

St. Catharine's School for Girls

Annual School Plan

2018 / 2019

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St. Catharine's School for Girls

Mission of the School

To deliver quality education to students, making them virtuous,
all-round and knowledgeable

Our Vision

We educate our students to:

- attain excellence in conduct and academic results
- be equally good at work and play
- be consciously aware of the world around them
- be concerned about the community
- be good followers of Christ
- be in line with The Truth

Aims of Education

We believe God created man and endowed all individuals with various gifts and potentials, and the aim of education is to help everyone understand and bring out the best in themselves, enabling them to equip themselves with the following attributes:

1. A knowledge of **self-worth** and the understanding that each person has his own place in the universe.
2. A correct and **balanced** value judgement.
3. A clear concept of right and wrong; a sense of **social justice** and an obligation to ensure that these principles are being upheld.
4. A strong desire to build a fair and **orderly** society.
5. A willingness to shoulder family and social **responsibilities**.
6. Respect for others' **dignity** regardless of their social standing.
7. Respect for every individual's **right** to freedom in society; not to deprive others' freedom for your own sake, and vice-versa.
8. An ability to **empathise** with others and share their feelings objectively.
9. An ability to build up **harmonious relationship** and co-operate with others in all circumstances.
10. A sense of **proactiveness, independence, self-discipline, self-respect** and **unselfishness**.
11. A **loyal, trustworthy, magnanimous** and **sincere** character.
12. **Appreciation** of nature, culture and art.
13. An ability to think **logically, critically** and **independently**.
14. An **inquisitive** mind so as to pursue truth and knowledge.
15. A reasonable standard of language proficiency that enables one to **communicate** effectively with others.
16. **Common sense** to respond to daily issues and the ability to develop a deeper understanding of them.

教育的目標

我們相信上帝造人，並賦予人有不同的恩賜與潛能；教育的目的，是幫助每一個人發掘、了解、發展及培育自己的天賦與能力，並使自己具備以下之質素：

1. 了解到每一個人均有其價值，並在宇宙中有其地位。
2. 培養一個正確的，平衡的價值觀。
3. 對是非黑白有明確的觀念，關懷社會公義，並盡一己之責以監察社會公義之實踐。
4. 有強烈的願望去建立公正而有秩序之社會。
5. 願意承當與分擔每一個人在家庭裏與社會中應盡的責任與義務。
6. 尊重並承認每一個人——無論貧富——皆有人的尊嚴。
7. 尊重自己及任何一個其他人的自由與獨立性，絕不以一己的自由妨害其他人的自由，亦不容許相反情形發生。
8. 對別人有適度的同感性，能以客觀的態度了解他人的感受。
9. 能在任何環境中，皆與人建立和諧的關係，互相交往及合作。
10. 能自覺、自立、自律、自重而不自私。
11. 忠誠可靠，對人寬大誠懇。
12. 對自然、文化與藝術均能培養一種鑑賞的能力。
13. 有邏輯性與批判性的獨立思考能力。
14. 有適度的好奇心，能客觀地格物致知，並能對所知之事物作合理的分析與評價。
15. 有與別人溝通的能力，並有足夠的語言文字的表達技巧。
16. 有足夠的常識理解一般周圍發生的事物，並知曉以何種途徑繼續充實自己。

2018/2019 School Major Concerns (in order of priority)

1. To further enhance students' and teachers' capacity for life-long learning.
2. To further strengthen students' positive values through the acquisition of life planning skills.

School's Major Concerns

Major Concern 1: To further enhance students' and teachers' capacity for life-long learning.

1.1 Students: To further enhanced students' self-directed learning through reading

1.1.1 School Environment

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> The school will apply for the QEF for the new set-ups of the library. 	Apr. to Aug. 2019	<ul style="list-style-type: none"> The application is successful. A comfort and well-equipped library is set up. 	<ul style="list-style-type: none"> Feedback from students, teachers and parents 	<ul style="list-style-type: none"> Academic Head & Deputy Head Librarian 	<ul style="list-style-type: none"> QEF
<ul style="list-style-type: none"> To make better use of the English Corner, Chinese Reading Corner (雅悅軒) and Careers Resources Centre to promote reading. 	w.e.f. Sept. 2018	<ul style="list-style-type: none"> These reading venues are patronized by students. Students enjoy reading there. 	<ul style="list-style-type: none"> Feedback from students and teachers 	<ul style="list-style-type: none"> English and Chinese Panel Heads Careers Mistress 	

