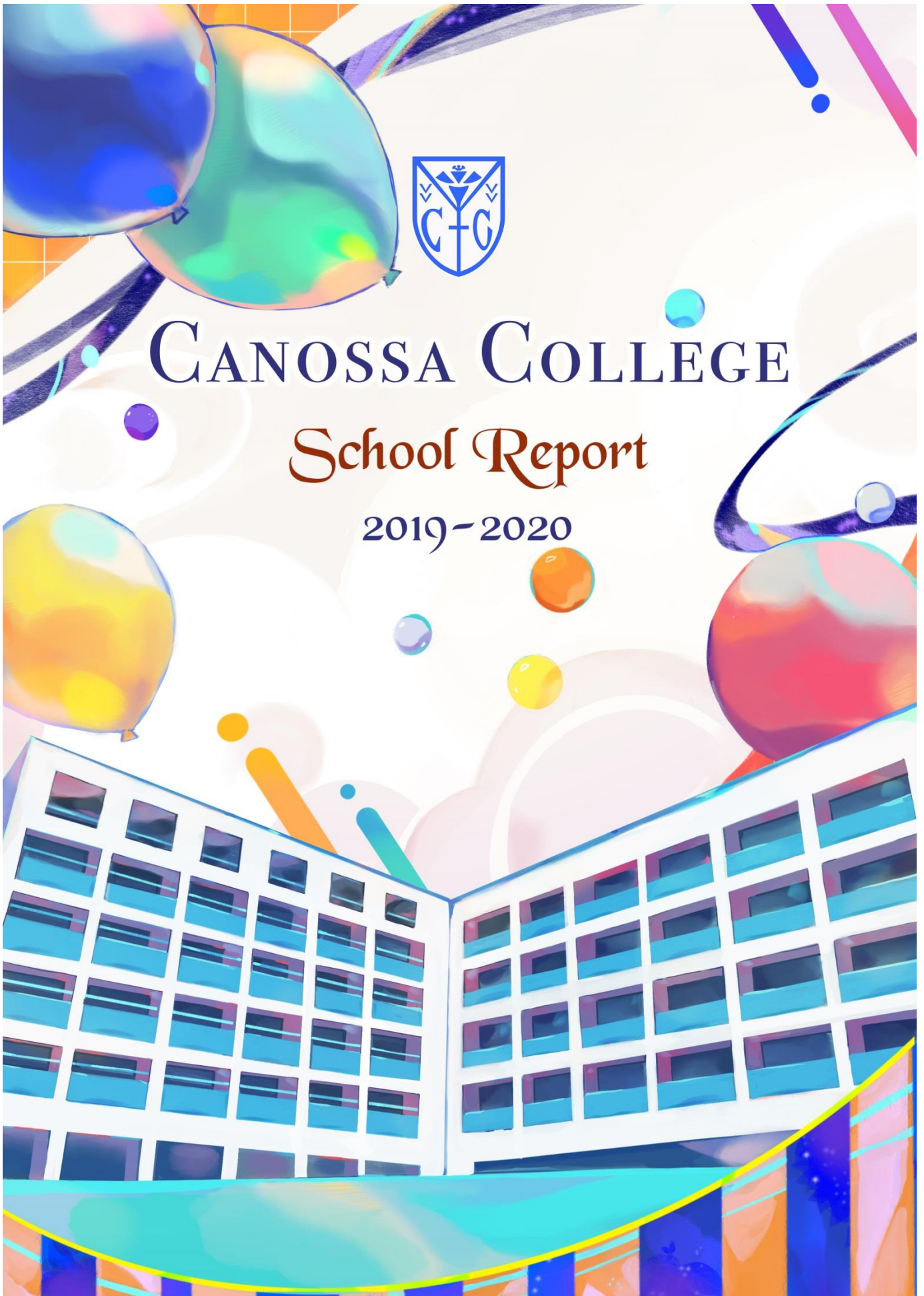




CANOSSA COLLEGE

School Report

2019-2020



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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 section, 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.

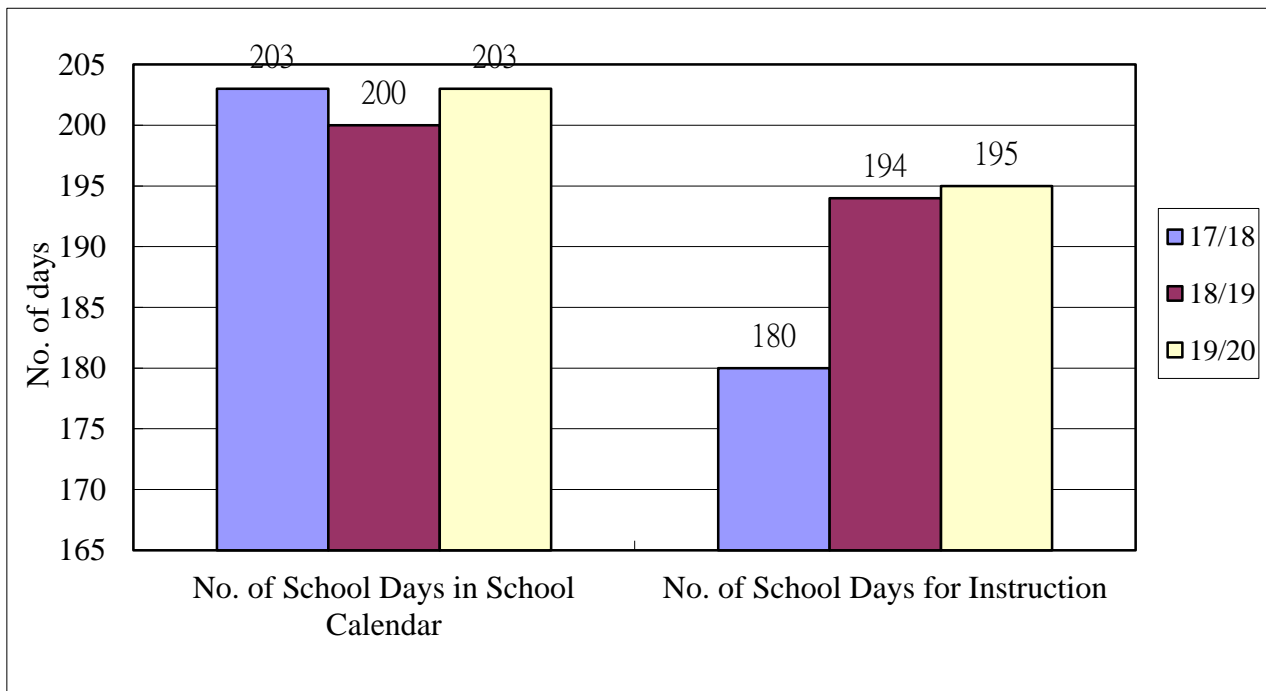
There are now 25 classrooms and 20 special rooms (2 visual arts rooms, a computer room, a STEM room, a multi-media learning centre, 4 laboratories, 5 multi-purpose rooms, a needlework room, a cookery room, a geography room, a music room, an English café and a student activity center). In addition, the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

School Management

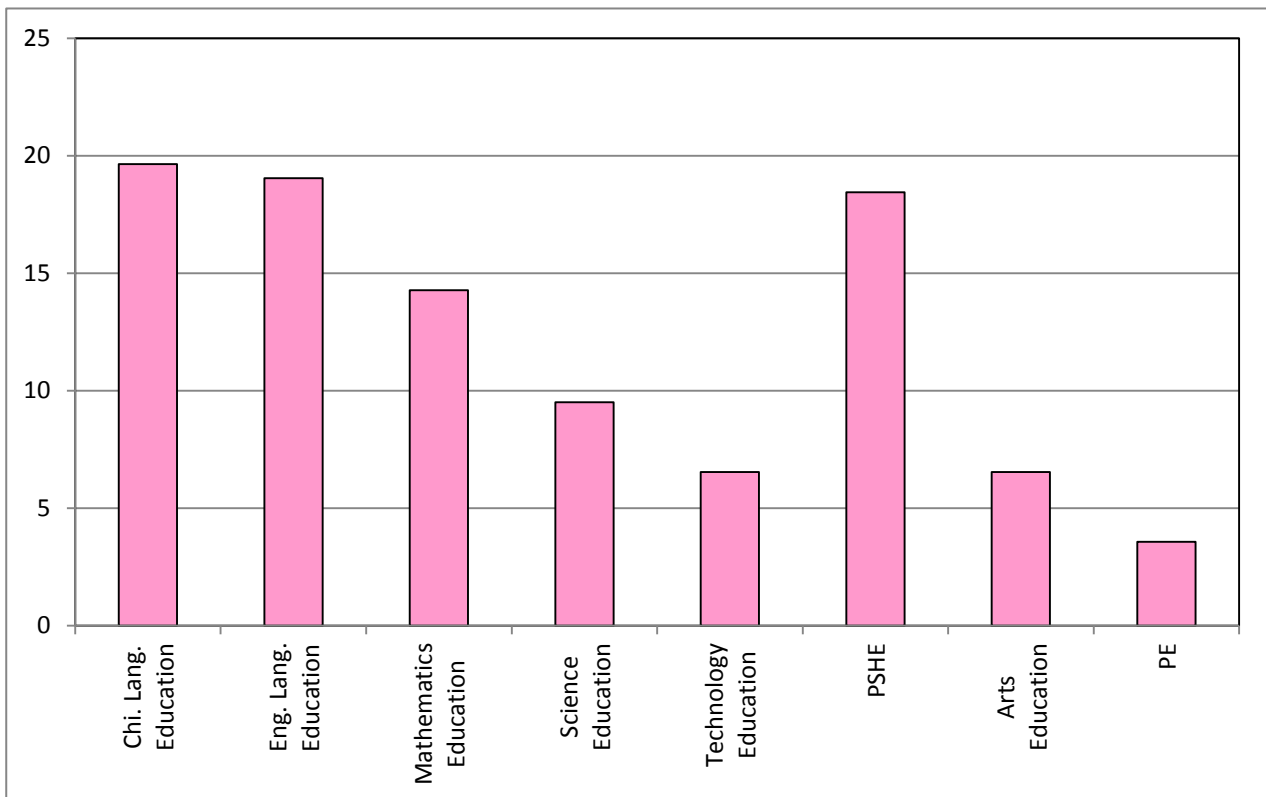
Composition of IMC

School Managers	Sponsoring Body	Principal	Parent	Teacher	Alumnae	Independent
19/20	7(58.3%)	1(8.3%)	1(8.3%)	1(8.3%)	1(8.3%)	1(8.3%)

