

St. Catharine's School for Girls

Annual School Plan

2023 / 2024

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St. Catharine's School for Girls

Mission of the School

To deliver quality education to students, making them virtuous,
all-round and knowledgeable

Our Vision

We educate our students to:

- attain excellence in conduct and academic results
- be equally good at work and play
- be consciously aware of the world around them
- be concerned about the community
- be good followers of Christ
- be in line with The Truth

Aims of Education

We believe God created man and endowed all individuals with various gifts and potentials, and the aim of education is to help everyone understand and bring out the best in themselves, enabling them to equip themselves with the following attributes:

1. A knowledge of **self-worth** and the understanding that each person has his own place in the universe.
2. A correct and **balanced** value judgement.
3. A clear concept of right and wrong; a sense of **social justice** and an obligation to ensure that these principles are being upheld.
4. A strong desire to build a fair and **orderly** society.
5. A willingness to shoulder family and social **responsibilities**.
6. Respect for others' **dignity** regardless of their social standing.
7. Respect for every individual's **right** to freedom in society; not to deprive others' freedom for your own sake, and vice-versa.
8. An ability to **empathise** with others and share their feelings objectively.
9. An ability to build up **harmonious relationship** and co-operate with others in all circumstances.
10. A sense of **proactiveness, independence, self-discipline, self-respect** and **unselfishness**.
11. A **loyal, trustworthy, magnanimous** and **sincere** character.
12. **Appreciation** of nature, culture and art.
13. An ability to think **logically, critically** and **independently**.
14. An **inquisitive** mind so as to pursue truth and knowledge.
15. A reasonable standard of language proficiency that enables one to **communicate** effectively with others.
16. **Common sense** to respond to daily issues and the ability to develop a deeper understanding of them.

教育的目標

我們相信上帝造人，並賦予人有不同的恩賜與潛能；教育的目的，是幫助每一個人發掘、了解、發展及培育自己的天賦與能力，並使自己具備以下之質素：

1. 了解到每一個人均有其價值，並在宇宙中有其地位。
2. 培養一個正確的，平衡的價值觀。
3. 對是非黑白有明確的觀念，關懷社會公義，並盡一己之責以監察社會公義之實踐。
4. 有強烈的願望去建立公正而有秩序之社會。
5. 願意承當與分擔每一個人在家庭裏與社會中應盡的責任與義務。
6. 尊重並承認每一個人——無論貧富——皆有人的尊嚴。
7. 尊重自己及任何一個其他人的自由與獨立性，絕不以一己的自由妨害其他人的自由，亦不容許相反情形發生。
8. 對別人有適度的同感性，能以客觀的態度了解他人的感受。
9. 能在任何環境中，皆與人建立和諧的關係，互相交往及合作。
10. 能自覺、自立、自律、自重而不自私。
11. 忠誠可靠，對人寬大誠懇。
12. 對自然、文化與藝術均能培養一種鑑賞的能力。
13. 有邏輯性與批判性的獨立思考能力。
14. 有適度的好奇心，能客觀地格物致知，並能對所知之事物作合理的分析與評價。
15. 有與別人溝通的能力，並有足夠的語言文字的表達技巧。
16. 有足夠的常識理解一般周圍發生的事物，並知曉以何種途徑繼續充實自己。

2023/2024 School Major Concerns (in order of priority)

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

School's Major Concerns 2023-2024

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

Brief description of the feedback and follow-up actions from the previous school year:

- The school's primary focus last year was to cater for learner diversity and unleash students' learning power. Continuous efforts were made to optimize teaching and learning strategies. Various measures, including streaming, remedial and strengthening programmes, were implemented across different departments and groups to effectively cater for learner diversity, enabling the establishment of a stronger foundation.
- Furthermore, the school provided gifted programmes and fostered collaboration and self-directed learning to maximize students' learning potential and cultivate a strong educational bedrock. These strategies and measures received predominantly positive feedback from both teachers and students. Objective data, such as consecutive years of excellent results in the Hong Kong Diploma of Secondary Education (HKDSE) examination, further validate the effectiveness of these initiatives.
- Overall, the school's dedication to addressing learner diversity and unleashing students' learning power through continuous improvements in teaching and learning strategies has yielded favorable outcomes, as evidenced by positive feedback and notable academic achievements.

