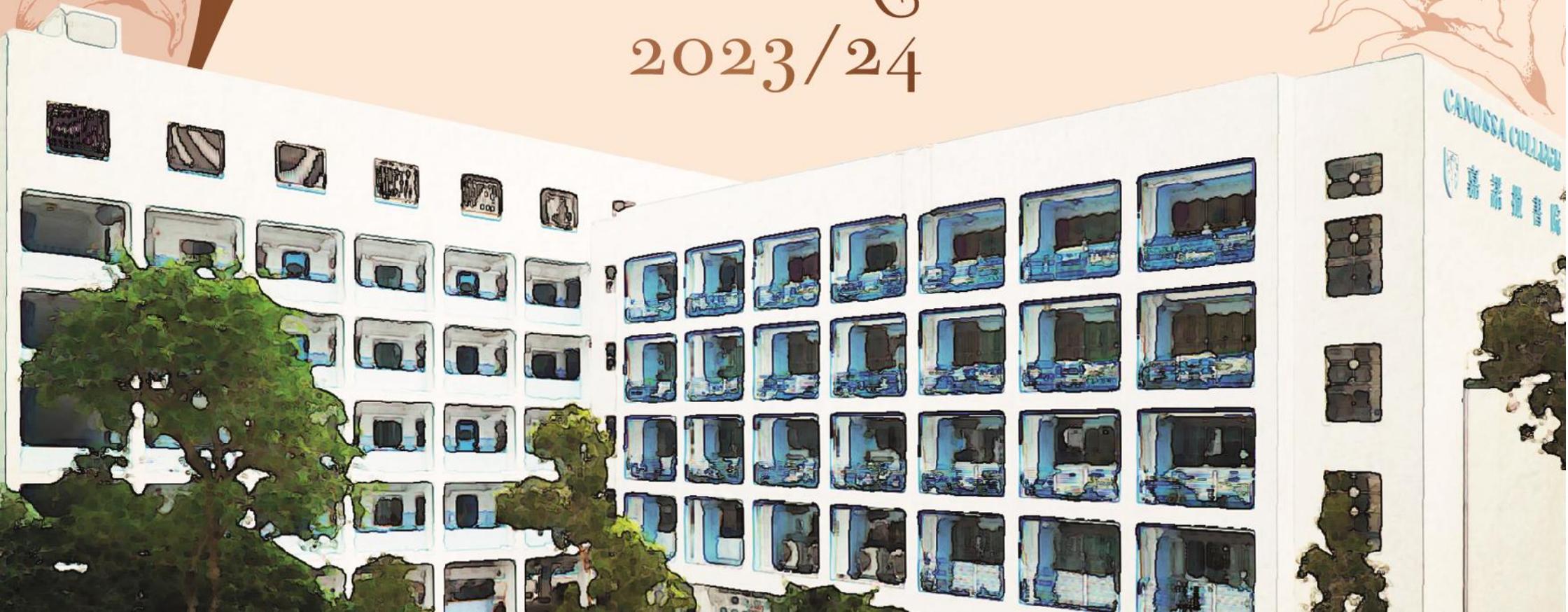




CANOSSA COLLEGE
SCHOOL REPORT
2023/24



SCHOOL REPORT 2023-2024

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I. VISION & 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.

II. OUR SCHOOL

Brief Introduction of the School

Canossa College, the former Canossian Convent Secondary School, was founded by the Canossian Daughters of Charity in 1959. The Canossian sisters left Italy, their homeland, to begin their missionary work in Hong Kong in 1860. In 1891, on Mr. David Sasson's generous donation of a piece of land of 3,000 sq.ft in Shau Kei Wan, the Canossian Sisters' convent and a Chinese primary school were built. In 1932, a new convent and a primary school were erected but were occupied by the Japanese and British soldiers during World War II. In 1951, the Canossian Chinese Primary School was re-opened and the Canossian Convent Secondary School was run in the new four-storey premises adjacent to the primary section in 1959.

To make way for the development of Eastern district, both the secondary and primary schools were relocated to the present premises in Quarry Bay in 1984 and renamed Canossa College and the primary, Canossa School (Hong Kong). Canossa College began to offer an education in the medium of English.

The Incorporated Management Committee (IMC) of Canossa College was set up on 31 August 2013 to replace the School Management Committee.

School Premises and Facilities

The school premises not only won the 1984 Highest Honours Award in Architectural Design for its simplicity, harmonious colour scheme, brightness and spaciousness, but also provide an ideal learning environment for students. The School Improvement Programme was completed in 2004 with a new wing erected from the parking area by the main entrance, providing more facilities for students' learning.

There are now 25 classrooms and 20 special rooms (2 visual arts rooms, a computer room, a STEM room, a multi-media learning centre, 4 laboratories, 5 multi-purpose rooms, a needlework room, a cookery room, a geography room, a music room, an English Learning Centre and a student activity center). In addition, the school hall, library, tuck shop, backyard, two multi-purpose ball courts, two covered playgrounds (with air-conditioning system) and the chapel provide ample space for various student activities.

School Management and Administration Structure

Composition of IMC 2023/24	Number of Managers	Alternate Manager
Sponsoring Body Manager	7(58.3%)	
School Principal (Ex-officio manager)	1	
Teacher Manager	1	1
Parent Manager	1	1
Alumni Manager	1	
Independent Manager	1	

Incorporated Management Committee (IMC)

Supervisor

Principal

Vice-Principal/ Assistant Principal

School Administration & Development Committee

National Education Committee

Values Education Committee

Pastoral Care & Student Development

Religious & Values Education

- Values Education Committee
- Religious Affairs Committee
- Civic Education Committee

Student Guidance, Discipline & Support

- Counselling & Guidance Committee
- Discipline Committee
- Student Support Committee

Careers Guidance & Life Planning

- Career Guidance Committee

Other Learning Experiences (OLE)

- Extra-curricular Activities Committee
- Houses
- Student Council
- Clubs & Societies
- OLE and Student Learning Profile (SLP) Team
- Educational Trip Team
- Sister School Team
- Graduates' Celebration Team
- Graduation Ceremony Coordinating Team

Student Affairs

- Student Awards & Welfare Committee
 - Awards & Scholarships
 - Tuck Shop & Lunch boxes
- Other Student Support

External Relations

- Parent-Teacher Association
- Alumnae Association

Learning & Teaching

Key Learning Areas

Subject Departments

English Across the Curriculum & Medium of Instruction

Assessment & Evaluation

Extended Learning

- S1 Bridging Course
- S2 Project-based Learning (PBL)
- Gifted & Remedial Programs
- Library Support
- Reading Enhancement Team
- STEAM Team
- IT in Education

Administration & Management

School Development & Evaluation

Staff Appraisal

School Admission

Class Allocation

School Calendar

Resources & Financial Management Committee

Information Management System Committee

WebSAMS

Timetabling Teams

Laboratory Safety Committee

Crisis Management Committee

Staff Development Committee

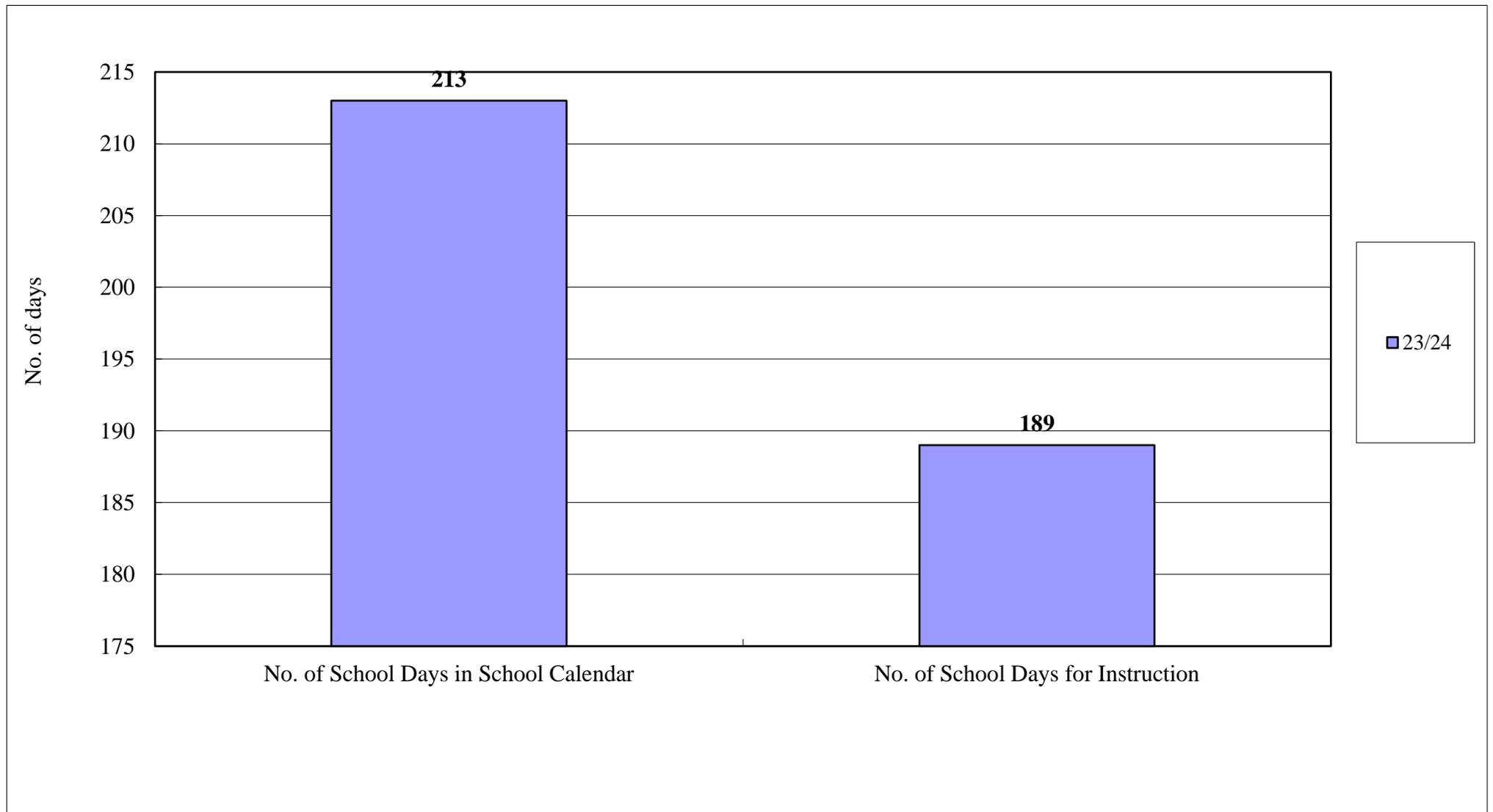
- Teachers' Professional Development
- Staff Welfare