Number of Active School Days



Lesson Time for the 8 Key Learning Areas



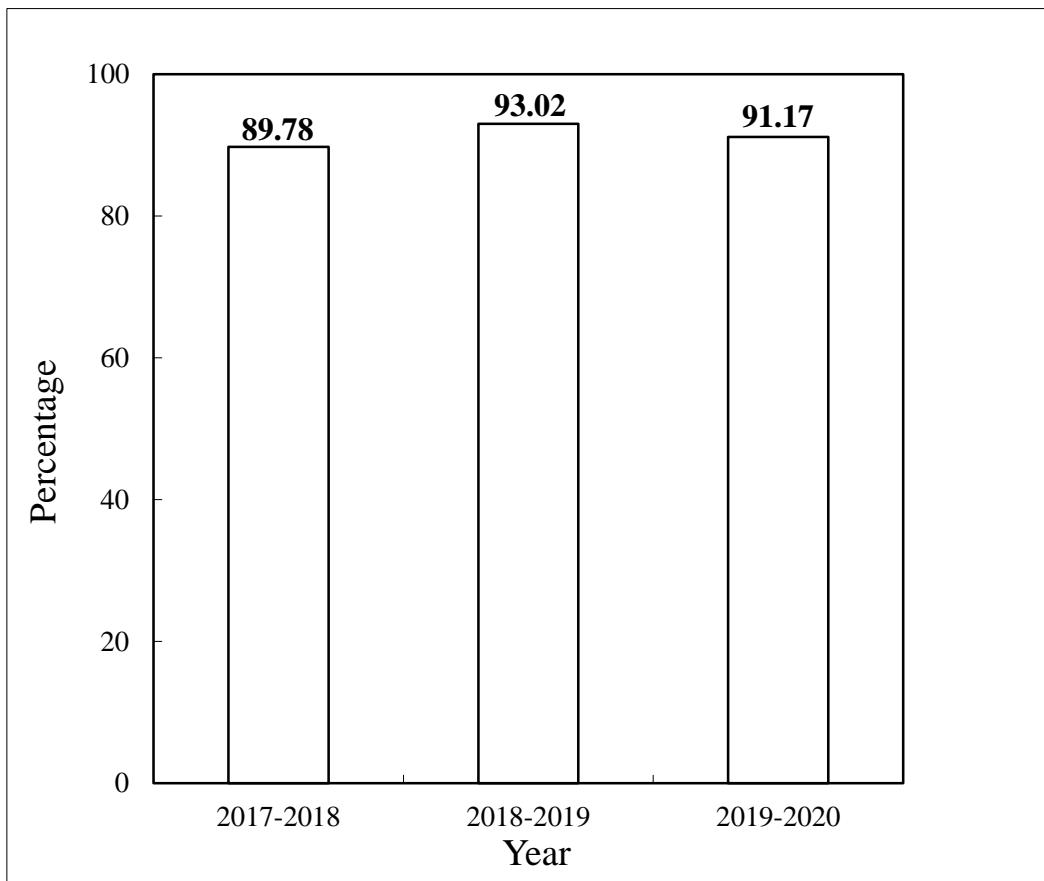
III Our Students

Class Organization

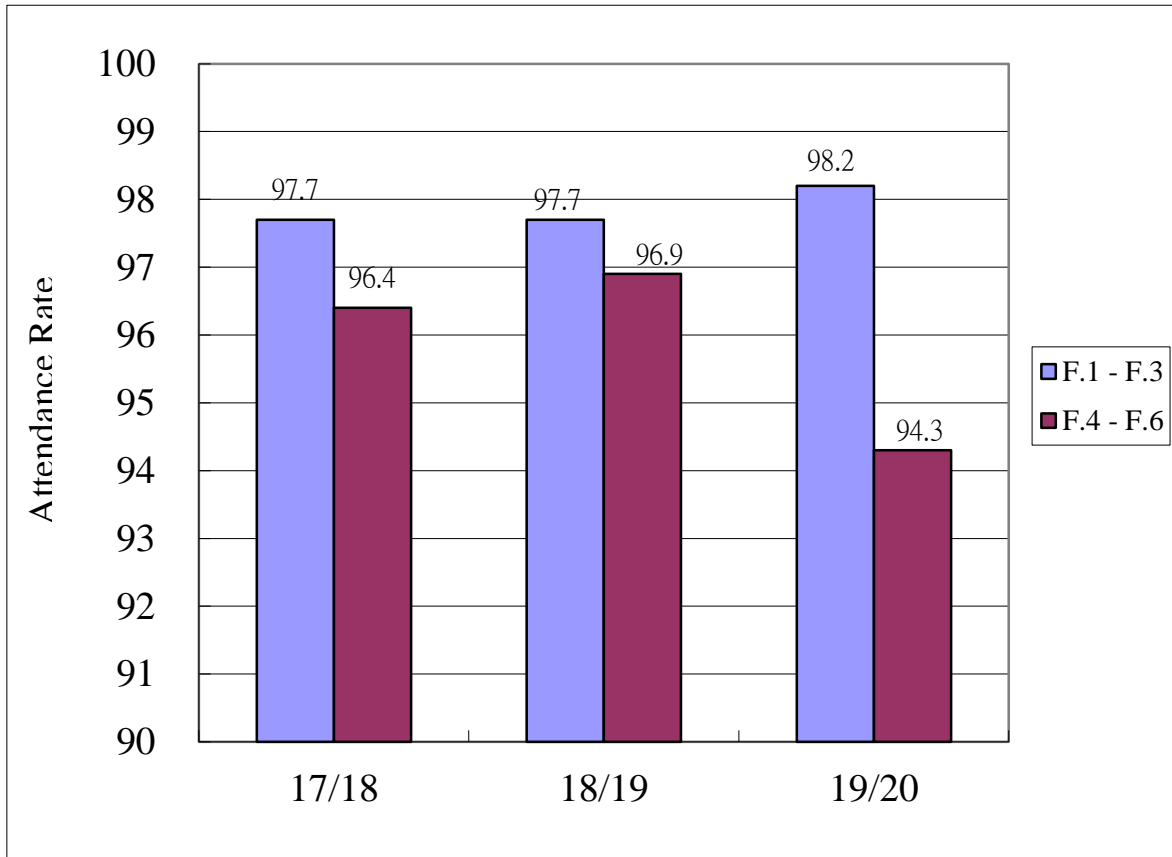
As on 2.9.19

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)	138	142	136	133	115	122	786

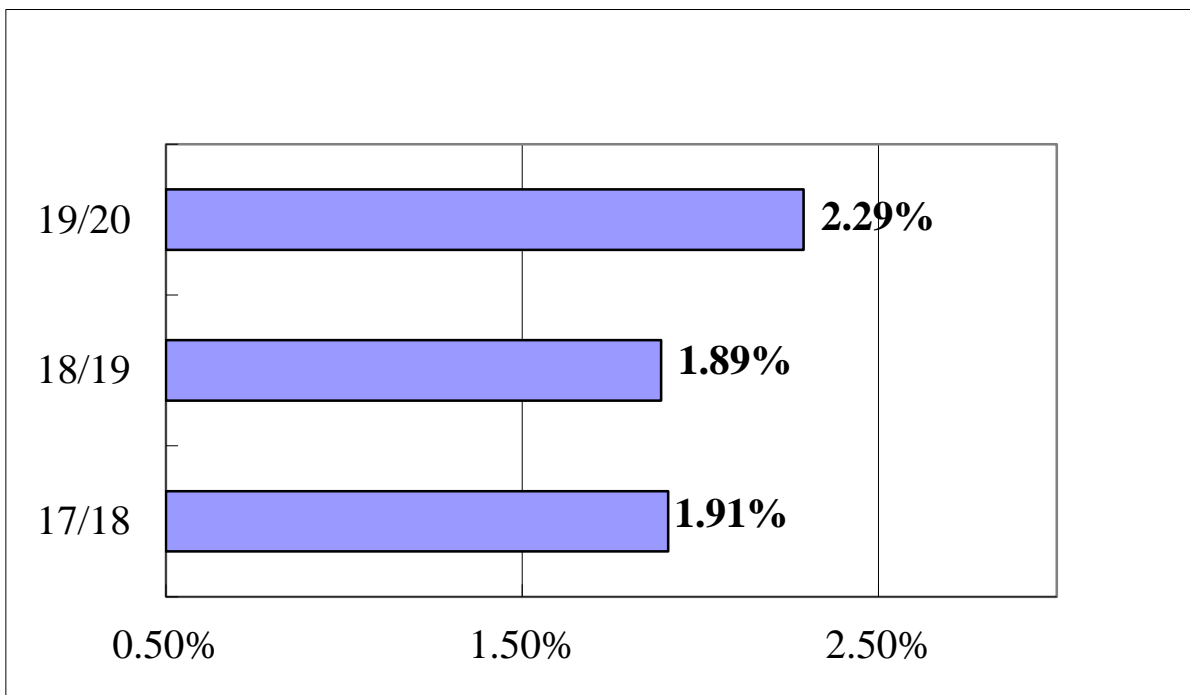
Percentage of F.3 students promoting to F.4 in this school



Students' Attendance



Students' Early Exit



IV Our Teachers (19/20)

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

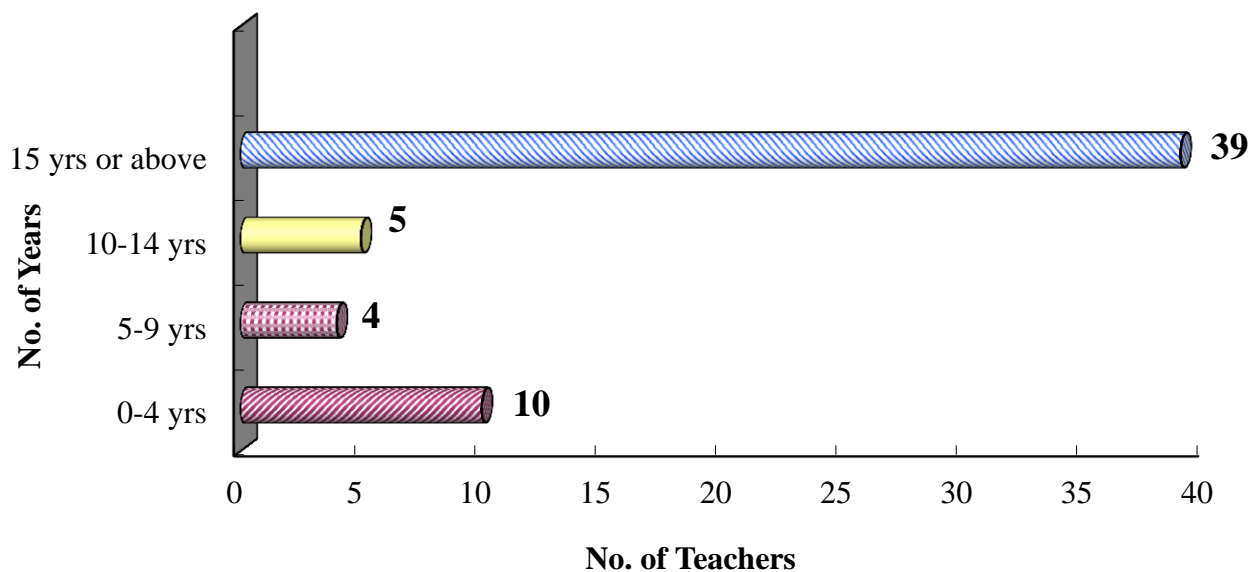
Year	Total no. of teachers	Remarks
17/18	57	Including 2 (0.5) Teachers & 4 additional teachers
18/19	58	Including 2 (0.5) Teachers & 2 additional teachers
19/20	58	Including 2 (0.5) Teachers & 2 additional teachers

	17/18	18/19	19/20
Master Degree	34 (61.4%)	35 (60.3%)	35 (60.3%)
Bachelor Degree	22 (38.6%)	23 (39.7%)	23 (39.7%)

2.