1.1 To promote students' motivation of self-directed learning via e-Learning.

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required	Seven Learning Goal
<ul style="list-style-type: none"> Teachers are encouraged to incorporate e-learning into their teaching practices at least twice per term to facilitate interactive teaching and learning. 	w.e.f. Sept. 2023	<ul style="list-style-type: none"> Increased students' participation and interaction in class, as evidenced by student evaluations. Positive feedback from students. Students' learning interest and learning effectiveness are enhanced. 	<ul style="list-style-type: none"> Surveys 	<ul style="list-style-type: none"> Academic Committee Panel Heads Subject Teachers 		<u>Information Literacy</u> – The use of information technology enhances students' self-directed learning abilities.
<ul style="list-style-type: none"> Students are encouraged to utilize various online platforms, such as Google Sites, the Library Online Catalog and e-resources, to access a wide range of high-quality books. 	w.e.f. Sept. 2023	<ul style="list-style-type: none"> At least 70% of the students accessing the subscribed online platforms once and reporting that the resources have been beneficial to their learning. 	<ul style="list-style-type: none"> Questionnaires Students' feedback 	<ul style="list-style-type: none"> Librarian Reading Committee 		<u>Information Literacy</u> – The use of information technology enhances students' self-directed learning abilities.
<ul style="list-style-type: none"> To provide graded and diversified e-learning materials for students to learn, revise and practice. 	w.e.f. Sept. 2023	<ul style="list-style-type: none"> The majority of students and subject teachers agree that the learning materials are useful. Positive feedback from students and teachers. 	<ul style="list-style-type: none"> Students' and teachers' feedback 	<ul style="list-style-type: none"> Academic Committee Panel Heads Subject Teachers 		<u>Information Literacy</u> – The use of information technology enhances students' self-directed learning abilities.

1.2 To equip teachers with latest curriculum development, pedagogies and e-Learning so as to benefit students' learning outcomes.

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required	Seven Learning Goal
<ul style="list-style-type: none"> To promote professional development on e-learning within or among panels through peer observation or CLP. 	w.e.f. Sept. 2023	<ul style="list-style-type: none"> 100% participation rate. 80% of the teachers agree that their skills of interactive teaching via e-learning are enhanced. 	<ul style="list-style-type: none"> Teachers' feedback 	<ul style="list-style-type: none"> Academic Committee Panel Heads Subject Teachers 		
<ul style="list-style-type: none"> To organize a workshop on how teachers can integrate AI into their teaching and learning practices that cater for learner diversity. 	Dec. 2023	<ul style="list-style-type: none"> 70% of the teachers agree that the workshop suits their professional needs and it is beneficial to students' learning. 	<ul style="list-style-type: none"> Questionnaires Oral feedback 	<ul style="list-style-type: none"> Staff Development Committee 		

1.3 To create a collaborative environment through an interdisciplinary approach so as to benefit students' learning outcomes.

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required	Seven Learning Goal
<ul style="list-style-type: none"> To encourage panels / functional groups to collaborate by conducting curriculum or programme mapping. 	w.e.f. Sept. 2023	<ul style="list-style-type: none"> All panels and functional groups collaborate at least once. Positive feedback from subject teachers and students. 	<ul style="list-style-type: none"> Teachers' and students' feedback 	<ul style="list-style-type: none"> Academic Committee Panel Heads Subject Teachers Functional Group Heads 		
<ul style="list-style-type: none"> To introduce a cross-curricular learning week to strengthen collaboration and synergy among different panels. 	April 2024	<ul style="list-style-type: none"> Relevant panels and participating students agree that the events during the cross-curricular learning week are beneficial to students' learning. 	<ul style="list-style-type: none"> Teachers' and students' feedback 	<ul style="list-style-type: none"> Academic Committee Panel Heads Subject Teachers 	Life-wide-Learning Grant	<div style="border: 1px solid black; display: inline-block; padding: 2px;">Generic Skills</div> – Develop and apply generic skills in an integrative manner.
<ul style="list-style-type: none"> To promote positive professional sharing and create a collaborative environment in three tiers (school level, subject panel/functional group level and individual level) so as to improve the teaching pedagogies, and resulted in the betterment of students' learning. 	w.e.f. Sept. 2023	<ul style="list-style-type: none"> At least 30 e-learning seminars will be attended by subject teachers. At least one professional sharing session for new teacher will be held this year. Positive feedback from teachers. 	<ul style="list-style-type: none"> Number of seminars attended Number of sharing sessions held Oral feedback 	<ul style="list-style-type: none"> Panel Heads Subject Teachers Staff Development Committee 		

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

Brief description of the feedback and follow-up actions from the previous school year:

- Students' problem-solving skills and self-confidence were enhanced through participating in a variety of training and activities. A key aspect of the student leadership was their proactive involvement in organizing events, such as the Fun Fair and Sports Day. These reinforced their sense of duty to serve and contribute to the school, the community, and the country.
- To nurture the future pillars and leaders of society, more opportunities and exposure are to provide for students to sharpen their leadership skills and showcase their learning outcomes. For instance, more intensive elite training workshops will be organized for both junior and senior student leaders to assist them in establishing the traits and qualities of a good leader this year. Students are encouraged to gain more outbound learning experiences to boost their communication skills, to learn planning, delegation and management strategies that unleash their potential and develop them as 'Models of Leadership'.