1.1.2 Classroom Environment

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> A classroom reading corner will be set up to promote reading for entertainment / information. 	w.e.f. Sept. 2018	<ul style="list-style-type: none"> Students find the English and Chinese books put in the bookshelves make it more convenient for them to borrow. The reading environment is improved. 	<ul style="list-style-type: none"> Feedback from students and teachers 	<ul style="list-style-type: none"> Academic Committee English and Chinese Panel Heads 	<ul style="list-style-type: none"> Grants for making new bookshelves

1.1.3 Curriculum

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> Teachers are encouraged to include reading elements in homework or pre-lesson tasks. 	w.e.f. Sept. 2018	<ul style="list-style-type: none"> Teachers, students and parents find students show more engagement in reading. Students' reading competence is reinforced. 	<ul style="list-style-type: none"> APASO Stakeholder surveys 	<ul style="list-style-type: none"> Panel Heads Subject Teachers 	
<ul style="list-style-type: none"> Panel heads are encouraged to recommend suitable reading resources, in both hardcopy and electronic format, to be equipped by the school library. 	w.e.f. Sept. 2018	<ul style="list-style-type: none"> Recommendation submitted to school librarian. 	<ul style="list-style-type: none"> Recommendation submitted 	<ul style="list-style-type: none"> Librarian Panel Heads 	

1.1.4 School Activities

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> Assemblies, form teacher periods and subject lessons will be the means to promote "Reading to learn" as one of the strategies to enhance life-long learning capabilities of students. 	w.e.f. Sept. 2018	<ul style="list-style-type: none"> Students find reading interesting and helpful in their studies. A positive learning atmosphere is created in classes. 	<ul style="list-style-type: none"> Feedback from students, teachers and parents 	<ul style="list-style-type: none"> Functional Committees Form Teachers and Assistant Form Teachers Subject Teachers 	
<ul style="list-style-type: none"> Various reading activities will be organized by the school library to nurture students to become self-directed learners. 	w.e.f. Sept. 2018	<ul style="list-style-type: none"> Students' reading interest is fostered and their reading horizons are broaden. 	<ul style="list-style-type: none"> Statistical data Feedback from Students and teachers 	<ul style="list-style-type: none"> Librarian 	

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> To encourage students to take part in various activities arranged by the school library and the public libraries so as to enhance their capacity for life-long learning. 	Oct. 2018 to May 2019	<ul style="list-style-type: none"> The expected number of students participating in the activities. Students' capacity for life-long learning is enhanced. 	<ul style="list-style-type: none"> Statistical data 	<ul style="list-style-type: none"> Librarian 	
<ul style="list-style-type: none"> Current news sharing will be organized in English during the reading time every Monday. 	w.e.f. 8 th Oct 2018	<ul style="list-style-type: none"> 80% of the students find the news sharing session useful. 	<ul style="list-style-type: none"> Students' survey Feedback from Students and teachers 	<ul style="list-style-type: none"> LAC coordinator English Panel Head 	
<ul style="list-style-type: none"> Thematic reading for F.2 and F.3 during reading time on selected Fridays. 	Oct. 2018 to May 2019	<ul style="list-style-type: none"> 80% of the students concerned find the reading materials interesting. Students can apply what they have learned from the materials in their daily work / presentation. 	<ul style="list-style-type: none"> Students' survey 	<ul style="list-style-type: none"> Library Panel Heads 	

1.2 Teachers: To foster ongoing professional development for teachers

1.2.1 Individual Level

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> Teachers will take at least 6 CPD hours courses in the structure mode domain (i.e. the learning and teaching or student development courses) and the other mode domain (e.g. CLP, peer observation) in a 3-year cycle. 	w.e.f. Sept. 2018	<ul style="list-style-type: none"> All teachers can fulfill the requirement. A positive learning atmosphere is created among teachers. Teachers' self-initiative in participating in professional development activities is fostered. 	<ul style="list-style-type: none"> CPD record Oral feedback from teachers 	<ul style="list-style-type: none"> Staff Development Committee Teachers 	