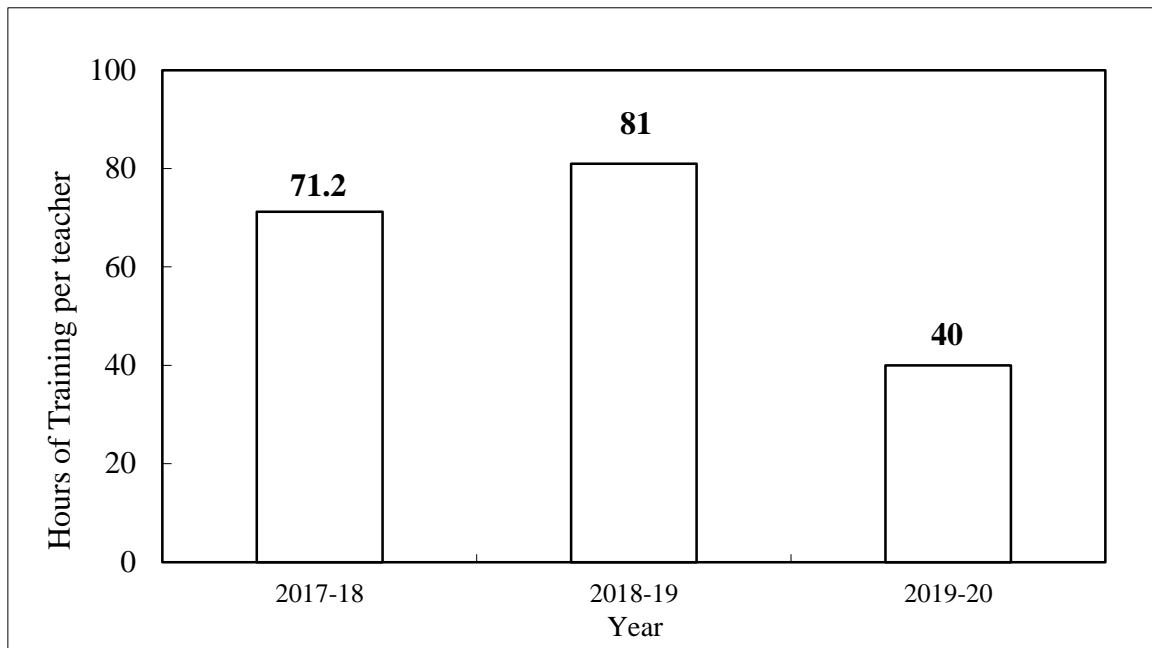
Teachers' Professional Qualifications	17/18	18/19	19/20
With Teachers' Training	100%	100%	100%
Subject trained (Chin)	100%	100%	100%
Subject trained (Eng)	100%	100%	100%
Subject trained (Maths)	100%	100%	100%
English Teacher meeting LPR	100%	100%	100%
Putonghua Teacher meeting LPR	100%	100%	100%

3. Teaching Experience of the Principal and Teaching Staff 19/20

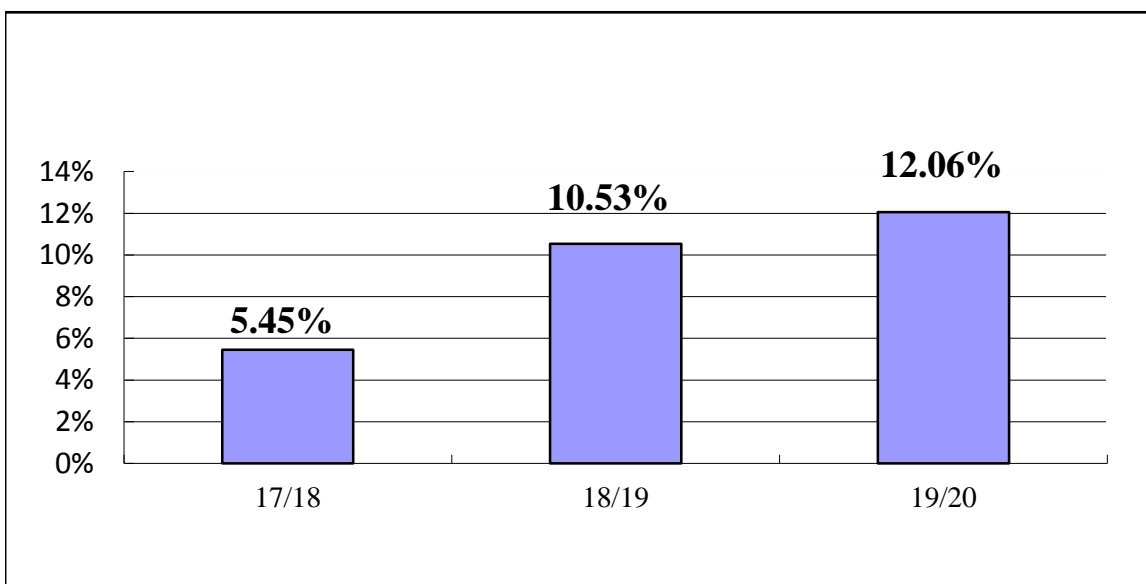


4. Continuing Professional Development of Teachers & Principal

Continuing Professional Development	2017-18	2018-19	2019-20
Total CPD hours of Teachers	3989.7	4345.5	2080.5
Total CPD hours of the Principal	334.8	351.5	201.5
Total	4324.5	4697	2282



5. Staff Turnover Rate



V Major Concerns (Achievements and Reflection)

Major Concern 1: To develop a positive attitude towards life through a caring school environment

Achievements

The school strived to develop students' positive attitudes towards life through different activities such as adventure-based training, talks, workshops, leadership training programs, life-planning activities, inter-class and class-based competitions. 81% of the students and 93% of the teachers confirmed that these activities deepened their understanding of positive attitudes. 71% of the F.1 participants admitted that the adventure-based training improved their problem-solving skills, helped demonstrate their leadership skills and develop their commitment to the society. 71% of the students agreed that the talks and workshops offered by the school could help develop their healthy mindset and enhance their character strengths. Our students actively participated in inter-class and class-based activities and 81% of them showed that the events could strengthen class unity and therefore they always had a sense of belonging to their class. Moreover, establishing class rules and goals at the beginning of academic year could strengthen their class unity.

The school always tried hard to cultivate Catholic core values and the Canossian spirit in formal and informal curriculums. A majority of students claimed that the school always took care of their growth needs. The RE curriculum, morning assemblies, morning reading sessions as well as form assemblies helped them face difficulties with determination and perseverance. It was encouraging to know that 79% of the students could always uphold the Canossian spirits: Humility, Respect, Kindness and Love, through performing their duties in school and joining service programs. 70% of the F.1 students reflected that the spiritual tour in Bridging Course could prepare them to start each new day spiritually and find the Canossian root. Through the concerted effort of the staff in school, 87% of the students developed a sense of gratitude and always showed appreciation to teachers, parents and staff members.

In order to allow F.1 students to better adapt to their secondary school life, a mentoring program was launched with senior form students as mentors of F.1 students. 71% of the mentees recognized that they could learn better with the mentoring program.

In addition, a series of life-planning programs were arranged. All F.3 students were prepared for F.4 subject selection with online videos this year. Nearly half of the students agreed that the PowerPoint presentation helped them prepare for further studies and employment.

Teachers joined the workshop 'The challenge of being a teenager in the Cyber World' on the Staff Development Day to better understand teenagers nowadays, which helped them to address the problems of their students.

The Parent-Teacher Association paid much effort in promoting parental education and better family relationship via talks, interest courses and workshops such as 'Happy Family', 'How to enhance executive functioning and face challenges in secondary school life' and 'Work together towards New Mileage' etc. Nearly all participants acknowledged that the workshops could really enhance their parenting skills.

In this academic year, many subject panels fostered positive attitudes and good moral character among students through different activities.

➤ **R.E.:** Formal RE lessons integrated with Catholic values, Canossian virtues & positive educational attitudes such as truth, justice, love, life, family, charity & humility etc. were

provided for students. Students were given an opportunity to reflect on the unconditional love of God and build up a positive image for themselves. Form Assemblies were organized for F.6, F.5 and F.4 students in the first term with core values of Catholic schools as well the virtues of our school. The themes of the F.6, F.5 and F.4 Form Assemblies were 「盼——滿全」, 「造 / 做我真好」 and 「在他人身上遇到天主」 respectively.

- **V.A.:** F.2 and F.3 students displayed symbolic images of the educational theme this year “Sharing Joy and Love” in their artwork. After finishing the artwork and seeing their work being displayed on campus, they had a thorough understanding of the education theme this year. Also, the best banner drawing from each class was chosen and displayed in F.1 to F.6 classrooms. Students are enthusiastic and devoted in the event, and they showed team spirit in cooperating with others. Their sense of belonging to their class was raised.
- **Chinese Language:** There were some reading and writing teaching materials responding to the educational themes (Gratitude & Love of Learning) and strengthening moral education.
- **Putonghua:** Students wrote speeches with the educational themes, which strengthened their reflection on moral issues.
- **Music:** Life planning activities were held to help students prepare for further studies and employment. In F.6 lessons, different kinds of jobs in the music industry were introduced to students so that they would have a better understanding in the variety of jobs, which they can consider in their life planning. This year, a way of making music with computer coding language, MAX, was introduced in the STEAM multimedia workshop.
- **“Good Morning Pleasure Reading Material”** (早晨悅讀·校本品德教材) was compiled to help F.1 and F.2 students cultivate good virtues through reading.

