to S6students	Sep 2017 – Aug 2018	Students' English Language speaking skill is enhanced.	Evaluation by English Ambassadors advisors and students concerned	Mr J. Lai	$30,000.00
					Total:	**$167,000.00**

School-based After-school Learning and Support Programmes 2017/2018

(I) The estimated number of students (count by heads) benefitted under this Programme is 152 (including A. 29 CSSA recipients, B. 93 SFAS full-grant recipients and C. 30 under school's discretionary quota).

(II) Information on Activities to be subsidised/ complemented by the Grant.

*Name / Type of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Period/Date activity to be held	Estimated no. of participating eligible students#			Estimated expenditure ($)	Name of partner/service provider (if applicable)
					A	B	C		
Art /culture activities & sports	Students able to build up self-confidence and to develop their talents.	Student participants find themselves more self-confident and their talents demonstrated.	Questionnaires	9/2017 – 8/2018	20	80	25	92,400	Not applicable
Learning skill training ,visits, communication skills training courses, volunteer service & tutorial service	Students able to be given equal chances in obtaining similar learning experiences.		Questionnaires	9/2017 – 8/2018	9	13	5		Not applicable
Total no. of activities: 20				**@No. of man-times**	29	93	30		
				****Total no. of man-times**	152				

Note:

* Types of activities are categorized as follows: tutorial service, learning skill training, languages training, visits, art /culture activities, sports, self-confidence development, volunteer service, adventure activities, leadership training, and communication skills training courses.

\# Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the discretionary quota (not more than 25%) (C)

@ Man-times: refers to the aggregate no. of benefitted students participating in each activity listed above.

** Total no. of man-times: the aggregate of man-times (A) + (B) + (C)

Support Measures and Plan for the Use of Learning Support Grant for Students of Special Education Need 2017/2018

	Strategies	Benefits Anticipated	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1.	Speech therapy	Students with Speech and Language Impairment	Oct 2017 – May 2018	Speech and language proficiency of students are enhanced.	Evaluation by service provider and feedback from teachers, parents and students concerned	Student Support Team (SST) members	$26,000.00
2.	Study skills training	Students with Specific Learning Difficulties	Oct 2017 – Dec 2017	Students' English proficiency is enhanced.	Evaluation by service provider and feedback from teachers, parents and students concerned	SST members	$7,400.00
3.	Individual Transition Plan	A student with Autism Spectrum Disorder	Oct 2017 – Jul 2018	Student's ability for career and life planning is enhanced.	Evaluation by service provider and feedback from parent and student concerned	SST members	$1,200.00
4.	Multiple intelligence and social skills training	Students weak at social skills	Feb 2018 – May 2018	Students' social skills are enhanced.	Evaluation by service provider and feedback from teachers, parents and students concerned	SST members	$7,000.00

5.	Life and Career Planning	Students of Special Education Needs	Nov 2017 – May 2018	Self-understanding, personal development and career planning of students are enhanced.	Evaluation by service provider and feedback from teachers, parents and students concerned	SST members	$20,000.00
6.	Individual social skills training	A student with Autism Spectrum Disorder	Oct 2017 – Feb 2018	Social skills of the student concerned are enhanced.	Evaluation by service provider and feedback from parent and student concerned	SST members	$14,000.00
7.	Communication skills training	Students weak at communication skills	Feb 2018 – May 2018	Communication skills of students are enhanced.	Evaluation by service provider and feedback from teachers, parents and students concerned	SST members	$8,000.00
8.	Hire a 0.12 Teaching Assistant to • help general clerical work in SST • help organize programmes during lunchtime and after school • assist students' interview sessions with Educational Psychologist.	Whole school	Sep 2017 – Aug 2018	SST members are satisfied with the help provided by TA.	Evaluation by SST members	SST members	$2,000×12×1.05 = $25,200
9.	Special seating arrangement in	Students with minor hearing	Sep 2017 – Jun 2018	Students' needs are catered for.	Feedback from students concerned	SST members	---

	classrooms and exam rooms	impairment					
10.	School social work service	Students of Special Education Needs	Sep 2017 – Jul 2018	Students' psychological and social competence are improved.	Feedback from parents and students concerned	School social worker	---
11.	Educational Psychologist consultation	Students of Special Education Needs	Sep 2017 – Jul 2018	Students' needs are catered for.	Feedback from parents and students concerned	Educational Psychologist	---
12.	School-based assessment accommodation	Students of Special Education Needs	Sep 2017 – Jul 2018	Students' educational needs are catered for.	Feedback from parents and students concerned	All teachers concerned	---
						Total:	**$108,800.00**

Plan for the Use of Diversity Learning Grant (DLG)
Three-year plan – provision of gifted education programmes for the Eighth Cohort of senior secondary students (from 2017/18- 2019/20 school year)

