

St. Catharine's School for Girls

Annual School Plan

2020 / 2021

CONTENTS

1.	Mission and Vision Statements	P.1
2.	Aims of Education	P.2 – 3
3.	School Major Concerns	P.4 – 12
4.	Plan on the Use of School-based After School Learning and Support Grant (2020-2021)	P.13
5.	Plan on the Use of Composite I.T. Grant (CITG) (2020-2021)	P.14
6.	Plan on the Use of School Executive Officer Grant (SEOG) (2020-2021)	P.15

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。

2020/2021 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 2020-2021

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 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. 2020	<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 	

1.1.2 School Activities

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> Reorganize the digital library services so as to maintain the quality, diversity, preservation and accessibility of the library collection and selected self-learning resources. 	w.e.f. Sept. 2020	<ul style="list-style-type: none"> 40% of the students used the Library Online Catalog and 60% out of the above students find this service useful. 60% of the students, who used the Library's Google Classroom, find this service useful. 40% of the students participated in online reading activities. 60% of the students, who used the Library's Google site, find this service useful and the presentation of this site is user-friendly. 	<ul style="list-style-type: none"> Questionnaires 	<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"> Reform the “Thematic Reading Scheme” and rename as “Book Recommendation Scheme by teachers”. It is composed of two parts: Junior Forms: Reading Express Senior Forms: Knowledge Hunt 	<p>w.e.f. Sept. 2020</p>	<ul style="list-style-type: none"> 70% of the students are interested in reading the magazine/ e-book recommended by the teacher. 70% of the students understand the contents of the book recommendation. 70% of the students want to explore more about the selected theme after the book recommendation. 70% of the students agree that the reading list helps them explore more about the selected theme. 70% of the students find the thematic exhibitions and related materials resourceful and helpful for their learning. A positive learning atmosphere is created in classes. 	<ul style="list-style-type: none"> Questionnaires 	<ul style="list-style-type: none"> Subject Teachers Librarian 	
<ul style="list-style-type: none"> The following whole-school level activities will be held by the school library to foster students’ reading interest: Task 1: Library Orientation for all teachers and students Task 2: Writer’s talk Task 3: Reading Week 	<p>w.e.f. Sept. 2020</p>	<ul style="list-style-type: none"> 50% of the teachers and students attended the orientation find it helpful. 70% of the students find the writer’s talk interesting. 50% of the students find the events held during the Reading Week fun. 	<ul style="list-style-type: none"> Questionnaires 	<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"> Subject level and individual level programmes will be organized by the school library to help teachers and students utilize the library resources, print and digital, to their full capacity. 	w.e.f. Sept. 2020	<ul style="list-style-type: none"> 50% of the teachers find the resources helpful to enrich students' learning. Student librarians' librarianship will be enhanced. 70% of the students who used the services provided in the individual level find them useful. 	<ul style="list-style-type: none"> Questionnaires 	<ul style="list-style-type: none"> Librarian Responsible subject teachers 	
<ul style="list-style-type: none"> Current news broadcasting will be organized in English during the Reading Time every Monday. 	w.e.f. Oct 2020	<ul style="list-style-type: none"> 90% 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"> NET 	
<ul style="list-style-type: none"> A F.4 OLE Day will be organized for students on local heritage preservation. Students will research on the heritage that they will visit and exchange information among group members. Their reading skills and research skills could be enhanced through this activity. 	July, 2021	<ul style="list-style-type: none"> Over 80% of the participants are satisfied with the visits they attend. Over 80% of the participants would do research on the heritage that they visit. 	<ul style="list-style-type: none"> Questionnaires 	<ul style="list-style-type: none"> CCA Committee 	<ul style="list-style-type: none"> LWL Grant Other NGOs and service providers
<ul style="list-style-type: none"> An England Study Tour will be organized in which students may be exposed to different learning methods by exchanging ideas with people of different nationalities about their favorite readers so as to develop their interest in reading. 	July – Aug 2021	<ul style="list-style-type: none"> 80% of the participants are satisfied with the tour. Positive feedback from the accompanying teachers. 	<ul style="list-style-type: none"> Reflective feedback of the students at the end of the tour. Presentation in the assembly to share their experience with all students. 	<ul style="list-style-type: none"> CCA Committee 	<ul style="list-style-type: none"> LWL Grant
<ul style="list-style-type: none"> Publication of students' writing. 	2021	<ul style="list-style-type: none"> Students enjoy reading the magazines and appreciate the schoolmates' contributions. The magazines of "Blazer" & "靈聲" are issued. 	<ul style="list-style-type: none"> Feedback from teachers and students 	<ul style="list-style-type: none"> LAC Committee News and Media Club 	<ul style="list-style-type: none"> Funding required