Reflections

- Although a lot of activities were cancelled due to COVID-19, the school still tried its best to provide a great variety of activities to cultivate students’ positive attitudes. The students went through different stages “Learn it, Teach it, Live it and Embed it” to understand, practice and finally reflect on themselves, which deepened their understanding of the values. Finally, these good virtues were implanted internally and shown in their behavior.
- Teachers received positive responses from students during the follow-up lessons and the assignments submitted. Students had more lively learning experience with more reflection on the virtues they had acquired from the reading articles, songs, Bible stories & historical figures.
- RE curriculum was revised regularly to help students to understand God and build a positive self-image. Students should be encouraged to reflect on their personal experiences. Teachers should focus on helping students understand their own feelings & importance of peace & reconciliation in the society. Students should be guided not to conclude the pandemic as a punishment of God bestowing on humans.
- The Form Assemblies were organized successfully with students’ participation in sharing, singing, Bible reading, leading prayers, etc. RE teachers received positive responses from students during the follow-up lessons and the worksheets submitted. Nevertheless, Form Assemblies for junior Forms were cancelled due to school suspension at the time of the pandemic. It is suggested they should be organised in the coming year if there is sufficient manpower.
- 70% of the students were interested in exploring different jobs in the music industry and all students found the STEAM multimedia workshop inspiring as they could explore a new form of music composing.

Major Concern 2: To promote active and self-directed learning

A. Enhance students' learning capacity and confidence

Achievements

Curriculum design

- According to the statistical data in the previous HKDSE, strategies were recommended in the Senior Form Curriculum Review and Refine Form. New arrangements were made to facilitate students' learning in DSE curriculum, such as rearranging teaching sequences, adding short quizzes in lessons, arranging enrichment programmes and remedial groups and practising data-based questions, etc.
- LAC: EMI subject teachers and English teachers collaborated and developed teaching materials for F.1 and F.2 students to facilitate the learning of Geography, History, Life and Society, Integrated Science and Visual Arts in English.
- Cross-curricular collaboration with different themes were completed. Students were able to apply their knowledge and skills to write lobbying articles, speeches and create leaflets, etc.

Form	Themes	Subjects
F.1	Healthy Living: Beauty and slimming 美與瘦身	P.E., P.T.H. & Chinese Language
F.3	The rights and responsibilities in the District Council Election 基本法中的區域組織	Life and Society & Chinese History

The F.2 cross-curricular collaboration of V.A. and H.E. and F.3 cross-curricular collaboration with the theme of *Climate Change* were cancelled due to the prevalence of COVID-19.

Supporting measures

- Students practiced note-taking skills & drew concept maps under teachers' guidance. Some of them continued to practice these skills when preparing for tests & exams.
- Language enrichment programs such as creative writing classes and public speaking courses were run to help sharpen high achievers' writing, speaking and critical thinking skills.
- Remedial programs were arranged by different subject panels.
- Summer English Enhancement Course for new F.1 students (24 students) was launched to improve students' confidence in learning English.
- Thursday Endeavour Classes were held after-school for F.1 students who needed further practice in Chinese, English or Mathematics.
- English and Mathematics Value-added Courses were provided to students who had been promoted on a trial basis in the last academic year to consolidate their learning foundation.
- An "*Election of Chinese Historical Figures in 2019*" (2019 年度中國歷史人物選舉) was organized by the Chinese History Department and National History Education Center (國史教育中心) in November. Our school won two awards in the secondary school group of Hong Kong. One was the "Highest Number of Votes Award" (最高票數獎) and another one was "The Most Enthusiastic Voting Award" (最踴躍投票獎).

Reflections

Curriculum design

- More teaching time was needed to implement the new arrangements of the DSE curriculum. Therefore, supplementary lessons were arranged for F.5 and F.6 students.
- All the teachers who had participated in the LAC cooperation believed that the teaching materials could improve students' English learning skills. Some teachers reflected that F.1 and F.2 students usually misunderstood the questions in the tests and examinations and thus

giving irrelevant answers. Teachers suggested that some common sentence patterns in the textbooks or exam papers, e.g. passive voice, should be discussed during lessons in the coming academic year to enhance students' reading and writing skills in English.

- The effectiveness of cross-curriculum cooperation was affirmative. All the teachers who had participated in the cross-curriculum cooperation agreed that the cross-curricular lessons and learning activities could stimulate students' thinking and creativity. Students were able to apply their knowledge flexibly in their daily life.
- It is expected that in the next academic year, cross curricular collaboration can be carried out in a normal teaching environment and the elements of extended reading should be strengthened.

Supporting measures

- According to the results of the student questionnaires, only less than 30% of F.1 students kept a vocabulary notebook, and only less than 40% of F.1 students took the initiative to take notes. In the future, teachers should give more supervision to the F.1 students and help them develop good learning habits.
- 78% of the teachers agreed that remedial and enrichment programmes were able to address students' learning diversity. 70% of the students agreed that the remedial and enrichment courses were useful to them.

B. Raise students' interest in exploring knowledge and equip them to be self-directed learners

Achievements

- The library renovation project was completed in December 2019. Renovated facilities helped attract students to the library and promote reading.
- Our school participated in the "eRead Scheme" from the HKEdCity and purchased 172 e-books. As of August 2020, 162 students subscribed to 25 or more books in the "eRead Scheme", of which 80% are F.3 students.
- An Author's Talk on "*Pleasant Reading and Writing: A wonderful journey of writing*" (唐希文「悅讀悅寫——文字的奇妙旅程」講座) was held for the junior form students.
- An "*e-book Cover Design Competition*" was held during the school suspension period.
- The annual book fair, several subject-based mini book fairs, two reading talks and one book report competition were cancelled due to the prevalence of COVID-19.
- Subject-based recommended reading lists, including printed books, e-books and web pages, were compiled for students to encourage them to read.
- Challenging questions were set in test and exam papers with reference to extended reading resources (including books and useful web pages). Information of the related websites was uploaded on the intranet as reference.
- Since the suspension of classes in February, the teaching mode of "Flipped Classroom" (「翻轉課室」) had been fully implemented in the Chinese Department, and a learning guidance plan (導學案) had been designed to guide students to prepare for the lessons.

Reflections

- Nearly 60% of the students said that activities organized by the Library encouraged them to read more.
- 76% of the students said that they completed self-directed tasks according to teachers' instructions.
- The library will optimize the Reading Reward Scheme and strengthen online promotion strategies, such as setting up an Instagram account to share good books with students.

- The library will promote various online reading platforms in both Chinese and English, and participate in different e-book reading schemes, such as “eRead Scheme” and “hyRead ebook”.
- The extensive reading was successfully introduced to various subjects in this academic year. Questions were set up in the tests to make sure that students could acquire knowledge on the websites. This strategy could broaden students’ horizons beyond textbooks.

C. Promote the spirit of inquiry and innovation among students

Achievements

STEAM education projects were implemented in the curriculum:

- A F.3 STEAM workshop “Race to the Line Funday” organized by Trumpteck was successfully held on 18th January 2020. All F.3 students were required to take part in this event.
- A STEAM multimedia workshop was organized by the Music Department.
- Four F.4 students participated in Energy Innovation Smart City Competition 2019/20 run by CLP Power Hong Kong Ltd. The aim of the project was to find an effective way to produce a biofuel from kitchen waste.

Reflections

- “Race to the Line Funday” workshop: Students enjoyed the event and were active in participation. They explained and presented their findings with great efforts. Though some outcomes did not match with the expected ones, they did have great experiences.
- STEAM multimedia workshop: All participants were inspired to explore a new form of music composing in the STEAM multimedia workshop. All participants could create their own music with the computer coding language, MAX, learnt in the workshop.
- 50% of the students said that their interest in STEAM activities had increased, which showed that relevant subject panels had gradually popularized STEAM activities.
- In the future, more students will be encouraged to take part in STEAM competitions outside school, so that they can demonstrate their creativity, acquire more experiences and build self-confidence.

D. Develop students’ full potential

Achievements

English Language and Chinese Language provided an array of enrichment courses for gifted students. 90% of the subject panels recommended students to participate in external competitions and various all-round learning activities in order to cultivate their special talents.

Chinese Language

- The Chinese Language Department recommended students to participate in various types of competitions, such as the Hong Kong Speech Festival, Speech Contest (第四屆夫子盃演講比賽) and different writing competitions, etc.
- Students participated in different types of writing competitions, and the winning articles were published, which could effectively improve students’ interest in writing and develop their potential.

P.T.H.

- Thirteen students from F.2 to F.4 were invited to form a Putonghua Debate Team. They participated in the training activities held by the Debating Society of our school. They learnt the skills of debating and expected to participate in the open competitions after thorough preparation.

English Language

- Both junior and senior form students were encouraged to take part in various events such as solo verse speaking, dramatic duologues and prose reading.
- Students were encouraged to take part in writing competitions outside school.
- During the suspension period, top-notch writing and speaking training courses were held for F.3 and F.5 students through zoom lessons.

Mathematics

- Four F.3 students took part in the Mathematics Book Report Competition for Secondary Schools 2019-2020, organized by the EDB and one student scored a second class prize.

Music

- Choir members won the Bronze award in the 2nd Tokyo International Choir Competition.
- Some music competitions were held online. Students had chances to participate in those competitions to develop their potential.

Reflections

- Due to the social movements, the 60th Anniversary celebration and related activities were cancelled. However, students' good work will still be displayed on the school magazine.
- With the encouragement and promotion of various subjects, students participated in external competitions or training courses, which could further develop their talents. In addition to winning awards, students could widen their horizons in different areas.

E. Enhance the effectiveness of teaching

Achievements

E-learning

- E-learning Sharing Group was established to explore strategies to encourage proactive classroom atmosphere and self-regulated learning.
- Subject panels integrated more e-learning elements in their curriculum designs, such as using e-learning elements to carry out pre-lesson and post-lesson tasks, quizzes, group oral practice and top-notch courses, etc.
- During the suspension of classes, the IT Support Team reacted promptly and held workshops on various video conferencing or other applications to guide all teachers to master the technology of online teaching. As early as March, our school could realize the virtual classroom and enhance the interaction between teachers and students or between students.
- E-learning was conducted throughout the school suspension. Videos and PowerPoints were given to students so that they could study according to their own pace. Moreover, online lessons were conducted on Zoom and Google Meet. Various assignments were also provided to check students' understanding. Teachers made good use of the statistics from the Google Form assignments to do the follow-up work. Common mistakes were easily identified.
- The subject panels enthusiastically shared the applications of e-learning.

Using assessment data to optimize learning and teaching

- Subject panels found out the weaknesses of the students with the evaluation data in the tests and examinations, and launched remedial and enrichment programmes to address learners' differences.
- Mathematics panel developed a new score recording system to analyze each test and examination, so as to show students' abilities more comprehensively.
- Student Data Analysis System (學生數據分析系統, SDAS) was used to predict the results of F.6 students in HKDSE, and guidance was given to parents and students on parents' day from Form teachers.