School Promotion Committee

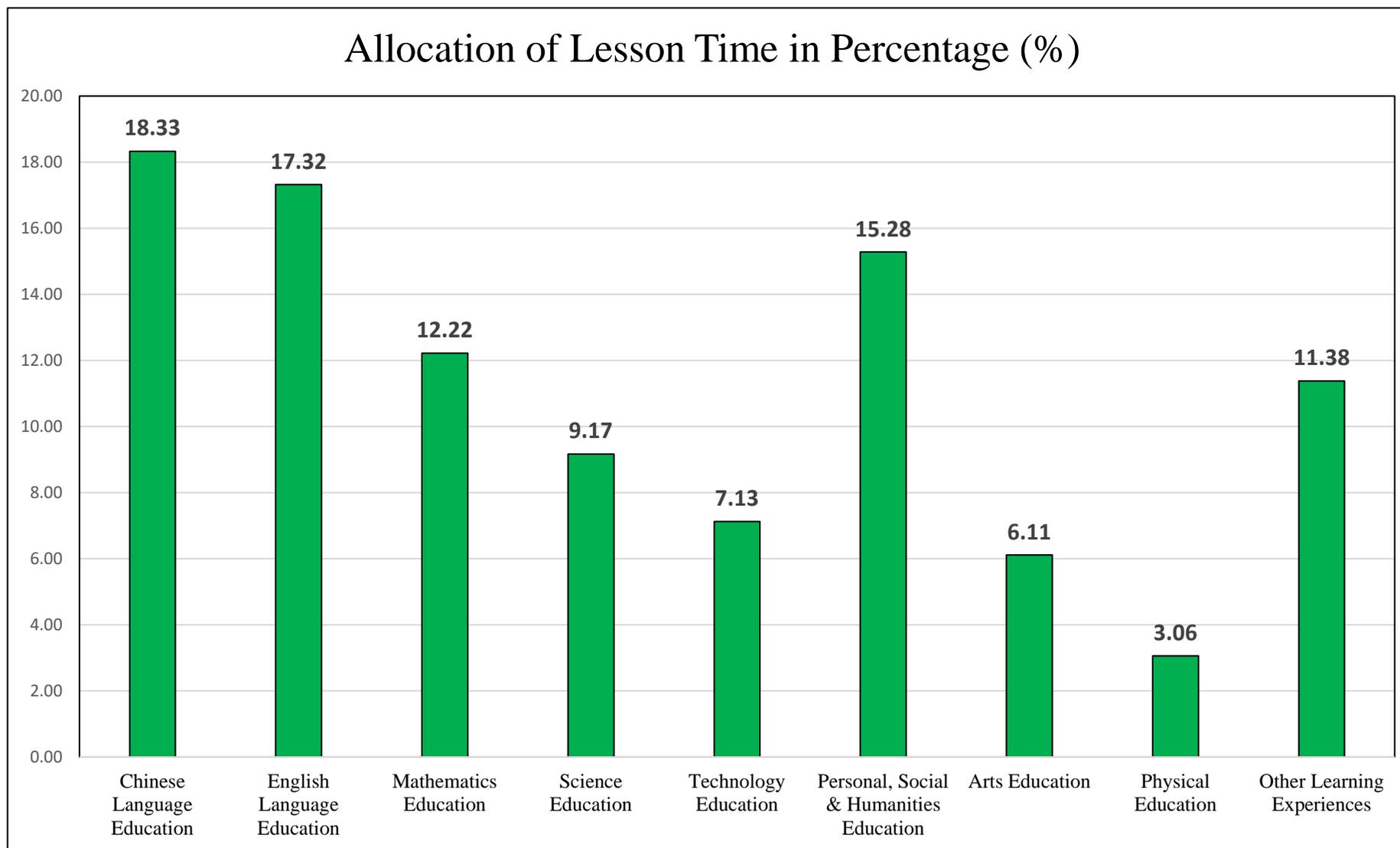
Management of Non-teaching Staff

School Documents, Publications & Publicity

Number of Active School Days



Lesson Time of the Junior Secondary Levels



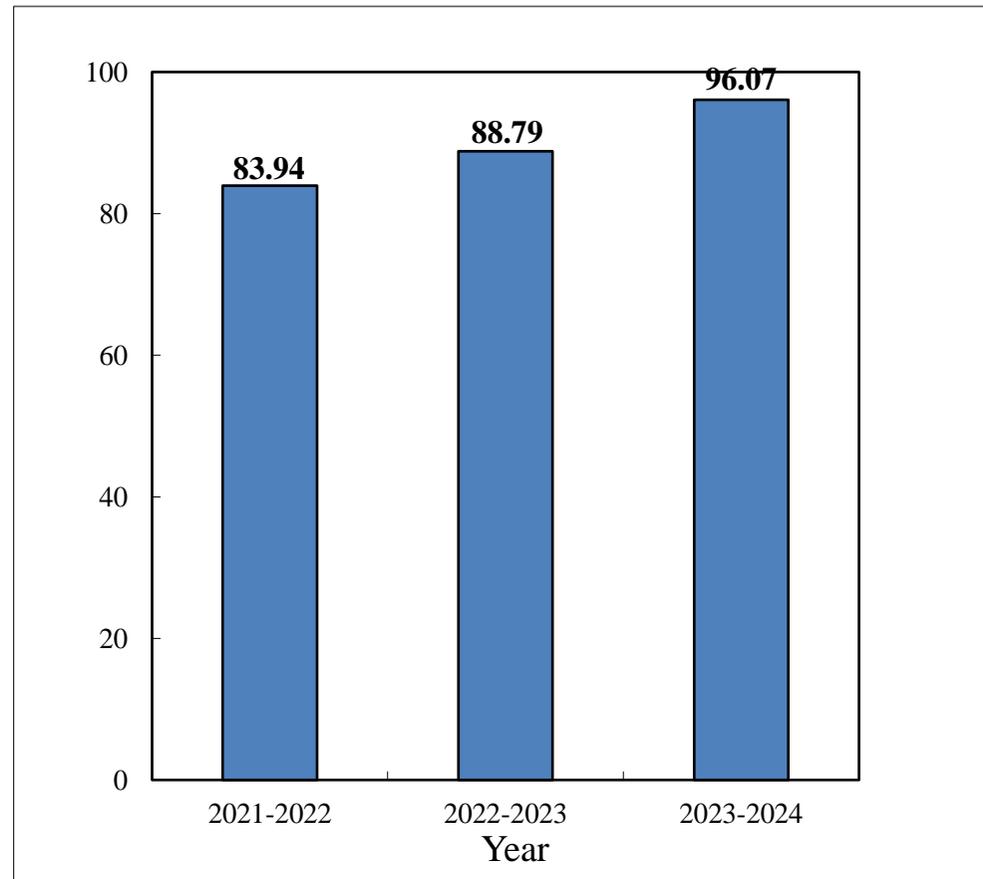
III. OUR STUDENTS

Class Organization

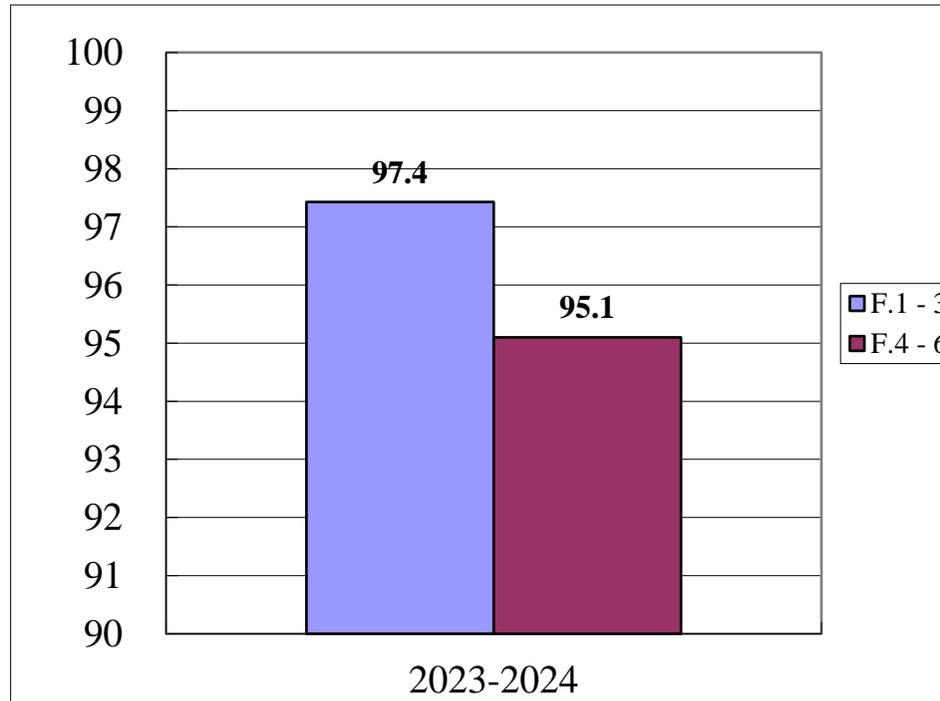
As on 1.9.23

Level	F.1	F.2	F.3	F.4	F.5	F.6	Total
No. of Classes	4	4	4	4	4	4	24
Total Enrolment (Girls)	143	127	102	107	107	110	696

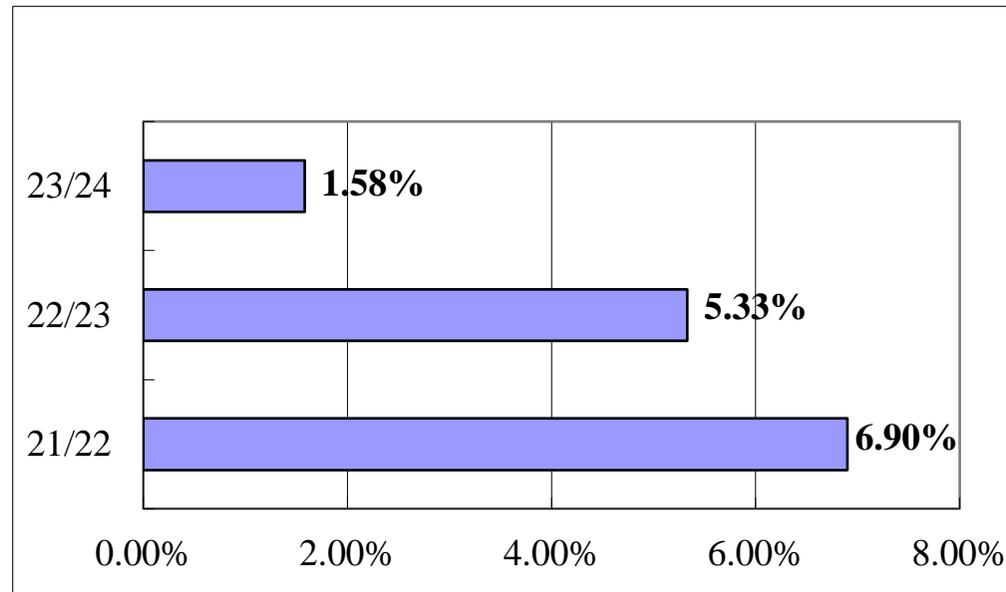
Percentage of Form 3 students promoting to Form 4 in this school



Students' Attendance



Students' Early Exit



IV. OUR TEACHERS

1. No. of teachers in the School (including the Principal)

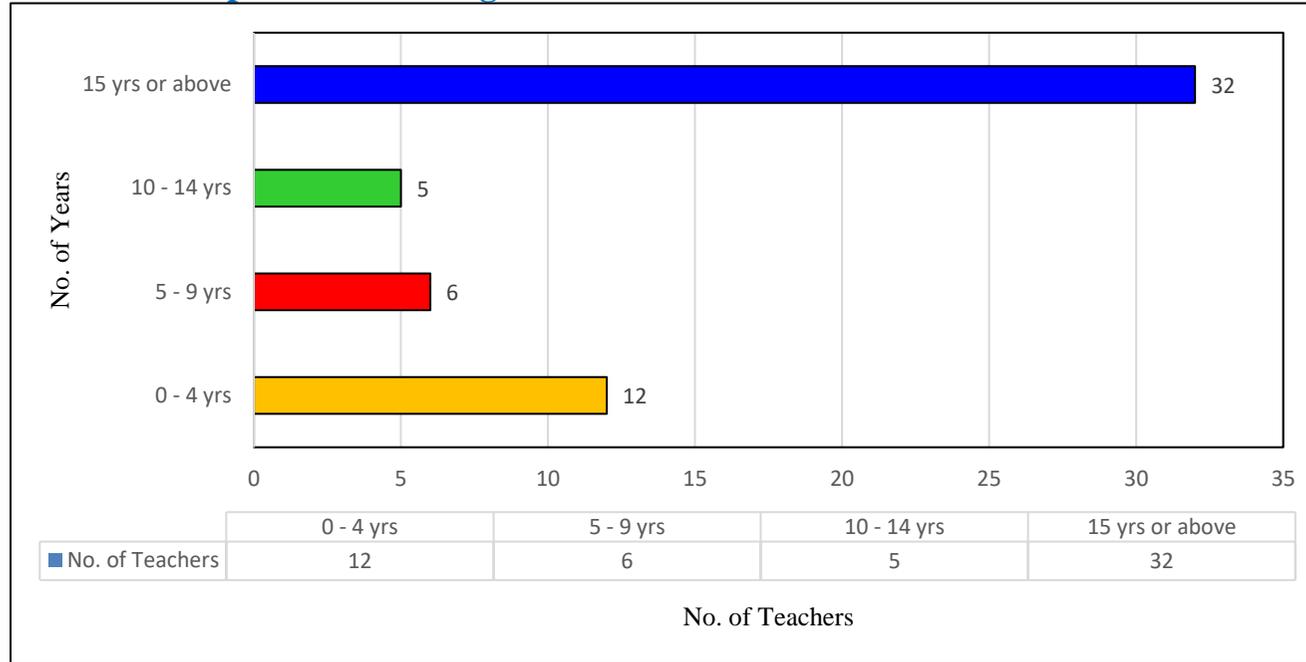
Year	Total no. of teachers
2021 - 2022	55
2022 - 2023	55
2023 - 2024	55

2. Teachers' Professional Qualifications

	2021 - 2022	2022 - 2023	2023 - 2024
Master Degree	28 (50.9%)	29 (52.7%)	27 (49.1%)
Bachelor Degree	27 (49.1%)	26 (49.1%)	28 (50.9%)

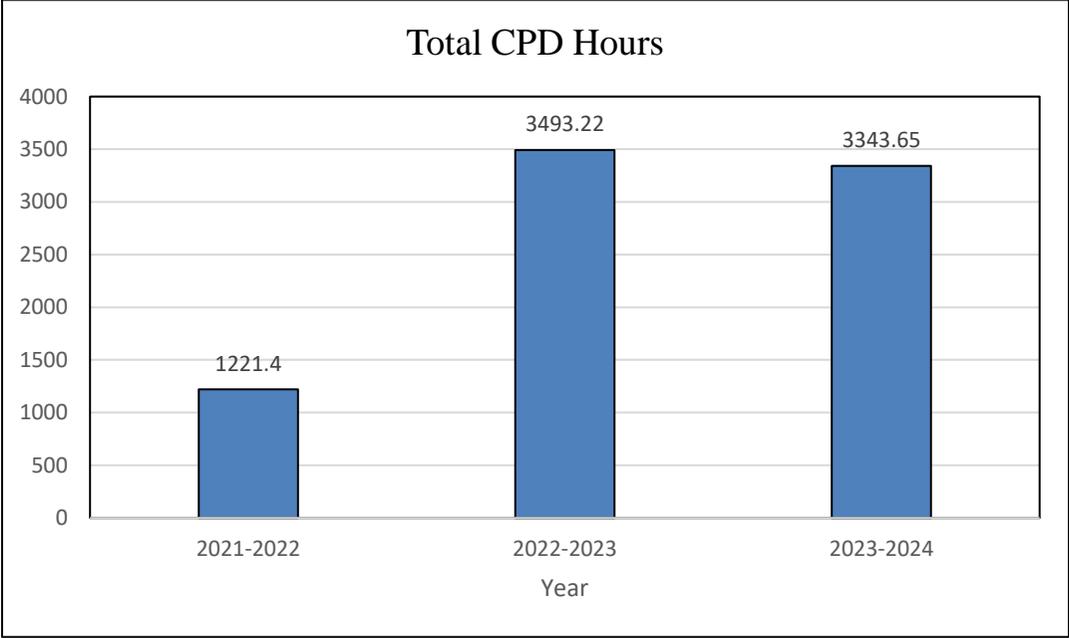
	2021 - 2022	2022 - 2023	2023 - 2024
With Teachers' Training	100%	96.3%	96.3%
Subject trained (Chinese Language)	100%	100%	100%
Subject trained (English Language)	100%	100%	100%
Subject trained (Mathematics)	100%	100%	100%
English Teacher meeting LPR	100%	100%	100%
Putonghua Teacher meeting LPR	100%	100%	100%

3. Teaching Experience of the Principal and Teaching Staff

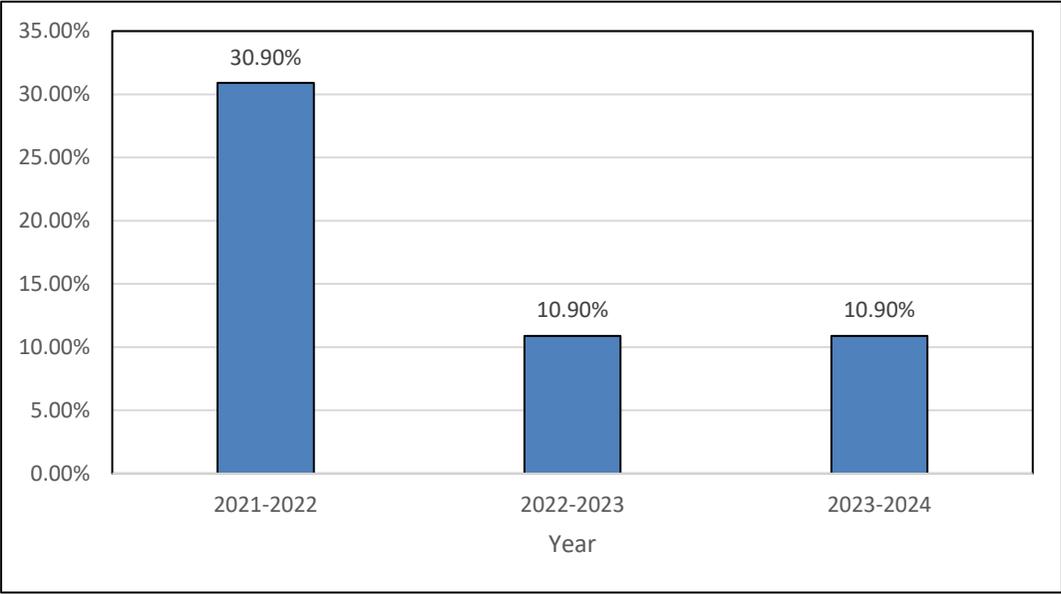


4. Continuing Professional Development of Teachers & Principal

Continuing Professional Development	2021-2022	2022-2023	2023-2024
Total CPD hours of Teachers	1093.6	3203.42	2963.05
Total CPD hours of the Principal	127.8	289.8	380.6
Total	1221.4	3493.22	3343.65



5. Staff Turnover Rate



V. MAJOR CONCERNS (ACHIEVEMENTS AND REFLECTION)

Major Concern 1: Students develop positive values and attitudes towards life

Achievements

Students' positive values and attitudes are strengthened

- To strengthen support for students' growth needs, the school fostered students' positive values and attitudes through the learning and teaching of various Key Learning Areas/subjects and the provision of relevant learning experiences. Different panels and committees organically integrated positive values education into their work such as the formal and informal curricula, life-wide learning activities, services in school or in the community, and the whole-school atmosphere. Aligning with the educational theme, teachers emphasized positive values such as love, responsibility, and respect for others in the teaching process.

Students learnt different values inside classrooms. Values being taught in the lessons were recorded in the class record books as follows:

Values being taught in Class	Number of times	
	1 st term	2 nd term
V1. Humility	16	46
V2. Kindness	61	48
V3. Gratitude	56	52
V4. Truth	68	40
V5. Justice	15	6
V6. Life	56	49
V7. Family	24	24
V8. Perseverance	112	136
V9. National Identity	66	119
V10. Commitment	21	39
V11. Integrity	12	16
V12. Care for Others	112	55

Values being taught in Class	Number of times	
	1 st term	2 nd term
V13. Law-abidingness	36	31
V14. Empathy	29	32
V15. Diligence	38	27
V16. Love	109	89
V17. Respect	47	47
V18. Responsibility	89	46
V19. Others	6	19
Total	917	869

From the data collected, students learnt the values in different lessons besides informal and hidden curricula. In the coming year, two values, “Filial Piety” and “Unity” will be added to strengthen students positive attitudes and values.

- The school strived to nurture a healthy mindset among students and enhance their character strengths by conducting various activities such as talks, workshops, leadership training programs, life-planning activities, and inter-class and class-based activities. Through various activities, different values were rooted in students’ minds. Examples are as follows:
 - Empathy Talk
 - Self-exploration Workshop
 - Positive Peer Relationship Workshop
 - Expressive Art Workshop
 - School Life Review Class-based Workshop
 - Life Exploration & Talent Development Class-based Workshop
 - Film Appreciation on the theme of Filial Piety
 - Team Building Day Camp
 - “VASK” in Life Exploration Class-based Workshop
 - Physical and Mental Health Interactive Booths
 - Cheer-up Week

The activities enhanced students’ sense of solidarity and the harmonious atmosphere in the school. Students were encouraged to live a healthy life with positivity. According to the student evaluation, more than 80% of students agreed that the workshops could arouse their awareness of positive values, attitudes, skills and knowledge in daily life. Students were able to achieve effective interpersonal communication with schoolmates and others in the society.

- To strengthen positive values among junior students through the acquisition of life planning skills, different workshops were held by the Career Guidance Committee.

Level	Workshop	Benefit(s)
F.1	<ul style="list-style-type: none"> • Dream Crafter Workshop 	<ul style="list-style-type: none"> • Students could be inspired to set goals.
F.2	<ul style="list-style-type: none"> • Interests Exploration Workshop 	<ul style="list-style-type: none"> • Students could explore their interests and potential, leading to a better self-understanding.
F.3	<ul style="list-style-type: none"> • Occupation Sharing Workshop • Vision Board Workshop 	<ul style="list-style-type: none"> • Students could gain a better understanding of their inherent traits and strengths through various personality and ability assessments. • Students could gain insights into various occupations and industries.
F.4	<ul style="list-style-type: none"> • Student Learning Profile Workshop 	<ul style="list-style-type: none"> • Students could have improvement in self-awareness through recollection, reflection, and exploration of personal growth and lifelong learning development.
F.5	<ul style="list-style-type: none"> • Making Dreams Come True • Life Planning Day 	<ul style="list-style-type: none"> • Students could have better self-understanding and to learn from the experience of alumni in making their career and study plans.
F.6	<ul style="list-style-type: none"> • Image Management Workshop • Interview Training Workshops 	<ul style="list-style-type: none"> • Students could acquire good interview skills, but they also learnt to see job-seeking as an opportunity of personal growth and fulfilling their personal aspirations.

