

St. Catharine's School for Girls

Annual School Plan

2021 / 2022

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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。

2021/2022 School Major Concerns (in order of priority)

1. To cater for learner diversity as well as unleashing their learning power.
2. To nurture students to be good leaders.

School's Major Concerns 2021-2022

Major Concern 1: To cater for learner diversity as well as unleashing their learning power.

1.1 To cater for learner diversity through e-learning.

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> • To encourage teachers to adopt e-learning once in each chapter or unit for interactive teaching and learning. 	w.e.f. Sept. 2021	<ul style="list-style-type: none"> • Positive feedback from students. • Students' learning interest and learning effectiveness are enhanced. 	<ul style="list-style-type: none"> • Surveys 	<ul style="list-style-type: none"> • Panel Heads • Subject Teachers 	
<ul style="list-style-type: none"> • To design and release 1/3 of the curriculum with graded and diversified e-learning materials for F.5-6 students. 	w.e.f. Sept. 2021	<ul style="list-style-type: none"> • Positive feedback from students and subject teachers. 	<ul style="list-style-type: none"> • Questionnaires 	<ul style="list-style-type: none"> • Panel Heads • Subject Teachers 	
<ul style="list-style-type: none"> • To encourage students to use the subscribed online platforms, the Library Google site and the Library Online Catalog to enhance their self-learning and enrich their learning experience. 	w.e.f. Aug. 2021	<ul style="list-style-type: none"> • 60% of the students use the subscribed online platforms. • 80% of the students, who use the online platforms, find them helpful in their learning. • 60% of the students utilise the resources on the Library Google site. • 80% of the students, who use the Library's Google site, find the website useful for their learning. • 80% of the students, who use the Library Online Catalog, are satisfied with this platform. 	<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"> To empower students to present their reading and learning outcomes of the reading activities which are organized by the school library in a multi-media format and in an ethical manner. 	w.e.f. Sept. 2021	<ul style="list-style-type: none"> 60% of the students find that the peer sharing encourages them to share views about books with others. 40% of the students participate in the online reading activities. 60% of the students, who participate in the online reading activities, are satisfied with this platform. 	<ul style="list-style-type: none"> Questionnaires 	<ul style="list-style-type: none"> Subject Teachers Librarian LAC 雅悅軒 English Society 	
<ul style="list-style-type: none"> To promote professional development on e-learning within or among panels through peer observation or CLP. 	w.e.f. Sept. 2021	<ul style="list-style-type: none"> Teaching and learning packages with the use of e-resources are made. 	<ul style="list-style-type: none"> The teaching and learning packages submitted to the school 	<ul style="list-style-type: none"> Panel Heads Subject Teachers 	
<ul style="list-style-type: none"> To organize workshops to strengthen teachers with effective teaching strategies to cater for learning diversity through e-learning. 	Aug. & Nov. 2021	<ul style="list-style-type: none"> 70% of the participants agree that the workshops suit their professional needs. 	<ul style="list-style-type: none"> Questionnaires Oral Feedback 	<ul style="list-style-type: none"> Staff Development Committee 	

1.2 To create a collaborative environment through an interdisciplinary approach so as to unleash and develop students capability in integrating and applying the acquired knowledge and skills.

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> To encourage panels / functional groups to collaborate by conducting curriculum or program mapping. 	w.e.f. Sept. 2021	<ul style="list-style-type: none"> All panels and functional groups collaborate at least once. Positive feedback from subject teachers and students. 	<ul style="list-style-type: none"> Feedback from teachers and students 	<ul style="list-style-type: none"> Panel Heads Subject Teachers Functional Group Heads 	
<ul style="list-style-type: none"> To launch the QEF Project regarding STEM education in 2021/22 - 2022/13. With the use of the STEM Room, school-based STEM curricula in and across different subjects will be refined. 	Sept. 2021 to Aug 2023	<ul style="list-style-type: none"> Positive feedback from teachers and students Students' inter-disciplinary knowledge is facilitated and their lifelong learning skills are developed. Cross-curricular collaboration is enhanced. 	<ul style="list-style-type: none"> Teachers' feedback Evaluation questionnaires 	<ul style="list-style-type: none"> STEM Committee 	QEF
<ul style="list-style-type: none"> To promote positive professional sharing and create a collaborative environment in three tiers (school level, subject panel/functional group level and individual level). 	w.e.f. Sept. 2021	<ul style="list-style-type: none"> At least 20 e-learning seminars will be attended by subject teachers. At least one professional sharing session will be held in the year. 	<ul style="list-style-type: none"> Number of seminars attended Number of sharing sessions held Oral feedback Evaluation questionnaires 	<ul style="list-style-type: none"> Panel Heads Subject Teachers Staff Development Committee 	

Major Concern 2: To nurture students to be good leaders.