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

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required	Seven Learning Goal
<ul style="list-style-type: none"> • To convey the messages to students in developing students' character traits of a good leader during assemblies, form teacher periods and Morning Prayer Time. 	w.e.f. Sept. 2023	<ul style="list-style-type: none"> • Students' character traits of a good leader are established. • Students learn from our Lord Jesus Christ the spirit of "to serve but not to be served". • Students' self-confidence is enhanced. 	<ul style="list-style-type: none"> • Class observation • Feedback from students, teachers and parents 	<ul style="list-style-type: none"> • Form teachers and Assistant form teachers 		<div style="border: 1px solid black; padding: 2px;">National & Global Identity</div> – To enable students to become the future pillars of society, who are knowledgeable and responsible, and appreciate proper values & attitudes.

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required	Seven Learning Goal
<ul style="list-style-type: none"> A theme song, “Let there be Love” to be used in line with this year’s Moral Education focus during assemblies. 	w.e.f. Sept. 2023	<ul style="list-style-type: none"> The message in the lyrics make an impact and help students build a positive outlook on life. Students learn by heart the lyrics and carry out in practice the virtue of respect, and show love to others. 	<ul style="list-style-type: none"> Teachers’ observation Students’ feedback 	<ul style="list-style-type: none"> Assistant Chaplain 		<u>National & Global Identity</u> – To enable students to become the future pillars of society, who are knowledgeable and responsible, and appreciate proper values & attitudes.
<ul style="list-style-type: none"> To assist students in the development of their spiritual well-being through the formal curriculum of the Religious and Life Education. 	w.e.f. Sept. 2023	<ul style="list-style-type: none"> Students actively participate in lessons. Students develop a sense of integrity with the teachings of our Lord Jesus Christ. Students learn from our Lord Jesus Christ the spirit of “to serve but not to be served” and are willing to take it into practice. 	<ul style="list-style-type: none"> Teachers’ observation Students’ feedback 	<ul style="list-style-type: none"> RLE teachers 		<u>National & Global Identity</u> – To enable students to become the future pillars of society, who are knowledgeable and responsible, and appreciate proper values & attitudes.
<ul style="list-style-type: none"> To implement programmes and workshops which are supported by QEF: “My Pledge to Act” Funding programme) for students and parents. 	Sept. 2023 to May 2024	<ul style="list-style-type: none"> 70% of the students agree that their moral sense, such as respect, responsibility, is strengthened or consolidated. 	<ul style="list-style-type: none"> Questionnaire 	<ul style="list-style-type: none"> MCE Committee 		<u>National & Global Identity</u> – To enable students to become the future pillars of society, who are knowledgeable and responsible, and appreciate proper values & attitudes.

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

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required	Seven Learning Goal
<ul style="list-style-type: none"> To organize a leadership training camp for F.4 students to develop their sense of responsibility and respect for others, and to sharpen their leadership skills. 	Sept. 2023	<ul style="list-style-type: none"> At least 80% of the students find the camp help them develop better team spirit and leadership skills. At least 80% of the club advisors agree that the attitude and performance of the student leaders are good. 	<ul style="list-style-type: none"> Questionnaires at the end of the activities. Questionnaires at the end of the year to evaluate the performance of student leaders. Observation by form teachers and accompanying teachers. 	<ul style="list-style-type: none"> CCA Committee 	<ul style="list-style-type: none"> LWL Grant Service providers 	<u>Generic Skills</u> – To develop and apply generic skills in an integrative manner.
<ul style="list-style-type: none"> To nurture junior form students with a sense of servitude and integrity, a “Young Leaders Programme” will be organized for 40 students from F2 and F3 by collaborating with HK Youth Counselling Association: 1/ 30 hours of training programmes to be run for F.2 & F.3 respectively to hone their leadership skills. 2/ A buddy programme to be held by the Student Union Executive Committee for the participants to have hands-on experience in organizing activities for the schoolmates. 	Nov. 2023 to Feb. 2024 Feb. to May 2024	<ul style="list-style-type: none"> At least 80% of the students find the programme able to develop their talents in leadership with senses of responsibility and respect. Positive feedback from the CCA Committee & SU Executive Committee members towards the young leaders. 	<ul style="list-style-type: none"> Questionnaires at the end of the activity. Observation by CCA Committee members and Student Union Executive Committee members. 	<ul style="list-style-type: none"> CCA Committee 	<ul style="list-style-type: none"> School-based Project collaborating with HK Youth Counselling Association. 	<u>Generic Skills</u> – To develop and apply generic skills in an integrative manner