By participating in these activities, students would be better equipped to make informed career decisions that resonate with their interests, skills and aspirations. Students benefited from the sharing of the guest speakers. Parents were provided with essential information to facilitate their communication with students regarding their life planning, which may help students develop positive values and attitudes towards life. Overall speaking, most students who took part in these programs commented that the activities effectively enhanced their understanding of potential career paths. Participants were positive about the activities and reportedly said that they felt more in control of their future. More than 80% of respondents indicated in the evaluation that the workshop was useful for them.

- To help students develop positive values, the school adopted a whole-school approach, involving different departments and committees which offered different learning experiences to our students.

Committee	Activity	Participants	Objective(s)
Career Guidance Committee	Inter-class ICAC quizzes	F.1 – F.4	<ul style="list-style-type: none"> To highlight to students the values of integrity and enhance their knowledge of Hong Kong law
	An interactive ICAC drama		
National Security Education Committee	Flag-raising ceremonies	All students	<ul style="list-style-type: none"> To enhance students' sense of national identity To improve students' understanding of Basic Law and National Security Education
	The Constitution and Basic Law Student Ambassadors Training Scheme		
	National Security Education inter-class quiz		
	In-school National Security Education Exhibitions		
	Visits to Hong Kong Palace Museum	64 students (F.4 -6)	<ul style="list-style-type: none"> To improve students' understanding of Chinese culture and historical heritage
	Citizenship and Social Development Mainland Study Tour	F.5	<ul style="list-style-type: none"> To provide students with more opportunities to keep abreast of the latest developments of China, thus enriching students' knowledge and strengthening their sense of belonging to the country
	Historical and Cultural Study Tour to Guangzhou	F.3	
	Beijing - Hong Kong - Macau Student Exchange Summer Camp	Selected student leaders	
	Sister School Program to Tianjin	Selected F.4 and F.5 students	
	Guangzhou Cybersecurity Exchange Tour	Selected F.3 students	
	Qianhai, Shenzhen-Hong Kong Youth Dream Factory and Tencent Building Study Tour	23 F.6 students	
	Talk on "Understanding of National Security Law, National Flag & National Anthem"	New staff, F.1 students and parents	

Committee	Activity	Participants	Objective(s)
Discipline Committee	Companion Chat	F.1	<ul style="list-style-type: none"> To provide information, show care and offer support to new F.1 students
	Courtesy Campaign	F.1 – F.6	<ul style="list-style-type: none"> To encourage students to be respectful and polite at all times to people around them
	Inter-class Cleanliness Competition		<ul style="list-style-type: none"> To maintain a clean and hygienic campus by engaging all students To highlight the importance of respecting people around us as well as the environment
	Police Talk on the topic of Social Media and Personal Privacy		<ul style="list-style-type: none"> To enhance students' awareness of internet safety as well as how they should behave online legally and responsibly
	Discipline Prefect Board	Discipline Prefects	<ul style="list-style-type: none"> To nurture student leaders who show a strong willingness to serve and act as self-disciplined role models for fellow schoolmates To provide students with opportunities to take up responsibilities and training sessions to develop leadership skills, such as effective communication and teamwork
	Class Prefect Training Sessions	Class Prefects	<ul style="list-style-type: none"> To offer guidance and support to class prefects
Counseling & Guidance Committee	Stress Management Talk	F.1 – F.2	<ul style="list-style-type: none"> To cater for students' growth needs To reinforce positive values among students
	Recognize and Deal with Anxiety Talk	F.3	
	Stress Release with Art Class-based Workshop	F.4	
	Peer Relation Workshop	F.5	
	Anti-cyber Addiction Talk	F.1 - F.3	
	Be A Smart Online Shopper Talk	F.1 – F.3	<ul style="list-style-type: none"> To help students develop proper values and responsible attitudes towards life, and practice appropriate behavior while building healthy interpersonal relationships
	Sex Education Workshops	F.1 - F.6	
	Class Visits by Social Workers	F.1 - F.6	

Committee	Activity	Participants	Objective(s)
Student Support Team	Study Skills Enhancement Group	F.1	<ul style="list-style-type: none"> To equip students with essential learning skills
	Handicraft workshops	SEN students	<ul style="list-style-type: none"> To help students explore their potentials, strengths and weaknesses
	Career-related workshops		

Overall speaking, students responded positively to all the activities above. They could show the good qualities the school would like to cultivate in them. More than 70% of students admitted that these activities could develop their healthy mindset and enhance their character strengths. Most participants agreed that such activities had broadened their horizon and improved their awareness of individual strengths and weaknesses. In addition, based on the Key Performance Measures of Affective Development, our students scored higher than the territory norms in the items related to the National Identity as well as the items related to morality.

- Apart from the activities listed above, the Discipline Committee was very dedicated to upholding the school rules as well as guiding students to make sober judgements. There was a very comprehensive policy regarding how to handle students' misbehaviors and the team worked closely with Class Teachers and the Counseling & Guidance Committee for the best interest of our students.
- In Life Education lessons, various learning materials focusing on the 24-character strengths were adopted in different forms. Goal setting and team-building activities at the beginning of the academic year were held successfully to foster good attitudes and class spirit. More than 80% of students and 90% of teachers claimed that students could strengthen their positive values and attitudes through Life Education lessons.
- The school attaches great importance to teachers' professional growth. Our school sponsoring body, the Canossian Missions, and the school organized different workshops on Joint-school Staff Development Days to equip teachers with knowledge and skills to embrace new trends and challenges related to education. Topics include:
 - Lesson Observation Performance
 - Strategies of Positive Education
 - Focus Inspection
 - STEAM Education
 - ChatGPT in Education
 - National Security Education
- As part of our teachers' professional development and to enhance the effectiveness of school self-evaluation, all teachers enrolled in the online course of the Enhanced School Development and Accountability Framework organized by the Hong Kong Education Bureau to improve their awareness of such a framework and to plan their work accordingly to continue to offer high-quality education to our students. Furthermore, teachers, middle managers and school managers joined various workshops or seminars organized by the Education Bureau. It provided insights for teachers to align with the newest policy required by the Education Bureau.

- The Parent-Teacher Association put much effort in promoting parental education and better family relationships. A series of activities were held throughout the year:

- A one-day local trip to Ma Shi Chau Nature Trail
- Parent-student workshops

Workshop	Number of sessions
Teddy Bear Knitting Workshop	7
Balloon Art DIY Workshop and Competition	3

- Talks on Parent/Positive Education

Topic	Format
The Art of Compassionate Parenting: A New Approach to Raising Kids	Face-to-face
From Money to Mind - Guiding Your Children to Develop a Healthy Financial Mindset	Online
Cultivating Positive Emotions	Online
Positive Relationship	Online

The above-mentioned events were organized with great success. According to the observation and the feedback collected from the evaluation form, all participants were satisfied with the arrangement of the activities. Such activities offered parents and daughters precious opportunities to strengthen their bond and promote the value of filial piety.

Students are nurtured with Catholic core values and positive attitudes by actualizing the School Motto

- The school has always strived to cultivate Catholic core values and the Canossian spirits among students inside and outside classrooms. We believe spiritual growth is fundamental to holistic education. Our goal is to shape students to be keen learners with a spiritual mind and great empathy for others. Examples of activities held can be seen below:

Event/Activity	Participants
Regular cell group meetings	Catholic students
Reconciliation Liturgies	

Event/Activity	Participants
School Opening Liturgy	F.1 – F.6
Christmas Mass and Thanksgiving Liturgy	
Rosary prayer meetings	
Lenten Campaign	
Caritas Bazaar	
Foundress' Day Celebration (Thanksgiving Mass at the Cathedral of the Immaculate Conception)	F.1 - F.5

These activities provided precious opportunities for students to understand more about the gospel spirits and enhance their spirituality.

- During morning assemblies, students of different levels were responsible for giving speeches with themes related to the school motto (Humility, Respect, Kindness, and Love) and other positive values. 74% of students agreed that the lessons, morning assemblies, morning reading sessions and the abovementioned activities nurtured their Catholic core values and Canossian spirits. 86% of students were confident that they could always uphold the Canossian spirits and our school motto: Humility, Respect, Kindness, and Love, through performing their duties in school.

Students are encouraged to appreciate and give full play to their strengths

- The 65th Anniversary Open Days was held on 23rd and 24th March 2024. Students' good works, which demonstrate their excellent qualities such as creativity and artistic talents, were displayed in the jovial event. All F.1 – F.5 students participated in the preparation of the event in different capacities. It was evident that students developed and showcased generic skills and could apply their skill sets to real-life situations. On the event days, there were stage performances such as drama, Chinese dance and choir singing. There were game booths operated by different subject panels and student parties. Students designed various souvenirs for sale to raise funds for the school. There were students' artworks that aligned with the school's educational theme "Cherish Grace, Avow Mercy, Nurture Love" all around the campus, creating a loving and cheerful ambience. Feeling impressed, guests and visitors showed appreciation to all school members, granting us a great sense of achievement. The concerted effort of students, staff, alumni and the parents made the events a huge success, leaving us many memorable moments. Such good memories enhanced students' sense of belonging and strengthened their pride as well as their sense of identity as Canossians.
- In addition to all the activities listed above, the school believes that a culture of mutual appreciation on the campus would be beneficial to students' and teachers' overall well-being. Relevant events or activities are as follows:

Responsible party	Event/Activity	Outcome(s)
Discipline Prefect Board	Teacher Appreciation Day	Students and parents showed gratitude and appreciation to all school staff with thank-you notes.
Parent-Teacher Association	Teachers' Day	
Counselling & Guidance Committee	VIA cards (the 24-character strengths cards)	Teachers showed appreciation and gave words of encouragement to students, recognizing their unique characters and talents.

More than 90% of teachers agreed that students always showed appreciation and gratitude to teachers, parents and staff members. Meanwhile, it was expected that upon knowing their own character strengths through the VIA cards, students would enjoy greater well-being, give better performance and develop higher resilience.

[Students are empowered to serve others with charity and humility](#)

- In line with the school educational theme, “Cherish Grace, Avow Mercy, Nurture Love”, the school endeavored to foster a culture of positivity that would nurture students to become responsible, compassionate, and humble citizens who are also ready to make contributions to their homeland and the world. Students were given many opportunities to take up leadership roles in school, such as the Student Council, houses, different committees, extracurricular activity groups and in their own class. Talented students were recruited into a team for public speaking and leadership training. They also served as masters of ceremonies and ambassadors in different school events.
- To develop students’ leadership skills, 54 Discipline Prefects were recruited, and they served as role models for their schoolmates. They provided service to the school, helped promote self-discipline and maintain a safe and orderly learning environment on the campus on a daily basis. Leadership training activities were held, and most participants agreed that the activities strengthened their communication skills and enhanced their confidence to become assertive leaders.
- To help F.1 students adapt to the new school environment, the Foster Prefects Scheme was launched. 20 students from F.4 to F.5 were recruited as mentors and 73 F.1 students joined the scheme as mentees. To provide additional learning support for F.1 students, tutorial classes of different subjects were organized. More than 90% of the foster prefects agreed that their interpersonal communication skills were enhanced. More than 85% of F.1 students claimed that the scheme helped them adapt to the new school life. The Student Support Team also arranged activities to help F.1 students establish good learning habits and build good relationships with schoolmates.
- To foster positive values and attitudes, all students were recruited to be members of Community Youth Club, and they are encouraged to serve others. They were recommended to participate in visiting elderly centers, beach cleanup activities and flag selling for the Non-Governmental Organization.

- A service-learning programme was held for all F.4 students. They were introduced to different kinds of voluntary work and were asked to prepare and design activities for various serving targets. Students were also required to finish self-evaluation for further self-improvement. Many students were inspired by this program and took the initiative to join more voluntary work. The school has implemented a “Service Project” to encourage students to utilize their talents and skills to serve in school and in the community. Students who have completed a certain amount of service hours can nominate themselves for the Outstanding Service Award. In the school year 2023/24, 32 students received a certificate for the Service Project while 17 students were awarded the Outstanding Service Award. The project could motivate students to make meaningful contributions and enhance their sense of belonging to the school and society.

Reflection

- Different committees organized plenty of activities to meet students’ growth needs. All activities enabled students to gain new knowledge, explore their interests and talents, develop good confidence as well as various life skills.
- Values Education and National Security Education in the school is believed to be successful. In general, students are confident and possess a positive life outlook. With essentials values instilled in them, students are self-disciplined, rule-abiding, hard-working, respectful, and courteous to others, as reflected by the Q-scores of the subscales in “Honesty and sense of morality” as well as “National Identity (Responsibility, Obligations), (Proud, Love), (National Flag, Anthem), (Achievements)” in APASO-III. Students show enthusiasm in school activities and service opportunities. They acknowledge their civic obligation and national identity. Continuous effort will be invested to foster students’ pride in Chinese culture and the development of China.
- While most students show good self-management, it was observed that they should develop a healthier lifestyle to help them manage their hectic life and cope with heavy stress. They are encouraged to spend more time on doing physical exercise rather than information technology. Students should manage their time better and get adequate rest for better body and mental health.

Feedback and Follow-up

- In the forthcoming school development cycle, our students’ health will be our top priority, so effort will be invested to help students develop a healthy lifestyle, such as striking a balance between study and rest, doing enough physical exercise, and knowing how to handle stress. In particular, the school is suggested to provide a wide range of physical activities during school hours so as to foster a healthy lifestyle among students.

- Secondly, inculcating positive values, especially national identity, in students is one of our major concerns as we believe in the school's responsibility to nurture future leaders with a strong sense of national identity.
 - To reinforce values education and further enhance the whole-person development of the students, it is suggested that more elements of values education should be incorporated in both the formal and non-formal curriculum. Meanwhile, more teaching and learning materials on relevant topics for life education lessons will be prepared for class teachers.
 - A whole-school character formation scheme, involving students, teachers and parents, will be conducted next year, to promote positive values, constant self-improvement and a culture of appreciation.
 - The merit and the award scheme will be revised to nurture students' positive attitude and reinforce good behaviors.
- Parents play a vital role in the journey of students' whole-person growth, and they are the key partners of schools. Implementing values education through home-school cooperation is the most feasible method.

Major Concern 2: Students are engaged and persistent in learning

Achievements

Students are equipped with lifelong learning skills which can be applied to real-life situations

- Students were nurtured to be self-directed learners through different ways. For example, students were encouraged to join different online self-learning schemes. All Form 2 students were enrolled in the “Junior Secondary Science Online Self-learning Scheme”, organized by the Education Bureau, and supported by the Hong Kong Virtual University under the Hong Kong University of Science and Technology. The scheme aims to cultivate students’ interest in science, enhance students’ scientific literacy and learning effectiveness in STEAM through self-learning, and encourage them to pursue the latest science knowledge proactively. A student got an outstanding award for participating in online activities and completing the science electronic quiz items. Students who participated in the scheme also learnt the values of diligence and perseverance. In addition, senior form students made use of the question banks of the HKedCity for preparing their HKDSE examination strategically. Students were trained to make use of various e-learning platforms to submit online assignments and receive timely feedback from their teachers as teachers could easily assess and analyze students’ performance with data from different e-learning platforms for better learning and teaching.
- To help improve students’ retention of information, enhance their understanding of concepts, and foster better organization and study habits, notetaking skills were taught and emphasized in the following subjects. Students’ notes were collected for scrutiny and quality assurance.

Subject	Skills in notetaking
Business, Accounting and Financial Studies	○ Listing key concepts
Chinese Language	○ Cornell Note
Citizenship and Social Development	○ Concept Map
Computer Literacy	○ Using the App Popplet to help organize ideas during notetaking
Geography	○ Flow chart, concept map, annotated diagram and comparison table
Life and Society	○ Different types of visual organizers

- Various subjects offered students chances to engage in learning beyond the confines of the classroom, aiming to inspire them and enable the practical application of knowledge in real-world scenarios.

Subject	Activities
Chinese Language	○ 妙繪丹青·宋代茶百戲
Chinese History	○ 考察聖士提反文物徑
Citizenship and Social Development	○ Young friends of Heritage
Geography	○ Visit to Yuen Long Bypass Floodway ○ Visit to San Po Kong Industrial zone
History	○ Cultural Walk in Sheung Wan and Central
Integrated Science	○ Organic Farm Visit ○ Water rocket Launch
Putonghua	○ 普通話歌唱比賽
STEM	○ Learn to take videos using drones around the school campus

- Non-traditional assessments were tried out in some departments. Non-traditional assessments could cater to students with different learning styles, and helped students develop a broader range of skills and competencies. They could more effectively assess the real-world application of knowledge, critical thinking, creativity, problem-solving abilities, and collaboration skills. Students' self-esteem was thus enhanced.