1.2.2 Departmental Level

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> Professional support from the University of Hong Kong on how to develop students' self-directed learning skills in English subject via the project titled "Enhancing Assessment Literacy of Teachers in Secondary Schools" in F.3 will be sought. 	Sept. 2018 to Jan. 2019	<ul style="list-style-type: none"> Teachers are provided with information on self-directed learning and professionals are invited to comment and advise teachers on how to implement self-directed learning. 70% of the teachers agree that the support service provided is useful. 	<ul style="list-style-type: none"> Class observation Feedback from teachers 	<ul style="list-style-type: none"> English Teachers 	<ul style="list-style-type: none"> Support service from the EDB
<ul style="list-style-type: none"> To collaborate among panel members, the CLP will focus on reading / use of e-learning strategies. 	2018 to 2021	<ul style="list-style-type: none"> One teaching and learning package with the use of e-resources or with the incorporation of reading skills are made in two forms. 	<ul style="list-style-type: none"> The teaching and learning package submitted to the school 	<ul style="list-style-type: none"> Panel Heads Teachers 	

1.2.3 School Level

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> In order to promote positive professional sharing and create a collaborative environment in three tiers (school level, subject panel/functional group level and individual level), PowerPoint slides/handouts used in staff development days and course materials of professional development activities attended by individual with topics on e-learning, reading and students with special educational needs in 2018-19 will be saved in the school drive. 	w.e.f. Sept. 2018	<ul style="list-style-type: none"> At least three course materials can be shared in the school drive. Teachers appreciate the professional sharing and a collaborative environment among colleagues is created. 	<ul style="list-style-type: none"> Number of course materials Oral feedback 	<ul style="list-style-type: none"> Staff Development Committee Teachers 	
<ul style="list-style-type: none"> To organize a three-hour workshop on how teachers can enhance the skills required in self-directed learning and e-learning. 	25 th Mar. 2019	<ul style="list-style-type: none"> 70% of the participants agree that the workshop suits their professional needs. 	<ul style="list-style-type: none"> Evaluation questionnaire Oral feedback 	<ul style="list-style-type: none"> Staff Development Committee 	
<ul style="list-style-type: none"> Updated educational information will be provided in the Staff Meetings. 	w.e.f. Sept. 2018	<ul style="list-style-type: none"> 80% of the participants agree that this helps them get familiar with the updated educational trend. 	<ul style="list-style-type: none"> Feedback from teachers 	<ul style="list-style-type: none"> Vice-principals 	
<ul style="list-style-type: none"> Publication of Golden Jubilee Magazines. 	Oct. 2018	<ul style="list-style-type: none"> Students enjoy reading the magazines and appreciate the schoolmates' contributions. 	<ul style="list-style-type: none"> Feedback from teachers and students 	<ul style="list-style-type: none"> Golden Jubilee Magazine Editorial Board 	<ul style="list-style-type: none"> Funding required

Major Concern 2: To further strengthen students' positive values through the acquisition of life planning skills.

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1. Assemblies, form teacher periods and Morning Prayer time to convey the messages to students in developing positive values.	w.e.f. Sept. 2018	<ul style="list-style-type: none"> • Students learn to respect and appreciate self and others. • Students' qualities of perseverance and enthusiasm are enhanced. 	<ul style="list-style-type: none"> • Class observation • Feedback from students, teachers and parents 	<ul style="list-style-type: none"> • All teachers • Form teachers and Assistant form teachers 	
2. A theme song will be used in line with this year's Moral Education focus during assemblies.	w.e.f. Sept. 2018	<ul style="list-style-type: none"> • 90% of the students enjoy the music. • The message in the lyrics make an impact and help students build a positive outlook on life. • Students learn by heart the lyrics and carry out in practice some of the phrases / lines in their day to day activities. 	<ul style="list-style-type: none"> • Teachers' observation • Students' feedback 	<ul style="list-style-type: none"> • Assistant Chaplain 	
3. To assist students in the development of their spiritual well-being through formal curriculum in Religious and Life Education.	w.e.f. Sept. 2018	<ul style="list-style-type: none"> • Students actively participate in lessons. • Students show enthusiasm for their life & study. • Students understand that everyone get talents and they are willing to stretch their talents. 	<ul style="list-style-type: none"> • Teachers' observation 	<ul style="list-style-type: none"> • REL teachers 	
4. F.1-3 students express their gratitude towards their family, the school and the society as an in-class activity.	Nov. to Dec. 2018	<ul style="list-style-type: none"> • 80% of the students hand in quality written work. 	<ul style="list-style-type: none"> • Feedback form teacher-in-charge 	<ul style="list-style-type: none"> • Moral & Civic Education Committee 	
5. A F.4 Leadership Camp will be organized in September to promote the virtues of "to serve but not to be served" by exposing students to opportunities to serve the school.	Sept. 2018	<ul style="list-style-type: none"> • Over 90% of the F.4 students find the camp helpful in fostering enthusiasm and in preparing them for leadership roles. 	<ul style="list-style-type: none"> • Students' and teachers' feedback from questionnaires 	<ul style="list-style-type: none"> • CCA Committee • Guidance Committee • Discipline Committee 	<ul style="list-style-type: none"> • SU Funding • Service provider