2.1 To nurture students' positive values and attitudes to be good leaders.

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> To convey the messages to students in developing students' character traits of a good leader during assemblies, form teacher periods and Morning Prayer Time 	w.e.f. Sept. 2021	<ul style="list-style-type: none"> Students' character traits of a good leader are established. Students learn from our Lord Jesus Christ the spirit of "to serve but not to be served". Students' self-confidence is enhanced. 	<ul style="list-style-type: none"> Class observation Feedback from students, teachers and parents 	<ul style="list-style-type: none"> Form teachers and Assistant form teachers 	
<ul style="list-style-type: none"> A theme song, "獻上今天" will be used in line with this year's Moral Education focus during assemblies. 	w.e.f. Sept. 2021	<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 	
<ul style="list-style-type: none"> To assist students in the development of their spiritual well-being through the formal curriculum in the Religious and Life Education. 	w.e.f. Sept. 2021	<ul style="list-style-type: none"> Students actively participate in lessons. Students develop a sense of integrity with the teachings of our Lord Jesus Christ. Students learn from our Lord Jesus Christ the spirit of "to serve but not to be served" and are willing to take it into practice. 	<ul style="list-style-type: none"> Teachers' observation Students' feedback 	<ul style="list-style-type: none"> RLE teachers 	

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> To join the Learning Circle of Values Education which hosted by the EDB so as to instil positive values in students. 	Oct. 21 & May 22	<ul style="list-style-type: none"> 80% of the students are responsive during in-class interaction. 	<ul style="list-style-type: none"> Observation by Form Teachers and Assistant Form Teachers 	<ul style="list-style-type: none"> MCE Committee 	

2.2 To adopt a school-based 3-tier leadership approach to strengthen students' leadership skills and develop students' potential through empowering them to be leaders and providing them with leadership training.

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> To organize Leadership Training Day Camps for F.4 & F.5 students to develop better team spirit and nurture students with a sense of servitude and integrity. 	Sept. 2021	<ul style="list-style-type: none"> At least 80% of the participants find the camps help them develop better team spirit and leadership skills. At least 80% of the club advisors agree that the student leaders have a sense of servitude and integrity. 	<ul style="list-style-type: none"> Questionnaires at the end of the activities. Questionnaires at the end of the year to evaluate the performance of student leaders. Observation by form teachers and accompanying teachers. 	<ul style="list-style-type: none"> CCA Committee 	<ul style="list-style-type: none"> LWL Grant Service providers
<ul style="list-style-type: none"> To nurture junior form students with a sense of servitude and integrity, a "Young Leaders Programme" to be organized together with HK Youth Counselling Association for 90 students from F.2 & F.3: <p>1/ 30 hours of training programmes to be run for F.2 & F.3 respectively to hone their leadership skills.</p>	Nov 2021 to Feb 2022	<ul style="list-style-type: none"> At least 80% of the participants find the programme helps them develop leadership skills and have a sense of servitude and integrity. 	<ul style="list-style-type: none"> Questionnaires at the end of the activity. 	<ul style="list-style-type: none"> CCA Committee 	<ul style="list-style-type: none"> School-based Project collaborating with HK Youth Counselling Association.