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required	Seven Learning Goal
3/ A leadership camp to be organized at the end of the school year to consolidate the experiences of the young leaders in the year.	Jul. 2024	<ul style="list-style-type: none"> At least 80% of the students find themselves more confident and responsible in taking up future leadership roles. 	<ul style="list-style-type: none"> Questionnaires at the end of the activity. Observation by teachers-in-charge & accompanying teachers. 		<ul style="list-style-type: none"> School-based Project collaborating with HKAYP. 	
<ul style="list-style-type: none"> To nurture senior form students with a sense of servitude and the talents of leadership, a “Elite Leaders Program” will be organized for 40 students from F4 by collaborating with external training organization: <p>1/ 30 hours of training programmes to be run for F.4 to hone their leadership skills.</p> <p>2/ A leadership camp to be organized to consolidate and review the experiences of the elite leaders.</p> <p>3/ An exchange tour to be organized in which selected elite leaders may experience different trainings and widen their horizons about future digital development in different places.</p>	<p>Nov 2023 to May 2024</p> <p>Apr. 2024</p> <p>Jul. 2024</p>	<ul style="list-style-type: none"> At least 80% of the students find the programme able to develop their talents in leadership with senses of responsibility and respect. At least 80% of the students agree that they are more confident and responsible in taking up future leadership roles. 80% of the students agree that the tour is fruitful and useful in their life experience. Positive feedback from the students and accompanying teachers. 	<ul style="list-style-type: none"> Questionnaires at the end of the activity. Questionnaires at the end of the activity Observation by CCA teachers-in-charge and accompanying teachers. Reflective feedback of the students at the end of the tour. Observation by teachers-in-charge & accompanying teachers. 	<ul style="list-style-type: none"> CCA Committee 	<ul style="list-style-type: none"> School-based Project collaborating with external training organization. School-based Project collaborating with HK AYP. LWL Grant 	<p><u>Generic Skills</u> –To develop and apply generic skills in an integrative manner</p>

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required	Seven Learning Goal
<ul style="list-style-type: none"> Service opportunities, talks, workshops and activities to be provided or organized by different Panels and Functional Groups to help students learn the virtue of “to serve but not to be served” and to cultivate and further hone students’ leadership skills. 	w.e.f. Sept. 2023	<ul style="list-style-type: none"> Successful completion of the programmes as planned. Students’ character traits of a good leader are established. Students’ communication and problem-solving skills are enhanced. Students’ leadership skills are cultivated and further honed. 	<ul style="list-style-type: none"> Observation Oral feedback from students Evaluation questionnaires 	<ul style="list-style-type: none"> Functional Groups Form teachers and Assistant form teachers Subject teachers 		<p>National & Global Identity – To enable students to become the future pillars of society, who are knowledgeable and responsible, and appreciate proper values & attitudes</p> <p>Generic Skills – To develop and apply generic skills in an integrative manner.</p>

2.3 To equip teachers with strategies to help develop students' character traits of a good leader.

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required	Seven Learning Goal
<ul style="list-style-type: none"> To equip teachers with various classroom management strategies by means of workshops to enhance a culture of respect in class which help develop students' character traits of a good leader. 	Dec. 2023 & Mar. 2024	<ul style="list-style-type: none"> 70% of the teachers express a willingness to apply the content in their teaching and learning practices and students can benefit from a positive and learning environment in class. 	<ul style="list-style-type: none"> Evaluation questionnaire Oral feedback 	<ul style="list-style-type: none"> Staff Development Committee 		<p>National & Global Identity – To enable students to become the future pillars of society, who are knowledgeable and responsible, and appreciate proper values & attitudes.</p>

