



CANOSSA COLLEGE

SCHOOL DEVELOPMENT PLAN
2024/25 - 2026/27

Canossa College

1. School Vision and 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.

2. School Goals

Long Term Goals:

(A) Through sound academic learning and character formation,

Canossa students can:

- a) lay the foundation for life-long education in a pleasurable learning environment;
- b) master biliteracy and trilingualism, express opinions confidently and well use language for communication;
- c) build knowledge through enriched experience and reflection;
- d) exercise their logical, independent and creative thinking to make rational decisions;
- e) improve interpersonal relationship through knowing how to get along with others, mutual respect, acceptance, trust and cooperation;
- f) be socially informed and concerned citizens with a global outlook;
- g) attain a sense of belonging to the school, responsibility to the family and service spirit to the community, as well as the zeal for justice and righteousness;
- h) appreciate Chinese culture and foster a sense of nationhood;
- i) nourish true Christian values, particularly humility, respect, kindness as well as love and strive hard to live up to their spirit; and lead a meaningful life by deepening spiritual literacy.

(B) To provide more opportunities for students to learn through experiential learning,

The school will:

- a) solicit more support from alumnae and parents;
- b) explore and solicit collaboration with relevant organizations or sister schools.

(C) Through adopting School-based management, key stakeholders have direct participation in school management.

The school strives to:

- a) ensure that students are supported, cared for and guided in the development of self-esteem, self-confidence;
- b) nurture in them sound moral values and positive outlook on life;
- c) provide more autonomy and room for students and endeavor to enrich their school life.

[N.B. In compliance with the legislation introduced by the Government in 1999, The Incorporated Management Committee of Canossa College was established in 2013, to introduce a participatory governance framework to encourage constructive communication among the school sponsoring body (SSB), the principal, teachers (teacher manager), parents (parent manager), alumni (alumni manager) and independent community members (independent manager) so as to contribute to effective school operation. (EDB Website: <https://www.edb.gov.hk/en/sch-admin/sbm/gov-framework/index.html>)]

Short Term Goals:

In accordance with the major concerns in the Annual School Plan.

3. School Motto

Humility, Respect, Kindness & Love.

4. Holistic Review of School Performance

a. Effectiveness of the School Development Plan in the cycle of 2021/22 - 2023/24

Major concern and target	Extent of the target achieved	Follow-up actions	Remarks
<p>Major Concern 1: Students develop positive values and attitudes towards life</p> <p>Targets 1.1 To strengthen students' positive values and attitudes 1.2 To nurture Catholic core values and positive attitudes by actualizing the School Motto 1.3 To encourage students to appreciate and give full play to their strengths 1.4 To empower students to serve others with charity and humility</p>	Partly achieved	Continue to be addressed in the major concern for the next development cycle with adjusted targets	Students are found to have internalized essential values and positive attitudes as they are always well-mannered and self-disciplined. As there is always room for improvement and development, the school would like to further develop this strength in the next development cycle.
<p>Major Concern 2: Students are engaged and persistent in learning</p> <p>Targets 2.1 Students master lifelong learning skills and apply them to real-life situations 2.2 Students develop self-confidence in learning and realize their potential 2.3 Students and teachers improve the efficiency of teaching and learning with e-learning tool</p>	Partly achieved	Continue to be addressed in the major concern for the next development cycle with adjusted targets	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.

b. Based on the reflection against the seven learning goals, conduct school self-evaluation to review how good the school is in fostering whole-person development and lifelong learning of students.

1. How good is my students' performance in achieving the seven learning goals?

Generally speaking, students are dedicated to their school life. Most are capable of grasping the key learning points and can flexibly apply the knowledge and skills in different contexts. Through learning different subjects and participating in extra-curricular activities or school functions, students develop and showcase various generic skills such as study skills, self-management skills, numeracy skills, information technology skills, critical thinking skills, problem solving skills, communication skills, collaboration skills, and creativity. In different occasions, such as the 65th Anniversary Open Days, it was evident that students have mastered these skills and could apply them effectively to real-life situations. Students demonstrate confidence and good communication skills while collaborating with their peers and presenting their ideas in a clear and coherent manner. Students are conscientious learners who are susceptible to teachers' advice and teaching. They often seek self-improvement in their learning journey.