Reflections

E-learning

- During the school suspension period, teachers fully adopted online teaching. 90% of the teachers agreed that the use of technology could enhance the effectiveness of teaching and learning. Teachers agreed that online teaching tools, e.g. Google Classroom, Google Form and Edpuzzle etc. were very useful and would use them more frequently in class.
- Various subjects accumulated useful teaching videos, which can be used as teaching materials for flipped classrooms or extended learning in the future.
- 90% of the teachers affirmed that the sharing sessions of effective teaching pedagogy among teachers enhanced their teaching effectiveness and develop the spirit of collaboration.
- More than 65% of the students agreed that e-learning helped engage them in learning more actively. 70% of the students agreed that e-learning could promote self-directed learning.
- It is suggested that the school should purchase more iPads, or even consider implementing BYOD.

Using assessment data to optimize learning and teaching

- More than 90% of teachers made use of the assessment data to optimize learning and teaching. Teachers agreed that a better picture on students' performance had been given and hence teaching strategies could then be adjusted.

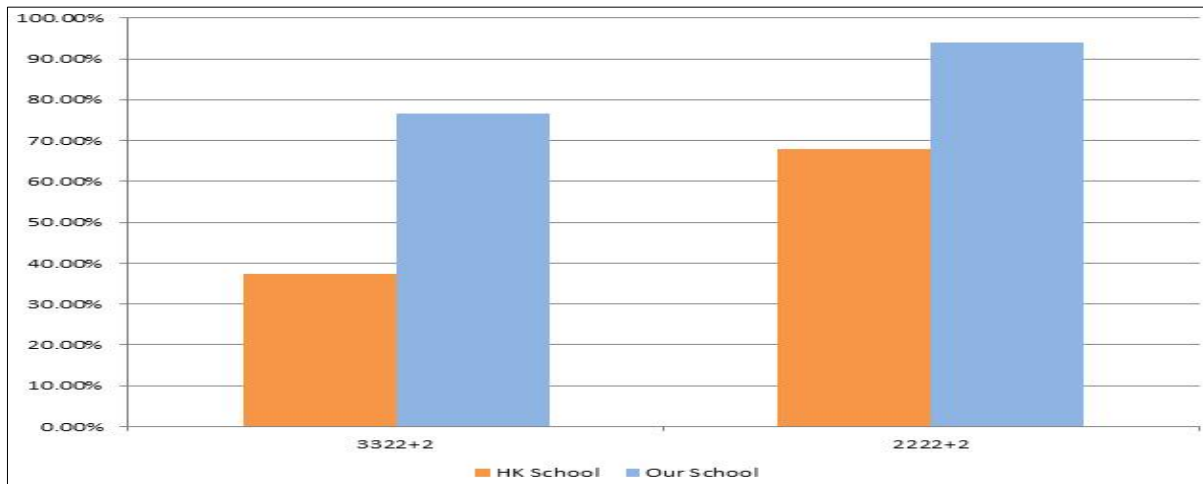
VI FINANCIAL SUMMARY

	Balance B/F (a)	Income (b)	Expenditure (c)	Balance C/F (a)+(b)-(c)
Government Funds				
A) EOEBG	1,998,762.63			
Administration Grant		3,826,632.00	3,812,467.98	
Capacity Enhancement Grant (CEG)		634,017.00	410,592.29	
Computer Information Technology Grant (CITG)		420,652.00	407,200.65	
Air-conditioning Grant		589,324.39	446,333.00	
School-based Management Top-up Grant		50,000.00	0.00	
Baseline Reference		1,967,665.56	1,550,560.47	
Provision for Severance / Long Service Payment			6,942.62	
EOEBG Sub-Total	1,998,762.63	7,488,290.95	6,634,097.01	2,852,956.57
B) Non-EOEBG				
After-School Support for Non-Chinese Speaking Student (NCS)	22,421.14	50,000.00	72,421.14	0.00
Career Life Planning Grant (CLPG)	58,556.82	642,000.00	653,020.95	47,535.87
Committee on Home-School Co-operation Project (PTA)	0.00	25,633.00	25,633.00	0.00
Diversity Learning Grant - Applied Learning (ApL)	0.00	9,000.00	9,000.00	0.00
Diversity Learning Grant - Other Programmes (DLG)	24,097.00	93,600.00	47,823.00	69,874.00
Employer's Contribution to PF Scheme for NT Staff	0.00	392,387.00	392,387.00	0.00
Extra Recurrent Grant under ITE4	3,880.00	66,740.00	70,620.00	0.00
Fractional Post Cash Grant (FPCG)	189,707.86	524,300.00	692,141.87	21,865.99
Grant A/C for Fringe Benefits under NET	0.00	127,807.79	127,807.79	0.00
Grant for Support NCS Students to Learn Chi History & Culture	50,000.00	50,000.00	42,900.00	57,100.00
HK School Drama Festival	0.00	3,600.00	3,600.00	0.00
Information Technology Staffing Support Grant (ITSS)	9,813.00	317,338.00	319,914.00	7,237.00
Learning Support Grant (LSG)	37,117.07	300,000.00	280,304.35	56,812.72
Life-wide Learning Grant	0.00	1,158,000.00	620,787.47	537,212.53
Moral and National Education Subject Support Grant	487,256.00	0.00	442,612.00	44,644.00
One-off Grant - Promotion of Chi History & Culture (CHC)	51,211.35	0.00	2,025.00	49,186.35
Other Recurrent Grant (Government Rent & Rates)	0.00	746,087.40	746,087.40	0.00
Promotion of Reading Grant	31,628.50	61,980.00	31,827.89	61,780.61
Salaries Grant - Non-Teaching Staff	0.00	940,440.00	940,440.00	0.00
Salaries Grant - Supply Staff	0.00	33,560.00	33,560.00	0.00
Salaries Grant - Teaching Staff	0.00	44,836,349.94	44,836,349.94	0.00
School Executive Officer Grant (SEOG)	0.00	534,660.00	469,152.36	65,507.64
School-based After-school Learning & Support Programme	11,935.00	84,000.00	74,760.00	21,175.00
Senior Secondary Curriculum Support Grant (SSCSG)	204,928.53	770,400.00	874,624.00	100,704.53
Sister School Scheme	104,765.00	154,950.00	104,765.00	154,950.00
Special Anti-epidemic Grant	0.00	25,000.00	25,000.00	0.00
Special Grant for Gift Book Pilot Scheme	0.00	66,300.00	66,300.00	0.00
Special Support Grant-Enhance Cleansing	0.00	100,000.00	41,049.03	58,950.97
Student Activities Support Grant (SAS)	0.00	63,050.00	63,050.00	0.00
Student Grant for Applied Learning Chinese (ApL(C))	0.00	14,000.00	14,000.00	0.00
Teacher Relief Grant (TRG)	101,833.63	208,911.00	234,628.18	76,116.45
Teaching Training Grant (SEN) for IMC Schools	0.00	35,238.00	35,238.00	0.00
Non-EOEBG Sub-Total	1,389,150.90	52,435,332.13	52,393,829.37	1,430,653.66
Government Funds Total (A + B)	3,387,913.53	59,923,623.08	59,027,926.38	4,283,610.23
School Funds				
A) Tong Fai	3,588,671.93	407,616.92	245,347.49	3,750,941.36
B) Non-specific Purpose Fund	3,012,666.28	93,719.23	100.00	3,106,285.51
C) School Development Fund	59,251.00	30,056.00	0.00	89,307.00
D) Scholarship Fund	12,500.00	0.00	2,000.00	10,500.00
School Funds Total (A + B + C + D)	6,673,089.21	531,392.15	247,447.49	6,957,033.87

VII Performance of Students

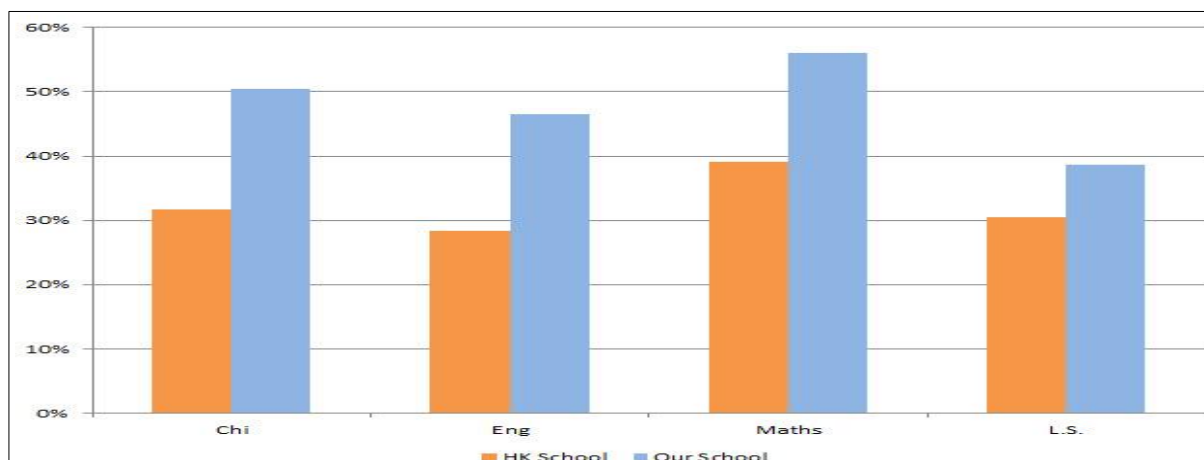
1. HKDSE Results 2020

Percentage of students attaining (3322+2) or above to meet the general entrance requirements for the first-degree courses in tertiary institutions.