School-based After-School Learning and Support Programmes

Proposed Programme 2023-2024

Name of School : St. Catharine's School for Girls

Name of Person-in-charge : Mr. Mak Kwan Ko, Acting Vice-principal

Contact No.: 2345 6481

Programme Name	Programme Nature	Criteria for Success	Evaluation Methods	Dates of Activities	Estimated No. of Students Supported	Estimated Amount of Grant Applied	Name of Organisation Supplying Service (if applicable)
1. Complementary Tutoring for F.1 new comers	<ul style="list-style-type: none"> Students with lower abilities are provided with extra after-school tutorial classes to improve their learning effectiveness. 	<ul style="list-style-type: none"> The academic performance of the students improve OR they are more adapted to the English as a Medium of Instruction 	<ul style="list-style-type: none"> Feedback will be collected from students, teachers & service providers. 	Sept 2023 to July 2024	8	$\$4,140 \times 8 = \$33,120$	---
2. Instrumental Class	<ul style="list-style-type: none"> Students learn how to play western musical instruments. 	<ul style="list-style-type: none"> Students can give performance in a concert. 	<ul style="list-style-type: none"> Class concerts will be held in the 2nd term, where students' performance will be assessed. Evaluation forms will be given to students, teachers and parents. 	Sept 2023 to July 2024	40	$\$1,500 \times 40 = \$60,000$	---
3. Art & Aesthetic Programme	<ul style="list-style-type: none"> Students are given opportunities to develop their interests or talents in language, art and aesthetic. 	<ul style="list-style-type: none"> Students become self-confident. Students can develop their interests or talents in various aspects. 	<ul style="list-style-type: none"> Evaluation forms will be given to students, teachers and parents. Records of awards will be referred to. 	Sept 2023 to June 2024	40	$\$300 \times 40 = \$12,000$	---

Estimated Total: \$105,120

St. Catharine's School for Girls
Annual Programme Proposal for
DLG – Other Programmes: Gifted Education for the 2023/24 School Year

Domain	Programme	Objective(s)	Targets (No./level/selection)	Duration/Start Date	Deliverables	Teacher i/c	Budget
Biology	Nature exploration	To foster students' positive values through relating them to the local ecological sites by providing outdoor visits.	<ul style="list-style-type: none"> F.5 biology students 	A whole day trip to explore HK nature.	Guided program by course provider	Lee SM	HK\$5,000
Mathematics	Gifted and Talented Programme	To enhance students' mathematical abilities	<ul style="list-style-type: none"> 4 students F.5 students Nominated by the Mathematics Department with specific criteria 	A series of lessons during the school year	Written work assigned by the course provider	Tam YS	HK\$20,000
Visual Arts	Artwork Programme	To enhance students' interest in artwork	<ul style="list-style-type: none"> F.4 students Nominated by the Visual Arts Department with specific criteria 	A series of lessons during the school year	Assigned artwork by the course provider	Ms. I Sun	HK\$7,000
T&L	CLO Virtual Fashion Design Course	1. To equip students <ul style="list-style-type: none"> with the basic skill of apply the CLO3D software with the basic in the development process of fashion garment 2. To create virtual fashion garments	<ul style="list-style-type: none"> F.4 T&L students 	3 day lessons Totally 18 hours	Assigned design work by the course provider	Yeung YWY	HK\$41,250
T&L	Dressmaking Course	To equip students the construction skills of making garments	<ul style="list-style-type: none"> F.4 T&L students 	4-5 day lessons Totally 30 hours	Assigned practical work	Yeung YWY	HK\$32,000

Domain	Programme	Objective(s)	Targets (No./level/selection)	Duration/Start Date	Deliverables	Teacher i/c	Budget
Chemistry	Innovative Chemistry STEAM Programme	<ol style="list-style-type: none"> To understand the importance of sustainable development. To acquire concrete chemical knowledge of achieving the Sustainable Development Goals. To gain a thorough understanding of latest technologies for sustainable development. To gain hand-on experience on synthesizing sustainable products by utilizing the knowledge gained. To have a comprehensive understanding of chemical instrumentation for pollution control To gain hands-on experience on chemical analysis using advanced instruments 	<ul style="list-style-type: none"> F.4 or F.5 Chem students 	5 days programme in summer 2024	CUHK	Kwan CY	HK\$7,000
Music	Musicianship Programme	To enhance students' interest and abilities in music	<ul style="list-style-type: none"> Elite music students F.4-5 students Nominated by the music department 	A series of lessons from September 2023 to August 2024	Assigned tasks by the tutor	Ms. Tsang WY	HK\$10,000
Academic	Gifted Programme	Develop advanced curricula that challenge and inspire learners to learn	<ul style="list-style-type: none"> F.3-F.5 gifted students with outstanding academic results 	Whole semester	HKUST/CUHK	Ms. Wan MY Mr. FungLH	HK\$10,000
Total:							\$13,2250