All students are groomed to be bi-literate and trilingual. On one hand, many students are confident Putonghua speakers, and some have passions for learning other languages. On the other hand, the school places strong emphasis on students' English language proficiency. Having held more English activities, students have developed greater confidence in using English in their everyday life. The success of the school annual drama performance and numerous awards obtained in the Speech Festivals are evidence of their outstanding English skills. To encourage students to improve their language skills, the school has put in effort into promoting reading habits. According to the data collected in the Assessment Program for Affective and Social Outcome (APASO-III), the Q-scales of the subscales in relation to reading are above 100 (means of all schools in Hong Kong). Students spend a satisfactory amount of time on reading.

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.

Students benefit hugely from e-learning since the implementation of the Bring Your Own Device (BYOD) policy. Each student is equipped with an iPad as their learning tool in class. Students are educated to use their devices as well as information obtained from the Internet ethically, responsibly

and effectively.

Well-equipped with different generic skills, the school is dedicated to preparing our students for future challenges. Every year, all students are asked to set goals according to the SMART principles and are encouraged to pursue their goals throughout the school year. Students take the initiative and participate actively in various career-related activities, trying to identify their strengths and weaknesses, areas of interest as well as future career aspirations, so as to make informed and well-thought decisions for their studies.

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.

2.How good is my school in enriching students' learning experiences for their whole-person development and lifelong learning?

The school consistently realizes the principle of whole school approach and effectively leads its teams to contribute to students' whole-person development. Values education infiltrates our formal and informal curriculum and is the key element of Life Education lessons carried out by class teachers. Subject panels, functional groups as well as class teachers are responsible for different aspects of student support.

To cater for learner diversity and address students' learning needs at different key stages, the school identifies students' needs, allows the use of diverse modes of assessments to measure students' learning outcomes and offers support whenever necessary. With data obtained from lesson observations, Stakeholder Survey and APASO, the school constantly reviews current measures to facilitate students' growth. For instance, preventive and developmental programs such as the New Secondary One Bridging Course and Mentorship Program are conducted to help new Secondary One students adapt to the new school environment; Applied Learning options are offered to less academically-inclined students; gifted students are nominated for external programs to gain exposure; specialized support programs tailored to students with special educational needs are held to empower them; pull-out lessons are arranged for non-Chinese speaking students who also receive guidance from Chinese Language teachers to attend IGCSE Chinese Language in Senior Form.

Learning takes place both inside and outside classrooms. The formal curricula of Drama and STEM, have been established in junior forms. Outside classrooms, students are encouraged to take part in competitions, music performances, leadership training camps etc., thus acquiring rich learning experiences. Meanwhile, more mainland study tours were organized in recent years, aiming to develop a higher sense of national identity among students. Student leaders are given plenty of opportunities to improve their leadership skills as well as the skills in planning and organizing activities independently.

The school strives to provide an all-inclusive learning environment for students with varied needs and different cultural backgrounds. The campus atmosphere is harmonious, supportive and caring. Teachers and students enjoy excellent rapport. Furthermore, to address emotional wellness, our school has designed specific programs that focus on emotional health. Such initiatives provide students with the tools and support they need to navigate their emotions effectively, fostering resilience, emotional intelligence, and mental well-being. Multiple supportive and remedial programs are offered to students. Referrals to social workers are made if deemed necessary.

The school evaluates its work based on teachers' observation, findings from APASO-III and other surveys. Proper follow-up actions are carried out through timely and flexible adjustments to its human and financial resources.

3.How good is my school in leading its continuous improvement and development for students' whole-person development and lifelong learning?

To evaluate the school's performance, Stakeholder Surveys and APASO were conducted, engaging a wide range of participants including parents, students, and teachers. The "Planning-Implementation-Evaluation" (P-I-E) cycle of school self-evaluation has been highlighted in staff meetings. With the introduction of the Enhanced School Development and Accountability Framework by the Education Bureau, all the teaching staff were required to enroll in the online course of Enhanced School Development and Accountability Framework in order to improve their awareness of such framework and to plan their work correspondingly. Major concerns of the development plan are suggested by teachers and are further discussed and decided by the School Administration and Development Committee.