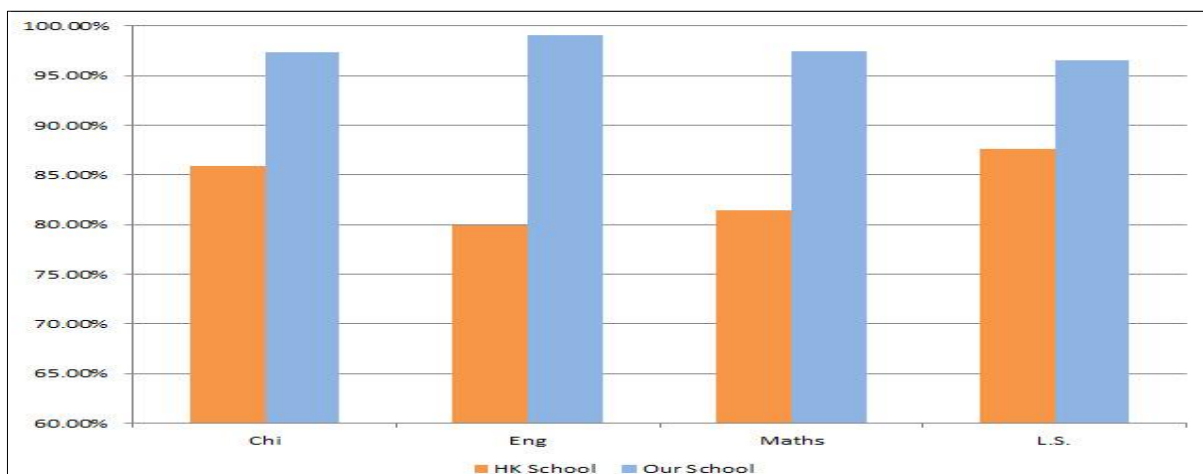


Results in 4 Core Subjects

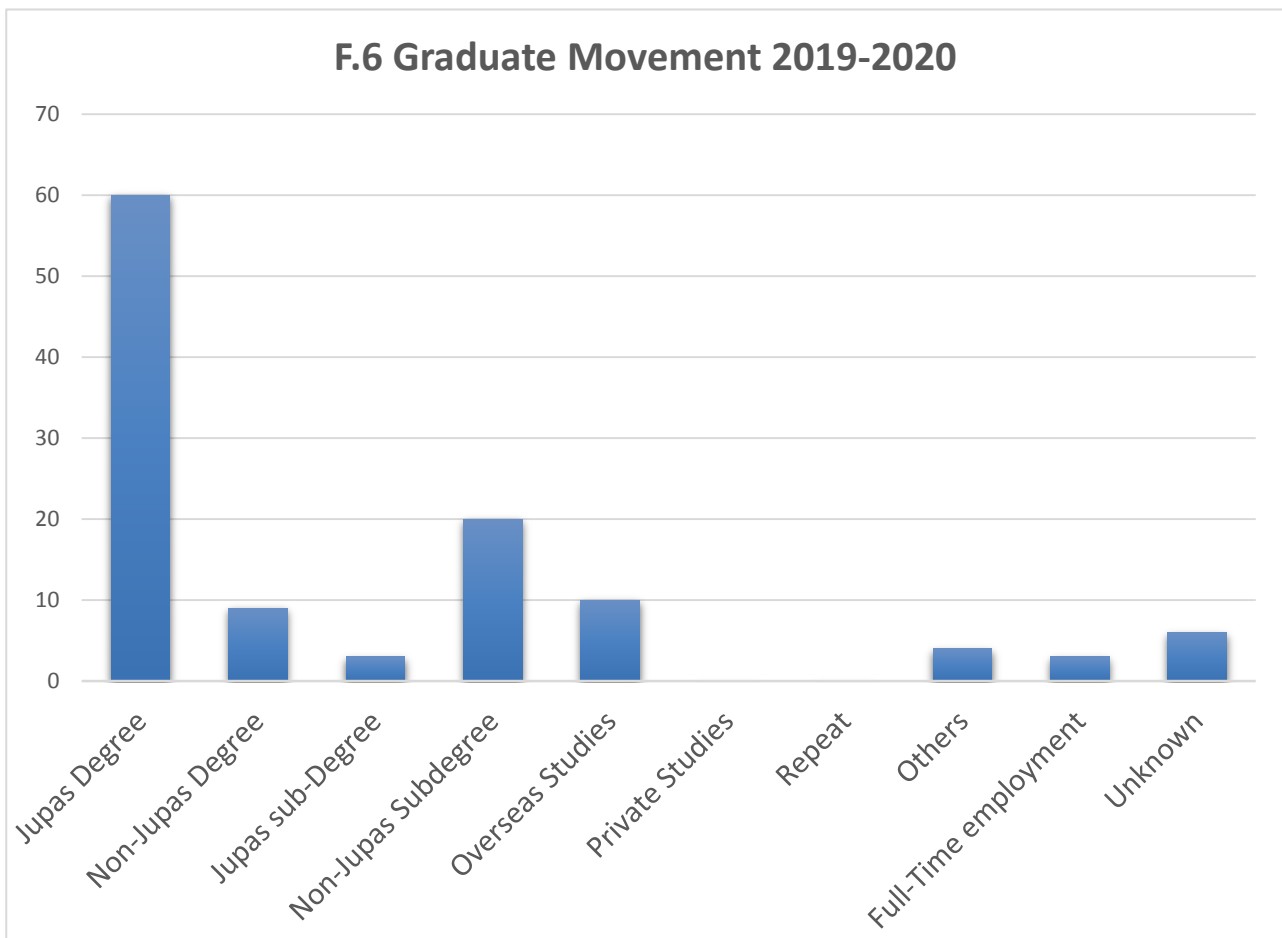
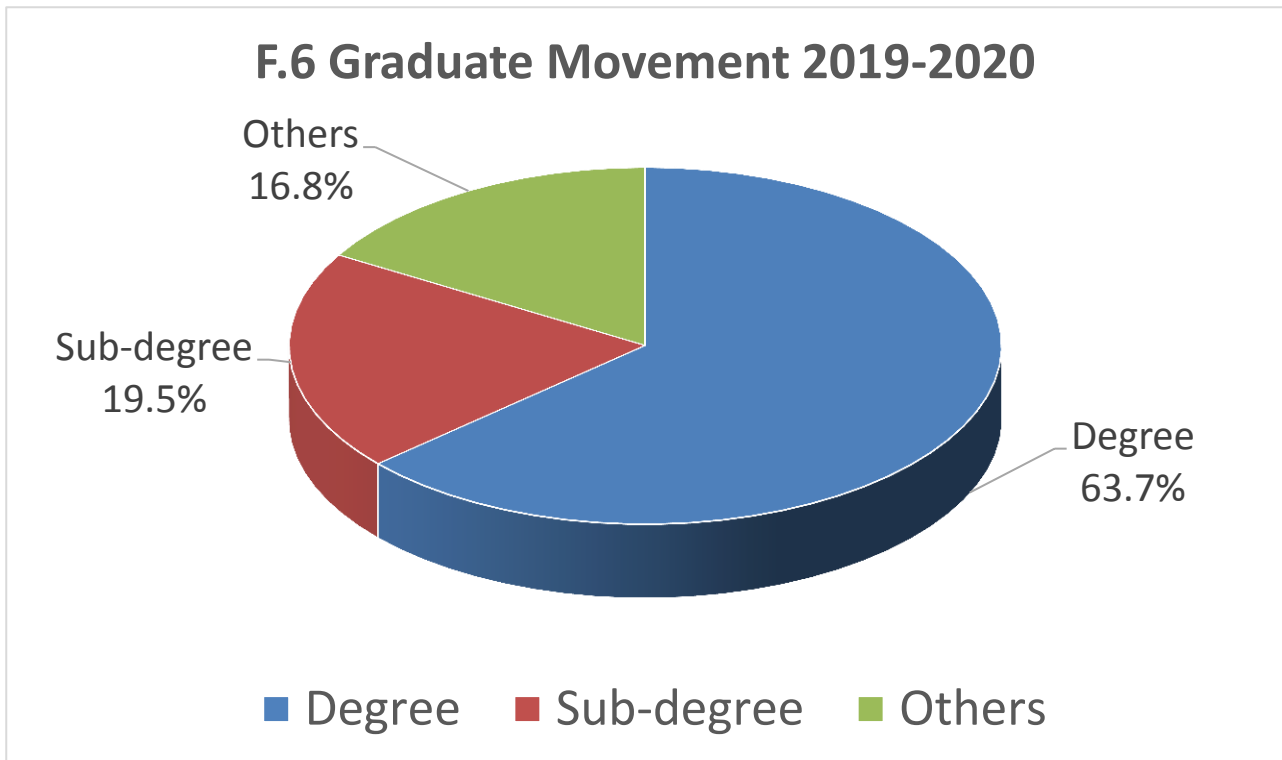
Comparison of HKDSE results of Canossa College and HK day schools candidates in 2020 with Level 4 or above



Comparison of HKDSE results of Canossa College and HK day schools candidates in 2020 with Level 2 or above



2. Statistics of pathways of 2019-2020 F.6 Graduates



3. Inter-school Activities and Prizes Won in 2019-2020

Nature	Name of Competition / Organization	No. of Prizes			
		1 st	2 nd	3 rd	Others
Music	1. 2nd Tokyo International Choir Competition - organized by the International Choral Organization of Tokyo • Category A Children's Choir				Bronze Prize
	2. Hong Kong Schools Music Festival 2019 - organized by the Hong Kong Schools Music and Speech Association • Mixed Choir Competition - Intermediate		1		
	3. Joint School Music Competition 2019 - organized by the Joint School Music Association • Chinese Orchestra • Percussion Ensemble • Choir Competition • Music Training and Education				Gold Award Gold Award Gold Award Excellence Award
Sports A. Athletics	1. Annual Athletics Meet Girls 4x100m Invitation Relay - SKH Li Fook Hing Secondary School - Holy Family Canossian School		1	1	
B. Swimming	1. Inter-School Swimming Competition (Division II) 2019-2020 - organized by the Hong Kong Schools Sports Federation (HK Island) • Girls A Grade - 50m Breaststroke - 100m Breaststroke - 4x50m Freestyle Relay - 200m Individual Medley - 50m Butterfly stroke		1 1 1	1	3 rd Runner-up
	2. Annual School Swimming Gala 4x50m Freestyle Invitation Relay - St. Francis Canossian College		1		
C. Trampoline	2019 Hong Kong Trampoline Open Championship - organized by the Gymnastics Association of Hong Kong, China • Synchronize • Individual (B Grade) • Team Overall (B Grade)			1 1	5 th Runner-up 3 rd Runner-up
D. Table - Tennis	The 34th Northern District Age Group Table Tennis Competition - organized by the Leisure and Cultural Services Department and the Northern District Arts, Cultural, Recreation and Sports Association • Girl's Single (Aged 14-15)	1			

Academic	1. The 71st Hong Kong Schools Speech Festival – organized by the Hong Kong Schools Music & Speech Association <ul style="list-style-type: none"> • Poetry Recitation in Cantonese for F.1 • Poetry Recitation in Cantonese for F.5 & F.6 • Duologue in Cantonese for F.5 & F.6 • Solo Speech in Putonghua for F.1 & F.2 	1				
	2. The 14th Daily Readers “Read Out Loud” Compet - organized by KEA Learning International Limited					Merit Award
	3. Creative Writing Programme 2018/19 (2nd term) - organized by HKEdCity <ul style="list-style-type: none"> • Story/Fiction • Thematic Writing • Prose 	1	1	1	1	Most Popular Work
	4. Creative Writing Programme 2018/19 (3rd Term) - organized by HKEdCity <ul style="list-style-type: none"> • Story/Fiction • Thematic Writing • Prose 		1		1	
	5. Creative Writing Programme 2019/20 (1st Term) - organized by the HKEdCity <ul style="list-style-type: none"> • Story/Fiction • Thematic Writing 	1	1		1	Most Popular Work
	6. 2019-20 年全國青少年語文知識大賽「菁英盃」 作文比賽（香港賽區） - 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 <ul style="list-style-type: none"> • 初賽 • 決賽 					二等獎 (4) 三等獎 (3) 一等獎 (2) 二等獎 (1) 三等獎 (3)
	7. 第五屆千言萬語小小說 校際電子書小說創作比賽 - 巧·克·力網上學習平台、香港藝術及設計聯會合辦					最佳小說創作獎 (個人) (2) 最佳小說創作獎 (小組) (2)
	8. 第六屆千言萬語小小說 校際電子書小說創作比賽 - 巧·克·力網上學習平台、香港藝術及設計聯會合辦					最佳小說創作獎(個人)(1)
	9. 第十五屆「仲夏夜之夢 Crossover」2019 暑期網上寫作計劃 - 巧·克·力網上學習平台、香港藝術及設計聯會合辦					傑出文章獎 (1) 各校最受歡迎文章 (5)