聖傑靈女子中學

2023-2024 年度 教育局「支援推行高中公民與社會發展科的一筆過津貼」計劃書

根據教育局通函第 83/2021 號，教育局向每所資助中學發放 30 萬元的一筆過津貼，以支援學校在 2021/22 學年起推行公民科課程。津貼可跨學年使用至 2023/24 學年完結，學校可將未使用的津貼餘額撥入其後的學年繼續使用。公民與社會發展科於 2023/24 年度就撥款的運用計劃如下：

資助項目	策略及預期效益	2023/24 預算開支	負責老師
1. 內地考察團所涉及的其他開支如資助額外隨團人員	本科計劃於 2023-24 為中五級同學舉行內地考察及相關的專題研習，包含認識中華文化元素、國家最新發展和成就。	內地考察團開支由教育局資助 考察團所涉及的其他開支：\$3,000	冼劉詠婷老師
2. 本地學習活動	本科預計於 2023-24 年度為中四及中五級學生舉辦本地考察團，以助提升其學習本科的興趣和能力。	中四級: \$40,000 中五級: \$50,000	冼劉詠婷老師
3. 購置參考書及其他相關教材	本科預計資助老師採購相關的參考書、學與教資源、流動應用程式或軟件。	\$15,000	冼劉詠婷老師 孫愛玲老師
4. 採購與公民科學與教相關器材	本科預計採購相關的器材，於校內使用以提升學與教質素。	\$50,000	冼劉詠婷老師
		2023/24 預算總額：\$158,000	

本科組會在 2023/24 學年完結後的規定期內，向教育局呈交經審核的周年帳目報告，報告內會記錄津貼的總收支。

St. Catharine's School for Girls

Plan on the Use of the Promotion of Reading Grant (PRG) (2023-2024)

1. Objective

To cater for learner diversity as well as unleashing their learning power,

- 1.1 Improve the quality, variety, preservation, and accessibility of our library collection and select self-learning resources.
- 1.2 Empower students to present their reading and learning outcomes in a multimedia format and with ethical considerations.
- 1.3 Nurture students to become good leaders by promoting reading through various activities.
- 1.4 Assist teachers and students in utilizing the library's print and digital resources to their full capacity and in an ethical manner.

2. Tasks

- 2.1 Subscription of web-based reading platforms and resources
- 2.2 Expenditures on Reading Activities

3. Proposal

The proposals for different uses of the grant are as follows:

Tasks	Time scale	Success criteria	Methods of evaluation
Subscription of web-based reading platforms and resources <ul style="list-style-type: none">• The items to be procured are as follows:<ul style="list-style-type: none">➤ English e-book platforms➤ Chinese e-book platforms➤ Cross-curricular e-reading resources➤ STEM e-reading resources	Aug. 2023 to Jul. 2024	<ul style="list-style-type: none">• 60% of the students used the subscribed online platforms on averagely.• 80% of the students, who used the online platforms, find them helpful in their learning.	<ul style="list-style-type: none">• Questionnaire survey
Expenditures on Reading Activities <ul style="list-style-type: none">• To help the school community to explore our physical collection and digital resources, thematic exhibitions will be held inside the library at least five times a year.• To inculcate a school-wide reading culture and cross-curricular reading activities will be held in April.	Sep. 2023 to May 2024	<ul style="list-style-type: none">• 60% of the students find the thematic exhibitions and reading activities helpful in encouraging them to utilise the library resources more.	<ul style="list-style-type: none">• Questionnaire survey

4. Person-in-charge

Yuen KK (School Librarian)

5. Budget

The Promotion of Reading Grant for this school year (2023-2024) \$ **76,064.00**

Unspent Balance for last school year (2022-2023) \$ **12,221.18**

No. Items	Estimated Expenses
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1. The subscription fee for e-books	\$ 24,500.00
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2. The subscription fee for Chinese e-book platforms	\$ 11,800.00
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3. The subscription fee for English e-book platforms	\$ 39,000.00
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4. The subscription fee for STEM e-reading resources	\$ 11,000.00
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5. Expenditures on reading activities	\$ 1,985.18
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Total :	\$ 88,285.18
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St. Catharine's School for Girls

Budget for Composite I. T. Grant (CITG) (2023-2024)