A resource network including our partners, the Parent-Teacher Association and the Alumnae Association, has been successfully established to help advance the school's sustainable development. The Associations show great support to the school and our parental support is strong. The Parent-Teacher Association actively participates and provides support in school activities such as "Respect Our Teachers Day". The alumnae have a strong sense of belonging to the school, participating in the Alumnae Association and offering strong support and resources for the students in career-related workshops and life planning talks.

The school management, including the supervisor and the principal always share the mission and vision of the school at different occasions. Mutual support and strong co-operation between the school management and middle managers are evident. The school management strategically deploys and empowers middle managers to realize their potential, assigning them key roles to enhance their leadership and decision-making skills, thereby nurturing them into future education leaders. Numerous meetings are held by the administration staff to continually monitor the school's progress and devise effective strategies catering to the dynamic needs of both students and teachers. Staff meetings are held once a month to enhance better communication among the principal, middle managers and teachers. Teacher representatives are elected to collect teachers' opinions and discuss with

the principal the further development of the school. A new appraisal system is introduced to monitor the performance of the members. Suitable development programs are recommended to teachers for their continuous professional development for the benefit of students. Teachers, middle managers and school managers join various workshops or seminars organized by the Education Bureau and the Canossian Missions (our School Sponsoring Body), providing insights for teachers to align with the newest policy required by the Education Bureau.

c. How Can My School Be Better

1. What are my students' needs?

Data from APASO-III shows that more attention should be paid to our students' psychological health and amount of physical exercise. Students are expected to lead a healthy life, such as striking a balance between study and rest, doing enough physical exercise, and knowing how to reduce stress. In other words, students require guidance and tools for managing stress and developing a motivational outlook on life, ensuring they can navigate through challenges effectively. Meanwhile, some students were found spending a lot of leisure time on information technology or social media. Therefore, it is believed that the development of communication skills, collaboration skills and interpersonal skills is also essential for our students to enjoy effective interpersonal communication and discourage them from indulging themselves in online entertainment.

On the other hand, from the Stakeholder Survey, teachers commented that students in general should take more initiative to learn, foster better reading habits and develop a growth mindset to face and overcome challenges in their school life and personal life. Students need opportunities to explore various careers in a way that aligns with their actual capacities, helping them to form realistic aspirations and reduce stress related to career planning.

2. What is my school's capacity for continuous improvement and development?

To help our students improve, all teachers are involved in discussions concerning the school's major concerns and how such goals could be achieved. To equip our teachers with up-to-date knowledge and advanced skills, the school encourages teacher professional development by proactively making recommendations of professional courses aligned with their professional development needs, the Education Bureau's requirements and the school's specific needs. The routine staff development days held each year serve as valuable opportunities to identify the specific needs of both students and teachers. By recognizing these needs, the school can design and provide targeted programs and workshops that equip teachers with necessary knowledge and techniques to help students achieve the seven learning goals. Such a proactive approach facilitates the school's development by ensuring that everyone is moving in the same direction, with a clear understanding of their roles and responsibilities.

The school's financial status is healthy, and it remains adequate for its ongoing development, thereby ensuring that we continue to strive for excellence in all our endeavors.

3. What are the development priorities of my school for enhancing the whole-person development and lifelong learning of my students?

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. 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. Lastly, our school aims to nurture active learners by adopting effective teaching strategies and offering enriching learning experiences. In addition, efforts will be dedicated to providing tailored support and resources to cater for learner diversity.

These carefully-set priorities will guide the school's development in the direction of meeting the unique needs of our students and society, empowering them to face and overcome future challenges with confidence and creativity.

5. Major Concerns of the 2024/25 - 2026/27 School Development Cycle

- Based on the above holistic review of school performance, the major concerns in order of priority are:
 - 1. To foster a healthy lifestyle among students**
 - 2. To nurture students' positive values and sense of national identity**
 - 3. To nurture active learners through various teaching strategies**

School Development Plan (2024/25 - 2026/27)