Subject	Non-traditional assessments
Biology, Integrated Science, Physics	○ Poster design
Citizenship and Social Development	○ Picture capture and mind-maps
Computer Literacy	○ Poster design and Creative filming
History	○ Post-visit project (Multimedia)
Life and Society	○ Book sharing and video recording
STEM	○ Design a tool with Muselab Microbit board

- Teachers combined face-to-face instruction with online resources to cater to diverse learning styles, enhance engagement, promote self-paced learning, and provide flexibility to students. This kind of blended learning could be seen in the department as follows:

Subject	Blended Learning Materials
Business, Accounting and Financial Studies	Reading, teaching materials and videos explaining key concepts were uploaded onto Google Classroom.
Chemistry	Links to the video debriefing HKDSE was shared on Google Classroom. Marking schemes of test/exam were shared after assessment. Some high order thinking exercises were uploaded for students to download according to their needs.
Chinese Language	Activities guidelines were uploaded onto OneNote and students could get access to the discussion outcomes flexibly.
Computer Literacy / Information and Communication Technology	Notes and assignments were uploaded to OneNote or Google Classroom. Students could interact with each other using Padlet for discussions and contributions. Multiple-choice question banks were used for students' self-revision and practice.
Economics	Videos from the Education Bureau and the Chinese University of Hong Kong were shared as references. The teacher also uploaded teaching videos about past papers' multiple-choice questions. It was found that some students had achieved better results by watching those videos at their own pace.
History	Extra multiple-choice questions and fill-in-the-blank questions not covered during lessons were provided in Google Form for students' self-paced learning.
Integrated Science	Answers to supplementary worksheets were shared before major assessments so that students could review their work again according to their own schedules.
Life and Society	Good works were shared on online platforms for students to develop a culture of sharing. It also allowed students to refer to these readings flexibly.
Mathematics	Good works were shared on OneNote and Google Classroom for students' reference. Video/Zoom lessons were recorded and shared with students.
Visual Arts	E-resources on Freepik and Pinterest were introduced to students to enhance self-directed learning at students' pace. All students used Google Classroom to regulate their own learning pace. They communicated with teachers and kept a track record and portfolio. Resources were also shared on the platform.

- For higher learning efficiency, various subject panels adopted the strategies of flipped classrooms. They designed pre-lesson tasks for students so that they would be equipped with some basic understanding and better prepared for learning new topics in class. With carefully designed tasks, students were motivated to learn on their own and become self-directed learners. More lesson time could then be spent on classroom activities that involved higher-order thinking skills. At least 11 subjects (Chinese Language, Putonghua, Biology, Chemistry, Physics, Integrated Science, Geography, History, Life and Society, Citizenship & Social Development and Economics) reported setting pre-lesson worksheets. A few examples of pre-lesson tasks other than pre-lesson worksheets were as follows:
 - Biology: Students were required to study the similarities and differences of certain topics before class.
 - Business, Accounting and Financial Studies: Students were required to conduct research and complete online quizzes before class.
 - Chinese History: Students were asked to conduct research and set topics on a historical event.
 - Chinese Language: Students learnt the basic concepts of the subject knowledge through Edpuzzle videos and pre-lesson worksheets before class.
 - Computer Literacy: A vocabulary list was set up and students were asked to review and study the list before attending lessons.
 - Information and Communication Technology: Students were engaged in multiple-choice questions that were related to the topic to be taught.
- The 65th Anniversary Open Days was a precious opportunity that allowed students to apply their skills and knowledge to real-life situations. For the celebratory event, all subject panels were involved, and students were recruited to help with the preparation of subject game booths. Students brainstormed ideas, applied subject knowledge and designed interesting activities to engage visitors. Many students were trained as ambassadors to give presentations and serve the visitors.

Subject	Theme/Topic of Subject Game Booths
Chinese Language, Chinese Literature, Putonghua	投壺辨韻, 遨遊古今: 文學環遊記 品茶聞香, 纖手折錦: 漫遊擷芳園
English Language	Engage in English games, have tons of fun!
Mathematics	Mathematics is Fun

Subject	Theme/Topic of Subject Game Booths
Chinese History	玩遊戲, 學歷史!
History	Canossa College... TIME FLIES / Let's draw spectacular monuments!
Life & Society	Mapping Self and Society
Citizenship and Social Development	Let's have FUN: CS and your daily life
Geography	Let's Rock and Roll!
Integrated Science	Nature's Joy: Science is all around
Physics	Fun in Physics

Biology	Welcome to the World of Viruses
Chemistry	Shine with Colors: Into the Enchanting Chemistry World

Subject	Theme/Topic of Subject Game Booths
Economics and Business, Accounting & Financial Studies	Exploring the World of Economics & BAFS
Visual Arts	Making Art with Fun and Joy
Physical Education	Let's play E-sports, Mōlkky and Spikeball
Computer Literacy	Let's meet Python
STEM	Fly a Dream, Fly with us! Technological Artistry: AI News Anchors and Laser Engraving Showcase
Home Economics	Happy birthday, let's celebrate!
Religious and Moral Education	Adventure with Canossian Saints

During the event, it was evident that students mastered generic skills such as creativity, good language skills as well as excellent communication skills. On the other hand, many students who excelled in performing arts or music performances including our English musical, Chinese dance, Chinese orchestra and recitals, etc. They showcased their diverse talents and impressed their fellow schoolmates, parents and visitors with outstanding performances.

- Students also actively participated in other events or competitions, including the Caritas Bazaar, STEM competitions as well as Chinese and English debate, in which they could apply knowledge acquired from different subjects to solve real-life problems. It was evident that they possessed a fair amount of knowledge, a flexible mind, problem-solving skills as well as good confidence. Examples of students' achievements are as follows:
 - Chinese Language: Students actively participated in composition competitions, winning numerous awards. Our team was awarded the second runner-up in the 2023-2024 「Jinbi Cup 金筆盃」 essay preliminary contest, and the second runner-up of the “META. 4C Chinese Culture Conservation Metaverse Creation 2024”.
 - English Language: Students were interviewed by EdTalk (SCMP) about their out-of-classroom learning experience in Macau.
 - Science: Two F.2 students got the 1st Class Award in “Fun Science Competition 2024” organized by the Hong Kong Science Museum.
 - STEM: 4 students got the 1st Runner-up in KE Fight Crime Inno-solution Camp organized by the Hong Kong Police Force.
 - Economics: F.5 students got the Champion in 「生涯啟航 - 農銀香港聯校經濟知識比賽」 organized by the Agricultural Bank of China and Caritas School Social Work Service.
 - Economics: In the Smart Consumer Academy 23-24, organized by the Consumer Council and the Education Bureau, 3 students were awarded 「消費，智專研」專題研習比賽 - 高級組 - 最關愛社群消費體驗獎, and a student was awarded 「消費、智 Fun 享」IG 帖子創作比賽 - 高級組 - 最具消費影響力大獎 - 銀獎, 及最卓越設計獎 - 銅獎.
 - Students also had outstanding performances in Music, Sports, Visual Arts, Services and other areas (as attached).

- The school also encouraged cross-curricular learning and students enjoyed the activities organized. Examples are as follows:
 - Chinese and History: F.2 students were asked to study the local history of the school district, Quarry Bay. They then had to write descriptive essays in Chinese and produce videos based on their essays.
 - Chinese History, Religious and Moral Education and the Library: F.1 students were required to conduct research on famous religious leaders in different centuries.
 - STEM and Home Economics: Students were taught to create a cooking app that makes everyday cooking manageable to everyone.

Students responded positively to the cross-curricular activities, and they succeeded in transferring knowledge among themselves by working in groups as well as applying knowledge to real-life situations.

- To promote an active reading culture in the school, students were encouraged to read extensively during the morning reading sessions every Mondays and Thursdays. Different subject panels were invited to submit interesting texts for students of different levels to read. Reading materials are extracted from up-to-dated and credible sources such as the Royal Society of Chemistry, Hong Kong Observatory, National Geographic and Ming Pao, etc. to provide students the opportunities to read English in different authentic contexts. About 85% of the subjects set post-reading tasks for students which allowed teachers to monitor students reading progress and performances.

- The library played a vital role in promoting extensive reading and cross-curricular learning. Examples are as follows:
 - An annual book fair: to expose our students to texts of different subjects and genres to broaden their horizons
 - Display boards outside the library: to raise students' interest in reading by showing good students' works such as book reports and recommendations
 - Reading award scheme: to encourage students to read more extensively throughout the school year
 - Book sharing presentations: to provide students with opportunities to share book titles that they enjoy reading to their peers
 - Author talks: to inspire students with the authors' experiences and creativity

Students had a love for reading and participated keenly in the activities organized by the library. In the school year of 2023-2024, several students won awards for their outstanding book reports and our school was awarded with the “Most Active School” award in the 35th Annual Book Report Competition for Secondary School Students.

- Students were enrolled in different courses related to innovative technology to ignite their curiosity about science and technology. Examples include:
 - How to create an AI (artificial intelligence) news anchor: Students gained insights into how AI functions and could be applied in real-life situations.
 - Blockchain and metaverse: Students learnt how encryption, crypto-currencies were created as well as how they work.

Their participation was active in the lessons of both courses and surely developed a keen interest in new technologies.

- The school also organized many STEM activities, including drone flying, 3D printing, programming with Micro Bit boards and metal etching. Students were encouraged to take part in different Mathematics and Science competitions. All in all, over 70% of the participants agreed that these activities had broadened their horizon and elevated their interest in new technology exploration.

Students develop self-confidence in learning and realize their potential

- To boost students' confidence and enhance their learning motivation, different subject panels displayed good works to encourage students to do well. For instance,
 - Chinese: A collection of good Chinese essays from the students were published in 《擷芳集》, which was an anthology designed and edited by our students and printed for all F.1 to F.6 students.
 - English: Students with good English proficiency were invited to join the English drama club and perform in the annual musical. They were also hosts of different school functions.
 - 65th Anniversary Open Days: Students with different talents were invited to perform on stage. Their performances were impressive and proved our students were indeed all-rounded. Performances include:
 - Singing performances: Choral Singing, Sonntag
 - Recitals: Putonghua solo verse, English dramatic duologue
 - Instrumental performances: Zheng ensemble, clarinet solo, Chinese orchestra, pipa solo, piano solo, erhu solo, dizi solo, orchestra ensemble
 - Dancing performances: Latin dance, Chinese dance
 - English drama
 - Trampoline performance
 - Tea ceremony

Given more opportunities to perform on stage, students developed more confidence in themselves and higher motivation to pursue greater goals.

- Teachers strived to create a friendly and supportive learning environment for the students. With effective teaching strategies such as think-pair-share and jigsaw, students were allowed more chances to practice and improve before presenting in front of a greater audience.
- The school also provided additional learning support for students to help them overcome academic challenges. Weak junior form learners were identified based on test or exam results and were required to attend after-school remedial class every Thursday. Meanwhile, to better prepare senior form students for the public examination, different subjects took turns in organizing supplementary lessons on Thursdays. Teachers often recommended additional resources, such as the HKedCity Question Bank, for students to study at home. Another example is that the Chinese department organized higher-order writing workshops for F.4-5 students and exam-oriented writing workshops for F.6 students to improve their writing skills.

- To cater for learners’ diversity and thus enhance students’ learning motivation, teachers introduced a huge variety of inside-and-outside classroom activities and more assessment modes to suit students’ learning needs and styles. Instead of traditional homework assignments, students were asked to join field trips, give oral presentations, make videos and do group projects. Such tasks helped students develop important life and work skills and arouse their learning interests. Examples include:
 - Chinese History: Students visited the St. Stephen Historical Trail to understand more about heritage conservation in Hong Kong.
 - Geography: Students took part in a field trip to the Yuen Long Bypass Floodway and the San Po Kong Industrial Zone to learn more about urban planning.
 - Chemistry: Teachers made use of EDB materials, PHET simulations and virtual labs for their lesson demonstrations.
- Junior form students were encouraged to challenge themselves to attempt bonus questions in their assignments and assessments. Top 20 senior form students have received extra or challenging tasks in different subjects aiming at higher learning efficiency.
- To optimize teaching and learning, subject panels were encouraged to make use of assessment data to refine teaching strategies or improve the curriculum. Professional development courses in catering to individual differences were also recommended to teachers.

Students and teachers improve the efficiency of teaching and learning with e-learning tools

- The school has integrated elements of e-learning by successfully implementing the “Bring Your Own Device” policy at all levels. Teachers and students are familiar with iPad as a tool for higher learning and teaching effectiveness and efficiency. On one hand, teachers utilized various apps such as Padlet, gMath and Jamboard to increase student-teacher and student-student interaction in class. On the other hand, the device enabled students to access learning materials such as online question banks more easily and thus facilitated self-directed learning. Over 80% of students agreed that an iPad has helped them in learning in various aspects.

Students learnt through apps and E-Learning tools inside classrooms. The records were shown in the class record books as follows:

Apps or E-Learning Tools used	Number of times	
	1 st term	2 nd term
E-book	44	74
Kahoot/ Quizizz	196	107
Nearpod / Peardeck	114	43
Padlet	102	49
OneNote/ GoodNotes	429	159
Microsoft Teams/ Loilonote	7	9

Google Suite	117	65
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Apps or E-Learning Tools used	Number of times	
	1 st term	2 nd term
Xmind/ Coggle	1	0
Mentimeter/ Poll Everywhere	46	31
gMath/ GeoGebra/ Desmos Graphing Calculator	7	14
Others	200	119
Total	1263	670

- To better equip our teachers with good IT knowledge, workshops were often organized so that teachers could familiarize themselves with popular teaching apps. For example, the school invited experts from Apple Inc. for a teacher development session on “Using Keynote and Page: Enhancing Teaching and Learning” in 2023/24.
- To encourage teachers to utilize iPad as the e-Learning tool, one of the foci of lesson observation was on eLearning. It was observed that all the teachers engaged their students in some forms of eLearning activities. The students were familiar and creative when using their iPad to conduct lesson activities. Simultaneously, teachers were expected to help students achieve higher-order thinking with good questioning techniques. Most teachers would engage students in factual questions as well as open-ended questions. It was observed that most teachers have provided an abundant amount of time for students to brainstorm and respond.

Reflection

- The “Bring Your Own Device (BYOD)” policy was successfully implemented. Students and teachers have made reasonably good use of technology to improve the efficiency and effectiveness of learning and teaching. This good practice is worth being further consolidated.
- The strategies used by teachers have shown positive results in teaching and learning. However, some of the strategies used were short-lived. Teachers ought to build up a smooth lesson routine with the incorporation of these useful strategies. New assessment modes have been added to the students’ assessment, yet, tests and exams are still causing a heavy burden to the students.
- Students welcomed non-traditional assessment and cross-curricular activities proved learning synergy. They enjoyed interactive lessons both inside and outside classrooms.

Feedback and Follow-up

- The focus on Information Literacy, National Education and Values Education should be the areas of concern in the coming 3-year school development cycle. Teachers would be required to organically incorporate elements of the above-mentioned in their formal and informal curricula.
- To further enhance students' learning motivation and encourage keen participation in class, more interactive and collaborative learning activities would be designed and conducted in the future. Teaching should not be restricted to classroom, and different modes of assessments should be considered to cater for individual learning needs.
- The school would continue to promote a culture of extensive reading. More reading activities and competitions in collaboration with the school library and various Key Learning Areas would be organized.