	\$	\$
<u>Income</u>		
Grant received		576,658.00
<u>Less: Expenditure</u>		
IT related consumables	323,600.00	
Internet connection fee	326,400.00	
Maintenance services for IT facilities	57,000.00	
Upgrading & replacement of IT facilities	<u>10,000.00</u>	
		<u>717,000.00</u>
Budgeted Surplus / (Deficit) for the year		<u><u>(140,342.00)</u></u>

St. Catharine's School for Girls

Budget for School Executive Officer Grant (SEOG) (2023-2024)

	\$	\$
<u>Income</u>		
Surplus brought forward from previous year		372,078.27
Grant received		<u>573,540.00</u>
		945,618.27
<u>Less: Expenditure</u>		
One School Executive Officer	447,300.00	
One Contract Staff	<u>321,300.00</u>	
		<u>768,600.00</u>
Budgeted Surplus / (Deficit) for the year		<u><u>177,018.27</u></u>

Counselling and Guidance Committee

Plan on One-off Grant for Mental Health at School (2023/24 and 2024/25)

1. Objectives

- 1.1 To equip teachers with the knowledge and skills to support students with emotional needs
- 1.2 To offer students various thematic workshops that enhance mental wellness
- 1.3 To provide support for students and their families with financial needs
- 1.4 To further cultivate a caring and supportive school environment

2. Implementation plan

- 2.1 To equip teachers with the knowledge and skills to support students with emotional needs

Strategies/Tasks	Time scale	Target	Success Criteria	Methods of Evaluation	People Responsible
2.1.1 To foster professional development among teachers through attending seminars/training sessions	2023-25	Members of Counselling and Guidance Committee	➤ All members of the Counselling and Guidance Committee complete at least 6 hours of training in 2023-25.	CPD record	Counselling and Guidance Committee
2.1.2 To organize a teacher training course (Theme: How can the form teachers and subject teachers effectively support the students with emotional needs?)	2024-25	All teachers	➤ 70% of the teachers agree that the course has equipped them with the necessary knowledge and skills to support students with emotional needs.	Questionnaire	Counselling and Guidance Committee & Staff Development Committee

2.2 To offer students various thematic workshops that enhance mental wellness

Strategies/Tasks	Time scale	Target	Success Criteria	Methods of Evaluation	People Responsible
2.2.1 To organize various thematic workshops on promoting mental health	2024-25	All students	<ul style="list-style-type: none"> ➤ The participants agree that the workshops have enhanced their mental health. ➤ The participants are confident in using what they have learnt to help themselves or others enhance their mental wellness. 	Questionnaire	Counselling and Guidance Committee & Student Support Team

2.3 To provide support for students and their families with financial needs.

Strategies/Tasks	Time scale	Target	Success Criteria	Methods of Evaluation	People Responsible
2.3.1 To provide immediate subsidies for medical services to needy students (See Appendix)	2023-25	Needy students	<ul style="list-style-type: none"> ➤ Students can receive the clinical service within a month. 	Case record	Counselling and Guidance Committee & Student Support Team

2.4 To further cultivate a caring and supportive school environment

Strategies/Tasks	Time scale	Target	Success Criteria	Methods of Evaluation	People Responsible
2.4.1 To organize lunchtime handicraft workshops for students to promote relaxation and stress relief	2023-25	All students	➤ More than 40 students participate in each workshop.	Participants' feedback	Counselling and Guidance Committee & School Social Workers
2.4.2 To organize training programmes for Student Ambassadors to promote the importance of mental health at school	2024-25	Participants	➤ 70% of the ambassadors agree that the activities have enhanced their awareness towards the importance of mental health. ➤ 70% of the ambassadors agree that the programmes have enhanced their knowledge and skills in mental health.	Activity record & participants' feedback	Counselling and Guidance Committee

3. Budget Plan

3.1 Teachers' Training Courses and Workshops	\$25000
3.2 Lunchtime activities for students	\$10000
3.3 Student Ambassador Training Program	\$10000
3.4 Subsidies for students' medical support	(One-off Grant for Mental Health at School) \$60000