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
6. Provision of social service opportunities for students to learn the virtues of “to serve but not to be served”.	w.e.f. Oct. 2018	<ul style="list-style-type: none"> • The participants treasure what they have and find great pleasure in helping others. 	<ul style="list-style-type: none"> • Feedback from students, teachers and parents 	<ul style="list-style-type: none"> • Functional Committees 	<ul style="list-style-type: none"> •
7. To organize a job simulation training workshop for F.2 students	1 st term	<ul style="list-style-type: none"> • Students are more concerned about the importance of life planning. • Students can better understand their abilities, strengths and interests. • Students are able to set goals, do reflection and alter goals as required. • 90% of the students agree that the programme suits their needs. 	<ul style="list-style-type: none"> • By observation • Oral feedback from students • Evaluation questionnaire 	<ul style="list-style-type: none"> • Careers Guidance Committee 	
8. F.5 students will participate in the Career Live programme.	w.e.f. Sept. 2018	<ul style="list-style-type: none"> • Participants can gain hands-on experience of different occupations. • 90% of the students agree that the programme suits their needs. 	<ul style="list-style-type: none"> • By observation • Oral feedback from students • Evaluation questionnaire 	<ul style="list-style-type: none"> • Careers Guidance Committee 	<ul style="list-style-type: none"> • Career Sparkle of the St. James’ Settlement
9. To jointly organize a QEF project with the Christian Family Service Centre YOU CAN-Potential Exploration Unit to F.1 and F.4 students. The project name is “Create our Joy Space--Joyful@School Application”.	2018 to 2021	<ul style="list-style-type: none"> • The participants’ mental health be fostered. • The participants become more resilient and confident. 	<ul style="list-style-type: none"> • By observation • Oral feedback from students • Evaluation questionnaire 	<ul style="list-style-type: none"> • Guidance Committee 	<ul style="list-style-type: none"> • QEF
10. Provision of a variety of activities for students to pursue their own interest in which their potentials can be unleashed and recognized.	w.e.f. Sept. 2018	<ul style="list-style-type: none"> • At least 80% of the club advisors are satisfied with the performance of the students in the activities. • More variety of clubs and activities in the school. 	<ul style="list-style-type: none"> • Evaluation reports of all activities 	<ul style="list-style-type: none"> • Functional Group Heads 	

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
11. Various activities / competitions / talks / workshops be organized or recommended by different Panels and Functional Groups to enhance students' strengths in the aspect of temperance, interpersonal relationships and intellectual effort.	w.e.f. Sept. 2018	<ul style="list-style-type: none"> • Successful completion of the programmes as planned. • Desired behavior observed in students. • Students become preserving and will not easily give up when they face challenges. • Students' accomplishments be maximized. 	<ul style="list-style-type: none"> • Class observation • Records / reports of various Departments • APASO results analyzed by the Counselling & Guidance Committee 	<ul style="list-style-type: none"> • Teachers of various Panels and Functional Groups • Form teachers and Assistant form teachers 	
12. To organize a three-hour workshop on the basic understanding of mental health and skills in supporting students with emotional problems.	17 th Jan. 2019	<ul style="list-style-type: none"> • 70% of the participants agree that the workshop suits their professional needs 	<ul style="list-style-type: none"> • Evaluation questionnaire • Oral feedback 	<ul style="list-style-type: none"> • Staff Development Committee 	•
13. To organize an outing activity that can enhance teachers with perspectives and awareness in environmental protection so as to develop students' positive value for life planning and concern for community.	6 th Jun. 2019	<ul style="list-style-type: none"> • 70% of the participants agree that the seminar suits their professional needs. 	<ul style="list-style-type: none"> • Evaluation questionnaire • Oral feedback 	<ul style="list-style-type: none"> • Staff Development Committee 	•

St. Catharine's School for Girls
Budget for Composite I. T. Grant (CITG) (2018-2019)

	\$	\$
<u>Income</u>		
Grant received		448,459.00
 <u>Less: Expenditure</u>		
IT related consumables	141,000.00	
Internet Connection Fee	40,000.00	
Maintenance Services for IT facilities	91,000.00	
Upgrading & replacement of IT facilities	<u>12,000.00</u>	
		<u>284,000.00</u>
Budgeted Surplus / (Deficit) for the year		<u><u>164,459.00</u></u>