	10. 「罕有」徵文比賽 - 香港黏多醣症暨罕有遺傳病互助小組 主辦				學生組優異獎 (1)
	11. 美荷樓香港精神學習計劃「兩代情」徵文比賽 - 香港青年旅舍協會 主辦				高中組優異獎 (1)
	12. 2019 全港青少年徵文比賽 - 杜葉錫恩教育基金、青新時代及百川匯合辦				高中組優異獎 (2)
	13. 2019 孔聖盃「全港孔教儒家書法大賽」 - 孔教學院、香港孔教總會 合辦 • 毛筆高中組		1		
	14. 全港中小學書法比賽 - 中國書協香港分會、香港北京交流協進會合辦 • 高中組				優異獎 (1)
	15. 「年度中國歷史人物選舉 2019」 - 國史教育中心(香港) 主辦				最高票數獎 最踴躍投票獎
	16. 「共建安全網絡」2019「網絡攻擊花樣多 保護數據靠你我」海報設計比賽 - 政府資訊科技總監辦公室、香港電腦保安事故 中心、香港警務處 合辦 • 最積極參與學校獎 - 中學組			1	
	17. 第十二屆青年視覺藝術展 2020 - 東區文藝協進會有限公司 主辦				傑出視藝學生 創作獎 (2)
	18. 「2019 徐悲鴻盃國際青少年兒童美術比賽」 - 香港青年協會 主辦 • 香港區賽事小組 - 西方畫系				優異獎 (1)
Other Awards	1. The 51 st Joint School Chinese Debating Competition - organized by Joint School Chinese Debating Society		1		
	2. Voluntary Service Award - organized by the Hong Kong Red Cross • Youth Voluntary Service			1	

Scholarships and other awards

Nature	Name of Competition / Organization	No. of Recipients
Scholarships	1. Sir Edward Youde Memorial Prize for Senior Secondary School Students 2019-2020 - organized by the Sir Edward Youde Memorial Fund Council	2
	2. Rev. Joseph Carra Memorial Education Grant 2019-2020 - organized by the Rev. Joseph Carra Educational Fund	1
	3. Future Stars – Upward Mobility Scholarship 2019 - organized by the Commission on Poverty	3
	4. HKICPA/ HKABE Joint Scholarships for BAFS 2019 – 2020 - jointly organized by the HKICPA and HKABE	1
	5. A.S. Watson Group HK Students Sports Awards - organized by Watson Group	1
	6. Applied Learning Scholarship (2018/19 School Year) - organized by Law’s Charitable Foundation & Education Bureau	Certificate (1) Certificate of Special Award (1)
Other Awards	1. 2019-2020 Eastern District Model Student Award - organized by the Eastern District School Liaison Committee	2
	2. 2019-2020 Eastern District Most Improved Student Award - organized by the Eastern District School Liaison Committee	1
	3. Youth Arch Student Improvement Award 2018-2019 - organized by the Youth Arch Foundation	20
	4. 2019 Hong Kong Island Outstanding Student Award - organized by the Hong Kong Island School Heads Association <ul style="list-style-type: none"> • 2019 Hong Kong Island Highly Commendable Student (Junior Secondary Group) • 2019 Eastern District Highly Commendable Student (Senior Secondary Group) 	1 1
	5. Elsie Tu Education Fund - Hong Kong Youth Improvement Award 2019 - organized by Elsie Tu Education Fund <ul style="list-style-type: none"> • Merit Award • Best Improvement Award 	2 1
	6. HK Red Cross (Youth & Volunteer Department) HK Island Division - organized by the Hong Kong Red Cross <ul style="list-style-type: none"> • Youth of the Year 2019 	1

VIII Future Planning for 2020-2021

The school year 2020-2021 is the final year in the three-year school development cycle of 2018 – 2021. The two major concerns for 2019-2020 will remain the same as last year with some strategies modified.

For the first major concern, “**To develop a positive attitude towards life through a caring school environment**”, a new Educational Theme “Live with Gratitude” is set with the aim of cultivating a grateful heart among our students. Especially during COVID-19, so many new challenges had thrown at us, being grateful tends to be more important for us facing the obstacles.

To address the second major concern, “**To promote active and self-directed learning**”, active exploration and self-directed learning will be encouraged to help students attain self-confidence. During the epidemic, our teachers and students actively embrace the e-learning mode so that they are able to keep up with their schooling in the period of suspension. Also, in the view of the increasing trend for schools adopting the BYOD, our school will encourage the student to learn by using the mobile devices wisely to facilitate the practice of e-Learning in the coming future.

Report on the Use of Grants 2019-2020

Strategies Employed	Objectives	Beneficiaries	Time Scale	Review
Capacity Enhancement Grant (CEG)				
Employment of a Pastoral Assistant	<ul style="list-style-type: none"> • Supporting students • Logistics of religious activities • Preparation and assistance in religious activities • Being a contact person 	All students	09/2019 – 08/2020	The pastoral assistant did not only provide spiritual guidance to our students but also conducted worship services and organized activities after school. 79.3% of the teachers agreed to keep the post of Pastoral Assistant.
Employment of an Associate Teacher (Chinese Language)	<ul style="list-style-type: none"> • Teaching one Form One class Chinese Language • Tutoring students in Chinese Oral Practice • Assisting teachers in planning and organizing activities • Conducting remedial lessons afterschool and on non-school days • Supporting Non-Chinese Speaking students to learn Chinese during lessons and/or after school 	NCS students and other students	09/2019 – 08/2020	The associate teacher was an enthusiastic teacher and has conducted her lessons effectively. She has also shown her willingness and initiatives to render support to teachers either in planning or organizing activities, as well as clerical support. Students made great progress in learning Chinese language with her assistance. The effort led to the result of 67.2% of our teachers suggested keeping this post.

Strategies Employed	Objectives	Beneficiaries	Time Scale	Review
Employment of an Associate Teacher (English Language)	<ul style="list-style-type: none"> Teaching one F.1 English Language class Tutoring students in English Oral Practice Assisting teachers in planning and organizing activities Conducting remedial lessons afterschool and on non-school days 	Junior form students	09/2019 – 08/2020	The associate teacher was responsible, helpful and cooperative. Over 65% of the teachers would like to keep this post in the future.
Learning Support Grant for Secondary School (LSGSS)				
Speech Therapy programme by Prologue Education Centre	<ul style="list-style-type: none"> Provide speech therapy to SLI, ASD students and other students with related difficulties 	2 ASD students 1 SLI student 1 MI student	10/2019 – 06/2020	Students' fluency in speaking was improved. They could organize their idea and present it clearly.
Individual Transition Plan by Haven of Hope Christian Service	<ul style="list-style-type: none"> Provide individual support including life planning, occupational therapy and social skill training to student in need 	1 ASD student	10/2019 – 08/2020	The student was benefited from occupational therapy and life planning counselling. Internship opportunities may also be provided which enable student to have more real-life experience in the society.
Employment of a Student Counsellor	<ul style="list-style-type: none"> Provide support to SEN students including counselling, social activities. Support administrative work of Student Support Team and Counselling Team 	Whole school	Whole Year	Our Student Counsellor had successfully carried out a number of social activities to our students. Her contributions had also greatly reduced the administrative works of other student support team and counselling team members.

Strategies Employed	Objectives	Beneficiaries	Time Scale	Review
Other training materials	<ul style="list-style-type: none"> Purchase more training materials for student support team in training students and student counselling (for example board games and teaching materials) 	Whole school	Whole Year	Additional materials enabled our student support team members to train student efficiently. Regular board game activities were well held with the newly purchased board games.
Career and Life Planning Grant (CLPG)				
Employment of an additional teacher	<ul style="list-style-type: none"> To facilitate the implementation of Career and Life Planning 	All students	Whole Year	All career teachers confirmed that career & life planning programmes could be systematically implemented with the help of the teacher.
Adventure-based Training	<ul style="list-style-type: none"> To build up students' team spirit and foster their self-understanding 	All F.1 students	30/08/2019 & 31/08/2019	Over 90 % of respondents agreed that the program helped them build up team spirit and knowing each other more.
Interview Skills & Social Manners Training organized by Hong Kong Employment Development Service Limited and Careers Guidance Committee	<ul style="list-style-type: none"> To train students with skills for interviews for jobs and tertiary places 	All F.6 students	22/11/2019 & 17/12/2019	The students learnt general responses and social manners through a Mock interview. They found the workshop informative and useful.

Strategies Employed	Objectives	Beneficiaries	Time Scale	Review
Diversity Learning Grant (DLG)				
E&RS network programme	<ul style="list-style-type: none"> Students can be given one more option for elective subject in DSE exam Students can receive training for personal, social, academic & religious development through learning Ethics & Religious Studies (E&RS) 	15 F.4 students	09/2019 - 07/2020	The network programme had followed the E&RS syllabus appropriately even when there is class suspension. Most of the students liked attending the lessons on Saturday.
The Hong Kong Academy for Performing Arts: Applied Learning Courses (ApL) in Dance	<ul style="list-style-type: none"> To appreciate the aesthetic aspect of dance 	1 F.5 student	09/2019 – 07/2020	The student confirmed that she could master the characteristics of various dancing styles and understand the underlying principles common to dance movements.
STEAM Multimedia Integrated Arts Workshop (co-organized by Music Department, Art Department, STEM Club)	<ul style="list-style-type: none"> To let students learn how to apply STEM in creating multimedia integrated arts, understanding the new trend of performing arts, as well as exploring the field of creative media 	40 students including F.4 DSE VA students, F.4 & F.5 DSE Music students, F.4 Elite Music students, STEM Club members	21/07/2020	All students were able to integrate STEM into an art form. They were able to explore this new field of creative media.