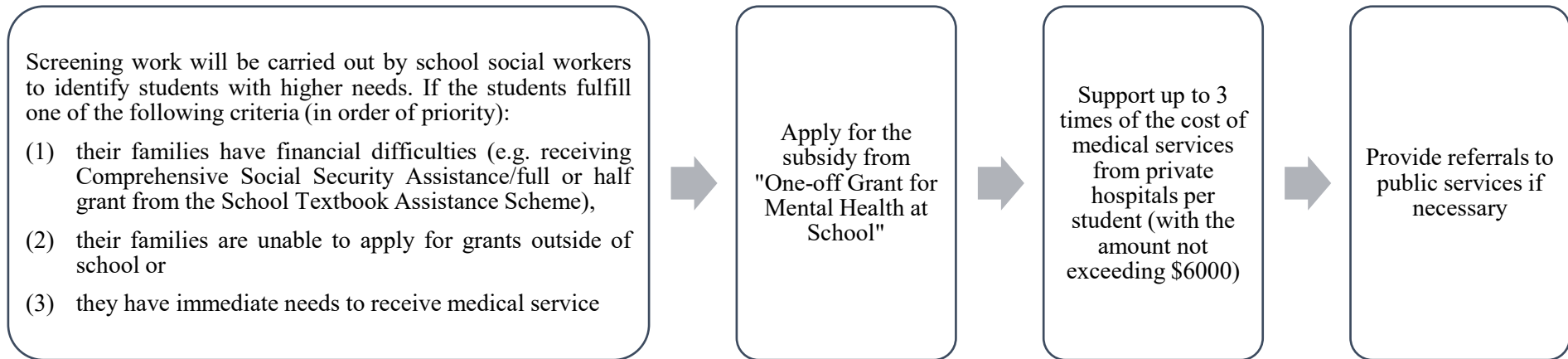
[Remarks: Support up to 3 times of the cost of medical services from private hospitals per student with the amount not exceeding \$6000

(Estimation: 10 students with financial needs will be supported)]

Total: \$105,000

Appendix

Logistics for item 2.3.1 To provide immediate subsidies for medical services to needy students



家長教師會

2023/24 及 2024/25 年度家長學生·好精神一筆過津貼計劃

1. 工作目標

- 1.1 促進學生和家長的精神健康，讓家長認識管理壓力和提升身心健康的方式，並強化子女的正向思維。
- 1.2 支援家長照顧學生的精神健康。

2. 具體計劃

2.1 促進學生和家長的精神健康

策略／工作	時間表	對象及家庭數目	成功準則	評估方法	負責人
2.1.1 親子減壓甜品製作工作坊暨家長教育講座	04/2024	中一至中五的 20 家庭，共 40 人	<ul style="list-style-type: none">➤ 90%家長及學生認同享受烹飪過程能促進他們的精神健康。➤ 90%家長及學生在烹飪過程中與子女聊天，並認同此舉能提升彼此的精神健康。➤ 90%家長及學生認同在烹飪過程培養出正向思維。	問卷	家長教師會

2.2 支援家長照顧學生的精神健康

策略／工作	時間表	對象及家庭數目	成功準則	評估方法	負責人
2.2.1 「家長學生好精神」健康講座 主題內容： ➤ 學習與精神健康相關知識的培訓 ➤ 掌握及早識別子女出現早期精神健康問題徵兆的技巧	04/2024 - 06/2025	中一學生和家長，共 140 人	➤ 90%家長認同講座有助學習與精神健康相關的知識及技巧。 ➤ 90%家長明白識別子女出現早期精神健康問題徵兆的技巧。	講座後問卷	家長教師會
2.2.2 「家長學生好精神」支援個別家長計劃： ➤ 支援個別家長心理或輔導費用（見附件） ➤ 舉辦心靈互助小組		中一至中六學生的家長，約 7 人	➤ 90%家長認為計劃能協助其解決燃眉之急。 ➤ 90%家長認為心靈互助小組能幫助他們支援子女在精神健康方面的需要。	支援個別家長後的問卷	家長教師會、輔導組及學校社工

3. 財政預算：

3.1 親子減壓甜品製作工作坊暨家長教育講座	\$3,000
3.2 「家長學生·好精神」健康講座	\$3,000
3.3 「家長學生·好精神」支援個別家長計劃	\$14,000
總計：	\$20,000

附件

項目 2.2.2 (「家長學生好精神」支援個別家長計劃：支援個別家長心理或輔導費用) 的工作程序：

學校社工了解學生及其家長的情況，並建議家長接受專業輔導。如該家庭符合以下其中一項條件：

- (1) 家庭有經濟困難 (綜援/全額或半額書簿津貼)
- (2) 未能成功申請校外援助基金



申請家長學生·好精神
一筆過津貼



支援個別家長心理或輔導費用
[每個家庭可申請最多2次資助
接受精神科服務，總額不超
\$2000 (資助人數約7人)]