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 12 CPD hours* in this 3-year cycle (2018/19-2020/21). This year is the last year of the cycle. (* It is a special arrangement which is modified due to the epidemic situation) 	2018/19 to 2020/21	<ul style="list-style-type: none"> All teachers can fulfill the requirement. A positive learning atmosphere is created among teachers. 	<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"> All English teachers participate in either Common Lesson Preparation or Peer Lesson Observation. 	w.e.f. Sept. 2020	<ul style="list-style-type: none"> 80% of the English teachers agree that this arrangement provides chances for them to share good practices with their peers. 80% of the English teachers agree that a culture of sharing is established and their capacity for life-long learning enhanced. 	<ul style="list-style-type: none"> Feedback from teachers 	<ul style="list-style-type: none"> English Teachers 	
<ul style="list-style-type: none"> All LS teachers participate in Common Lesson Preparation and Thematic Lesson Observation 	w.e.f. Sept. 2020	<ul style="list-style-type: none"> All LS teachers understand how to use the basic e-learning platform, review and adjust the reading materials. Professional sharing among all LS teachers is made after the Thematic Lesson Observation. 	<ul style="list-style-type: none"> Feedback from teachers Observation 	<ul style="list-style-type: none"> LS Teachers 	

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> To collaborate among panel members, the Collaborative Lesson Planning (CLP) will focus on reading / use of e-learning strategies. (* The 2-year cycle has been extended to 3-year due to the epidemic situation) 	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 	
<ul style="list-style-type: none"> T & L teachers participate in the program ‘Design-led STEM (D-STEM) with interdisciplinary practice of Artificial Intelligence (AI) and Design’ held by Institute of Textiles & Clothing, the Hong Kong Polytechnic University (HKPolyU) 	w.e.f. Sept. 2020	<ul style="list-style-type: none"> Positive feedback from subject teachers 	<ul style="list-style-type: none"> Teachers’ feedback 	<ul style="list-style-type: none"> T & L 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"> To promote positive professional sharing and create a collaborative environment. 	w.e.f. Sept. 2020	<ul style="list-style-type: none"> At least one e-learning seminar will be attended by one teacher in each subject. At least one professional sharing session will be held by the school per semester. 	<ul style="list-style-type: none"> CPD record Oral feedback 	<ul style="list-style-type: none"> Staff Development Committee Teachers 	
<ul style="list-style-type: none"> A workshop will be organized to equip teachers with various teaching and e-learning strategies in helping students develop self-directed learning. 	Nov., 2020	<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"> To promote self-directed learning through reading and provide teachers with staff development information. 	w.e.f. Sept. 2020	<ul style="list-style-type: none"> Teachers borrow books from the Reference Books Corner. 	<ul style="list-style-type: none"> Counting from Loan Record Oral feedback 	<ul style="list-style-type: none"> Staff Development Committee 	

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. 2020	<ul style="list-style-type: none"> • Students learn to respect and appreciate self and others. • Students' virtue of perseverance and optimism 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, "Day by day" will be used in line with this year's Moral Education focus during assemblies.	w.e.f. Sept. 2020	<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. 2020	<ul style="list-style-type: none"> • Students actively participate in lessons. • Students show enthusiasm for their life & study. • Students become persevering and will not easily give up when they face challenges. 	<ul style="list-style-type: none"> • Teachers' observation 	<ul style="list-style-type: none"> • REL teachers 	
4. Participation in the SportsChat Program to help students develop a positive life style by instilling students with better self-image and the virtue of 'optimism'.	w.e.f. Sept. 2020	<ul style="list-style-type: none"> • Over 80% of the participants find the workshops helpful in boosting self-image and instilling the virtue of 'optimism'. 	<ul style="list-style-type: none"> • Students' and teachers' feedback from questionnaires 	<ul style="list-style-type: none"> • CCA Committee 	<ul style="list-style-type: none"> • LWL Grant • Service provider
5. Provision of social service opportunities for students to learn the virtue of "respect".	w.e.f. Dec. 2020	<ul style="list-style-type: none"> • The participants show positive attitude in the service experience and 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 	