Programme(s)	**Strategies & benefit anticipated (e.g. in what way students' diverse learning needs are catered for)**	**Name of programme(s) / course(s) and provider(s)**	**Duration of the programme / course**	**Target students**	**Estimated no. of students involved in each school year**			**Evaluation of student learning / success indicators**	**Teacher-in-charge**	**Expected expenditure**
					17/18	18/19	19/20			
Creative Writing Programme	High-achievers are facilitated in development of creative writing.	Chinese writing course	4 lessons for each course	F.4-F.5 elite students in Chinese Language	30	30	30	Students show enthusiasm and creativity in learning.	Chinese Panel Head	$10,000.00
Creative Writing Programme	High-achievers are facilitated in development of creative writing.	English creative writing course	4-lesson course	F.4-F.5 high achievers in English Language	15	15	15	Students show enthusiasm and creativity in writing.	English Panel Head	$10,000.00
Maths Enrichment Training Programmes	High achievers are provided more training to develop their potential.	Enrichment Course	Whole school year	F.4-F.5 top 40 of the form in Mathematics	10	10	10	Students show enthusiasm in studying Maths	Mathematics Panel Head	$12,600.00
Critical Thinking Programme	High-achievers are facilitated in development of Critical Thinking	Critical Thinking Workshop	4-lesson course	F.5 high achievers in Liberal Studies	20	20	20	Students show enthusiasm and critical thinking in learning	Liberal Studies Panel Head	$15,000.00

Other Programmes	Elite students are subsidized to attend programmes offered by tertiary institutions or non-governmental organizations	Programmes for gifted/elite students	Whole school year	F.4 – F.6 students with excellent academic results or leadership potential	12	12	12	Interview with students	Teacher-in-charge of Talent Pool	$40,000.00
External Competitions	High achievers are subsidized to join external competitions held by tertiary institutions or non-governmental organizations	External Competitions	Whole school year	High achievers in the subjects	80	80	80	Performance of students in the competitions	Teacher-in-charge of the competitions	$10,000.00
Set and Props Workshop	High achievers are subsidized to attend programmes to enhance their creativity and imagination.	Programmes for developing their basic set and props construction skills.	2nd term	F.4 – F.5 students with good creativity	10	10	10	Students' creativity and imagination will be shown by the set and props made.	Music panel head	$10,000.00
Training for Debate	Students can receive proper training for further personal and academic development through debating.	Training on speaking and debating skills	Whole school year	F.4 – F.5 selected debating team members	10	10	10	Feedback from coach & evaluation of performance in debates.	Advisor of Debating Team	$18,000.00
									Total:	**$ 125,600.00**

Plan for the Use of Career and Life Planning Grant 2017/18

Objectives	Strategies	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1. Systematic development of career and life planning for each level of students	<u>Form One</u> Building self-understanding & self-confidence - Adventure-based training - Life planning seminar	 1st Term 1st Term	Students were able to complete the tasks.	Student Survey Trainers' feedback Observation	Counselling & Guidance Committee OLE Team	 $35,000 $4,000
	<u>Form Two</u> Understanding jobs and goal setting -Life planning workshops -Leadership training day camp	 1st Term 1st Term	Students find the training useful and show interest in future planning.	Student Survey	VP & OLE Team	 $13,000 $24,000
	<u>Form Three</u> Financial planning -Saving and investment workshop Building personal strength for elites -Leadership training for members of Talent Pool	 1st Term 2nd Term	 Students have learned financial planning skills Students have gained leadership skills.	Feedback from the students	 OLE Team Coordinator of Talent Pool	 $14,000 $26,000
	<u>Form Four</u> Future planning - Learning about future careers workshop - Service program - Mr Life workshop - Costume & set design training program	 2nd Term 2nd Term 2nd Term 2nd Term	Students find the test useful. Students are able to consider different factors in future planning.	Student survey	Careers Guidance Committee CYC OLE Team Music Panel	 $5,400 $15,000 $13,000 $15,000
	<u>Form Five</u> Preparation for tertiary education -Visit to Hong Kong International Airport and attend a course there -Making dreams come true workshop -Writing SLP workshop -Life planning day -China service program	 1st Term 1st Term 2nd Term 2nd Term 2nd Term 2nd Term	Students can identify their strengths for tertiary education	Student survey	OLE Team Careers Guidance Committee Alumnae Association Religious Affairs Committee	 $30,000 $5,400 $3,000 $1,000 $25,000

	Form Six Preparation for tertiary education & life planning -Interview skills &social manners training -Spiritual preparation for life planning	1st Term	Students find the training useful.	Feedback from trainers Observation	Careers Guidance Committee Religious Education Panel	$28,000 $4,000
2. Capacity building for development of Career and Life Planning	Employing an additional teacher to help develop training programmes for students.	Whole year	Career & life planning could be systematically implemented for all levels of students.	Feedback from career teachers	Principal	$350,000

Expected Expenditure : $610,800.00

Plan for the Use of School-based Support Scheme Grant for Non-Chinese Speaking (NCS) Students 2017/2018