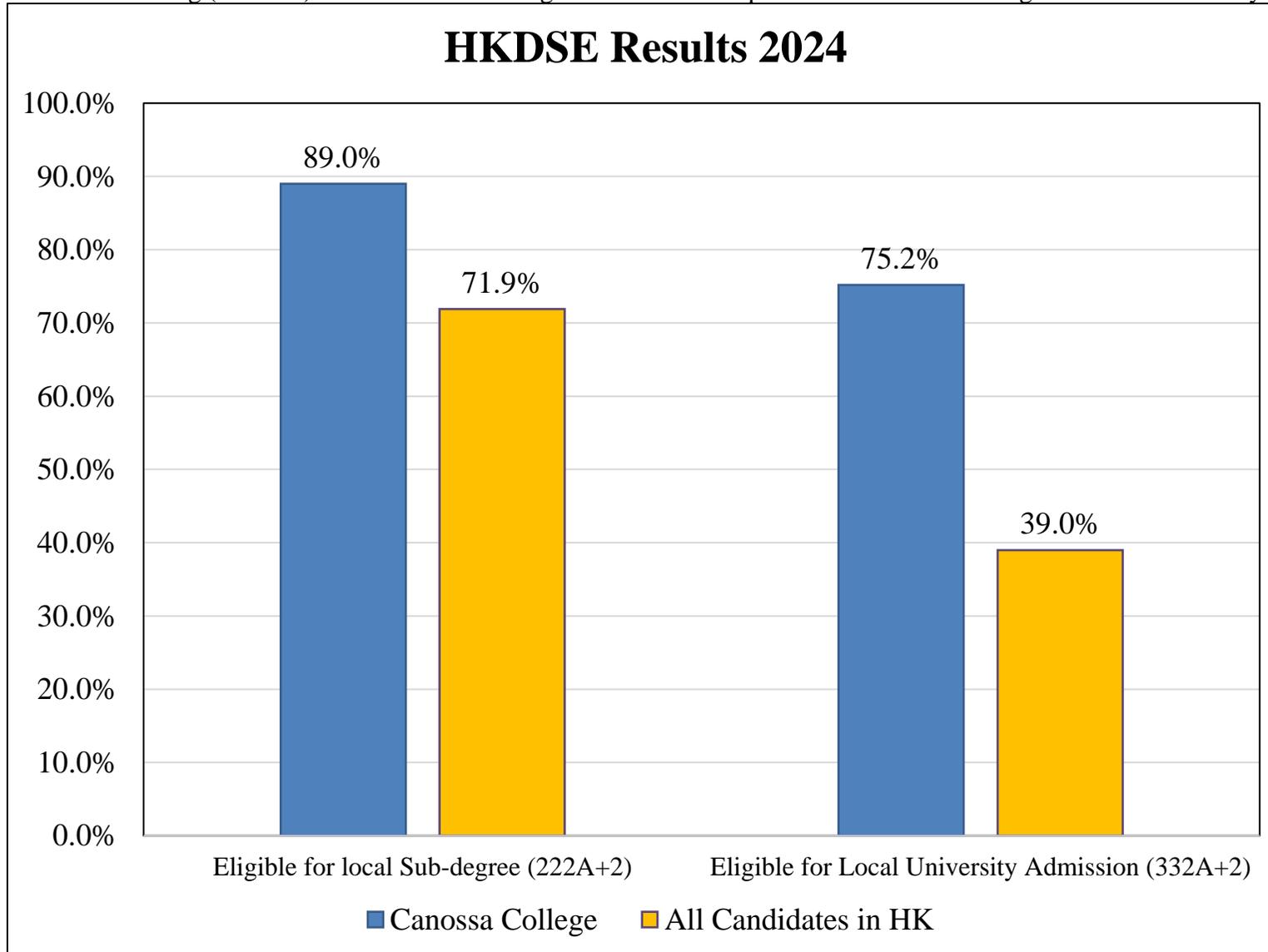
VI. FINANCIAL SUMMARY

	Balance b/f (a) \$	Income (b) \$	Expenditure (c) \$	Balance c/f (a)+(b)-(c) \$
Government Funds				
A) EOEBG	2,425,917.45			
Administration Grant		4,026,693.68	3,008,108.21	1,018,585.47
Capacity Enhancement Grant (CEG)		671,307.80	591,786.32	79,521.48
Computer Information Technology Grant (CITG)		512,696.00	660,089.99	-147,393.99
Air-conditioning Grant		613,891.00	613,839.45	51.55
School-based Management Top-up Grant		52,596.00	21,500.00	31,096.00
School-based Speech Therapy Administration		8,145.00	7,413.00	1,002.00
Non-School Specific Grants (Baseline Reference)		2,155,118.08	2,146,994.78	8,123.30
Top-up Non-EOEBG Expenses		-	2,473.00	-2,473.00
Provision for Severance Payment / Long Service Payment		-	13,497.11	-13,497.11
EOEBG Sub-total	2,425,917.45	8,040,447.56	7,065,701.86	3,400,663.15
B) Non-EOEBG				
Committee on Home-School Co-operation Project (PTA)	-	25,978.00	19,878.00	6,100.00
Diversity Learning Grant - Applied Learning (ApL)	-	83,070.00	83,070.00	-
Diversity Learning Grant - Other Programmes (DLG)	72,932.00	84,000.00	75,395.00	81,537.00
Employer's Contribution to PF Scheme for NT Staff	-	324,925.29	255,922.07	69,003.22
Enhanced Additional Funding Support for NCS Students	-	858,130.00	821,616.00	36,514.00
Grant A/C for Fringe Benefits under NET	-	199,586.87	194,186.87	5,400.00
Information Technology Staffing Support Grant (ITSS)	-	333,812.00	336,609.00	-2,797.00
Learning Support Grant (LSG)	96,569.22	426,033.00	403,328.94	119,273.28
Life-wide Learning Grant	1,195,413.00	1,218,131.00	1,198,529.82	1,215,014.18
Moral and National Education Subject Support Grant	44,644.00	-	-	44,644.00
One-off Grant for Mental Health at School	-	60,000.00	22,541.50	37,458.50
One-off Grant for Mental Health of Parents & Students	-	20,000.00	11,273.60	8,726.40
One-off Grant for School-based Speech Therapy Set-up Grant	-	21,038.00	21,038.00	-
One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development	295,001.00	-	41,136.00	253,865.00
One-off Grant on Parent Education	-	200,000.00	-	200,000.00
One-off Grant on Promotion of Chi Culture Immersion Activities	-	300,000.00	25,587.21	274,412.79
One-off Grant on Promotion of Sports Ambience & MVPA60	-	150,000.00	37,000.00	113,000.00
Other Recurrent Grant (Government Rent & Rates)	-	671,587.40	671,587.40	-
Promotion of Reading Grant	42,132.65	65,198.00	100,273.70	7,056.95
Salaries Grant - Non-Teaching Staff	-	1,368,735.00	1,368,735.00	-
Salaries Grant - Supply Staff	-	153,000.00	153,000.00	-
Salaries Grant - Teaching Staff	-27,827.20	44,380,833.02	44,339,859.05	13,146.77
School-based After-school Learning & Support Prog.	68,157.30	79,800.00	69,900.00	78,057.30
Sister School Scheme	28,587.00	162,994.00	138,877.35	52,703.65
Student Activities Support Grant (SAS)	-	53,300.00	40,752.50	12,547.50
Student Grant for APL (Chinese)	-	13,400.00	-	13,400.00
Teacher Relief Grant (TRG)	472,058.55	241,200.00	128,700.00	584,558.55
Teaching Training Grant (SEN) for IMC Schools	-	21,600.00	21,600.00	-
Understanding Our Motherland Programme	-	157,382.00	144,182.00	13,200.00
Non-EOEBG Sub-total	2,287,667.52	51,673,733.58	50,724,579.01	3,236,822.09
Government Funds Total (A + B)	4,713,584.97	59,714,181.14	57,790,280.87	6,637,485.24
School Funds				
C) Tong Fai	4,018,958.55	524,753.39	282,702.07	4,261,009.87
D) Non-specific Purposes Fund	2,362,085.21	85,903.17	69,598.38	2,378,390.00
E) School Development Fund	187,366.90	37,684.10	4,177.87	220,873.13
F) Scholarship Fund	7,000.00	10,500.00	2,500.00	15,000.00
G) Student Welfare Fund	-	16,846.83	72,230.00	-55,383.17
School Funds Sub-total (C + D + E + F + G)	6,575,410.66	675,687.49	431,208.32	6,819,889.83

VII. PERFORMANCE OF STUDENTS

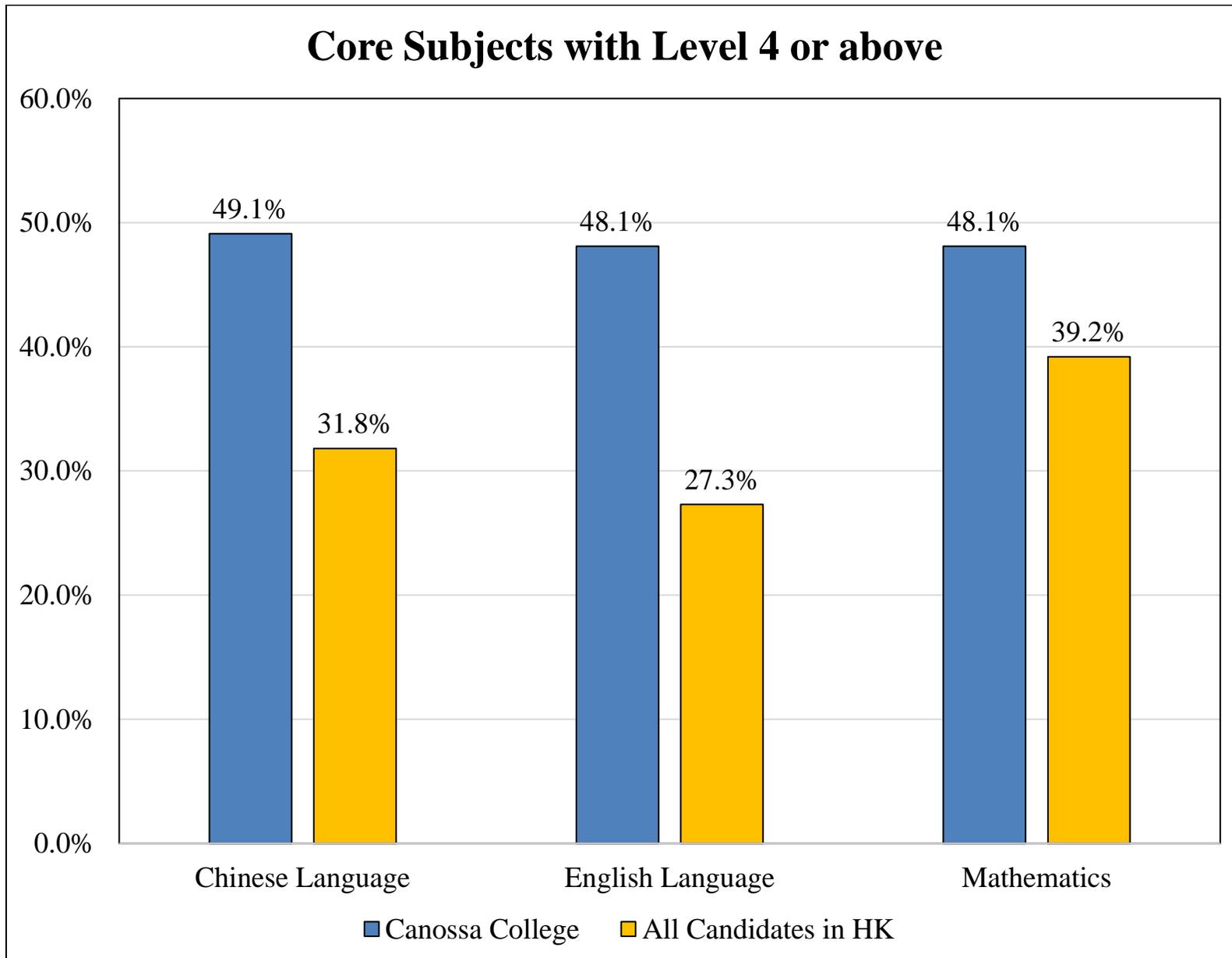
1. HKDSE Results 2024

Percentage of students attaining (332A+2) or above to meet the general entrance requirements for the first-degree courses in tertiary institutions

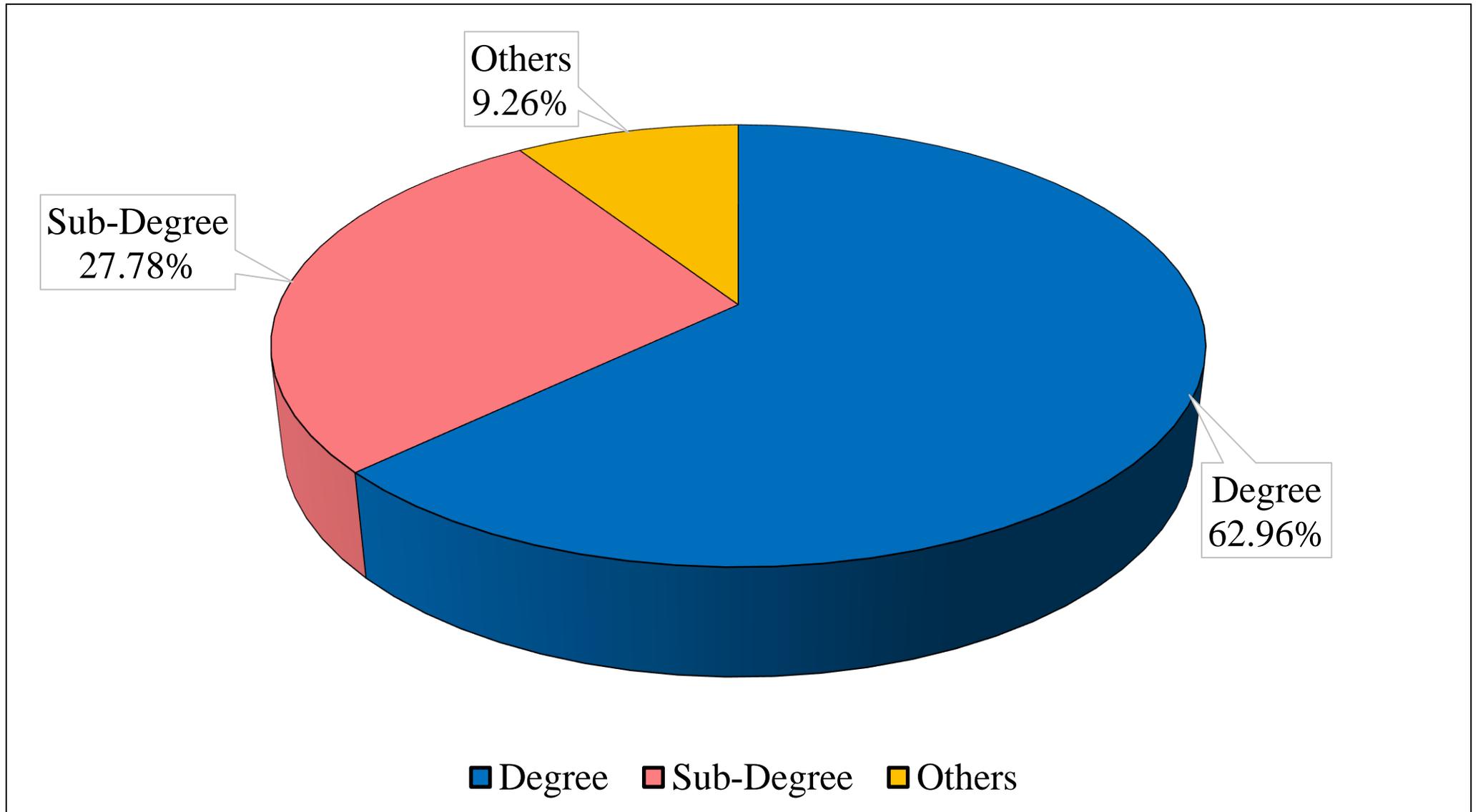


Results in 3 Core Subjects

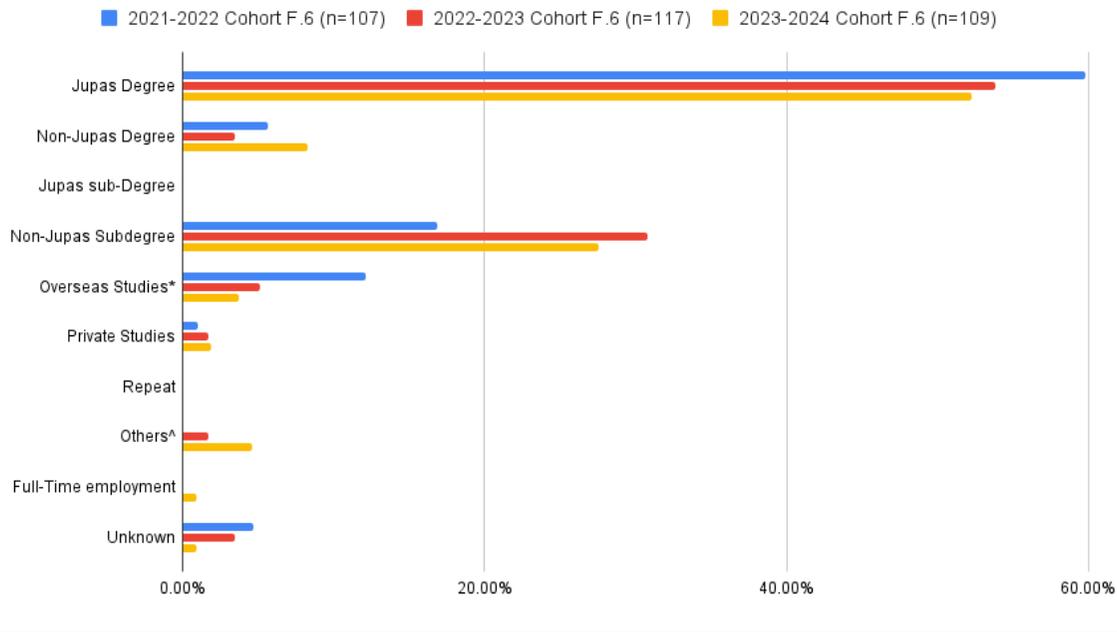
Comparison of HKDSE results of Canossa College and HK day school candidates in 2024 with Level 4 or above



2. Statistics of pathways of Graduates



Graduate Movement of Three Recent Cohorts



Graduate Movement of Three Recent Cohorts	2021-2022 Cohort F.6 (n=107)	2022-2023 Cohort F.6 (n=117)	2023-2024 Cohort F.6 (n=109)
Jupas Degree	59.81%	53.85%	52.29%
Non-Jupas Degree	5.61%	3.42%	8.26%
Jupas sub-Degree	0.00%	0.00%	0.00%
Non-Jupas Subdegree	16.82%	30.77%	27.52%
Overseas Studies*	12.15%	5.13%	3.67%
Private Studies	0.93%	1.71%	1.83%
Repeat	0.00%	0.00%	0.00%
Others^	0.00%	1.71%	4.59%
Full-Time employment	0.00%	0.00%	0.92%
Unknown	4.67%	3.42%	0.92%

*(including overseas degree, joint programme and other overseas programme)
^(including foundation and commerce course)