Strategies Employed	Objectives	Beneficiaries	Time Scale	Review
Conducting Class for Student Conductor	<ul style="list-style-type: none"> To equip elite students with professional conducting skills and to apply in conducting rehearsal of Chinese Orchestra 	2 Chinese Orchestra Student Conductors	09/2019 – 07/2020	It could successfully build up students' confidence. All Chinese Orchestra members were also benefited from the Conductor Training Class. It could help the group practice and perform in a professional manner.
Creative Writing Programme (English Language)	<ul style="list-style-type: none"> To improve students' writing skills 	F.5 high achievers	04/2020 – 05/2020	Students agreed that they learnt a lot from the course and acquired good writing skills.
Chinese Composition Competitions	<ul style="list-style-type: none"> To provide more opportunities for high achievers to enhance their writing skills 	2 F.4 students 5 F.5 students	10/2019 – 07/2020	The participants took part in the competitions held in Hong Kong. They gained exposure and became more confident in writing.
Unita – Service Project arranged by Canossian Youth Action	<ul style="list-style-type: none"> To relate and accept one another in love 	7 F.4 students	21/04/2020 – 23/04/2020, 15/07/2020 & 17/07/2020 – 18/07/2020	All participants agreed that the project could widen their horizons, and encouraged them to know the needs of others and to initiate services themselves.
Other Programmes (Talent Pool)	<ul style="list-style-type: none"> To broaden students' experiences and horizons through attending different summer courses offered by tertiary institutions 	2 F.4 students	07/2019 – 08/2020	All participants agreed that the project could widen their horizons and gained other learning experiences.

Strategies Employed	Objectives	Beneficiaries	Time Scale	Review
Life-wide Learning Grant (LWLG)				
Counselling & Guidance Workshops	<ul style="list-style-type: none"> To introduce sex education to students To provide a harmonious environment in class To resolve conflict among friends 	F.1 students F.2 students F.4 students	11/2019 – 12/2020	Students could develop a proper attitude towards sex and friendship.
Coach and Tutor fees in ECA	<ul style="list-style-type: none"> To arouse our student's interests in various Other Learning Experiences 	F.1 – F.6 Students	09/2019 – 06/2020	Most of the students had shown interests in Other Learning Experiences.
Entry fees for PE competitions & booking of venue	<ul style="list-style-type: none"> To promote and support students in financial needs to participate in more diversified learning activities outside the classrooms 	F.1 – F.6 students	Whole Year	Students took part in the competitions. They gained exposure and became more confident in sports. They also showed significant improvement in social skills and interpersonal skills.
Swimming Gala	<ul style="list-style-type: none"> To develop students' potentials in swimming 	F.1 – F.6 students	10/2019	Students took part in the competitions. They gained exposure and became more confident in swimming. They also showed significant improvement in social skills and interpersonal skills.
Procurement, maintenance & repair of Music equipment	<ul style="list-style-type: none"> To maintain the intonation and quality of musical instruments, so as to provide quality instruments to students to learn music 	50 Western Orchestra members 50 Chinese Orchestra members	09/2019 – 07/2020	All students of Western and Chinese Orchestra were benefited by high quality instruments which enhanced better musical achievements.

Strategies Employed	Objectives	Beneficiaries	Time Scale	Review
		10 Instrumental Class students		
STEAM workshop	<ul style="list-style-type: none"> To arouse students' interest in STEM and enhance their problem solving skills To arouse students' interest in food science 	All F.3 students 13 STEM Club members	11/2019 – 06/2020	Over 90% of the students enjoyed the workshop and learnt to apply relevant STEAM knowledge. Similar workshop would be held in the future.
Procurement of maintenance & repair of STEAM equipment	<ul style="list-style-type: none"> To sustain the momentum of STEM education 	All students	09/2019 – 08/2020	Students had a better learning experience.
Procurement of Visual Arts equipment	<ul style="list-style-type: none"> To replace the old and out of order art learning facilities 	Mainly F.4 – F.6 students	09/2019 – 08/2020	Students had a safe and better learning experience by using the new equipment.
Procurement of PE equipment	<ul style="list-style-type: none"> To enhance students' learning environment and facilities 	F.1 – F.6 students	09/2019 – 08/2020	Students had a safe and better learning experience by using the new equipment.
After-School Support for NCS Students in Learning Chinese				
Support service for NCS students by employing an Associate	<ul style="list-style-type: none"> To help students improve their skills in comprehension, writing, listening and 	4 NCS students	Whole Year	All NCS students' performances in reading comprehension and writing had been improved.

Strategies Employed	Objectives	Beneficiaries	Time Scale	Review
Teacher to run adapted learning Chinese language curriculum	speaking			
Grant for the Promotion of Chinese History and Culture				
粵劇工作坊	<ul style="list-style-type: none"> 透過專業的粵劇老倌的示範及講解，讓學生體驗粵劇，加深同學對中國傳統藝術的認識 	中六級學生 (115 人)	07/11/2019 12/11/2019	所有同學均能親身體驗粵劇中馬鞭的造手，對中國傳統藝術——粵劇，有更深認識。
Promotion of Reading Grant				
Hiring writers to conduct talks	<ul style="list-style-type: none"> 70% of students give positive feedback 50% of students show interest to the authors' books 	F.1 – F.5 students	24/10/2019 (Author Talk for F.1 – F.3)	About 70% of F.1 – F.3 students gave positive feedback about the talk. The Author Talk for F.4 and F.5 was cancelled because of the coronavirus.
Hiring external tutors to conduct videos of book sharing	<ul style="list-style-type: none"> 70% of students give positive feedback 	All students	04/11/2020	A display of book sharing videos on the ground floor during recess in 2 nd term 2019-2020 was cancelled because of the coronavirus. The videos will be played during the reading period in the classroom in the 1 st term 2020-2021.
Joining the e-Read Scheme	<ul style="list-style-type: none"> 50% of students read e-book 	All students	Whole Year	Over 50% of F.1- F.3 students read e-books and wrote comments in the e-Read Scheme during class suspension.

Strategies Employed	Objectives	Beneficiaries	Time Scale	Review
Printing Moral Education booklet for F.2 students	<ul style="list-style-type: none"> 90% of F.2 students accomplish the requested reading tasks 	F.2 students	Whole Year	Positive responses were received from the students.
Purchasing e-books, printed books and magazines	<ul style="list-style-type: none"> 70% of new books and magazines are borrowed 	All students	Whole Year	The library spent \$4,823 to purchase new books and subscribed online reading materials. However, the coronavirus has resulted in suspension of library and decreased the rate of book borrowing.
Reading Activities with 4 KLAs & Subjects	<ul style="list-style-type: none"> 50% of students join the activities 80% of students give positive feedback 	All students	Whole Year	All book exhibitions and activities were cancelled because of the coronavirus.
The Moral and National Education Grant				
Employment of a Chinese Language teacher to teach Junior Form and assist in promoting Moral and Civic Education	<ul style="list-style-type: none"> To help organize the Study Tour to Mainland China 	F.4 – F.5 students	09/2019 – 07/2020	The teacher was helpful and cooperative.
Grant for Supporting Non-Chinese Speaking Students to Learn Chinese History and Culture				
中二級班際歷史人物四格漫畫比賽	<ul style="list-style-type: none"> 讓同學發揮創意，培養其自主學習的態度 	2 位非華語學生	10/2019 – 11/2019	同學樂於自行從網上搜集資料，以圖文並茂的形式繪畫四格漫畫，主題突出，但畫技一般。

Strategies Employed	Objectives	Beneficiaries	Time Scale	Review
中三級班際區議會候選人宣傳單張設計比賽	<ul style="list-style-type: none"> 讓同學發揮創意，培養其自主學習的態度 	2 位非華語學生	10/2019 – 11/2019	同學樂於自行從網上搜集資料，以圖文並茂的形式設計區議會候選人宣傳單張，主題突出，但畫技一般。
電子教學資源：中史科 AR 互動平台	<ul style="list-style-type: none"> 同學能充分運用中史互動平台上的資源，以便提升其學習興趣與成效 	3 位非華語學生	10/2019 – 06/2020	同學藉著遊戲互動的形式學習，積極性較高，導師表示欣賞同學的認真度。

Canossa College
Report on the Use of the Student Activities Support Grant
2019-2020

I. Financial Overview

A	Allocation in the Current School Year:	\$63,050.00
B	Expenditure in the Current School Year:	\$8,868.80
C	Unspent Amount to be Returned to the EDB (A – B):	\$54,181.20

II. Number of Student Beneficiaries and Subsidized Amount

Category	Number of Student Beneficiaries	Subsidized Amount
Comprehensive Social Security Assistance	1	\$240.00
Full-grant under the School Textbook Assistance Scheme	7	\$5,433.40
Meeting the school-based financially needy criteria	6	\$3,195.40
TOTAL	14	\$8,868.80

III. Details of Expenses

Domain	Brief Description of the Activity	Expenses (\$)	Person Times of Student Beneficiaries	Essential Learning Experiences				
				I	M	P	S	C
1.1	Local activities: To subsidize students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises)							
—	—	—	—					
	Expenses on Item 1.1	—						
1.2	Local activities: 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 (e.g. activities on multiple intelligences; physical, aesthetic and cultural activities; leadership training; service learning; clubs and societies; school team training; uniformed groups; military camps)							
School Team Training	Table-tennis Team	833.00	1			✓		
	Tennis Team	1,200.00	3			✓		
	Volleyball Team	1,272.00	2			✓		
	Basketball Team	566.00	1			✓		
	Trampoline team	873.00	1			✓		

Domain	Brief Description of the Activity	Expenses (\$)	Person Times of Student Beneficiaries	Essential Learning Experiences				
				I	M	P	S	C
Communication skills training courses	Debate Society	2,000.00	2	✓				
Cultural activities	Drama club	240.00	1	✓				
Clubs	Creative Arts Club	106.80	2			✓		
	Expenses on Item 1.2	7,090.80						
1.3	Non-Local activities: To subsidize students with financial needs to participate in non-local exchange activities or non-local competitions							
—	—	—	—					
	Expenses on Item 1.3	—						
1.4	To subsidize students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities							
Cultural activities	Instrument : Pipa	1,778.00	1	✓				
	Expenses on Item 1.4	1,778.00						

Domain	Brief Description of the Activity	Expenses (\$)	Person Times of Student Beneficiaries	Essential Learning Experiences				
				I	M	P	S	C
1.5	Others							
—	—	—	—					
	Expenses on Item 1.5	—						
1.6	To pay the expenses incurred from the cancellation of learning activities due to the COVID-19 outbreak under the one-off measure							
—	—	—	—					
	Expenses on Item 1.6	—						
	Total	8,868.80	22					

I: Intellectual Development (closely linked with curriculum)

M: Moral and Civic Education

P: Physical and Aesthetic Development

S: Community Service

C: Career-related Experiences

School-based After-school Learning and Support Programmes 2019/20
School-based Grant - Programme Report

A. The number of students (count by heads) benefited under the Grant is 42
(including 0 CSSA recipients, 31 SFAS full-grant recipients and 11 SFAS half-grant recipients).

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

Name / Type of activity	Actual no. of participating eligible students			Actual expenses (\$)
	CSSA	SFAS full grant	SFAS half grant	
Cultural activities	-	11	6	3,700.00
Visit	-	32	5	71,060.00
Total no. of activities: 18				
@No. of man-times	0	43	11	Total Expenses
**Total no. of man-times	54			= 74,760.00

**Submission of Annual School Report
(2019 - 2020) 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: 07/10/2020