Major Concerns	Targets	Time Scale			Outline of Strategies	Seven Learning Goals
		2024/25	2025/26	2026/27		
1. To foster a healthy lifestyle among students	1.1 To improve physical health	✓	✓	✓	<ul style="list-style-type: none"> Promote the importance and methods of maintaining physical fitness in formal and informal curriculum 	<ul style="list-style-type: none"> Breadth of Knowledge Healthy Lifestyle
		✓	✓	✓	<ul style="list-style-type: none"> Provide a wide range of physical activities at recesses and lunchtime to cater for students with different interests 	
	1.2 To learn the importance of mental well-being and stress management skills	✓	✓	✓	<ul style="list-style-type: none"> Educate students in emotional management, equip students with proper skills and strategies to cope with stress through different talks and workshops 	<ul style="list-style-type: none"> Generic Skills Healthy Lifestyle Life Planning
		✓	✓	✓	<ul style="list-style-type: none"> Provide students with proper channels to express their emotions 	
	1.3 To further enhance social interactions and interpersonal skills	✓	✓	✓	<ul style="list-style-type: none"> Organize interschool, whole-school, house-based, level-based and class-based activities for students' developmental needs 	<ul style="list-style-type: none"> Generic Skills Healthy Lifestyle Life Planning
		✓	✓	✓	<ul style="list-style-type: none"> Strengthen career and life planning education in junior forms by fostering self-understanding 	
	1.4 To be equipped with proper values and attitudes	✓	✓		<ul style="list-style-type: none"> Introduce new teaching materials regarding healthy lifestyles in Life Education lessons, class teacher periods and subject lessons 	<ul style="list-style-type: none"> Breadth of Knowledge Life Planning Healthy Lifestyle
		✓	✓	✓	<ul style="list-style-type: none"> Organize daily prayers, meditation, and prayer assemblies for spiritual support and moral courage in upholding proper values 	

Major Concerns	Targets	Time Scale			Outline of Strategies	Seven Learning Goals
		2024/25	2025/26	2026/27		
2. To nurture students' positive values and sense of national identity	2.1 To learn essential values and attitudes	✓	✓	✓	<ul style="list-style-type: none"> Instill in students essential values and attitudes through class teacher periods, subject lessons and other activities 1st year: Gratitude: towards God, Country (National Identity), Community (Unity: Society, School, Friends), Family (Filial Piety), Self 2nd year: Respect for Others, Life, Benevolence, Empathy, Humility 3rd year: Commitment, Diligence, Integrity, Law-abidingness, Perseverance, Responsibility 	<ul style="list-style-type: none"> Breadth of Knowledge Generic Skills Information Literacy
		✓	✓	✓	<ul style="list-style-type: none"> Provide opportunities for students to serve and contribute to their families, school and society 	
		✓	✓	✓	<ul style="list-style-type: none"> Promote a culture of appreciation among students to reinforce positive self-image 	
	2.2 To strengthen the sense of national identity and show respect for our country	✓	✓	✓	<ul style="list-style-type: none"> Organize school activities and programs on National Education and learning of Chinese Culture 	<ul style="list-style-type: none"> National and Global Identity Breadth of Knowledge
		✓	✓	✓	<ul style="list-style-type: none"> Include National Education elements in subject lessons where appropriate 	
		✓	✓	✓	<ul style="list-style-type: none"> Nominate students to participate in external activities in line with National Education and National Security Education 	

Major Concerns	Targets	Time Scale			Outline of Strategies	Seven Learning Goals
		2024/25	2025/26	2026/27		
3. To nurture active learners through various teaching strategies	3.1 To have interactive learning inside and outside classrooms	✓	✓	✓	<ul style="list-style-type: none"> Adopt different cooperative learning strategies and blended learning 	<ul style="list-style-type: none"> Breadth of Knowledge Language Proficiency Generic Skills Information Literacy
		✓	✓	✓	<ul style="list-style-type: none"> Arrange more learning activities including competitions, field trips, training, visits, exchange programs, etc. outside classroom 	
	3.2 To learn through cross-disciplinary collaboration and STEAM activities	✓	✓	✓	<ul style="list-style-type: none"> Coordinate among different Key Learning Areas and levels in cross-curricular learning to enhance learning efficiency and effectiveness 	
		✓	✓	✓	<ul style="list-style-type: none"> Conduct cross-curricular learning in Secondary Two 	
	3.3 To cater for learner diversity	✓	✓	✓	<ul style="list-style-type: none"> Implement diversified learning-and-teaching strategies to enhance students' confidence and motivation in learning 	
		✓	✓	✓	<ul style="list-style-type: none"> Adopt various assessment modes 	
	3.4 To improve reading habits	✓	✓	✓	<ul style="list-style-type: none"> Organize reading activities and competitions in collaboration with the school library and various Key Learning Areas 	