2. Inter-school Activities and Prizes Won in 2023-2024

Nature	Name of Competition/organization	No. of Prizes			
		1st	2nd	3rd	Others
Music	1. Joint School Music Competition 2023 (Organized by the Joint School Music Association) <ul style="list-style-type: none"> • Choir • Chinese Instrumental Ensemble • Percussion Ensemble • Instrument (Zheng) Solo Competition –Junior • Instrument (Zheng) Solo Competition –Intermediate 	1	1		
	2. 5th Hong Kong Percussion Competition 2024 – (Sec. School Section) (Organized by the Hong Kong Youth Federation) <ul style="list-style-type: none"> • Percussion Ensemble 	1			
	3. 76th Hong Kong Schools Music Festival (Organized by the Hong Kong Schools Music and Speech Association) <ul style="list-style-type: none"> • Graded Piano Solo Grade Seven Second • Graded Piano Solo Grade Four Second • Pipa Solo (Junior) Second • Flute Solo (Senior) Third • Secondary School Choir – Foreign Language Girls First Division - Junior Bronze Award • Chinese Instrumental Ensemble Silver Award • Secondary School Choir – Chinese Language Girls Second Division - Senior Silver Award • Secondary School Choir – Foreign Language Girls Second Division - Senior Silver Award 		1 1 1	1 1	
	4. 11th Hong Kong International Music Festival 2024 Music Competition (Organized by the Grandmaster Orchestral Music Society) <ul style="list-style-type: none"> • Secondary School Choir Competition 	1			
	5. 2023 Hong Kong Synergy 24 Drum Competition (Organized by the Hong Kong Chinese Orchestra) <ul style="list-style-type: none"> • Secondary Group 	1			
	6. 4th Teenagers and Kids Music Contest - Piano 2023 (Organized by Children & Youth Arts & Culture Association) <ul style="list-style-type: none"> • Division: Secondary School 	1			

Nature	Name of Competition/organization	No. of Prizes			
		1st	2nd	3rd	Others
	7. 5th District Music Competition (Kwun Tong) – Piano (Organized by Associations of Arts & Culture (HK)) • Division: Secondary School	1			
Sports A. Swimming	1. Inter-School Swimming Competition (Division II) 2023-2024 (Organized by the Hong Kong Schools - Sports Federation (HK Island)) • A Grade 100m Breaststroke • A Grade 200m Individual Medley • A Grade 4 X 50m Freestyle Relay	1	1	1	
	2. Swimming Gala 2023-2024 (Organized by the Precious Blood Secondary School) • Invitation Freestyle Relay		1		
	3. Girls Invitation Relay (Organized by St. Mary's Canossian College) • Girls 4x100m Invitation Relay		1		
B. Athletic	1. 中國香港學界體育聯會 港島及九龍地域中學分會 合辦 香港學界體育聯會田徑比賽 2023-2024 (第三組別) • 跳高 (丙組) • 跳遠 (乙組)	1			殿軍
C. Basketball	1. 中國香港學界體育聯會 港島及九龍地域中學分會 合辦 校際籃球比賽 2023-2024 (第二組別) • 女子 (丙組) • 女子 (甲組) • 女子組		1		殿軍 全場總亞軍
D. Rope skipping	1. 中國香港跳繩體育聯會 主辦 全港跳繩錦標賽2023暨NDDL中國香港交互繩代表隊選拔賽 • 交互繩三人花式賽 (75至90秒) 13-18歲女子組			1	

Nature	Name of Competition/organization	No. of Prizes			
		1st	2nd	3rd	Others
	2. 新界區體育總會、葵青區體育會、康樂及文化事務署 合辦 第一屆新界區際跳繩錦標賽暨公開賽 • 309.1 x 30秒交互繩速度跳 (女子12歲或以上組別)			1	
E. Trampoline	1. 中國香港體操總會 主辦 第二十四屆香港中學彈網錦標賽 • 女子甲組個人 • 女子乙組個人 • 女子丙組個人 • 女子乙組團體 • 女子丙組團體 • 女子甲組團體	1 1		1	第五名 第五名
Academic	1. 香港學校音樂及朗誦協會 主辦 第75屆香港學校朗誦節 • 詩詞獨誦 - 粵語 中學四年級 • 二人朗誦 - 粵語 中學三、四年級		1 1		
	2. 74th Hong Kong Schools Speech Festival (Organized by the Hong Kong Schools Music Speech Association) • Solo Verse Speaking Secondary 4 Girls • Solo Verse Speaking Secondary 3 Girls • Solo Verse Speaking Secondary 4 Girls • Dramatic Duologue Secondary 1 & 2 • Dramatic Duologue Secondary 3 & 4	1	1 1	1 1	
	3. 香港文藝協會 主辦 • 全港十八區港島東區英語朗誦比賽 (第八屆) 中學組 • 全港十八區港島東區粵語朗誦比賽2023 (第八屆) 中學組	1	1		
	4. 青年兒童文藝交流協會 主辦 • 第六屆青少年及兒童廣東話朗誦比賽2023 (中學組)	1			

Nature	Name of Competition/organization	No. of Prizes			
		1st	2nd	3rd	Others
	5. 多元藝術教育協會 主辦 • 2024香港青少年藝術家比賽 粵語朗誦中學組		1		
	6. 新市鎮文化教育協會 主辦 第二十六屆全港中小學普通話演講比賽2024 • 港島區高中組		1		優異星獎
	7. 2024 ICAS Assessment for Mathematics in English Organized by International Competitions and Education Company Limited • Distinction • Credit • Merit	1	4	1	
	8. 2024 Fun Science Competition (Organized by Leisure and Cultural Services Department, Hong Kong Science Museum)				1 st Class Award
	9. 中國青少年語言文化學會、中國傳統文化促進會（文化部）合辦 2023-24年全國青少年語文知識大賽「菁英盃」作文比賽（香港賽區） • 初賽 • 決賽 • 總決賽				二等獎(1) 三等獎 (6) 二等獎(2) 三等獎 (3) 二等獎 (2) 一等獎 (1)

Nature	Name of Competition/organization	No. of Prizes			
		1st	2nd	3rd	Others
	10. 中國青少年語言文化學會 主辦 2024年「金筆盃」華文文學即場創作比賽（香港賽區） <ul style="list-style-type: none"> • 初賽 • 決賽 				金獎 (1) 特等獎 (1) 二等獎 (2) 三等獎 (2) 三等獎 (1) 二等獎 (2) 團體季軍（初賽）
	11. 香港文藝教育協會 主辦 <ul style="list-style-type: none"> • 天馬盃2023-2024全港中文寫作比賽 				金獎(5) 銀獎(2) 銅獎(2)
	12. 香港中華文化促進中心 主辦 <ul style="list-style-type: none"> • 2023-2024中國中學生作文大賽（香港賽區） 				銅獎(1)
	13. 巧·克·力網上學習平台 主辦 <ul style="list-style-type: none"> • 第65期《晶文薈萃》網上優秀文章展廊 				十優文章 (2)
	14. 巧·克·力網上學習平台 主辦 <ul style="list-style-type: none"> • 第65期《晶文薈萃》網上優秀文章展廊 				十優文章 (2)
	15. 巧·克·力網上學習平台 主辦 <ul style="list-style-type: none"> • 第68期《晶文薈萃》網上優秀文章展廊 				十優文章 (1)

Nature	Name of Competition/organization	No. of Prizes			
		1st	2nd	3rd	Others
	16. 第18屆「仲夏夜之夢Crossover」2023暑期網上寫作計劃				Crossover創作大獎(2) 最受歡迎文章獎(2) 最受歡迎文章獎(2)
	17. 巧·克·力網上學習平台、香港藝術及設聯會 合辦 • 第九屆千言萬語小小說 校際電子書小說創作比賽				最佳小說創作獎(個人)(1) 最佳小說創作獎(小組)(2) 最佳小說創作獎(小組)(2)
	18. 特殊教育青年會 主辦 • 「共融盃」全港徵文比賽2024				初中組優異獎(2)
	19. 中國國際書畫藝術研究會 主辦 • 第七屆「希望頌——全國青少年書畫藝術大展」初中組軟筆書法類				一等獎
	20. 中國共產主義青年團 主辦 • 第十二屆蘭亭杯 港澳台及海外				一等獎
	21. 香港大公文匯傳媒集團 中國書法家協會 合辦 • 第七屆香港青少年書法大獎賽毛筆組				優異獎
	22. 國史教育中心(香港) 主辦 • 「年度中國歷史人物選舉2023」				最踴躍投票獎
	23. 香港大學中國歷史研究文學碩士同學會 主辦 • 全港中學中國歷史研習獎勵計劃 高級組				嘉許獎(3)
	24. 香港教育圖書有限公司 主辦 • 第三十五屆中學生閱讀報告比賽 主題閱讀組				優異獎 最踴躍參與學校獎

Nature	Name of Competition/organization	No. of Prizes			
		1st	2nd	3rd	Others
	25. Creative Writing Programme 2023/2024 (Organized by the HKedCity) • Thematic Writing - Champion	1			
	26. Hong Kong Secondary School Debate Competition 2023/2024 – Hong Kong Secondary School Debate Competition Grand Final		1		
	27. 1st Smart Consumption Academy (Organized by the Consumer Council and the Education Bureau)				1. Most Caring Community Consumer Experience Award (Senior Group) 2. Most influential Consumption Habits Award (Senior group) – Silver 3. Outstanding Design Award (Senior group) – Bronze
Other Awards	1. 香港恆生大學亞洲語言文化中心 及 香港茶苗會 合辦 • 第二屆全港中學學界中國茶藝比賽				優異獎(2)
	2. International Paris City Podium Competition - Painting (Organized by The Standing European Committee on Culture, Science and Education of the Legislative Assembly of Euro Media Star Group)				Grand Prix Diploma
	3. 「世界兒童藝術文化協會 主辦 世界兒童繪畫大獎賽2024 • 少年組 • 初中組	1 1	1	1	

Nature	Name of Competition/organization	No. of Prizes			
		1st	2nd	3rd	Others
	4. 國際青少年文藝培訓中心 主辦 • 第十五屆國際公開繪畫大賽	1	1		
	5. 艾斯爾國際文化交流(香港) 主辦 第十五屆2024「樂無窮」國際繪畫比賽青年組				二等獎
	6. 電影、報刊及物品管理辦事處 主辦健康貼圖設計大賽		1		表揚獎
	7. 電影、報刊及物品管理辦事處 主辦 《淫褻及不雅物品管制條例》口號創作及填色比賽				傑出表現獎(1) 優異獎(5)
	8. 香港文創會及香港NFT藝術交流協會 合辦 「復活節」主題第二屆電繪創作比賽青少年組	1			
	9. 香港文創會及香港NFT藝術交流協會 合辦 「12星座」主題第五屆電繪創作比賽青年組	1			
	10. 香港文創會及香港NFT藝術交流協會 合辦 「沙漠探險家」主題第三屆電繪創作比賽青年組		1		
	11. 香港文創會及香港視藝活動協會 合辦 「森林妖精」主題第四屆電繪創作比賽青年組		1		
	12. 上文化 主辦 {靜} 攝影大賽2023	1			
	13. 上文化 主辦 2023周年攝影大賽		1		
	14. 上文化 主辦 國際和平日繪畫大賽 電繪組高中組		1		
	15. 南聯教育基金 主辦 第十五屆品德教育漫畫創作比賽初中組				優異獎

Nature	Name of Competition/organization	No. of Prizes			
		1st	2nd	3rd	Others
	16. Eastern District (2) First Aid Competition (Practical Case) 2023-2024 (Organized by the Hong Kong Red Cross)	1			
	17. Eastern District (2) Nursing Competition 2023-2024 (Organized by the Hong Kong Red Cross)		1		
	18. Hong Kong Red Cross Training Award (Organized by the Hong Kong Red Cross)				Merit Award
	19. Hong Kong Red Cross Service Award (Organized by the Hong Kong Red Cross)				Merit Award
	20. iTeen Leadership Programme for Senior Secondary School Students (Organized by the ICAC)				Gold Award (6)

Scholarships and other awards

Nature	Name of Competition / Organization	No. of Recipients
Scholarships	1. Sir Edward Youde Memorial Prize for Senior Secondary School Students 2023-2024 (Organized by the Sir Edward Youde Memorial Fund Council)	2
	2. Rev. Joseph Carra Memorial Education Grant 2021 (Organized by the Rev. Joseph Carra Educational Fund)	1
	3. HKICPA/ HKABE Joint Scholarships for BAFS 2023– 2024 (Jointly organized by the HKICPA and HKABE)	1
	4. A.S. Watson Group HK Students Sports Awards (Organized by Watson Group)	1
	5. Applied Learning Scholarship (2023-2024) (Jointly organized by Law’s Charitable Foundation & Education Bureau)	2
Other Awards	1. 2023-2024 Eastern District Model Student Award (Organized by the Eastern District School Liaison Committee)	2
	2. 2023-2024 Eastern District Most Improved Student Award (Organized by the Eastern District School Liaison Committee)	4
	3. Youth Arch Student Improvement Award 2022-2023 (Organized by the Youth Arch Foundation)	19
	4. 2023 Hong Kong Island Outstanding Student Award (Organized by the Hong Kong Island School Heads Association) <ul style="list-style-type: none"> • 2023 Eastern District Highly Commendable Student (Junior Secondary Group) • 2023 Eastern District Highly Commendable Student (Senior Secondary Group) 	1 1

VIII. FUTURE PLANNING 2024-2025

Our students are dedicated to their school life. Students have mastered different knowledge and skills and could apply them effectively to real-life situations. On many occasions, students show enthusiasm in school activities and service opportunities. They demonstrated good personal qualities and a positive outlook. Continuous effort will be invested to foster students' positive values and their pride in their national identity. While most students show good attitude and self-management, it was observed that they should develop a healthier lifestyle to help them manage their hectic life and cope with heavy stress. They are encouraged to spend more time on doing physical exercise rather than information technology. Students should manage their time better and get adequate rest for better body and mental health.

To facilitate students' quest for academic excellence, teachers would continue to refine the curricula, design meaningful tasks and develop suitable learning materials to suit their learning needs. The good practice of "Bring Your Own Device" would continue to be put in place, with further emphasis on enhancing our students' media literacy as well as learning motivation. Meanwhile, taking the advantage of excellent rapport among all school members, there would be various kinds of interactive and collaborative learning happening in the school, classroom teaching between teachers and students, project work among students themselves or cross-curricular cooperation among subject panels. We believe this approach would reinforce our sense of unity in pursuit of one common goal – the whole-person development of our students.

The school year 2024-2025 marks the first year of the school development cycle 2024-2027. Our educational theme this year is "Embrace Unity, Radiate Positivity". Our big Canossian family would stand as one and overcome future challenges with positive attitudes.

APPENDICES

Report on the Use of Grants

Capacity Enhancement Grant (CEG)					
Strategies Employed	Objectives	Actual Expenses (\$)	Beneficiaries	Time Scale	Review
1. Employment of a Visual Arts Teacher	<ul style="list-style-type: none"> • Teaching Visual Arts • Promotion of Visual Arts activities 	\$132,160.00	<ul style="list-style-type: none"> • Students' multiple intelligence is enhanced. 	09/2023 – 08/2024	The Visual Arts teacher was able to enhance students' development in aesthetics education.
2. Employment of a Library Assistant	<ul style="list-style-type: none"> • Aiding in daily school and library operation 	\$258,026.32	<ul style="list-style-type: none"> • The efficiency of school and library operation is improved. 	09/2023 – 08/2024	The library assistant was supportive on enhancing smooth running of the library and promote reading.
3. Employment of an Information Technology Assistant	<ul style="list-style-type: none"> • Supporting daily IT operation • Rendering IT support to teachers • Aiding in STEM activities • Resolving IT problems • Aiding in daily school operation 	\$201,600.00	<ul style="list-style-type: none"> • Teachers conduct more effective lessons with the use of IT. • STEM activities are successfully held. IT equipment is well maintained and functions properly. • The efficiency of school operation is enhanced with the use of IT. 	09/2023 – 08/2024	The information technology assistant was supportive on enhancing daily IT operation and nurturing students through STEM activities.
Total		\$591,786.32			

Learning Support Grant for Secondary School (LSGSS)					
Strategies Employed	Objectives	Actual Expenses (\$)	Beneficiaries	Time Scale	Review
1. Employment of a Student Counsellor	<ul style="list-style-type: none"> • Providing support for SEN students including counselling, social activities and various training sessions • Supporting the administrative work of Student Support Team and Counselling Team 	\$286,551.20	Whole school	Whole Year	All student support team teachers confirmed that student counsellor provided great support to students. The student counsellor carried out different individual and group trainings, as well as various inclusive activities.
2. Inclusive Activities	<ul style="list-style-type: none"> • Promoting an inclusive culture on campus • Relieving students' stress and creating opportunities for SEN students to socialise 	\$49,189.34	Whole school	Whole Year	Almost all students enjoyed the workshop and wish to participate in similar activities.
3. Hire of professional services	<ul style="list-style-type: none"> • Providing different professional services and trainings to cater for students' needs 	\$63,650.00	SEN students	Whole Year	Students learning and social development needs were catered. Parents and teachers noticed improvements of students' social skills, study skills and fluency in speaking. Students gained more insight on future career and life planning.
4. Other training materials	<ul style="list-style-type: none"> • Purchase of training materials 	\$3,938.40	Whole school	Whole Year	Additional materials enabled student support team members to train students efficiently.
Total		\$403,328.94			