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>2/ A buddy programme to be held by the Student Union Executive Committee for the participants to have hands-on experience in organizing activities for the schoolmates.</p> <p>3/ A leadership camp to be organized at the end of the school year to consolidate the experiences of the young leaders in the year.</p>	<p>Feb - May 2022</p> <p>Jul. 2022</p>	<ul style="list-style-type: none"> • Positive feedback from the CCA Committee & SU Executive Committee members towards the young leaders. • At least 80% of the participants find themselves more confident in taking up future leadership roles. 	<ul style="list-style-type: none"> • Observation by CCA Committee members and Student Union Executive Committee members. • Questionnaires at the end of the activity. • Observation by teachers/ic & accompanying teachers. 		
<ul style="list-style-type: none"> • To organize a mentoring programme for 20-30 F.4 & F.5 students to hone their leadership skills and nurture them as role models: <p>1/ Selected students to be acted as mentees to be liaised with mentors from alumna or other NGOs. Through the connections, mentees could learn about workplace culture and expectations of society towards young leaders.</p> <p>2/ A public speaking workshop to be introduced to mentees to strengthen their leadership qualities.</p> <p>3/ An interview skills or a high table manner</p>	<p>w.e.f. Nov. 2021</p> <p>Nov. 2021</p>	<ul style="list-style-type: none"> • Feedback from teacher advisors and mentors. • At least 80% of the participants find the programme able to widen their exposure. • Positive feedback from teacher advisors and mentors. • At least 80% of the participants find the programme able to hone their leadership skills. 	<ul style="list-style-type: none"> • Questionnaires at the end of the programme. • Observation by teachers/ic and mentors 	<ul style="list-style-type: none"> • CCA Committee 	<ul style="list-style-type: none"> • Liaise with alumnae, AYP & TWF • Service Provider • LWL Grant

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>workshop to be arranged for the mentees to reinforce their leadership qualities.</p> <p>4/ A study tour to be arranged for the mentees to exchange and share experiences with students from other countries to widen their exposure and reinforce their roles as global citizens.</p>	<p>Apr. 2022</p> <p>Jul. 2022</p>	<ul style="list-style-type: none"> • Positive feedback from teacher advisors and mentors. • At least 80% of the participants find that they are more confident to meet people from different walks of life after the programme. • 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"> • Service Provider • LWL Grant • LWL Grant • DLG Grant
<ul style="list-style-type: none"> • Service opportunities, talks and workshops to be provided or organized by different Panels and Functional Groups to help students to learn the virtue of “to serve but not to be served” and to cultivate and further hone students leadership skills. 	<p>w.e.f.</p> <p>Sept. 2021</p>	<ul style="list-style-type: none"> • Successful completion of the programmes as planned. • Students’ character traits of a good leader are established. • Students’ communication and problem-solving skills are enhanced. • Students’ leadership skills are cultivated and further honed. 	<ul style="list-style-type: none"> • Observation • Oral feedback from students • Evaluation questionnaires 	<ul style="list-style-type: none"> • Functional Groups • Form teachers and Assistant form teachers • Subject teachers 	
<ul style="list-style-type: none"> • To equip teachers with strategies and techniques in training student leaders by organizing a professional workshop. 	<p>Nov. 2021</p>	<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 2021-2022

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 2021 to July 2022	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 2021 to June 2022	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 2022 to July 2022	30	\$3,000 × 30 = \$90,000	---

4. 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. 	11-17 August, 2021	60	$\$300 \times 60$ $=$ $\$18,000$	---
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Estimated Total: \$188,000

St. Catharine's School for Girls

Budget for Composite I. T. Grant (CITG) (2021-2022)

	\$	\$
<u>Income</u>		
Grant received		555,900.00
<u>Less: Expenditure</u>		
IT related consumables	344,000.00	
Internet connection fee	49,000.00	
Maintenance services for IT facilities	101,000.00	
Upgrading & replacement of IT facilities	<u>55,000.00</u>	
		<u>549,000.00</u>
Budgeted Surplus / (Deficit) for the year		<u><u>6,900.00</u></u>

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Budget for School Executive Officer Grant (SEOG) (2021-2022)

	\$	\$
<u>Income</u>		
Surplus brought forward from previous year		133,488.50
Grant received		<u>534,660.00</u>
		668,148.50
<u>Less: Expenditure</u>		
One School Executive Officer	438,480.00	
One Contract Staff	<u>201,600.00</u>	
		<u>640,080.00</u>
Budgeted Surplus / (Deficit) for the year		<u><u>28,068.50</u></u>