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
6. 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. • 85% 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 	
7. To organize a career stimulation game for F.4 students.	July 2021	<ul style="list-style-type: none"> • Participants can gain hands-on experience of different occupations. • Career Group Committee can gain experience in organizing activity for the whole form. • 85% of the students agree that the programme suits their needs 	<ul style="list-style-type: none"> • By observation • Oral feedback from form teacher • 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. 2020	<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"> • 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 complete the QEF project, namely "Share respect for life, walk together in adversity", which are jointly organized by the school and the Christian Family Service Centre YOU CAN-Potential Exploration Unit.	Sept. 2020 to May 2021	<ul style="list-style-type: none"> • The participants' mental health be fostered. • More than 80% of the participants agree that the activity suggests effective ways to manage emotions well. • More than 80% of the participants 	<ul style="list-style-type: none"> • By observation • Evaluation questionnaire 	<ul style="list-style-type: none"> • Guidance Committee 	<ul style="list-style-type: none"> • QEF

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
		agree that the programme helps them realize the importance of maintaining good interpersonal relationship.			
10. The Student Support Team led by the SENCo to promote home-school cooperation and to provide more comprehensive support for students with special educational needs.	w.e.f. Sept. 2020	<ul style="list-style-type: none"> • The assistance rendered to the needy students is more comprehensive. • 80% of the students with SEN agree that the support offer to them can help solve their problems of learning. 	<ul style="list-style-type: none"> • Feedback from teachers & parents • Questionnaire 	<ul style="list-style-type: none"> • SENCo • Student Support Team 	
11. Various activities / competitions / talks / workshops to be organized or recommended by different Panels and Functional Groups to help students get exposed to positive life attitudes and strengthen their moral sense in perseverance and optimism.	w.e.f. Sept. 2020	<ul style="list-style-type: none"> • Successful completion of the programmes as planned. • At least 80% of the club advisors are satisfied with the performance of the students in the activities. • 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 to teachers on the basic understanding of mental health and skills in supporting students with emotional problems.	Mar., 2021	<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 	

School-based After-School Learning and Support Programmes

Proposed Programme 2020-2021

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 2020 to July 2021	40	\$2,000 × 35 = \$70,000	---
2. Art & Aesthetic Programme	<ul style="list-style-type: none"> Students are given opportunities to develop their interests or talents in art and aesthetic. 	<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 2020 to June 2021	20	\$500 × 20 = \$10,000	---
3. 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 2021 to July 2021	30	\$3,000 × 30 = \$90,000	---

Estimated Total: \$170,000

St. Catharine's School for Girls

Budget for Composite I. T. Grant (CITG) (2020-2021)

	\$	\$
<u>Income</u>		
Grant received		552,036.00
<u>Less: Expenditure</u>		
IT related consumables	225,500.00	
Internet Connection Fee	89,000.00	
Maintenance Services for IT facilities	95,000.00	
Upgrading & replacement of IT facilities	<u>55,000.00</u>	
		<u>464,500.00</u>
Budgeted Surplus / (Deficit) for the year		<u><u>87,536.00</u></u>

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Budget for School Executive Officer Grant (SEOG) (2020-2021)

	\$	\$
<u>Income</u>		
Surplus brought forward from previous year		155,737.52
Grant received		<u>534,660.00</u>
		690,397.52
<u>Less: Expenditure</u>		
One School Executive Officer	418,200.00	
Two Contract Staff (Sept - Dec)	<u>56,700.00</u>	
		<u>474,900.00</u>
Budgeted Surplus / (Deficit) for the year		<u><u>215,497.52</u></u>