Diversity Learning Grant (DLG)

Strategies Employed	Objectives	Actual Expenses (\$)	Beneficiaries	Time Scale	Review
1. E & RS Network Programme	<ul style="list-style-type: none"> Offering Ethics & Religious Studies (E & RS) network programmes to interested students 	\$47,695.00	3 F.4 student 8 F.6 students	09/2023 – 08/2024	Students received proper training for further personal and academic development through learning Ethics & Religious Studies (E & RS).
2. Chinese composition competition	<ul style="list-style-type: none"> Providing high achievers with more opportunities to enhance their writing skills 	\$12,400.00	18 F.4 students	09/2023 – 07/2024	The participants took part in writing competitions in Hong Kong and Mainland China. They gained exposure and became more interested in writing and achieved great results in the competition.
3. Chinese creative writing workshop	<ul style="list-style-type: none"> Providing high achievers with more opportunities to enhance their writing skills 	\$9,000.00	20 F.6 students	24/2 – 16/3/2024	More than 90% of students agreed that the relevant workshop could inspire learning such as developing ideas, unleashing creativity and showing their potentials.
4. Economics workshop – Becoming an effective decision maker	<ul style="list-style-type: none"> Providing high achievers with more opportunities to enhance their skills 	\$4,800.00	2 F.4 students		
5. Clinical Attachment Programme	<ul style="list-style-type: none"> Providing high achievers with more opportunities to enhance their skills 	\$1,500.00	1 F.5 student		
Total		\$75,395.00			

Grant for Support for Non-Chinese Speaking Students (NCS)

Strategies Employed	Objectives	Actual Expenses (\$)	Beneficiaries	Time Scale	Review
1. Employment of 2 Teachers to run adapted Chinese Language curriculum and provide counselling services to NCS students	<ul style="list-style-type: none"> Improving students' Chinese skills in comprehension, writing, listening and speaking Assisting NCS students with life planning 	\$808,130.00	11 NCS students	Whole Year	The performances of all NCS students in reading comprehension and writing had improved.
2. Purchase of translation pen, pen Scanner Text-to-Speech Devices	<ul style="list-style-type: none"> Facilitating NCS students to learn Chinese, Chinese History and Putonghua more efficiently 	\$1,318.00	NCS students	09/2023 – 07/2024	Students agreed that the translation pens were useful for self-study.
3. Organizing "Chinese Fun Learning" course for Junior Form NCS	<ul style="list-style-type: none"> Improving students' Chinese skills in comprehension, writing, listening and speaking 	\$12,168.00	5 NCS students	04/2024 – 06/2024	Due to the huge learning differences among students, it is difficult for the relevant courses to cater for students with two different abilities at the same time. Only 50% of students agreed that the courses were very useful, while 50% said that the courses were too easy and lack of challenges.
Total		\$821,616.00			

Promotion of Reading Grant					
Strategies Employed	Objectives	Actual Expenses (\$)	Beneficiaries	Time Scale	Review
1. Joining the e-Read Scheme and Hyread eBook Platform	<ul style="list-style-type: none"> • Providing students with access to a vast collection of digital books • Encouraging students to complete the assigned reading tasks 	\$47,400.00	All students	Whole Year	Nearly 90% of F.1- F.3 students read e-books and finished relevant reading assignments assigned by subject teachers.
2. Purchase of books	<ul style="list-style-type: none"> • Catering for the diverse learning needs of students, allowing them greater freedom in their reading choices • Encouraging students to develop a love for reading, explore different genres, and discover new authors • Providing an environment conducive to students' self-directed learning 	\$21,731.70	All students	Whole Year	Approximately 70% of the students who participated in the survey expressed satisfaction with the book selection in the school library. The school library borrowing rate has increased by nearly 10%.
3. Other reading activities:	<ul style="list-style-type: none"> • Enhancing students to explore their interests and talents in cultural research and anime or manga creation 	\$10,300.00	F.1 – F.5	05/10/2023	Nearly 90% of the interviewed students believed that the reading activities of this academic year have helped them develop their personal potential.
<ul style="list-style-type: none"> • Holding an author talk by Dr. Lee Yat Hong: "Exploring Japanese Culture through 'Demon Slayer: Kimetsu no Yaiba'." 	08/03/2024				
<ul style="list-style-type: none"> • Organizing a “Hong Kong Food Literature Miniature Clay Workshop” by the Spark Workshop and the Tenfinger Workshop 	08/04/2024				
<ul style="list-style-type: none"> • Conducting a workshop analyzing real-life cases and clues by Ms. Winsome Lee, a forensic anthropologist 	<ul style="list-style-type: none"> • Helping students realize their potential strengths in investigation, deduction, and analysis 				

4. National Geographic Reading Club for S1-3 Students	<ul style="list-style-type: none"> Enhancing their reading comprehension, vocabulary, and critical thinking skills 	\$18,650.00	F.1 – F.3	Whole Year	Junior form students could maintain a regular reading habit.
5. Prize for reading stars	<ul style="list-style-type: none"> Creating a sense of excitement and encourage the students to set reading goals and strive towards achieving them 	\$2,192.00	All students	Whole Year	Approximately 30% of the surveyed students believed that the reward program was the primary motivator for their reading.
Total		\$100,273.70			

Grant for the Sister School Scheme

Strategies Employed	Objectives	Actual Expenses (\$)	Beneficiaries	Time Scale	Review
1. Visit to the sister school in Tianjin (天津市實驗中學)	<ul style="list-style-type: none"> Deepening their understanding of their national identity Enhancing students to develop a deeper understanding and appreciation for cultural heritage Enhancing students to learn about the social issues, challenges, and initiatives in our country, take an active role in addressing societal concerns and make a positive impact in our country 	\$138,877.35	16 students	1 st term	Positive responses were received from the students. All participating students agree that this exchange provides a good platform for communication between Tianjin and Hong Kong, enhancing their understanding of the country and the history of Tianjin. Furthermore, through self-reflection, it is evident that students' awareness of national identity has significantly increased.
Total		\$138,877.35			

Report on the Use of the Student Activities Support Grant

I. Financial Overview

A	Allocation in the Current School Year:	\$53,300.00
B	Expenditure in the Current School Year:	\$40,752.50
C	Unspent Amount to be Returned to the EDB (A – B):	\$12,547.50

II. Number of Student Beneficiaries and Subsidized Amount

Category	Number of Student Beneficiaries	Subsidized Amount
Comprehensive Social Security Assistance	2	\$5,780.00
Full grant under the School Textbook Assistance Scheme	12	\$22,972.50
Meeting the school-based financially needy criteria	7	\$12,000.00 (capped at 25% of the total allocation for the school year)
TOTAL	21	\$40,752.50 (Remark: This item should be equal to the “Expenditure in the Current School Year” in Part I B)

III. Details of Expenses

No.	Brief Description and Objective of the Activity	Domain ¹ (Please refer to the remark for examples of domain)	Person Times of Student Beneficiaries ²	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
					I	V	P	S	C
					I: Intellectual Development (closely linked with curriculum) V: Values Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
1. Local activities: To subsidize students with financial needs to participate in life-wide learning activities covering different KLA / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidize students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them									
1	Instrumental class	Arts (Music)	9	\$28,470.00	✓				
2	Badminton team	Physical Education	2	\$2,550.00			✓		
3	Basketball team	Physical Education	1	\$1,700.00			✓		
4	Volleyball team	Physical Education	1	\$1,400.00			✓		
5	Swimming team	Physical Education	1	\$1,000.00			✓		
6	Chinese Dance club	Arts (Others)	2	\$2,000.00			✓		
7	Understanding our Motherland-EDB	Values Education	1	\$200.00		✓			
8	Creative Art Society	Arts (Visual Arts)	1	\$300.00			✓		
9	School picnic	Others, please specify: Transportation fee	1	\$172.50	✓				
Expenses for Category 1			19	\$37,792.50					
2. Non-Local activities: To subsidize students with financial needs to participate in non-local exchange activities or non-local competitions									
Expenses for Category 2				\$0.00					
3. To subsidize students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities									
1	Instrument - Liuqin	Arts (Music)	1	\$1,580.00	✓				
2	Instrument - Viola	Arts (Music)	1	\$1,380.00	✓				
Expenses for Category 3			2	\$2,960.00					
Total			21	\$40,752.50					

¹ Applicable domain includes: Chinese Language / English Language / Mathematics / Science / Geography / History / Arts (Music) / Arts (Visual Arts) / Arts (Others) / Physical Education / General Studies / Citizenship and Social Development / Cross-Disciplinary (STEM) / Cross-Disciplinary (Others) / Constitution and the Basic Law / National Security / Moral, Civic and National Education / Values Education / Gifted Education / Leadership Training etc, if the activity does not belong to any of the above domain, please fill in the domain as appropriate.

² Person times of student beneficiaries in this column refers to the sum of student beneficiaries participating in each activity, i.e. a student beneficiary participating in more than one activity can be counted more than once.

School-based After-school Learning and Support Programmes 2023/24
School-based Grant - Programme Report

I. The number of students (count by heads) benefited under the Grant is 28 (including 3 CSSA recipients, 14 SFAS full-grant recipients and 11 SFAS half-grant recipients).

II. Information on Activities to be subsidized/complemented by the Grant

Type of activity	Actual no. of participating eligible students			Actual expenses (\$)
	CSSA	SFAS full grant	SFAS half grant	
Sports	1	5	4	\$14,100.00
Art /Culture activities	2	8	7	\$55,750.00
Languages training		1		\$50.00
Total no. of activities: 15				
@No. of man-times	3	14	11	Total Expenses = \$69,900.00
**Total no. of man-times	28			

One-off Grant for supporting the implementation of the senior secondary subject Citizenship and Social Development

Strategies Employed	Objectives	Actual Expenses (\$)	Beneficiaries	Time Scale	Review
1. More school-based learning activities relating to the CS curriculum <ul style="list-style-type: none"> • F.4 CSD Field Trip (Half-day tour of Sheung Wan) 	<ul style="list-style-type: none"> • Learning and teaching effectiveness of CSD can be enhanced. • National education can be enhanced. 	\$29,748.00	F.4	27/10/2023	F.4 students' understanding of the history of Hong Kong in the 19th century, the development of Hong Kong's public health, the changes in Hong Kong society, and the inheritance and development of Chinese culture in Hong Kong were enhanced.
2. Provision of subsidies to students and/or teachers for participating in Mainland cultural exchange activities or study tours relating to the CS curriculum <ul style="list-style-type: none"> • “Qianhai Administration Planning Exhibition Hall, Shenzhen-Hong Kong Youth Dream Factory and Tencent Building One-day Study Tour” 	<ul style="list-style-type: none"> • Learning and teaching effectiveness can be enhanced. • National education can be enhanced. 	\$11,388.00	23 F.6 students	21/12/2023	Students' understanding of Hong Kong youth's experience in realizing their entrepreneurial dreams in China, as well as their understanding of the development of mainland technology and innovation enterprises were enhanced.
Total		\$41,136.00			

One-off Grant for Promotion of Chinese Culture Immersion Activities

Strategies Employed	Objectives	Actual Expenses (\$)	Beneficiaries	Time Scale	Review
1. Organization of subject-based or cross-curricular learning activities, immersion or lectures about Chinese culture <ul style="list-style-type: none"> Chinese Culture Conservation Metaverse Course (8 hours) 	<ul style="list-style-type: none"> Enhancing students' appreciation of Chinese culture and creating a metaverse learning and teaching platform through learning Web4.0 technology. After the course, students can apply the knowledge in their daily life. 	\$24,000.00	10 F.5 students	07/2024	Students gained hands-on experience creating 3D figures and using Metaverse. After the completion of the course, four teams participated in the "META. 4C Chinese Culture Conservation Metaverse Creation Competition". One team was awarded the second runner-up and one team was awarded Merit Award and the Best Collaborative Team Award. The course could enhance students' appreciation of Chinese culture and heritage by creating the video for promoting Chinese Culture Conservation.
<ul style="list-style-type: none"> 中學學界中國茶藝比賽決賽 	<ul style="list-style-type: none"> Enhancing students' appreciation of Chinese culture (Tea Arts) 	\$800.00	5 F.5 students	13/04/2024	The competition could enhance students' appreciation of Chinese culture and heritage by learning the etiquette of Tea Ceremony.
<ul style="list-style-type: none"> Materials for Calligraphy 	<ul style="list-style-type: none"> Promoting Chinese calligraphy 	\$787.21	20 students		Students participated in 「千人揮毫賀國慶」, learned Chinese calligraphy, and cultivated interest in Chinese culture and art.
Total		\$25,587.21			

One-off Grant for Promotion of a Sports Ambience and MVPA60

Strategies Employed	Objectives	Actual Expenses (\$)	Beneficiaries	Time Scale	Review
1. The use of mobile applications to smart devices to record physical fitness data and health indicators	<ul style="list-style-type: none"> Development or procurement of PE-/sports-related IT services, mobile applications and related software and PE-/sports-related activity kits and supporting tools 	\$37000.00	All students	2024 - 2027	The 'Esport plus' (under eclass service) for Sports Day and Swimming Gala will be used in 2024-2025. Further review will be made at the end of the academic year.
Total		\$37,000.00			

One-off Grant for Mental Health of Parents and Students

Strategies Employed	Objectives	Actual Expenses (\$)	Beneficiaries	Time Scale	Review
1. Organization of parent-child or parent activities relating to the promotion of mental health of students and parents. <ul style="list-style-type: none"> Balloon Art workshops and competitions Organizing parent talk: photography Family photography competition 	<ul style="list-style-type: none"> Parents and students can relieve stress, communicate effectively, and improve their relationships. 	<p>\$6273.60</p> <p>\$4000.00</p> <p>\$1000.00</p>	Parents and students	<p>02/2024-03/2024</p> <p>04/2024</p>	<p>The parent-child relationship was enhanced, and they could reduce stress.</p> <p>Parents could capture happy family moments with improved mobile photography skills.</p>
Total		\$11,273.60			

One-off Grant for Mental Health at School

Strategies Employed	Objectives	Actual Expenses (\$)	Beneficiaries	Time Scale	Review
1. Organization of activities and programs relating to enhancing the mental health of students and teachers <ul style="list-style-type: none"> Candle-making Workshops Preparation for Open Days 	<ul style="list-style-type: none"> A harmonious and peaceful environment in school can be fostered in school. 	\$11,690.00	All students	11/2023 & 03/2024	Both students and teachers enjoyed the activities and workshops.
2. Provision of support services relating to enhancing the mental health of students and teachers <ul style="list-style-type: none"> Reconciliation service 	<ul style="list-style-type: none"> Students and teachers can relieve stress. 	\$5,500.00	Catholic students and teachers	01/12/2023 & 01/03/2024	Students and teachers participated found the support service enhancing their mental health.
3. Acquisition of items, furniture, and equipment to enhance students' mental health <ul style="list-style-type: none"> Holy cards, bookmarks 	<ul style="list-style-type: none"> Students and teachers can relieve stress. 	\$5,351.50	All students	Whole Year	Students were happy to receive the holy cards and bookmarks.
Total		\$22,541.50			

Report on the Use of the Life-wide Learning Grant 2023/2024 School Year

Category 1: To organise / participate in life-wide learning activities

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1.1	Local Activities: To organize life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organize diversified life-wide learning activities to cater for students' interests and abilities to stretch students' potential and instill positive values and attitudes in students													
1	English Activities (Courtesy Campaign/Trivia/Fashion Show)	24/5/2024	Whole school	600	\$1,176.65	\$2.00	E1	English Language	Students acquired knowledge about environmental protection.	✓	✓	✓		
2	Wildlife Talk	3/5/2024	F.1 & F.3	360	\$1,500.00	\$4.20	E1 & E3	English Language	Students' awareness about protecting wildlife was enhanced.	✓	✓			
3	Drama Activities	9/7/2024	Whole school	600	\$24,145.04	\$40.00	E5 & E7	English Language	Students learnt to appreciate drama as a language art.		✓	✓		
4	Drama Tickets - St. Mary's Canossian College	28/2/2024	F.1 - F.5	31	\$4,650.00	\$150.00	E6	English Language	Students learnt to appreciate drama as a language art.	✓	✓	✓		
5	English Choral Speaking (Internal)	24/11/2023	F.1	136	\$1,264.02	\$9.30	E2	English Language	Students learnt the importance of teamwork.	✓		✓		
6	English Debate	3/1/2024	F.3	120	\$778.00	\$6.50	E3	English Language	Students' critical thinking skills and confidence were improved.	✓	✓			✓
7	Experiential Learning Day	18/12/2023 - 19/12/2023	F.1 - F.6	700	\$71,883.79	\$102.70	E1 & E2	OLE	Students learnt some knowledge outside classrooms.	✓	✓	✓	✓	✓
8	School Picnic	13/11/2023	F.1 - F.6	700	\$37,884.50	\$54.10	E1 & E2	OLE	Students could take time out of their academic schedule in the first term to relax and bond with schoolmates.		✓	✓		
9	Houses Leadership Training	14/10/2023	F.2 - F.5	36	\$1,000.00	\$27.80	E1	OLE	House committee members acquired leadership and team building skills from the training.		✓	✓		