Strategies	Benefits Anticipated	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
Support service for NCS students by employing teacher assistant to run adapted learning Chinese language curriculum.	4 NCS students	Sep 2017 – Aug 2018	Students' performances in Chinese Language are enhanced.	Report card Evaluation by NCS students and Chinese teachers concerned.	Ms W. Lam	$ 44,100.00
After-school learning and support resources (Including buying learning materials and expenditure of outdoor cultural activities).	4 NCS students	Sep 2017 – May 2018	Students' knowledge in Chinese culture and language are enhanced.	Evaluation by NCS students and Chinese teachers concerned.	Ms W. Lam	$700.00
Tutorial lessons for NCS students.	4 NCS students	Sep 2017 – July 2018	Students' performances in Chinese Language, Chinese History and Putonghua are enhanced.	Report card Evaluation by NCS students and Chinese teachers concerned.	Ms W. Lam	$5,200.00
					Total:	**$50,000.00**

Plan for the Use of STEM Grant 2017/2018

Objectives	Strategies	Target Group	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Equipment Required	Resources Required
Enhance students' problem solving skills	Designing and constructing filters in IS lessons	F.1	2nd term	Students have stronger problem solving skills	Students' performance in lessons	IS Panel	1 turbidity meter	$2000
	Rocket launcher workshop	F.2	2nd term		Observations	IS Panel, Math Panel	300 rockets	$3000 $4000
	STEM in Math lessons	F.1-5	Whole year		Students' performance in lessons	Math Panel		$5000
Arouse students' interest in new technology	3D drawing and printing in CL lessons	F.2	1st term	Students show interest in new technology	Students' performance in lessons	CL Panel	3-4 3D printers Printing materials for 3D printer	$20000 $5000
	Programming lessons using Mbot	F.2	2nd term		Students' performance in lessons	CL Panel	10 Mbot	$8000
	STEM club activities	STEM club	Whole year		Feedback from the students	Advisors of STEM club	Robotics 1 Airblock 1 aero camera	$10000 $2000 $10000
	Aero camera course	STEM club	2nd term		Feedback from the students Feedback from trainers	Advisors of STEM club		$10000
	3D drawing course	STEM club	1st term		Feedback from the students Feedback from trainers	Advisors of STEM club		$10000
Provide suitable environment for STEM activities	Enhancement of resources corner or the activity room	All students	Whole year			STEM coordinator	10 Display cards 2 Desktop computers 1 Laptop computer	$15000 $15000 $10000
							Total:	**$129,000.00**

嘉諾撒書院

推動中國歷史及文化的一筆過津貼活動計劃書 2017-2018

科目：中國歷史

年度	活動目的及建議	時間表	成功準則	評估方法	負責人	所需資源
2017-2018	➢文化遺產盆菜工作坊：考察屏山鄧氏宗祠、了解盆菜的歷史演變。	下學期 29/3/2018 6/5/2018	➢加強學生對圍村文化的認識，鞏固學生在小組專題研習的知識。	➢學生問卷 ➢中二全級學生小組專題研習	蘇潔媚老師 曾瑞雪老師	➢工作坊：$24000 ➢交通費：$8000
	➢攤位遊戲計劃書：香港圍村文化 1.盆菜的歷史淵源、演變及文化傳承 2.祠堂建築特色 3.語言（圍頭話與廣府話）、習俗（點燈）及吉祥文化	下學期 15/2/2018	➢加強高中學生對圍村文化的認識，鞏固學生在設計攤位遊戲的知識。	➢攤位遊戲計劃書	曾瑞雪老師	➢工作坊：$7000 ➢交通費：$2000

*2017-2020 年度教育局津貼總金額：$150,000

*2017-18 年度中史科預算總支出：$41,000

嘉諾撒書院

推動中國歷史及文化的一筆過津貼活動計劃書 2017-2018

科目：中國語文

年度	活動目的及建議	時間表	成功準則	評估方法	負責人	所需資源
2017-2018	➢剪紙技藝工作坊、中國結編織工作坊 1. 認識文化遺產 2. 學習傳統工藝	下學期 2/2018-4/2018	➢ 加強學生對不同文化遺產的認識。 ➢ 提高學生對保護和推廣文化遺產的意識。	➢ 學生問卷 ➢ 活動製成品	藍詠兒老師 廖盛華老師	➢兩個工作坊：$5200
	➢與普通話科合作跨學科文化推廣活動：「中華美食在校園」嘉年華 1.八大菜系的介紹 2.認識飲食文化與節日的關係 3.學習中國茶藝	下學期 2/2018-4/2018	➢加強學生對中國傳統飲食文化的認識	➢ 攤位遊戲計劃書 ➢ 學生問卷 ➢ 活動觀察	藍詠兒老師 韓斯敏老師	➢茶藝工作坊：$5000 ➢文化推廣攤位製作及活動宣傳：$3000

*總金額：$150,000

*中文科預算總支出：$ 13,200

Submission of School Development Plan (15/16 – 17/18) & Annual School Plan (17/18) for endorsement by Incorporated Management Committee

Submitted by: _____

Ms. Wong Shui Kuk Anny
Principal
Canossa College

Endorsed by: _____

Ms. Wong Siu Yuk Catherine
Chairperson of IMC
Canossa College

Date: 27 October 2017