School-based After-School Learning and Support Programmes

Proposed Programme 2018-2019

Name of School : St. Catharine's School for Girls

Name of Person-in-charge : Miss So Wing Yan, Vice-principal

Contact No.: 2345 6481

Programme Name	Programme Nature	Criteria for Success	Evaluation Methods	Dates of Activities	Estimated No. of Students Supported	Estimated Amount of Grant Applied	Name of Organisation Supplying Service (if applicable)
1. Instrumental Class	<ul style="list-style-type: none"> Students learn how to play western musical instruments. 	<ul style="list-style-type: none"> Students can give performance in a concert. 	<ul style="list-style-type: none"> Class concerts will be held in the 2nd term, where students' performance will be assessed. Evaluation forms will be given to students, teachers and parents. 	Sept., 2018 to July, 2019	20	$\$3,000 \times 20$ = \$60,000	---
2. Immersion Made Easy (IME) for F.1 students	<ul style="list-style-type: none"> By means of workshop, students are taught about the basic skills to study in an EMI school, including fundamental language structures and vocabulary in all subjects using English as MOI. 	<ul style="list-style-type: none"> Students immerse in the school life of an EMI school at the beginning of the school year. 	<ul style="list-style-type: none"> Evaluation forms will be given to students, teachers and parents. 	10-17 August, 2018	50	$\$450 \times 50$ = \$22,500	Headstart
3. Striving for optimum sports performance	<ul style="list-style-type: none"> Students learn to develop their talent in sports. 	<ul style="list-style-type: none"> Students become self-confident. School teams can attain good results in inter-school competitions. 	<ul style="list-style-type: none"> Evaluation forms will be given to students, teachers and parents. Records of awards will be referred to. 	Sept., 2018 to June, 2019	30	$\$600 \times 10$ = \$6,000 $\$700 \times 10$ = \$7,000 $\$850 \times 10$ =\$8,500	---

Programme Name	Programme Nature	Criteria for Success	Evaluation Methods	Dates of Activities	Estimated No. of Students Supported	Estimated Amount of Grant Applied	Name of Organisation Supplying Service (if applicable)
4. Art & Aesthetic Programme (1)	<ul style="list-style-type: none"> Students are given opportunities to develop their interests or talents in Dancing. 	<ul style="list-style-type: none"> Students become self-confident. Students can develop their interests or talents in Dancing. 	<ul style="list-style-type: none"> Evaluation forms will be given to students, teachers and parents. Records of awards will be referred to. 	Sept., 2018 – June, 2019	10	\$800 × 10 = \$8,000	香港舞蹈團
5. Art & Aesthetic Programme (2)	<ul style="list-style-type: none"> Students are given opportunities to develop their interests or talents in Photography. 	<ul style="list-style-type: none"> Students become self-confident. Students can develop their interests or talents in Photography. 	<ul style="list-style-type: none"> Evaluation forms will be given to students, teachers and parents. 	Oct., 2018 – May, 2019	10	\$200 × 10 = \$2,000	---
6. Art & Aesthetic Programme (3)	<ul style="list-style-type: none"> Students are given opportunities to develop their interests or talents in grooming. 	<ul style="list-style-type: none"> Students become self-confident. Students can develop their interests or talents in grooming. 	<ul style="list-style-type: none"> Evaluation forms will be given to students, teachers and parents. 	Oct., 2018 – May, 2019	10	\$350 × 10 = \$3,500	---
7. Open Eye, open mind — Study Tours	<ul style="list-style-type: none"> Students are given opportunities to know more about the culture of another country and the livelihood of the people living there. 	<ul style="list-style-type: none"> Students find the trip eye-opening. Students can develop views from multiple perspectives. 	<ul style="list-style-type: none"> Students' Report will be assessed. 	April, 2019	40	\$1,000 × 40 = \$40,000	---
8. Leadership Camp	<ul style="list-style-type: none"> Students' generic skills, including communication, collaboration, interpersonal skills and leadership are fostered. 	<ul style="list-style-type: none"> The camp can foster students' generic skills, e.g. leadership, and team spirit. 	<ul style="list-style-type: none"> Evaluation forms will be given to students. 	5-7 Sept. and 10-12 Oct., 2018	50	\$200 × 50 = \$10,000	香港 小童群益會

Estimated Total: \$167,500