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10	CYC Volunteer Training	1/3/2024 - 6/4/2024	F.4 & F.5	10	\$3,000.00	\$300.00	E1	OLE	The CYC committee members learnt how to organize and run voluntary services.				✓	
11	Mr. Life 生命之旅模擬人生工作坊	4/5/2024	F.4	55	\$7,500.00	\$136.40	E1	OLE	Students were equipped with up-to-date information in the various fields and industries.					✓
12	Foundress Day Celebration 8/5/2024	8/5/2024	F.1-6	582	\$23,956.20	\$41.16	E1 & E2	RAC	Around 80% of the students got into the spirit of the Mass. Many students expressed their appreciation for the liturgical music and the grandeur of the Cathedral's building.		✓	✓		
13	Leadership Training Camp	2-3/7/2024	F.1-6	13	\$6,823.40	\$524.88	E1 & E2	RAC	All students were satisfied with the leadership training camp as they developed team spirit, and enhanced their leadership skills.		✓	✓		
14	Cross KLA-PBL on History of Quarry Bay	15/1/2024	F.2	123	\$900.00	\$7.30	E2	Cross-Disciplinary (Others)	Students understood more about local history through the programs.	✓				
15	Yuen Long Bypass Floodway	17/1/2024	F.4	16	\$1,960.00	\$122.50	E2	Geography	Students acquired out-of-classroom knowledge.	✓				
16	F.5 Career Forum	21/10/2023	F.5	52	\$3,500.00	\$67.31	E1	Careers	Students participated actively in the activities and gained a better understanding of their own personality type for better career planning.					✓

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17	Sound Panel Workshop	31/10/2023	F2-F3	5	\$1,500.00	\$300.00	E1	Careers	Students participated actively in the activities and explored their potentials. Students became more aware of their strengths in different areas.					✓
18	機甲大師挑戰賽	5/3/2024	F.2-F.4	10	\$10,827.00	\$1,082.70	E7	Stem panel	Students gained hands-on knowledge of new robotic technology.	✓				
19	Badminton Team	9/2023-8/2024	F.1 - F.6	20	\$2,738.00	\$136.90	E1	Physical Education	Student participation was keen.			✓		
20	Tennis Team	9/2023-5/2024	F.1 - F.6	21	\$1,564.00	\$74.50	E1	Physical Education	Student participation was keen.			✓		
21	Entry fee for Sports competitions	9/2023-8/2024	F.1 - F.6	200	\$12,251.00	\$61.30	E1	Physical Education	Student participation was keen.			✓		
22	Swimming Team	9/2023-8/2024	F.1-F.6	21	\$4,151.30	\$197.70	E1 & E2	Physical Education	Student participation was keen.			✓		
23	Swimming Gala	29/9/2023	F.1 - F.6	700	\$4,318.00	\$6.20	E1 & E2	Physical Education	The event was successfully held.			✓		
24	Athletic Meet	14/12/2023	F.1 - F.6	700	\$7,542.20	\$10.80	E1 & E2	Physical Education	The event was successfully held.			✓		
25	Swimming Gala	20/12/2024	F.1 - F.6	700	\$3,716.50	\$5.30	E1 & E2	Physical Education	Preparation for the annual event to be held in 2024-2025 started.			✓		
26	Athletic Meet	10/4/2025	F.1 - F.5	600	\$2,270.00	\$3.80	E1	Physical Education	Preparation for the annual event to be held in 2024-2025 started.			✓		

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27	Bubble Football	8/7/2024	F.1, F.5	250	\$4,400.00	\$17.60	E1	Physical Education	Students enjoyed the activity.			✓		
28	Badminton Team	9/2024-5/2025	F.1 - 5	21	\$1,040.00	\$49.50	E1	Physical Education	Bookings of training venue for the coming academic year were made.			✓		
29	Swimming Team	9/2024-5/2025	F.1 - 4	22	\$1,075.00	\$48.90	E1	Physical Education	Bookings of training venue for the coming academic year were made.			✓		
30	Wall Painting Workshop at Canossa Square for Creative Art Club	12/12/2023, 23/1/2024, 30/1/2024 & 6/2/2024	F.2 -5	14	\$41,500.00	\$2,964.29	E1	Arts (Visual Arts)	Students worked with Hong Kong mural artist and learned how to create a mural painting artwork.			✓		
31	青少年兒童繪畫大獎2024	5/2024	F.1 - 2	9	\$910.00	\$101.11	E1	Arts (Visual Arts)	Seven students got a prize in this competition.			✓		
32	Companion Chat & Cleanliness Competition	9/2023, 11/2023, & 3/2023	F.1 - 6	700	\$1,226.00	\$1.80	E7	School discipline	All F.1 students participated in the Companion Chat, receiving support from the Discipline Prefects. The Prefects organized games to be held during lunchtime to help new S1 students to get more familiar with the new school environment. All classes participated in the inter-class cleanliness competition, once in each term. It was observed students showed better awareness of classroom hygiene during the competition period. It is a good activity to promote cleanliness and respect for others.		✓			

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			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
33	Leadership Training 少年警訊永久活動中心	12/9/2023	F.2-5	36	\$2,600.00	\$72.22	E2	Leadership training	The participants were very engaged in the adventure-based activity. They were willing to challenge themselves and encouraged one another to do so. They were able to develop better teamwork and confidence after the activity.		✓			
34	Open Day	23/3/2024 - 24/3/2024	F.1-5	600	\$272,296.40	\$119.90	E7	Open Day	All students participated in the Open Day in different capacities, such as student ambassadors, performers or decoration helpers. They demonstrated good teamwork and strong willingness to serve the school. Visitors were impressed by our students' effort and the Open Day was a great success.		✓			
35	Professional Emcee Training Programme	26/9/2023-7/5/2024	F.2-5	18	\$49,800.00	\$2,766.70	E5	ECA	Students learnt public speaking skills.	✓				
36	Orchestra	9/2023-7/2024	F.1-6	19	\$67,400.00	\$3,242.11	E5	Arts (Music)	Orchestra allowed students to develop and enhance their musical sense, techniques, performing skills and ensembles by learning from experienced conductors. The orchestra gave different performances and took part in various competitions. Such experiences helped build up students self-confidence and self-esteem.			✓		
37	Music Festival & Other Competitions	9/2023-7/2024	F.1-6	108	\$45,563.90	\$419.94	E1 & E2	Arts (Music)	Joining Music Festival and Other local and overseas competitions helped students to build up confidence. Joining overseas competitions also encouraged cultural exchange among students and competitors from all over the world.			✓		

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38	Instrumental Class Concert	11/5/2024	F.1-6	130	\$6,319.00	\$48.61	E1 & E2	Arts (Music)	The instrumental class concert provided a platform for students to showcase their talent and motivation to practice. It helped to build up students' self-confidence through performing on stage.			✓		
39	Evening Concert 2024	14/7/2024	F.1-6	130	\$4,247.80	\$32.68	E1 & E2	Arts (Music)	The evening Concert provided a platform for students to showcase their talent and helped build up students' self-confidence through performing on stage.			✓		
40	Science Competition	2/3/2024	F.2	2	\$919.00	\$459.50	E7	Science	Students successfully designed and implemented the protocol for their wind-powered car, winning the first-class award in the competition. Both students expressed their enjoyment in participating in the event and highlighted the valuable scientific knowledge they gained through the experience. They also expressed gratitude towards the school and teachers for their support and guidance throughout the process.	✓	✓			

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41	English Choral Speaking (Speech Festival)	12/2023	F.1 - F.2	280	\$13,675.00	\$49.00	E1 & E2	English Language	Students learnt useful skills from the judge and other schools.	✓		✓		
42	Speaking Practice (St Joseph's College)	14/11/2023	F.6	20	\$1,200.00	\$60.00	E2	English Language	Students agreed that this was a useful activity.	✓				✓
43	中文智多星增值課程	9/2023 - 6/2024	F.2 & F.3	40	\$4,080.00	\$102.00	E1	Chinese Language	購買增潤教材，加強學生的語文訓練，有助打好基本功	✓				
44	禮貌運動打油詩比賽	3/2024	F.4	109	\$142.80	\$1.31	E1	Chinese Language	購買比賽獎品	✓				
45	高中妙筆教室	20/10/2023 - 8/12/2023	F.4 & F.5	20	\$11,250.00	\$562.50	E5	Chinese Language	高中拔尖寫作班，超過九成學生表示課程能開闊她們的眼界，提高創意寫作的的能力。	✓				
46	茶藝比賽	13/4/2024	F.5	5	\$545.30	\$109.10	E1	Chinese Language	透過參加比賽，讓學生學習傳統茶藝。九成參加者表示活動能加深其對中國文化的認識，並學會欣賞傳統文化。	✓				
47	攝芳集	2/2024	Whole school	700	\$2,200.00	\$3.10	E1	Chinese Language	此乃補印《攝芳集》的開支	✓				
48	宋代點茶及水丹青茶藝工作坊	1/3/2024	F.3-5	20	\$4,500.00	\$225.00	E1	Chinese Language	邀請國家級茶藝師指導學生學習宋代點茶藝術，為校慶開放日做準備。參加者在兩天開放日中擔任點茶師，為來賓獻上茶藝表演，備受訪客讚賞。	✓				

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49	School Social Worker Class Visit on OLE Period (Stress release with artwork)	27/10/2023	F.5	108	\$2,261.00	\$20.94	E1	Counselling and Guidance Committee	All students agreed that the activity could help with stress release.		✓			
50	Foster Prefects activities	9/2023 – 7/2024	F.1, F.4-5	93	\$532.00	\$5.72	E1	Counselling and Guidance Committee	86.7% of participating F.1 students had positive reviews of the foster prefects programme.		✓			
51	生命的温度	6/10/2023	F.6	112	\$1,000.00	\$8.93	E1	Counselling and Guidance Committee	Most students explored the value and meaning of life and developed an attitude of cherishing life.		✓			
52	Life Planning Workshop	2/12/2023	F.2	127	\$3,500.00	\$27.56	E1	Counselling and Guidance Committee	87.5% of participating students agreed that the workshop helped to improve positive communication skills with parents.					✓
53	National Security Law Seminar	23/9/2023	F.1	118	\$16,000.00	\$135.59	E5	National Security	All participants agreed that the workshop helped them to have deeper understanding on the National Security Law.		✓			
54	Interclass National Security Competition	24/5/2024	F.1-5	591	\$421.10	\$0.71	E1	National Security	The competition enhanced students' understanding on the National Security Law.		✓			
55	Anti-bullying Workshop	12/8/2023	F.5	108	\$3,200.00	\$29.63	E1	Counselling and Guidance Committee	99% of participating students agreed that the workshop taught them the importance of respect.		✓			
56	Mindful Yoga Workshop	5/12/2023 & 12/12/2023	F.1-6	9	\$4,000.00	\$444.44	E1	Counselling and Guidance Committee	All students agreed that the activity could help with stress release.		✓			

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57	Adventure-based Training Day Camp	19/12/2023	F.1	144	\$45,100.00	\$313.19	E1	Counselling and Guidance Committee	87% of students understood the importance of resilience.		✓			
58	Workshop: VASK (生涯發展初探)	24/5/2024	F.1	144	\$600.00	\$4.17	E1	Counselling and Guidance Committee	70% of students understood the concept of career development.					✓
59	Sex Education Talks	9/2023 – 7/2024	F.1-6	700	\$10,400.00	\$14.86	E1	Counselling and Guidance Committee	More than 85% of students agreed that the workshops raised their awareness of gender differences, cyber-security and self-protection.		✓			
60	Let's Grow (Gratitude) Talk	8/7/2024	F.1-4	481	\$1,200.00	\$2.49	E1	Counselling and Guidance Committee	72.9% of students learned how to express gratitude.		✓			
61	Knitting Interest Class	9/2023 – 5/2024	F.1 - F.6	350	\$2,678.00	\$7.70	E1	Arts (Others)	Students learned how to knit and made products for the needy.		✓	✓		
62	參觀「凝視三星堆—四川考古新發現」展覽	15/12/2023	F.4 - F.6	64	\$1,600.00	\$25.00	E2	Chinese History	當同學們觀賞完是次120件, 距今2600-4500年的珍貴文物後, 個人的歷史文化視野得以擴闊, 實在裨益不少, 加強其對文物保育的重視, 以及國民身份認同。	✓	✓			
63	2023-24年全國青少年語文知識大賽「菁英盃」作文比賽 Chinese Writing Competition (Prizes & Paper for Certificates)	12/2023 – 5/2024	F.4-5	6	\$1,390.00	\$231.70	E1	Chinese	此乃高中拔尖活動, 資助同學參加全國性寫作比賽, 參加者在比賽中喜獲佳績, 無論是個人還是團體, 本校同學在是次寫作比賽中獲得不少獎項。	✓				

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			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1.1	Local Activities: To organize life-wide learning activities in different KLAs / cross-KLA/ curriculum areas to enhance learning effectiveness, or to organize diversified life-wide learning activities to cater for students' interests and abilities to stretch students' potential and instill positive values and attitudes in students													
64	Add-oil Week	13/5/2024 - 17/5/2024	F.1-5	591	\$1,746.80	\$2.96	E1	Counselling and Guidance Committee	92.1% of the participating students were satisfied with the activities. Both the helpers and the participating students agreed that the activities helped them to reduce stress and strengthen friendships with their schoolmates.		✓			
65	Expressive Arts Student Workshop	6/5/2024	F.1-5	9	\$2,100.00	\$233.33	E1	Counselling and Guidance Committee	All students agreed that the activity could help with stress release. They learned to appreciate themselves and others.		✓			
66	Animal Assisted Interaction (De-stress)	23/5/2024 & 30/5/2024	F.1-5	34	\$4,950.00	\$145.59	E1	Counselling and Guidance Committee	97% of students agreed that the activity could help with stress release.		✓			
67	Foster Prefects Training	15/7/2024	F.3-4	31	\$1,600.00	\$51.61	E1	Counselling and Guidance Committee	90% of students agreed that it helped them to master the technique of being a mentor.		✓			
68	PE Trampoline - Camp	24/8/2024 - 26/8/2024	F1 - F.5	21	\$6,361.00	\$302.90	E1	Physical Education	Students could relax and enjoyed the camp activities.			✓		
69	Geography Field Trip	8/7/2024	F.4 - 5	38	\$200.00	\$5.30	E6	Geography	Students learned outside classrooms.	✓				
70	Maths Contest for Junior Elites	29/6/2024	F.1	10	\$1,500.00	\$150	E1	Mathematics	All the students got the prizes from the contest	✓				
71	聖士提反書院文物徑考察日	13/4/2024	F.4	34	\$1,600.00	\$47.10	E2	Chinese History	Students enjoyed the visit.	✓	✓	✓		
Sub-total of Item 1.1				14,287	\$893,629.70									

1.2	Non-Local Activities: To organize or participate in non-local exchange activities or non-local competitions to broaden students' horizons													
1	Historical and Cultural Study Tour to Guangzhou	18/12/2023 - 19/12/2023	F.3	87	\$41,282.00	\$474.51	E3 & E4	OLE	F.3 students enjoyed and appreciated the history of China.	✓	✓	✓		
2	Australia English Study Tour	28/6/2024 - 9/7/2024	F.1-5	30	\$74,970.00	\$2,499.00	E4	English Language	Students improved their language skills and visited the tertiary institutions in Australia.	✓	✓			
3	Taiwan Choir Tour	29/7/2024 - 3/8/2024	F.1-5	30	\$18,770.00	\$625.67	E4	Arts (Music)	Students performed well in the competitions.	✓	✓	✓		
Sub-total of Item 1.2				147	\$135,022.00									
Expenses for Category 1				14,434	\$1,028,651.70									

Category 2: To procure equipment, consumables or learning resources for promoting life-wide learning

No.	Item	Purpose	Actual Expenses (\$)
1	Sports Equipment (Table-tennis Tables) & Consumables	E7	\$56,163.12
2	Musical Instruments, Maintenance and repair of Instruments	E7	\$23,759.00
3	STEM Equipment, Consumables & Maintenance	E7	\$68,625.00
4	PE eLearning Platform for Students	E8	\$21,331.00
Expenses for Category 2			\$169,878.12
Expenses for Categories 1 & 2			\$1,198,529.82

Category 3: Number of Student Beneficiaries

Total number of students in the school:	686
Number of student beneficiaries:	686
Percentage of students benefitting from the Grant (%):	100%

Name of Contact Person for LWL:	Mr Chan S H
Post of Contact Person for LWL:	OLE Coordinator

* Input using the following codes; more than one code can be used for each item.

- E1 Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)
- E2 Transportation fees
- E3 Fees for non-local exchange activities / competitions (students)
- E4 Fees for non-local exchange activities / competitions (escorting teachers)
- E5 Fees for hiring expert / professionals / coaches

- E6 Fees for students attending courses, activities or training organized by external organizations recognized by the school
- E7 Purchase of equipment, instruments, tools, devices, consumables
- E8 Purchase of learning resources (e.g. educational software, resource packs)
- E9 Others (please specify)

Submission of Annual School Report (2023 - 2024) 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: 02/10/2024